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Exploring Teachers' Affective Traits during Recruitment: A case study

By

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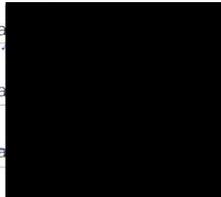
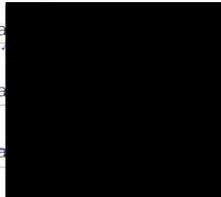
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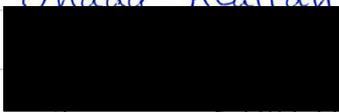
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Dedication

This thesis is dedicated to my parents whose unconditional love, respect, and positive affects guided me through my path. I am blessed to have such a wonderful, loving, and caring mom who is a joy to be with. “Mom, you constantly fill me with hope, calmness, and gratitude”. I am also lucky to have a caring dad (Raja) who taught me dreams never cease. “Your positivity, tolerance, and perseverance marked me in many ways”. Paola, Sami, Yousif, Hani and your lovely families always fill me with warmth and happiness, thank you for your continuous support.

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Exploring teachers' affective trait during recruitment: A Case Study

Ghada Atallah Anderson

ABSTRACT

Teachers' affective traits (TATs) of positive attitude, interaction and respect can enhance students' learning. These are often not considered in evaluating teacher candidates during recruitment and interviews, which lead to discrepancies among teachers at the same school. The purpose of this study is to explore school administrators and teachers' views on teachers' affective traits and whether they are emphasized in recruitment protocols. The theoretical framework includes the relationships between emotions and thoughts and teachers' behavior in class: teachers' identity formation (feelings), belief systems (attitude and value), and perception (interpretation). A qualitative approach using case study design was conducted in 8 private schools located in Lebanon and the UAE. Credibility, trustworthiness and ethical practice were ensured. The instruments included the researcher journal, semi-structured interviews with 8 school administrators and an on-line questionnaire for 24 teachers. Qualitative data analysis revealed inconsistencies between the information gathered from school administrators and teachers with regard to the frequency and depth with which the TATs are examined during recruitment processes. Findings indicate that school administrators examine some aspects that represent candidates' identity formation and belief systems (attitude and value) whereas teachers' frames of mind influenced by past experiences are not considered although these influence the teaching process. Suggestions for school and further research are presented.

Keywords: Affective, Emotions, Teachers' Behaviors, Recruitment Protocol, Belief Systems, Values, Attitude, Identity Formation, Positive, Interaction, Respect

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List of Abbreviation

TAT Teachers' affective traits

CHAPTER ONE

Introduction and Background to the Study

1.1. Overview

This study explores teachers' affective traits in class and during recruitment because hiring teachers who are not suitable for the job could have a negative impact on students' emotions (Pekrun, 2006) and class environment (Jones, Jenkins, & Lord, 2006). For example, the way teachers talk and behave in class can increase students' motivation, achievement (Pekrun, 2006), and self-concept (Shulman, 1987). As Gentilucci (2004) argues teachers who humiliate students in front of their peers could have a detrimental effect on the child; also this problem has escalated overtime. So he suggests hiring teachers who "comport themselves properly" treating students with respect and compassion to improve student learning and foster positive emotions in classrooms (Gentilucci, 2004, p. 138).

When recruiting teachers, the candidate is advised to fit the profile of the school in order to "strengthen the autonomy and identity of the school" (Schaefer & Terhart, 2006, p. 509). In Lebanon, private schools can ensure recruiting their own teachers whereas recruiting for public schools is centralized at the Ministry of Education. In some countries like Germany, teachers' recruitment in public schools moved away from the control of centralized state school administration to become the responsibility of each school because of hurdles when teachers and schools' profiles did not match (Schaefer & Terhart, 2006). Therefore, this study examines teacher recruitment processes and the affective criteria private school administrators follow and consider in order to select the most suitable candidates for their contexts.

The affective processes are influenced by emotions as explained by Pekrun (2006). Emotions are the antecedents of behaviors in teachers and students in class; these emotions influence and/or are derived from thoughts and behaviors. Therefore, as described by McMillan (2007), the affective traits are directly linked to cognitive and behavioral components because the positive or negative feelings go through a mental process to describe value or worth and reflect a behavior. Therefore, the theoretical framework is based on the antecedents of emotions from where the concepts are derived: teachers' identity formation (Furlong, 2013), teachers' belief systems (Pajares, 1992) and perception (Becker, Keller, Goetz, Frenzel, & Taxer, 2015) that could be good indicators for teachers' behaviors in classrooms (Zembylas, 2003). The framework of the study includes concepts that school administrators might consider in recruitment to detect the required teachers' affective traits.

School administrators are accountable to recruit the most suitable candidates to improve students' learning. However, very few studies described the recruitment processes at schools and only one study included affective traits during admission processes as perceived by teachers and trainees (Adeosun, Oladipo, & Oni, 2013). No study was conducted on the considerations of teachers' affective traits during recruitment from the points of view of school administrators. Therefore, research studies exploring the appropriate steps that school administrators are taking in the recruitment processes to integrate the intellectual and emotional needs for all students are missing (Anderson & Bourke, 2000). Since the term "teachers' affective traits" will be referred to frequently, the acronym TAT will be used instead.

According to Oxford Reference, the definition of "affective" is "the personal feelings, attitudes, or values of a person inferred from their words and/or nonverbal behavior". The elements that are important in affective traits according to Damasio

(2000) are emotions and feelings; emotions are public expressions whereas feelings are private matters. Pekrun (2006) explains that emotions impact the development of the “affective, cognitive, motivational, expressive, and peripheral psychological processes” (p.316). In other words humans act according to their thoughts that are led by their emotions. Evidently, emotions are important factors that can induce students’ interest and motivation to learn.

TATs are reflected in what teachers say and how they say it, which have various impacts on students’ emotions. According to Becker et al. (2015), teachers could misinterpret the actions of students, and consequently transmit a negative tone of voice, facial expression, and movements causing students to feel puzzled, frustrated and scared. Also, Pekrun (2006) used the term achievement emotions referring to the emotions that emerge in classroom during an activity or as a result of that activity. For example, students could experience enjoyment due to the teacher’s positive attitude and engagement; anger on the other hand is caused when teacher speaks offensively to students. Therefore, emotion is the driving force that sets the attitude and behavior of students to increase or decrease their motivation to learn.

The definition of recruitment is “the process of finding and hiring the best-qualified candidate (from within or outside of an organization) for a job opening, in a timely and cost effective manner. The recruitment process includes analyzing the requirements of a job, attracting employees to that job, screening and selecting applicants, hiring, and integrating the new employee to the organization” (Business Dictionary, 2016).

1.2. Research problem and rationale

The idea for this study was triggered by my son’s experiences with different teachers. One teacher used to constantly punish him for his agitation in class by

writing his name on the board to stay in class during recess; she threatened to send him to the principal's office without giving him chances; and the rules and expectations in class were not clear to my son or to his friends. Also, the teacher did not believe in positive reinforcement as she stated, and she was authoritarian in her dealing with students and parents as well. In parents' meeting, she was complaining that he does things to annoy her and disturb the class. During the year, my son's self-esteem diminished and his stress level increased. He was barely invited to play dates with classmates, and would constantly refer to himself as "stupid". The following year, another teacher commented positively on my son's active behavior in class comparing his energy to that of famous athletes and suggested that he engage in sports. She spent the whole first month of school explaining the rules and procedures for the students. When my son did not follow the expectations, she would respectfully remind him of the rules. She was encouraging, supportive, caring, and fair. Also, she was working with her students on how to manage and deal with emotions especially anger. In addition, she distributed different responsibilities among students every week rotating the roles so that everyone gets the chance to experience responsibility in class. Her teaching was based on engaging her students in community projects and awareness. Her love for students and teaching were obvious; during recess she was seen playing with her students. When one of her students showed sadness in class, she either sent a student to ask him/her about how their feelings or she did it herself. During every parent meeting, she was positive, confident and clear about what she was talking about even when she was expressing a concern. That year, my child regained confidence, was relaxed, and became popular among his classmates. He was proud of his achievements in class, engaged in his learning, and did his best. The positive perception of this teacher, her love and care for the students was noticeable. Since

then, my interest in TAT increased, and I wondered why there are such differences among teachers' traits in the same school that requires the same qualifications from all candidates. How can schools minimize these discrepancies in order not to jeopardize students' learning, motivation, and self-esteem? Teachers' affective traits seemed to be an interesting subject to investigate. Most importantly, how do school administrators perceive the importance of TAT in class and what do they do about it? The behaviors of each teacher and its effects on my son are presented in table 1.

Table 1: The effect of different teachers on the same child with a year difference

Teacher 1	Student A (5 years)	Teacher 2	Student A (6 years old)
<ul style="list-style-type: none"> • Punishing for not following her orders • Threatening to send him to the principal office first time he does not follow • Not using positive reinforcement 	<ul style="list-style-type: none"> • Stressed • Had low self-esteem • Limited friends • Referred to himself as "Stupid" (this word is never used at home) 	<ul style="list-style-type: none"> • Reminded him of rules/ expectations • Talked to him respectfully • Boosted his confidence • Encouraged every effort • Loved and cared about her students 	<ul style="list-style-type: none"> • Relaxed • Confident • Liked by his classmates • Engaged (linking learning to different subjects) • Did his best

The problem I faced in conducting this study is the limited research studies on the affective domain in classrooms (Lichtenfeld, Pekrun, Stupnisky, Reiss, & Murayama, 2012) especially under the following topics: school principals considering teachers' affective traits, and teacher affective traits during recruitment. Many research studies have been developed focusing on cognitive aspects in education; however, the emotional aspect at school has been lacking (Ross, 2015; Pekrun, 2006).

1.3. Purpose and research question

The purpose of this study is to explore school administrators and teachers' views on TAT during recruitment specifically in Elementary Schools. The main

research question that this study addresses is the following: How are teachers' affective traits considered during recruitment? Therefore, the following questions present themselves: 1. What affective traits do school administrators consider and how do they detect them when recruiting teachers? 2. What recruitment protocol do school administrators follow in order to select their candidate? 3. What are teachers' views on TATs' impact in classroom? (as per table 2).

For the purpose of this study, I focus on the emotions that teachers show when conveying knowledge, interacting with students, establishing the rules in classroom that are derived from my journal. These TATs are: Being passionate, having a positive attitude, communicating clearly, interacting positively, encouraging, being respectful, caring, controlling own emotions, and interpreting positively the child's behavior.

Table 2: Purpose and research questions of this study

Purpose	Research Questions
To explore the school administrators' and teachers' views on teachers' affective traits during recruitment	1. What affective traits do school administrators consider and how do they detect them when recruiting teachers?
	2. What recruitment protocol do school administrators follow in order to select their candidates?
	3. What are teachers' views on TATs' impact in classroom?

1.4. Significance of the study

This study is significant because it highlights TATs during recruitment, a topic that was rarely considered before. Usually, teachers are evaluated upon their certification, experiences, and first impression (Claycomb & Hawley, 2000); however, the affective traits seem to be neglected (Ross, 2015). The difference among teachers could impact students' achievements such as "two students of equally achieving second graders can grow 50 percentile points apart by the end of fifth grade as a result

of having different teachers” (Sanders & Rivers, 1996, as cited in Claycomb & Hawley, 2000, p.7). Then, these discrepancies among the quality of teachers are important to avoid. As explained by Doll, Eslami, and Walters (2013), the negative impact of ineffective teachers on students’ emotions can result in students’ dropout during high school even among various culturally and linguistically diverse groups. There are 7,000 students who leave schools daily in the U.S.A. because they do not like the school, lack sense of belonging, do not get along with teachers and feel disengaged (Doll et al., 2013). This study, thus explores the TATs that school principals consider to recruit the best-fit teachers at school.

1.5.Summary

In conclusion, TATs have a direct impact on students’ learning; however, evaluating them is a challenge since they are defined as a mental process (Rychlak, 1994) and feelings or emotions (Anderson & Bourke, 2000) that are not tangible and measurable. The remainder of the study includes chapter 2 that covers the theoretical and conceptual frameworks along with relevant literature. Chapter 3 explains the research design providing details of the instruments and the mode of collecting data. Chapter 4 summarizes the results from all the instruments used. Chapter 5 compares and contrasts the findings of this study to findings in the literature review. Chapter 6 concludes the findings bringing together the main points, discusses the implications, limitations, and provides recommendations for further studies.

CHAPTER TWO

Literature Review

2.1. Introduction

This chapter presents the literature about TATs and recruitment. Since the objective of recruitment processes is to select the candidate who will be a good teacher (Darling-Hammond, 2000); then how school administrators identify these qualities during the recruitment processes? While exploring TATs and recruitment processes, I came across two issues:

First, school administrators focus on teachers' degrees, training and years of experiences (Jacob, 2007); whereas, Walker (2008) reported after a longitudinal study of 15 years that the personal attributes of teachers are more important than the academic qualifications. Also Osler (2013) commented that even though teachers' cognitive and psychomotor skills provide results, TATs enhance or prevent students to learn. When teachers get angry, embarrass the students, and do not care about them, students feel scared, embarrassed, and frustrated (Gentilucci, 2004). Therefore, students who experience a hostile environment and feel disconnected from school have higher chances to drop out from school (Doll et al., 2013).

Second, school administrators do not follow a recruitment protocol consistently with all candidates, which result in lack of professionalism in the hiring process (Nichols, 2004, Clement, 2013; Jones et al., 2006, Hoerr, 2013). When Nichols (2004) examined recruitment procedures in eighty-three schools in the U.S.A., the candidates were not tested adequately and were not assessed the same way. In addition, the interviews were one sided when the interviewers did most of the talking instead of getting information from the applicants or discussed issues not relevant to the job.

Also, Clement (2013) stated that the interviews are usually unplanned leading to questions being asked haphazardly without having standard assessment against which applicants could be evaluated. Hence, teachers are being selected based on “gut feelings” (Clement, 2013, p.99).

Therefore, the literature guides my study to examine not only TATs during recruitment but the recruitment processes that seem to be inconsistent. This chapter also presents the theoretical and conceptual frameworks that guide my study and against which my findings will be compared.

2.2. Theoretical and conceptual frameworks

The theoretical framework for this study is founded on the assumptions that when school administrators consider teachers’ emotions during recruitment, they might get a better indication of TATs that steer teachers’ behaviors in class ultimately impacting students’ achievements and development. However, McMillan (2007) argues that emotions cannot be considered independently from the cognitive (evaluating the emotion such as positive or negative) and the behavior (exhibiting the emotion). Since emotions can stimulate a behavior or could be the result of a behavior (Pekrun, 2006); therefore, the relationship between emotions, thoughts, and behaviors is non-linear as shown in figure 1 (Becker et al., 2015; Pekrun, 2006).

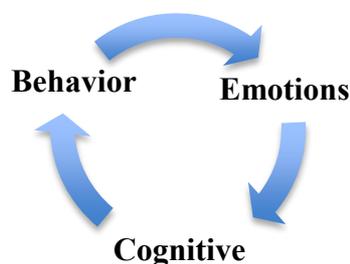


Figure 1: Representation of the non linear relationship of affective, cognitive, and behavioral aspects (Pekrun, 2008; Becker et al., 2015; McMillan, 2007)

Pekrun (2006) in “Control-value theory of achievement emotions” states that teachers’ emotions are caused by the self, others, or external circumstances (situations). These antecedents are explored in depth in the paragraphs below to become the essence of the framework.

The self is perceived differently through two different theories. Hatfield, Cacioppo, and Rapson (1993) discuss “the emotional contagion theory” that suggests emotions can be transmitted from teacher to student through synchronization of postures, vocalization, and facial expressions that is a representation of teachers’ identity formation (Furlong, 2013). As Poulou (2014) and Gentilucci (2004) suggested when teachers control their own emotions in class; that will reflect positively on their relationships with students. However, identity formation could be more complicated than that; it is formed through emotions related to social and cultural norms or ideals (Beauchamp & Thomas, 2010) and the interaction between the self and the social setting that stems from life histories (Furlong, 2013) and belief systems (Kagan, 1992) and impacts self-concept (Pajares, 1992). Then, some teachers could face a conflict within between progressive thoughts influenced by their ideals and recent learning and traditional thoughts originated by childhood frames of how teachers should be (Furlong, 2013). This internal battle might lead to inconsistencies in teachers’ behaviors that might confuse the students. Furlong (2013) concluded by asking how could teachers assist their students to build their identities if they have not explored theirs yet?

On the other hand, the “theory of teacher cognition” (Borg, 2009) presents the self as an understanding of what teachers know, think, and believe that cannot be observed directly but can be inferred from what teachers say, intend, and do (Pajares, 1992). The central component of this theory is teachers’ belief systems that have been

a complex topic for researchers to tackle because the belief systems are not clearly defined. Some scholars perceive them as a philosophical and spiritual way of thinking and others view them as “a subject of legitimate inquiry” (Pajares, 1992, p. 308). Belief systems branch into attitude and value that play an important role projecting social and personal influences affecting teachers’ perspectives, perceptions, motivation, and self-concept (Pajares, 1992). Teachers’ educational beliefs go through changes and restructuring every time the individual evaluates their beliefs according to their experiences following the same constructivist approach to learning and teaching (Thompson, 1992). For example, teachers might alter an attitude when exposed to a situation and become open to accept criticism and willingness to improve. Also, H. Gardner (oral presentation, January 15, 2008) explains teachers who have notion of values such as respect and ethics have higher level of thinking that is reflected in their dealings with students. Therefore, teachers’ attitude and values guide their behaviors.

The others and circumstances (as referred to in Pekrun’s theory) are perceived as external control impacting teachers’ emotions in class and cannot be avoided. However, when these situations are evaluated, the emotional impact is lessened to foster positive emotions as “the Appraisal Theoretical Thinking” implies (Becker et al., 2015). The same situation can trigger different emotions in people; **thus**, emotions are not caused by situations but by the subjective interpretation of the situation. When teachers interpret the students’ disruptive behaviors positively considering the fact that they could be bored and tackle the problem from this perspective, this might have positive effects on students’ behavior. Therefore, teachers become in control of their emotions, behaviors and external situations.

From these theories, the main concepts are derived. The conceptual framework of this study suggests that when teachers’ identity formation (having positive

appearance and caring comporment, feelings of self-worth, being passionate, interacting, controlling own emotions, and releasing the effects of past experiences), teachers' belief systems (attitude and value), and perception (interpretation) are investigated during recruitment; school administrators get a better understanding of who the teacher is, what guides her/his decisions, and how s/he perceives their surroundings. With reference to a scientific approach presented by Osler (2013), the affective traits that are the driving force behind the success in teaching and learning can be identified and measured through 7 “affective learning domains”: “feelings, attitude, perceptions, values, perspectives, motivations, and appreciation” (p.36). In this thesis, the focus is on 4 affective learning domains (feeling, attitude, value, and perception) attributed to the affective traits identified from the theories and my journal. Among all the traits presented, I will focus on the TATs that affected my son’s experience the most in class. The TATs are: Having positive appearance & comporment (caring), having a positive self-concept, being passionate, interacting positively with students, controlling own emotions, having harmony in the frames of mind, having a positive attitude, being respectful, and interpreting situations positively. The framework and the affective learning domains are presented in table 3 along with traits definitions, and traits descriptions presented by Osler (2013).

Table 3: Theoretical and conceptual frameworks

Theories	Concepts	Affective domains with descriptions & definitions by Osler (2013)	TATs from theories
Emotional Contagion Theory, Hatfield et al. (1993)	Identity Formation	Feeling (Personal qualities) Personal interpretation through an emotion towards something (Loves, hates, etc.) (Posture, vocalization, facial expression) (Hatfield et al. 1993)	Appearance & comporment Self-concept Being passionate Interacting positively Control own emotions Having Harmony (between frames of mind, past and present)
Theory of cognition, Borg (2009)	Belief Systems	Attitude Personal interpretation of an immediate response to something	Having positive attitude

		personal (Repulsed, Accepts, Engages, etc.) Values Personal interpretation of the overall worth of something (Likes, Dislikes, Sure, Unsure, etc.)	Being respectful
Appraisal Theoretical Thinking Becker et al., (2015)	Interpretation	Perception Personal interpretation of mental outlook towards something personal (Thought towards, Outlook on, Viewpoint of, etc.)	Interpreting situations positively

In conclusion, these theories present the foundation of my inquiry about whether school administrators do consider some, none, or all concepts and TATs suggested in this framework. Also, these assumptions are few among many others that I could not mention since it will exceed the scope of this paper; however, I inquire into other concepts that school administrators look at additionally. Since the framework tackles TATs during recruitment, this paper did not include the external influences which could also affect teachers' behaviors in class (Pekrun, 2006) such as teachers' training that lacks teaching the skills of interacting and connecting with students and reflecting on their day to day activities for improvement (Jones et al., 2006). Also, the school environment has direct impact on teachers' affects such as having poor facilities, limited resources, unfriendly environment, teachers' burnout, excessive expectations, and weak management (Jones et al., 2006). Therefore, a hostile and uncaring environment could make a teacher dispirited; on the other hand, teachers can improve within a supportive and caring culture.

2.3. Literature Review

The literature review for this paper follows the sequence of the research questions that are: 1. What affective traits do principals consider and how do they detect them when recruiting teachers? 2. What recruitment protocol do school

principals follow in order to select their candidate? 3. What are teachers' views on TATs' impact in classroom?

2.3.1. What affective traits do school administrators consider and how do they detect them when recruiting teachers?

The affective traits that school administrators consider are usually the ones they are embedded in the school's philosophy/profile (Schaefer & Terhart, 2006). In case the school has no set affective traits, it is important for school administrators to identify the affective traits most needed at school to examine the candidates accordingly because not all teachers are interested in being affective (Warger, 2001). When school administrators identify their affective criteria, they need to look for the teachers' mind-set that goes with it. According to Warger (2001) the controlling teachers are the ones with authoritarian personalities that "view students as objects to be manipulated" (p.119); on the other hand, teachers with affective traits follow the humanistic approach believing that teachers "trust, accept and respect the individual potential of each student" (p.118). These teachers have positive attitude and believe in goodness, and students' honesty; their role becomes a facilitator guiding students to self-discovery (Warger, 2001).

The TATs identified in the framework are: Having positive appearance and comportment (caring), having a positive self-concept, being passionate, interacting positively with students, controlling own emotions, having harmony in the frames of mind, having a positive attitude, being respectful, and interpreting situations positively. Each trait is explored briefly in the literature in order to provide a clearer connotation of the word.

Having positive appearance and comportment: Teachers' facial expressions and conduct reflect directly on students' behaviors such as a smile versus a frown or

conduct of care, support and compassion versus punishment and threatening (Hatfield et al. 1993).

Having a positive self-concept: As Pajares (1992) explained that self-concept indicate the feelings a person have about the self that is projected through self-confidence and self-efficacy.

Being passionate: Teachers who are passionate about teaching show positive affect consistently, respect students' opinions, and treat the students fairly; accordingly, these students are keen to learn new material, to express their ideas, and to behave positively (Bohn, Roehrig, & Pressley, 2004). When students recognize the enthusiasm of the teacher, they are encouraged to do their best (Miller, Higgins, Berg, Ellies, McGuire, & Votteler, 2012). Therefore, students develop positive affect (Becker et al., 2015).

Interacting positively: Teachers' positive interaction results in students being more engaged in learning and exhibiting less of a disruptive behavior in class (Poulou, 2014). Also, when teachers encourage students for every effort made, the students try their best to do well (Gentilucci, 2004).

Controlling own emotions: As Gentilucci (2004) explained when teachers can refrain from anger outbursts, their interaction with the students becomes positive.

Having harmony in the frames of mind: As stated by Furlong (2013), when teachers have experienced during their childhood authoritarian teachers; they build up their role model upon this image that they will become if they have not explored their own identity. Teachers who exhibit a behavior conflicting with their own emotions, the students will pick up the emotions rather than the behavior (Warger, 2001).

Having positive attitude: Teachers, who think positively, perceive the students as mentally healthy and good by nature; they accept, trust, and respect the potential of

each student (Pajares, 1992). Teachers who have positive attitude have high degree of faith in students to always do better (Warger, 2001). Teachers with positive attitude respect morality and ethics (Darling-Hammond, 2000).

Being respectful: Teachers who live according to their values and ethics project these thoughts to their behaviors with students regardless of students' positive or negative behaviors. Similarly, Gentilucci (2004) finds that teachers who are respectful, convey their comments positively.

Having a positive perception: Teachers who interpret students' behaviors and situations positively have the abilities to charge students with positive emotions. Then, teachers transmit these emotions directly and unconsciously by tone of voice, facial expression, and movements (Becker et al., 2015).

These affective traits could give an indication of the character of the person, the feelings they project, the behavior they demonstrate, the decisions they make, and the outlook they have about their environment.

Detecting TAT during recruitment processes is very critical because evaluating these traits depends on consistency rather than correctness of responses during a short period of time (Anderson & Bourke, 2000). During open-ended interviews, school administrators could observe candidates to get accurate inferences (Pajares, 1992). Lesson observation is highly recommended by Jones et al. (2006) when the school administrator could detect TATs during direct interaction with students. However, to identify TAT during recruitment efficiently, fairly and ethically, many different evaluations should be taken into consideration for cross-validation such as: formal and informal meetings using systematic and intuitive evaluation (Kotze, 2007).

2.3.2. What recruitment protocol does school’s principal follow in order to select their candidate?

The reviewed literature shows discrepancies among the practiced recruitment procedures based on a research study by Nichols (2004) and the best practices suggested and developed by many scholars such as Jones et al. (2006), Clement (2008), and Hoerr (2013) who suggest that the best practices of teachers’ recruitment procedures as follows:

Jones et al. (2006) advise school administrators not to disregard the following: Listing the criteria of the kind of candidate school administrators are looking for, and defining the nature of the person and the required skills, based on the strengths and weaknesses of the existing teachers in the same department where the position is available. Adeosun et al. (2013) proposes the following criteria: knowledge, skills, attitude, being responsible, having good communication skills, and having the affective and cognitive skills. Then, these qualities could be categorized as either essential or desired for the job and can be identified from the applicants’ application, letter, interview, phone call, references, lesson observation, etc. (See table 4 provided by Jones et al., 2006). Accordingly, a detailed rubric would be developed for each criterion upon which the questions during the interviews are prepared and a benchmark is defined to assess the data gathered from the interview and observed lesson when applicable (Jones et al., 2006).

Table 4: Examples of set criteria before interview

Attributes	Mode of testing	Desirable	Essential
• Good written and oral communication skills	Letter/Application form	✓	
• Self-confidence	Interview		✓
• Good curriculum or subject knowledge	Letter/References/Interview		✓
• Good interpersonal skills	Interview	✓	

<ul style="list-style-type: none"> • An understanding of assessment practice and how it can promote learning • A willingness to seek and take advice • Good judgment • Additional skills or strengths which the individual can bring to the team 	Interview	✓	
	Interview	✓	
	Letter/Application form	✓	✓

Recruitment protocol

The recruitment protocol for best practices consists of many processes that are crucial for selecting the most suitable candidate: Listing the qualifications needed for the job, advertising with appropriate information, requesting the relevant documents, short-listing the applicants according to the provided documents, forming a committee for the interview, preparing questions for the interview, interviewing the candidates, observing a lesson demonstration, short-listing according to rubric, setting another interview, and then selecting the candidate (Jones et al., 2006).

When a systematic approach to recruitment is followed, every stage is well defined and used consistently with every candidate giving everyone an equal chance to exhibit the best they have (Jones et al., 2006). Also, when all candidates are evaluated against the same rubric, the short listing will be based on facts and fairness that can be shared with the applicants (Jones et al., 2006; Claycomb & Hawley, 2000). The problem in following a systematic approach is that it requires time and effort that school leaders are short of (Nichols, 2004). However, Jones et al. (2006) argue that the process eliminates any bias in making the decision. Therefore, hiring the most suitable teacher has a great advantage to the school's reputation, the students' benefit, and school's economy because good teachers have higher chances to be retained.

Interview

The process of effective interview could be perceived as physically and mentally demanding due to the preparations required (Jones et al., 2006); however, the process could be recognized as “more an art than science” (Hoerr, 2013. p.84). Forming an interview committee composed of individuals from the same department as the required job is proposed for two reasons: Different people hear things differently from the same answers and the staff can identify which candidate they feel comfortable to work with (Hoerr, 2013). Preparing for the interview by greeting the candidate by name and knowing about his/her background sets a positive start for an effective meeting (Jones et al., 2006). In addition, Clement (2013) suggests that each question asked has to address one particular skill or information. Inviting the applicants to more than one interview has a benefit because a candidate might be perceived differently in each one (Clement, 2013; Hoerr, 2013). The objective of the first meeting is to get to know the candidates and gather information that was not revealed through the documents presented (Clement, 2013). Therefore, Hoerr (2013) suggests that the questions could be prepared by the committee to know more about the candidates’ values, educational philosophy, personality, and attitude.

In order to hire competent and qualified teachers, Clement (2013) strongly recommends that the second interview should target the principles of Behavior Based-Interview (BBI) or vignette that is a useful model tackling past experiences versus hypothetical questions. BBI is fact-based information of candidates’ qualifications; it provides much deeper information in relation to past situations and problem-solving that typically start with: “Tell me about a time when a student was not presenting his homework on time, what have you done” or “Describe a situation where students were noisy and loud in class” (Clement, 2008, p.45). The questions will help evaluate the skills, knowledge, methods, management, collaboration, differentiation, assignment,

and professionalism, and candidate's abilities to do the job (Clement, 2008). The BBI questions are open-ended questions proposing different scenarios of typical issues facing any classroom/school as recommended by Jones et al., (2006). Furthermore, Clement (2008) presents two techniques in BBI: PAR (problem, action, and result) such as: "What have you done in the past to refocus a class and get it back on task?" and STAR (situation, task, action, and result) with the example of: "How have you modified assignments for English-language learners (ELL) or special education students in your class?" (p.46). This is supposed to be the last interaction with the candidate before a decision is made; therefore, Jones et al. (2006) encourage the school administrators to challenge the candidates' responses that are vague and inconsistent in order to select the most suitable teacher. Thus, maintaining a strong eye contact with the candidate is recommended in order to give the person a focal point giving short non-specific prompts such as "and? Then what? And some nods for encouragement" (Jones et al., 2006, p. 139). In case the candidate loses focus, the interview leaders could bring the candidate back on track. When the interview sessions are prepared and defined with clear objectives, school leaders might have a better perspective of the attitude, beliefs, and skills of each candidate that will determine the best-suited applicant for the job.

Lesson observation

In order to ensure an effective lesson observation, the candidates should be informed about students' age group, ability level, topic being explained and the length of the period (Jones et al., 2006). Also, it is recommended to ask all candidates to present the same lesson plan to fairly identify the differences of approaches, strengths and weaknesses (Jones et al., 2006). One or two observers could be present among the students with a rubric of an effective lesson that will be used for all the lessons

observed (Jones et al., 2006). Lesson observation is an important process where TATs could be detected within teacher-student interaction, teachers' language use, behavior, and attitude.

Selecting candidates

School administrators could eliminate the applications that were not completed or the candidates who did not perform according to the criteria set during the first interview or lesson demonstration (Jones et al., 2006). In order to ensure an effective selection, the systematic approach considers candidates' performance against team's specifications, and any additional qualities that applicants could bring to the school and that reveal the best fit with the team. Even though the above seems to be time consuming, when evaluating candidates against same criteria, the decision will be based on objectivity eliminating any unfairness perceived that could be shared with the unselected candidates and the chances are higher to recruit a good teacher.

2.3.3. What are teachers' views on TATs impact in class?

Walker (2008) and Miller et al. (2012) studies show that teachers are remembered by their affective traits. The pre-service teachers decide to teach either to be like their most favorite teachers or unlike the teachers who impacted them negatively (Miller et al., 2012). The qualities of the most memorable teachers as identified by Walker (2008) are: being positive, prepared, creative, compassionate, fair, respectful, holding high expectations, forgiving, having personal touch and a sense of humor, admitting mistakes, and enhancing a sense of belonging. The study of Miller et al. (2012) presents the traits that the pre-service teachers wanted to exhibit as teachers inspiring students, enjoying teaching, and creating a safe and comfortable learning environment. These affective traits provide a good interaction between teachers and students that enhance a positive environment in class where students are

not afraid to learn and make mistakes (Poulou, 2014). On the other hand, when teachers shout and humiliate students that have detrimental effects on the class environment and students' learning (Gentilucci, 2004).

In conclusion, the literature review widens our scope about the current practice of recruitment in the U.S.A. and presents the views of many scholars for best practice. The framework presents the assumptions upon which school administrators could follow to recruit teachers.

CHAPTER THREE

Methodology

3.1. Introduction

This chapter presents the research design and methodology of this study, it addresses the following research questions: 1. What affective traits do school administrators consider and how do they detect them when recruiting teachers? 2. What recruitment protocol do school administrators follow in order to select their candidate? 3. What are teachers' views on TATs' impact in classroom?

The chapter presents the research approach and design, sampling method, the instruments that are used, the procedural details that are followed, the internal validity and reliability that are considered, and the data analysis that is employed.

3.2. Research design

This research follows a qualitative approach since it has been identified by Merriam (2009) as the most suitable approach to collect an in-depth data from the people involved, to explore how school principals recruit, interview, and select candidates and how they reflect on TAT during the process. Kotze (2007) explained that assessing TATs cannot be based on a linear scale by assigning numerical values to them, a qualitative approach is best to investigate something in a systematic way to understand how people construct their worlds, interpret their experiences, and give meaning to these experiences (Merriam, 2009). The design of this research is a case study since it explores a phenomenon, TAT, within its real-life context (Merriam, 2009). Also, the research questions are based on the “what” that makes the enquiries a “bounded system” (Smith, 1978, p. 40 as cited in Merriam, 2009), a unit of enquiry

that characterizes a case study. The scope of the study includes all the steps that school principals take and requirements they explore from the day the job is available until the candidate is selected. Also, teachers' perspectives on the recruitment protocol and TAT are considered. In addition, school administrators and teachers are asked to reflect on the concepts and TATs that are derived from the framework of this study.

3.2.1. Research methodology

This study is an exploratory qualitative research that describes the views of school administrators and teachers on the phenomenon (Patton, 2005) of TAT as important in teaching and consequently in recruiting teachers. According to Poulou (2014), when teachers have affective traits, students' learning improves. This study elaborates on how school principals consider, detect, and ask candidates about TAT during recruitment and teachers' views on TAT in class.

3.3. Sampling and Participants

The samples of schools selected are purposive to explore the considerations of TAT in a variety of schools following different curricula which can provide in depth information from which one can learn a great deal (Patton, 2005). This research is conducted in 8 private elementary schools: 5 schools in Lebanon and 3 schools in the UAE. They all have classes from KG1 till Grade 13. I have sent over 30 letters and e-mails to school administrators in Dubai and Beirut, I have received one positive answer from the school where my son attended. Some of the other schools seemed positive; however, no meeting could be set because the schools were too busy preparing for the end of academic year, and others refused having research conducted at the school. Therefore, I opted to use snowball sampling as defined by Merriam (2009), a network sampling that involves locating few participants or contacts who could suggest or refer others to get access to the other seven schools. The 8 schools

covered 3 types of curricula: 2 schools follow the American curriculum, 2 schools follow the PYP curriculum, and 4 schools follow the Lebanese curriculum.

The participants are also a purposive sample selected to gather the relevant information that will be credible from the source (Patton, 2005). The participants are 8 school administrators who are in charge of recruiting teachers at the school and 3 elementary teachers from Grade 1-5 from each school. The schools have different administration set-up. In some schools, the elementary principal or head master of the school is involved directly in recruiting teachers, in others the recruitment is conducted by Human Resources Department, Coordinator or Head of Department; therefore, I referred to all of the above mentioned titles in this study as school administrator. The school administrators selected 3 elementary teachers to whom to send the link to fill the on-line questionnaire. The selection of homeroom teachers depended on the year they were appointed at the school, in order to have a representation of the consistency of recruitment procedures in different years.

3.4. Research instruments

This study uses 3 instruments to collect data for addressing the research questions: The researcher's journal, semi-structured interviews with school administrators, and on-line questionnaire to teachers.

3.4.1. Researchers' journal

The researchers' journal is based on the experiences my youngest son had during his time in KG2, Grade 1 and Grade 2 in a private school in Beirut. It narrates the events that had affected my son positively and negatively due to different teachers' attitude and behaviors. It also states teachers' opinions that were shared during our conversations. From this journal, I have derived my research purpose, research questions, and items for my instruments.

3.4.2. Interview

The purpose of using semi-structured interviews for this study is to understand the action of people concerned, consider their perspectives (Patton, 2005), and gain insights through in-depth responses that might reveal matters not already considered (Gillham, 2000). The open-ended questions were used to encourage school administrators to talk in depth about the recruitment processes and considerations of TAT during recruitment (Gillham, 2000).

The questions for the school administrators are combined from different studies, reformulated and expanded, in order to address the research questions of this study. The questions about recruitment were derived from Nichols' (2004) instrument as shown in Appendix A. Question 1 has been derived from my Journal question whether school administrators do consider TAT during recruitment and what they look for and how. Question 2 is derived from the book of Jones et al. (2006) about the importance of having the criteria identified for the job before interviewing the candidates because it sets the questions for the interview and the benchmark that the candidates will be evaluated upon. Question 3 is derived from the instruments used in the study of Nichols (2000) to examine the recruitment protocol; however, I have replaced "district" with "school" because in the private schools of Lebanon and the UAE, school administrators are in charge of recruitment for their schools and not the school district as in the case in public schools in the U.S.A. Also, I used the term "teachers" instead of "professional staff" in order to focus on the target group. Question 4 is also adopted from the instruments used in the study of Nichols (2004) merging his question 2 and 3 in one; Nichols (2004) had one question regarding the interview protocol and another about the people who are involved in conducting the interview processes. Also, question 5 enquires about the types of questions being

asked during the interview as was discussed in the articles of Clement (2008), Hoerr (2013), and Jones et al. (2006). Question 7 focuses on the criteria that the candidate has been selected upon as discussed and recommended in Jones et al. (2006).

The semi-structured interviews with school administrators allow the researcher to explore the consideration of TATs during recruitment as well as the protocols of recruitment. Table 5 presents the interview questions for school leaders.

Table 5: Interview questions for school administrators

1	Do you look for affective traits in a candidate? Why? What are they? How do you detect them during the interview?
2	When a teacher's position is available, what criteria do you define for your search?
3	Does your school have a protocol that is consistently utilized to recruit teachers? If yes, what are the components of the protocol?
4	What protocol is used consistently when interviewing teachers? Who conducts it?
5	During the interview, what scenarios or vignettes do you ask applicants to reflect on?
6	How do you select the candidate suitable for the job?

3.4.3. On-line Questionnaire

The questions are structured with 4 main components: introduction, background information, questions, and answers. The introduction informs the participants about the purpose of the study mentioning the minimized risks, confidentiality and anonymity of the participants followed by ticking a box to show their consent.

Teacher's background information includes the following: Job location, age group, nationality, degree earned, and year hired at school. The third component consists of 18 questions derived from the questions of the interview with the school administrator. The questionnaire items are straightforward and the answers are clearly indicated by one or more prescribed choices (Gillham, 2000). Following the guidelines of Oppenheim (1992), each statement entails one target. The language used is simple,

clear, and direct in the present tense. The fourth component is the answer for each statement that will be a choice between six to seven items or “yes” and “no” depending on its relevance to the question, and 2 open-ended questions.

3.5. Piloting procedures

Piloting the instruments has been done at a Montessori school of a relative who is passionate about education. The interview took place in a quiet environment with no distractions. This meeting was postponed on several occasions due to the busy schedule and travel of the director. Due to time constraints, I could not administer an on-line questionnaire to the teachers at the Montessori school. So, I amended the questions of the interview and the questionnaire for teachers according to the detailed discussion that took place. The pilot interview is not included in the findings of this study.

Since it is a qualitative research it is important to examine the school administrators’ consideration of TAT thoroughly; I added two more questions after Q1 focusing on school administrators’ observing and questioning the specific concepts of TAT during recruitment as mentioned in the conceptual framework. I merged Q4 and Q5 that are related to the same subject, interview protocol, so that every question discusses a different component of the recruitment process. Since I have added two questions above, Q4 and Q5 became Q6. Then, Q7 was added for enquiring about lesson observation that the director has discussed; he does not hire any teacher without observing her in class during interaction with students. The questions related to the lesson observation were derived from Jones et al. (2006). This interview shaped the original questions to be more focused, productive and stimulating to avoid redundancy as shown in table 6 (Gillham, 2000).

Piloting the interview instruments gave me a sense of what will be

communicated to the interviewee (Gillham, 2000) and made me realize that the one question about TAT might not be enough to get the information I need for this paper.

Table 6: Interview questions for school principals edited

1	Do you look for affective traits in a candidate? Why? What are they? How do you detect them during the interview?
2	Do you question teachers about their notion of identity, belief systems, and perception? Presenting vignettes such as “A child is fidgety in your classroom, how do you deal with him?”
3	Do you consider candidates’ being passionate about teaching, interacting positively, having a positive attitude, being respectful? How?
4	When a teacher’s position is available, how do you proceed to look for candidates? What criteria do you define for your search?
5	Does your school have a protocol that is consistently utilized to recruit teachers? If yes, what are the components of the protocol?
6	What protocol is used consistently when interviewing teachers? Who conducts it? How many times the candidate is interviewed? What scenarios or vignettes do you ask applicants to reflect on?
7	Do you request lesson observation? How do you prepare for it? Do all candidates tackle the same topic?
8	How do you select the candidate suitable for the job?

Following the discussion with the director of the Montessori School, I added one question in the background information for teachers’ on-line questionnaire, the reason the candidate has chosen this profession because, as the director explained, he is always surprised by the different reasons candidates decide to become teachers. Some changes occurred to the on-line questionnaire to be directly related to the amended questions of the interview. These changes made the on-line questionnaire more focused on TAT during the recruiting interview, reflecting the priorities of the interviewer and the protocols of the school and revealing teachers’ identity, belief systems and perception in teaching. The research questions have redefined the interview questions of school administrators and the on-line questionnaire to teachers (Appendix B).

3.6. Procedures

3.6.1. Interview

All interviews were planned ahead through a phone call or by e-mail either at the premises of the school or in a quiet public area where recording could be possible. Some interviews took half an hour, others were 1 hour long when the school administrator was happy to share her/his experiences.

The interviews started with an opening statement covering the purpose of collecting the information, the topics that will be covered, the usage of the information, and the informed consent protocols to ensure confidentiality, risks and benefits (Patton, 2005). The interviews were recorded, after taking the consent of the interviewees on the researcher's phone and they were saved under the first name of the interviewee; only one human resource manager did not feel comfortable with the recording, so I had to depend on note taking assisted by the probes. In the same school, the elementary school principal was also interviewed; the interview was recorded with his consent and included an overview of the human resource role that also assisted in the note taking. All interviews ended by asking the interviewer to send the on-line questionnaire to a minimum of 3 teachers from Grade 1-5 who were hired at different years. Then, I thanked the school administrator for sharing his knowledge followed with a thank you note by e-mail along with the link to the on-line questionnaire for teachers.

3.6.2. On-line questionnaire

The link to the on-line questionnaire was sent to all school administrators who were interviewed and they sent it to three teachers who were hired in different years. In order to minimize distracting their daily schedule with students and keeping the

confidentiality and the anonymity of data gathered, teachers filled the questionnaire from home in the (late) evenings; this is when I received notices that someone has responded to the questionnaire. I only received 24 responses from 4 schools only (3 schools in Dubai and 1 school in Lebanon).

3.7. Analysis

The outcome of the information gathered is based on a thematic data analysis. All interviews were transcribed after being heard many times in order to ensure the reliability of data gathered. Then, the information from all interviews was combined under the same question. Afterwards, the information was organized by identified themes and edited to remove redundancies and sorting the different answers. Later, the final report of the interviews summary was compared and contrasted with the results of the on-line questionnaire provided by Google drive and the researcher journal to ensure the validity of the findings.

3.8. Trustworthiness, ethical considerations, and triangulation

3.8.1. Trustworthiness

This study gathered information from three different sources, school administrations, teachers, and researcher journal, in order to present valid findings (Patton, 2005). The instruments used for this study were the most appropriate ones in order to gather the meaningful information from the source: interviewing the school administrators to take the information directly from the source, teachers filling the questionnaire was satisfactory to provide this study with the needed data (Patton, 2005), and the personal journal is the basis to this study. The interviews were recorded and listened to over 10 times for reassurance of writing down the correct information. Also, the on-line questionnaire on Google drive provided automatic results of the total answers.

3.8.2. Ethical Considerations

In this study, I followed the IRB ethical considerations for the qualitative approach. The names of the schools, the school administrators, and teachers are not mentioned in the study. The interviews are recorded on a locked phone that no one has access to; I saved each interview under the first name of the interviewee so that I could retrieve the interview easily for my own use. The interviews will be deleted upon the submission of this thesis. The school administrators selected the teachers and sent them the link to the on-line questionnaire directly, I have no contact or names of the teachers who took part in this study. All instruments were conducted with the consent of the participants: teachers ticked the first paragraph of the questionnaire to give their consent and the school administrators signed the letter stamped and approved by the IRB and the advisor ensuring them confidentiality of information collected (Patton, 2005). The instruments target the recruitment process and considerations of TATs during recruitment; there is no bias or unethical statements that might offend any of the subjects.

3.8.3. Triangulation

Triangulation is about using different instruments to collect data in order to enhance the validity of the information (Fraenkel, Wallen, & Hyun, 1993). Also, this study collects data from three sources: school administrators, teachers, and researcher journal to also ensure the validity of data gathered (Patton, 2005).

Since this study is qualitative research; therefore, triangulation is fundamental in order to check one source of information with another (Fraenkel, Wallen, & Hyun, 1993). This way, it is possible to verify the information heard during the interviews and make it more accurate (Merriam, 2009).

CHAPTER FOUR

Results and Findings

4.1. Introduction

The purpose of this study was to explore school administrators and teachers' views on TAT during recruitment specifically in Elementary Schools. The literature guided this study to investigate the recruitment processes because according to many scholars the recruitment processes at schools are not based on consistency and professionalism as discussed in chapter 2. The main research question that this study addresses is the following: How are teachers' affective traits considered during recruitment? This leads to three sub-questions: 1. What affective traits do school administrators consider and how do they detect them when recruiting teachers? 2. What recruitment protocol do school administrators follow in order to select their candidate? 3. What are teachers' views on TATs' impact in classroom?

This chapter presents the data gathered from school administrators, teachers and researcher's journal according to the interview questions. Since this is a qualitative study, the results are divided into small units then, synthesized looking for patterns and important information to discover what is to be learnt and what to tell others (Bogdan & Biklen, 1982). Therefore, this study is based on a thematic approach looking for insights that can be shared with others. Analysis is done through Google drive and Microsoft Word.

4.2.The results of the research questions

4.2.1. What affective traits do school administrators consider during recruitment?

School administrators' views on TATs during recruitment

All school administrators consider TATs during recruitment; however only 50% examine it; a teacher “requires a special kind of a person to give ones best to their students every day”; also, teachers are “raising students to develop their own character rather than teaching them”. The school administrators follow recruitment protocols as systematically as possible; however, no protocol exists to examine the candidates' affective traits.

Based on the first interview, the school administrator identified few TATs that he looks for in a candidate during recruitment such as: Being passionate about teaching and dealing with students, being energetic who has a spark when they talk, being honest reflecting on their weaknesses, engaging students, being respectful, and cooperating with teachers. I traced these TATs in the second interview and added to them: communicating with clarity of what they say. Also, I traced those TATs in the third interview, a new TAT emerged that is candidates' being confident. The fourth interview revealed new TATs being considered, having a temper, being approachable, caring about students, and having a positive friendly attitude. In the fifth interview, new ones were included: Candidates who are being supportive to students encouraging them to grow socially and emotionally, connecting with students, being funny, being tolerant, and being compassionate. The sixth interview mentioned traits of being creative, having human touches, and collaborating. The 7th interview brought forward teachers being aware of self-efficacy, and the last interview added being ethical and moral. Therefore, the TATs that the 8 school administrators have identified

collectively as being considered during recruitment are grouped and presented in table 7.

Table 7: List of TATs as identified by 8 school administrators

List of TATs identified by school administrators	
Positive appearance & comporment	Tolerant
Care & Compassionate (Human touches), Approachable	Interact with students (connect), Encourage, engage, support, Clear communication
Respect	Morality/Ethics/ Honest
Collaborate & Cooperate	Passionate
Confident	Positive attitude, Temper
Creative	Funny
Energetic	Self-efficacy

Other characteristics emerged during the analysis of the interviews that could be categorized under personal characteristics (see table 8).

Table 8: Other traits under personal characteristics

Other traits under personal characteristics	
Class management skills	Reflective
Flexible	Take own initiative
Willing to improve	Accepting others

Teachers' views on TATs during recruitment

The results show that only 25% of teachers were asked about their views on affective traits in class and 16.6% discussed the affective traits that the schools take into consideration. Also, school administrators discussed teachers' class management skills more than having affective traits. The most considered affective traits are: Being positive and interacting positively. Less than 50% of school administrators asked about the reasons candidates have chosen this profession and less than 30% discussed modeling acceptable behavior, personal qualities, respect, controlling own emotions, and cooperating with teachers. The topics that were mostly discussed during the interviews with the teachers according to the multiple-choice questions are presented in table 9.

Table 9: List of TAT that were discussed with teachers during the interviews

TAT	Percentage
Class Management	66.7%
Positive Interaction	54.2%
Positive Attitude	50%
Importance of building confidence in students	50%
Reasons you chose this profession	37.5%
Modeling acceptable behavior	29.2%
Personal qualities	29.2%
Respect (Value)	25%
Cooperating with teachers	16.7
Manage own emotions	8.3%

Also, from the open-ended question, self-concept was discussed in low frequency. It is measured according to the number of time asked among the 55 statements; the outcome is 3.68%. Even though it was not considered by many, I have chosen to consider it because it has a direct effect on teachers' behaviors.

In order to compare and contrast my findings, I have combined the traits that were retrieved from school administrators by affective domains (Feelings, Attitude, Value, and Perception); then I have compared them to the TATs identified by teachers. The common TATs are: Being passionate, having a positive self-concept, interacting positively, controlling own emotions, having a positive attitude, being collaborative, and being respectful.

Personal journal on TATs during recruitment

Next, I have compared the TATs that impacted my son's learning, development, and wellbeing to the common TATs of school administrators and teachers. Therefore, according to the data gathered from the 3 sources (triangulation) that are considered important to be examined during recruitment are the following: Being passionate, having a positive self-concept, interacting positively (encouraging), controlling own emotions, having a positive attitude, being collaborative, and being

respectful as shown in table 10. However, school administrators did not consider teachers' positive interpretation that was an important affect in the journal.

Table 10: The TATs derived from School Administrators and Teachers

List of TATs identified by School Administrators, Teachers, Journal, & Common TATs				
TATs derived from	School Administrators (SA)	Common SA + Teachers	Journal	Common TATs
Personal qualities	Confident, Creative, Energetic, Funny, Temper, Tolerant, Self-efficacy, positive appearance and comportment, Passionate, Care & Compassionate (Human touches), Manage own emotion, Self-concept , Positive appearance and comportment, Approachable,	Being passionate Having positive self-concept Interacting Positively Controlling own emotions Cooperating & collaborating	Being passionate Having positive self-concept Caring Loving Human touches Encouraging Interactions positively Controlling own emotions Cooperating & collaborating	Being passionate Having positive self-concept Interacting positively Controlling own emotions Cooperating & collaborating
Attitude	Positive attitude Collaborate & Cooperate Interact positively, encouraging, clear communication	Having positive attitude	Having positive attitude	Having a positive attitude
Value	Being respectful Honest, Morality/Ethics	Being respectful	Being respectful	Being respectful
Perception	None		Interpreting positively	

Summary on TATs during recruitment

My findings show, the TATs that school principals consider during recruitment as affirmed by teachers and correspond to the researcher journal are: Being passionate, having a positive self-concept, having positive attitude, interacting positively, collaborating, and being respectful.

However, my findings show that the information retrieved from school administrators and teachers do not match fully (as seen in table 9). Even though the

TATs are retrieved from the data gathered from school administrators and teachers as mentioned above; however, school administrators considered them during their interviews with teachers in low frequency. The two most considered TATs are: Positive interaction (54.2%) and positive attitude (50%). The other traits were considered less than 50 % and even lower for: Being respectful, being passionate, controlling own emotions, and having positive self-concept. The TATs discussed during the interviews with teachers correspond to the TATs stated in my journal. All the other traits that were mentioned by school administrators are considered under personal qualities: Being creative, being energetic, being funny, having a temper, being tolerant, considering self-efficacy, caring and being compassionate (Human touches), being approachable, being honest, being moral and ethical.

4.2.1.1. Do school administrators consider specific concepts and TATs that were identified through the literature as good indicators of teachers' behaviors in class?

School Administrators' views on specific TAT concepts

A third category emerged from responses and is relevant to theories on emotions. Results from questioning school administrators whether they do consider specific TATs that were identified through the literature as good indicators of behaviors show that all school administrators consider mainly the candidates' notion of identity specifically appearance and comportment (being presentable, eye contact, smile, body language, posture), followed by candidates' positive interaction, being passionate about teaching (37,5%), managing emotions and having self-concept were barely discussed. It could be that self-confidence is observable during the interview. With regards to the candidates' belief systems, all school administrators consider having a positive attitude; however the results show that only 25% of teachers had discussed values (being respectful and being compassionate) with school

administrators. Candidates' perception (interpretation of situation) and the harmony in frames of mind (past to present) are not considered.

Teachers' views on specific TAT concepts

From the open-ended question about the topics that school administrators discussed with the teachers during their interviews, 55 questions or statements were presented. I categorized them by 3 major topics: school-related (27%), class-related (33%), and teacher related (40%). The questions were general; however, I re-categorized them according to the affective domains they insinuate. The results are a total of 12% questions related to the notion of identity, 3.6% related to the belief systems, and 0% related to perception (See table 11).

Table 11: Topics most discussed during the interviews with teachers

Categories	Questions retrieved from the interviews with teachers
School-related	Why have you chosen this school? Why are you leaving your job? Why do you want to live in Dubai? What salary do you expect? When can you start?
Class-related	Experiences Methods of teaching Class management skills
Teacher-related	<u>Notion of identity</u> Why do you like to teach young students? Tell me about yourself? If 3 students were talking about you, what would they be saying? How do you imagine your classroom? What are your interests? What makes you a great teacher? What's your strength? <u>Belief systems</u> Can you cooperate with other teachers? How do you handle students who are struggling or have behavioral issues? How your educational philosophy fit IB system? <u>Others</u> Why should we hire you? What would you improve about your teaching? Where do you see yourself in 10 years?

Personal journal on specific TAT concepts

The concepts that I have derived from the theories were directly related to the teacher who made a difference in my son's improvement. When the teacher has a clear notion of her identity, attitude and value, and positive perception, she projects clear frame of mind to how she teaches and behaves with students. Her passion and love to children guides her to have a humanistic approach with students. Also, her cooperation with parents allows a positive relationship between the student, parent, and teacher. As a consequence, she becomes a role model to her students showing respect, empathy, and compassion.

Summary on specific TAT concepts

My findings show discrepancies among the concepts school administrators consider important in candidates and the concepts asked to teachers. With reference to the notion of identity, few teachers were asked questions insinuating passion for teaching (16.4%), and self-concept (4.8%); teachers' frames of mind and the impact of the past onto present are not considered. As for the belief systems, the school administrators expressed the importance of having teachers with positive attitude (50%), cooperating (16.7%), interacting positively with students (54.2%), and being respectful (25%). Schools administrators have not examined the traits they consider important with teachers thoroughly; the questions asked were too general. The candidates' perception and frames of mind were not investigated. Therefore, how do school administrators detect these TATs from these general questions?

4.2.1.2. How can TATs be detected during the interview?

School administrators' views on detecting TATs

Many school administrators reacted similarly: "Of course, TAT is important, but how can they be detected?" Four out of eight school administrators do not investigate TATs during the interview; they only consider them when they are presented through conversation. One school administrator commented that "candidates could get defensive when asked about TATs" directly and another said: "I do not need to ask about affective traits, 60% shows during the interview through clarity of voice and confidence". In addition other school administrators pay attention to how candidates talk about their students, experiences, and topics presented in the discussions and how candidates comport themselves physically. Many candidates do not look into the eyes of the interviewer, and they look at the ceiling or the floor, or sitting in a way projecting a bully image with loud tone of voice. Also, six out of the eight school administrators detect TATs through lesson observation: Does the teacher behave in the same way as expressed in the interview? (Paying attention to all students in class, answering the questions of all students who have raised their hand? Handling fidgety students, checking whether the students understood and encouraging them to ask questions). Only 4 out of 8 schools use vignettes during the interview to know about how the candidate reacted in a similar situation in the past. Only one school administrator asks the candidate to write a page biography after the interview. In addition, 7 out of 8 schools check the references as one school administrator pointed out: "Candidates do say things during the interview to impress and not necessarily the truth; therefore, "I am a big reference check", another check the references only when the candidate does not do well during the interview. Furthermore, a school administrator mentioned that even though one of her candidates had high

recommendations; she had no class management skills to teach. Finally, 6 out of 8 school administrators could select the candidate from the first interview depending on their gut feeling.

Three school administrators were proud and happy to talk about TATs during recruitment; others were not comfortable. One of the school administrators asked at the end of the interview: “Why this topic “TATs has come up all of a sudden?” The results of the data gathered from school administrators about how they detect TATs along with the examples given are presented in Appendix C.

Teachers’ views on detecting TATs

According to the teachers, my findings show that all teachers were interviewed that corresponds with the school administrators. However, only 37.5% of teachers had submitted references that most of school administrators mentioned that they do check. Also, from the open-ended question about what topics or vignettes used, only 3.63% presented vignettes. In addition, the results show 54.2% of teachers were not asked to conduct a lesson demo before they were recruited which contradicts the results gathered from the school administrators stating 6 out of 8 school administrators rely on lesson observation to detect TATs and accordingly the decision to recruit the candidate is made. Writing a paragraph about own biography was not suggested in the questionnaire.

Personal journal on detecting TATs

The TATs that were identified in my teachers’ son were detected during two years period when my son attended this teacher’s class. Also, I was the homeroom parent two years in a row that gave me the opportunity to work closely with a great teacher. I had observed her behaviors with the students and discussed matters related

to the class and my son during parent conferences and meetings, as she was always approachable and available to all parents and students.

Summary on detecting TATs

When the data gathered from school administrators, teachers and the journal, it can be concluded that TATs are not adequately considered and detected during the interviews with teachers. The school administrators do not use any protocol or a list of questions/vignettes consistently, or other tools that could detect TATs accurately.

When 54.2% of teachers were not asked to conduct a lesson demo and 37.5% did not submit references, the two sources that provide information specific to TATs; then, according to what criteria were these teachers recruited? School administrators rely mostly on the physical appearance and comportment of candidates to detect TATs. School administrators admit that value is important; however, it is not examined thoroughly. Unfortunately, school administrators are not aware of the importance to check candidates' perception (interpretation of situations) or candidates' frame of mind (the impact of candidates' past experience onto the present).

4.2.2. What recruitment protocol does school's principal follow in order to select their candidates?

School administrators' views on recruitment protocol

The recruitment protocol that all school principals follow are: advertising for the job, short listing, interviewing, observing a lesson plan, checking the references and selecting the candidate; however, the protocol is not followed systematically. All schools require university degrees minimum BA, experience, and proficiency in English. In addition to that, only four schools set the profile of teachers they are looking for before meeting the candidates; therefore, 50% of the schools have no clear

criteria upon which the candidates are evaluated. The preliminary criteria that were mentioned are: candidates who are flexible, willing to improve and adapt to change, having class management skills, ICT skills and experience with inclusion and differentiation in class, and also have interests and hobbies because that shows that the person likes to develop; other criteria could be added according to the job availability (grade level and teams' profile). There is no committee formed in any of the schools to conduct the interview. The number of people interviewing candidates is as follows: 1-2 people (in 5 schools), 3-4 people (in 2 schools), and 5-6 people (in 1 school). Also 3 school administrators interview the candidate 1-2 times, 4 school administrators request the candidate to come 2-3 times, and 1 school administrator calls for 3-4 interviews with a candidate. None of the school administrators write the questions before the interview as one principal commented: "the questions are in my head". Not all candidates are asked the same questions during the interview or asked to conduct the same lesson plan to the same group of students; these are variables that could affect the performance from one teacher to another. Four out of 8 school administrators prioritize having natural discussions with the candidates so that they feel comfortable during the interview so that school administrators could gather as much information as possible about the candidate and discussing vignettes every now and then to check how the candidate will answer on specific topics. The four other schools conduct a semi-structured interview with basic questions such as: Why are you leaving your job? Why are you applying to our school? Three schools out of eight do not present vignettes; they ask general questions about the candidates' experiences and education. Appendix C presents all questions and vignettes that school administrators have given as examples. Six out of 8 school administrators request lesson demos.

My findings show that when the school administrator needs to select a candidate among the few, the main considerations are: appearance and comportment, class management skills and results from lesson observation. Also 4 school administrators out of 8 ask themselves “How will this candidate add to our school?” However, 4 out of 8 schools hire candidates based on their “gut feelings”.

Teachers’ views on recruitment protocol

According to the 24 teachers who answered the on-line questionnaire, the documents that were submitted to the school when they applied were: CV 83.3%, certificates 75%, references 37.5%, introductory letter 25%. Then, how could some teachers be hired without the administrators knowing much of their background and experiences in teaching, whether they graduated from reputed universities, and without references to know more about the candidates? The teachers were interviewed once (43.5%), twice (47.8%), and thrice (8.7%) by: one person (42%), 2 people (29%), 3 people (12.5%), 4 people (8.3%), and 6 people (4.2%). Also, 54.2% teachers were not asked to conduct a lesson demo that is contradictory to the six out of eight school administrators who confirmed that all candidates present a lesson and the results are crucial to the selection of candidates; then the question that presents itself: According to what criteria were these teachers selected?

In addition, the results that emerged from the open-ended question to teachers about 3 topics that were discussed during their interviews, the reply consists of 55 questions/statements that were divided into 2 categories: general and reflective as shown in table 12.

Table 12: Questions that were asked to teachers during their interviews

Questions as presented by teachers in the questionnaire		
Reflective questions		
	How do you handle students who are struggling or have behavioral issues?	10.9%
	If 3 students were talking about you, what would they be saying?	2.4%
	Tell me about yourself?	2.4%
	How do you imagine your classroom?	2.4%
	How your educational philosophy fit IB system?	2.4%
	What would you improve about your teaching?	2.4%
	What's your strength?	2.4%
	What makes you a great teacher?	2.4%
	What are your interests?	2.4%
	Where do you see yourself in 10 years?	2.4%
	An experience you have learnt from	2.4%
	Methods of teaching	9%
	Why do you like to teach young children?	7.27%
	Class management skills	1.8%
General questions		
	Why should we hire you?	2.4%
	Why do you want to live in Dubai?	2.4%
	What salary do you expect?	2.4%
	When can you start?	2.4%
	Why have you chosen this school?	7.27%
	Why are you leaving your job?	7.27%
	About job experience	18.18%

It can be noted that two of the preliminary criteria identified by the four school administrators were mentioned only once each (one question about class management skills and another about interest). The second most asked question was about dealing with students (10.9%) that is on the low side. In addition, the questions especially the ones under the category reflective are too general without a focus. And only two vignettes were presented. How could the school administrators be able to extract the results s/he is looking for?

Personal journal on recruitment protocol

According to my journal, the differences among the two teachers at the same school present a question mark about how the school administrator hires teachers

without knowing how they will behave with students, how they will model the good behavior in class? “What type of positive reinforcement they adopt?” “What type of a person the candidate is?” (Authoritarian or humanistic; which one suits the philosophy of the school?) “What educational belief system do they have?” (The way their teachers used to behave in class or what they are currently learning) “How do they interpret the misbehavior of students in class? (Do they take actions of students personally and react or they understand their behavior and provide a substitute). What questions do they ask the candidates to find out?

Summary on recruitment protocol

Therefore, there is a discrepancy between the data gathered from the school administrators and those from teachers that back up the notes in my journal as presented in table 15. Teachers have not submitted the minimal requirements specially CV and references. The preliminary criteria were not adequately investigated; also did not include TATs which contradicts the school administrators’ perception about the importance of TATs in class. The number of interviews and the number of people taking part during the interviews were slightly lower than the school administrators had confirmed. Most of the teachers had their interviews with only 1 person; therefore, the decision is one-sided. All school administrators do not prepare written questions, 5 schools use vignettes to retrieve information about how the candidate could behave in certain situations; however, only 2 vignettes were presented in the questionnaire, and the other questions/topics that were asked during the interviews were too general that might mislead the candidate to provide accurate information or lead the school administrator to interpret the data gathered subjectively. The results from the lesson observation do not match; school administrators rely on the results from the lesson observation in order to hire the candidate; however, 54.2% of teachers were not asked

to conduct a lesson demo. Since my findings show that the criteria the teachers are selected upon are not related to the lesson observation, certifications/references, vignettes presented; then, I could conclude that school administrators do consider mostly appearance, comporment, and gut feeling. One school administrator said: “There are no set criteria, it is about how we feel about the candidate”. Therefore, my results show that the protocol of recruitment is not consistently and thoroughly used with every candidate that proves there is a pitfall in the process.

The summary of the recruitment protocol considered along with the data gathered from school administrators and teachers is seen in table 13.

Table 13: Summary of recruitment protocol

Recruitment Protocol	School Administrators	Teachers confirmed
Criteria	Flexible (8/8) Willing to improve (8/8) Class Management Skills (8/8) Skills such as ICT, inclusion, etc. Interest and hobbies (T develop) Others according to the grade level and teams’ profile	2.4% 0% 66.7% 0% 2.4%
Requirements	Proficiency in English BA and above (8/8) TD depending on candidate Experiences (6 out of 8 schools) CV, degrees, certifications, reference letters, and introductory letter	Submitted CV (83.3%) Degrees (75%) Recommendation letters (37.5%) Introduction letter (25%)
Protocol	Yes, but not followed consistently (8/8)	
Interview		
# People interviewing	1-2 people (5 Admin.) 2-3 people (2 Admin.) 3-4 people (1 Admin.)	1 person (45.8 %) 2 people (29.2) 3 people (12.5%) 4 people (8.3%) 6 people (4.25)
# of interviews	1 to 2 (2 schools) 2 to 3 (5 schools) 3 to 4 (1 school)	1 interview (42.5%) 2 interviews (47.8%) 3 interviews (8.7%)
Do you have a list of questions to ask candidates?	Yes, in my head (8/8) Check Appendix	
Lesson demo	Yes (6 out of 8)	54.2% did not
Selection of candidate	Energy/passionate/positive attitude & interaction Results from lesson observation (6/8) Gut feeling (4/8) No set criteria (1/8)	

4.2.3. What are teachers' views on TATs impact in class?

Teachers' views on TATs impact in class

My findings show that 56.5% of teachers perceive TATs as of equal importance to learning and 39.1% view TATs as more important than education. The results of teachers' reflection on some TATs identified in the literature are presented in table 14.

Table 14: Teachers' reflection on TATs

Statements that represent the teacher	Percentages
Positive attitude enhances my teaching	79.2%
Attitude of teacher determines students' success	70.8%
Maintaining good relationship with students	67%
Cooperating with teachers	66.7%
I possess the ability to teach	66.7%
I easily adjust to new things	62.5%
Having confidence	41.7%
Having high expectations of students	41.7%
Control over own emotions	41.7%
I am a role model to my students	33.3%
Developing character is more important than academics	25%
I sometimes shout at my students	20.8%
I do not tolerate students' misbehavior	16.7%

Therefore the results show that the teachers are aware of the impacts of TATs in class such as: having a positive attitude towards their teaching and students, maintaining a good relationship with students that allow them to connect, cooperating with teachers, believing in their capabilities to teach, and being flexible adjusting to new things. However, the TATs that need to be developed and supported with are: having confidence, having high expectations of students, being a role model to students, focusing on developing students' character more important than learning, respecting students so shouting will be minimized and dealing with students' misbehavior will be enhanced. Also, teachers' reply to the open-ended question about what impacts TATs in class is shown in table 15.

Table 15: Teachers' views on TATs' impact on students

In class, TATs impact the following:
Students' feeling happy and safe in the classroom to achieve the best they can
Students' taking risk and not afraid to fail
Students' attainment, interest in the lesson, and ultimately success
Students' self-esteem
Students becoming more independent and responsible for learning to take place

In addition the teachers were asked to reflect on what could enhance the TATs in classroom, the results show three components: the school, teachers' character and attitude (Appendix E).

Furthermore, I included in the open-ended question "What can the school administrators do to enhance TATs in class". The results show that teachers require the TATs that are expected of them to be modeled by school administrators and embedded in schools' philosophy such as encouraging teachers with positive reinforcement to motivate them. Most importantly, teachers need to be respected in front of students and parents. Also, they need to be provided with training on affective traits, coaching, attending classes in different schools (Appendix F).

School administrators' views on TATs impact in class

School administrators provide new teachers with coaching and training. Sometimes, they are mentors to new teachers; however some teachers could not overcome the challenges to change. This could be due to the strong impact of old frame of mind of what their teachers used to be that shaped their role model. Also a school administrator expects teachers to be a role model to the students as she models the behaviors expected at school.

Summary on TATs impact in class

My findings show that views of teachers and school administrators are aligned with being aware of the importance of TATs in class. When teachers show affective

traits in class, they enhance a positive environment where students feel safe to learn, explore, and make mistakes. However, the perspective of how TATs can be enhanced is different. Teachers need support from the school administrators to enhance TATs specially with having a good role model in the administration and to be respected in front of students and parents. School administrators refer to recruiting teachers as “a chance” and that could be due to the pitfall in the recruitment process and not considering the two concepts that were mentioned in the frameworks: Harmony in teachers’ frame of mind and teachers’ perception.

4.3. Conclusion

My findings show that views of school administrators and teachers are aligned with their perception of TAT’s importance in class; however, the detection of TATs is not considered consistently and thoroughly during recruitment. The school administrators depend heavily on candidates’ notion of identity and attitude. The notion of value especially respect is not considered in details nor with all candidates. School administrators are not aware of the importance of considering candidates’ perception (interpretation of situations) and the old frames of mind (that could have impacted the present). My results show that the most common TAT that are considered by school administrators and affirmed with teachers during recruitment are: Being passionate, having a positive self-concept, interacting positively and encouraging, having a positive attitude, and being respectful.

The discrepancies between the data gathered from school administrators and teachers are high starting with the requirements the school demands, the number of people attending the interviews, the numbers of interviews the teachers had (slight difference though), the vignettes used during the interview, lesson demos that teachers conducted, and criteria upon which candidates are selected.

School administrators and teachers are aware of the impact of TATs in classroom. However, school administrators are failing to examine and detect these thoroughly. On the other hand, teachers need support in order to enhance TATs in class. When the school administrators do not respect the teachers in front of students and parents, how could the teacher be respected in class? Also, teachers suggest that when the affective traits are embedded in the school's philosophy and culture, then, its impact resonates in each class and within each teacher. Therefore, when the expected affective traits at school are defined; then, it could be used as a guideline when recruiting candidates.

CHAPTER FIVE

Discussion of Findings

5.1. Introduction

This study addressed the main research question: How are teachers' affective traits considered during recruitment? That led to the following three sub-questions: 1. What affective traits do school administrators consider and how do they detect them when recruiting teachers? 2. What recruitment protocol do school administrators follow in order to select their candidate? 3. What are teachers' views on TATs' impact in classroom?

In this chapter, I compare and contrast my findings with those presented in the literature review and based on my results.

5.2.The discussion of findings

5.2.1. What affective traits do school administrators consider and how do they detect them when recruiting teachers?

My results shows that most common TATs considered during recruitment are: Being passionate, having a positive self-concept, interacting positively (encouraging), having positive attitude, collaborating, and being respectful. These traits are aligned and included in most research studies that explored TAT and their impact on students' learning and development.

The 2 most considered TATs are having a positive attitude (50%) and interacting positively with students (54,2%) both of which are aligned with the findings by Poulou (2014), Walker (2008) and Gentilucci (2004)and with my journal. The key common denominator is teachers' being positive. According to Walker

(2008), when teachers have a positive attitude, they demonstrate a positive outlook about situations, communicate with students about their progress praising and recognizing the effort students make, are approachable allowing students to ask questions, listen to what they have to say and implement strategies that influence students to act positively towards one another. Interacting positively with students influences students' emotions, behaviors, and social skills encouraging the children to take control over their learning (Poulou, 2014). The third most common TAT is: encouraging students (41.7%). As mentioned above, when teachers interact with students positively, they encourage students indirectly to be responsible; also, when teachers encourage students continuously by acknowledging and praising the efforts the students do, the children get motivated to learn and develop self-esteem (Gentilucci, 2004). As a consequence, students become engaged, learning becomes more enjoyable and the environment of the class becomes more positive (Bohn et al., 2004). Therefore, Walker (2008) and Poulou (2014) suggest that teachers who have a positive attitude and interact positively with students demonstrate other qualities that are important for a good teacher to have. However, only 50% approximately of the school administrators that were interviewed for this study consider them when recruiting teachers. Therefore, I conclude that teachers having a positive attitude and interacting positively with students encouraging and engaging them are important to consider as top priority.

Respect is the 4th most considered TAT that is aligned with Furlong (2013) and Gentilucci's (2004) studies who discussed it thoroughly; also respect is considered a crucial TAT in my journal. Only, 25% among the school administrators who were interviewed checked it; the reason could be that most of them evaluate it when observing candidates' behavior and compoment during the interview. However,

Furlong (2013) clarifies that respect has different connotation among teachers. Some teachers perceive respect as a status when students need to show submissiveness to teachers, others view it as it is intended when teachers understand students' differences, trust and help them to reach their full potential (Furlong, 2013). Also, respect is shown when teachers abstain from being angry with students and from using inappropriate language that instigate a hostile learning environment (Gentilucci, 2004). When teachers cannot control their anger, the students would feel scared and/or embarrassed which could jeopardize the thoughts and feelings of students about their learning (Gentilucci, 2004). Furthermore, teachers' emotional stability is one of the key attributes of good teachers according to Adeosun et al. (2013). Gentilucci (2004) suggested hiring professional teachers, who not only maintain good appearance, manners, and speech, but are also sensitive, have a sense of humor, encourage and praise students and thus provide a safe classroom environment where students feel comfortable to take risks and to make mistakes. Even though my findings show that only 20.8% of teachers shout at their students and 16.7% do not tolerate students' misbehavior in class, but the fact that 33.3% do consider themselves as role models projects that teachers are not proud, pleased, and confident of their performance and behavior in class. This inference is also affirmed with the fact that only 41.7% of teachers do feel confident when they teach. Therefore, respect is an important trait that needs to be well explored during recruitment. Miller et al. (2012) stated that the best teachers always show respect and care for their students.

Another TAT, being passionate about teaching is aligned with the studies of Miller et al. (2012) and Bohn et al. (2004) who emphasized its importance and benefits. According to Miller et al. (2012) students can detect whether the teacher enjoys being in class and they react accordingly. Also, Bohn et al. (2004) expressed

that teachers who are enthusiastic demonstrate positive behavior continuously, have high expectation from students, and make sure that students have a good understanding of what is expected of them. All school administrators highlighted this trait as crucial for teachers to have which is also aligned with analysis results from the researcher's journal; however, only 7.27% of teachers affirmed to have discussed it during the interview.

Self-concept is aligned mostly with the study of Pajares (1992) who explained it as a construct of belief about oneself and feelings about self worth, self-esteem, and self-confidence leading to self-efficacy. Also, self-concept shapes an identity bringing together the self and own social setting. Teachers' thoughts are important for constructing the images of the self such as having the ability to teach (Pajares, 1992). According to Bandura (1997), when teachers are positive about themselves, their thoughts, and their own emotions, this will have a strong influence on their behaviors in class. Even though all school administrators mentioned the importance of candidates' self-concept since it is reflected in self-confidence, appearance, facial expression, dress code, and comportment, only 3.68% of teachers discussed it during recruitment. That shows that during the interview candidates are not asked to reflect in depth on their self-image.

Cooperating with other teachers is identified it as a quality of a good teacher as was also found by Adeosun et al. (2013). Collaboration among teachers improves teaching strategies and interaction which have positive effects on students' learning (Fabry, 2010). Also, teachers' culture of collaboration has been highlighted in the Economist (2016) as a success element of Finnish education. When a person is willing to cooperate, this shows that the person has good interpersonal skills and interaction with people. Every school administrator mentioned that they do discuss candidates'

willingness to cooperate as the school's education is based on it; some candidates are not willing to. Only 16.7% of the teachers confirmed that they did discuss it during the interview.

With reference to the framework of this study, the school administrators consider mostly the identity of the candidate (in terms of appearance and positive interaction) and attitude (positive). However, exploring candidates' being passionate about teaching, detecting their feeling about self-concept, and being respectful with students were not considered as much, even though school administrators were aware of their importance in teaching. School administrators were not aware of the following two concepts: The influence of the past frames of mind on current teaching and teachers' interpretation of situations occurring in class. However, they do consider an additional concept that was not considered in the framework: Candidates' willingness to cooperate and collaborate with other teachers.

School administrators detect TATs during recruitment mostly through conducting open-ended interviews with the candidates, which is aligned with Pajares (1992) who explained that when the administrators observe and talk with the candidates, they can infer whether the candidate will be a good match with the schools' philosophy and culture or not. Most of the school administrators emphasized the importance of lesson observation to detect TATs, which agrees with Jones et al. (2006), however 54.2% teachers were not asked to conduct lesson demo. Many evaluations need to be considered systematically and intuitively as Anderson and Bourke (2006) recommended; observing consistency among different evaluations is more important than correctness of responses. Since only 45.8% of teachers were asked to conduct a lesson observation, I can conclude that school administrators

depend more on the intuitive evaluation rather than systematic ones, few school administrators look for consistency among the different evaluations.

5.2.2. What recruitment protocol do school administrators follow in order to select their candidate?

All school principals stated that they do follow a recruitment protocol, but not consistently because each candidate is different which is in alignment with the results derived from the teachers, and with the findings in the study of Nichols (2004) that most of the schools he interviewed do not follow recruitment protocol. All school administrators require the following documents: CV, certifications, references, and introductory letter; however, only 83.3% teachers sent their CV, 75% sent their degrees/certification, 37.5% provided reference letters and 25% presented introductory letter prior to the interview this was also found by Jones et al. (2006) and Adeosun et al. (2013) who had described references as key in identifying applicants' personality, values, and competence, even though there is a concern of objectivity; but people cannot write exaggerated references because their reputation will be at risk. Only 50% of the school administrators that I had interviewed set some criteria about the candidate they are looking which is aligned with Jones et al. (2006) and Adeosun et al. (2013) who suggested to list criteria in terms of knowledge, specific cognitive and affective traits that school administrators could define their questions and rubric accordingly; but the questions asked to teachers were general; only about 20% of questions tackled specific skills. The school administrators consider the TATs mainly during interviews that provide access to observe, discuss, and present vignettes to candidates. This is aligned with Casey and Childs (2007) who found that interviewing candidates reveal information about their language proficiency, attitudes, and interpersonal skills, as well as morals and ethics. My findings show that among the

questions asked, only 3.6% presented vignettes which is not aligned with Clement (2013) who suggests that questions should address particular information, skill, or trait or a behavior using the Behavior Based interview. My findings also show that most of the teachers (45.8%) had their interviews with only 1 person; therefore, the decision is one-sidedly. None of the school administrators form a committee to interview candidates whereas Hoerr (2013) proposes that a committee that includes teachers could detect underlying beliefs or personal characteristics and can identify candidates they feel comfortable to work with. Although school administrators considered lesson observation to be crucial to the recruitment protocol, 54.2% of teachers were not asked to conduct a lesson demo, which contradicts with Jones et al.'s (2006) proposition that lesson observation shows candidate's interaction with students revealing candidate's language, attitude, and behavior. Finally, the selection of the candidate by 4 school administrators is based on gut feelings rather than set criteria which is contrary to Jones et al.'s (2006) suggestion to evaluate each candidate against the same set of criteria in order to have an objective decision that is fair to all candidates.

Therefore, the recruitment protocol in the 8 schools is not followed systematically. School administrators have not been consistent with the required documents that candidates have to submit and having all candidates conducting lesson demos; also school administrators did not consider forming interview committee as Claycomb and Hawley (2000) stated that teacher recruitment has pitfalls because it lacks "unified priorities, overarching goals, or shared and clear definitions of what constitutes successful recruitment or retention" (p.10)

5.2.3. What are teachers' views on TATs' impact in classroom?

The school administrators and teachers are aware of TAT's importance to students' learning and development in class that is aligned with all the studies that

were mentioned in this paper; teachers are not teaching the students, they are coaching them. My findings show that teachers and school administrators perceive positive attitude and interaction with students as most important that is aligned with Walker (2008) and Miller (2012) who pointed out the impact of positive attitude and Poulou (2014) who emphasized on the importance of interacting positively with students to minimize the misbehaviors of students in class. My findings about teachers' perceptions of themselves as role models and developers of characters in students' are not considered by school administrators; however, they contradict the results from Bohn et al.'s (2004) study who stated that effective teachers consider themselves role models and support their students in building their characters. Also, few of the teachers shout at students and do not tolerate students' misbehavior that is not considered directly with school administrators; however that is aligned with Gentilucci (2004) who emphasized teachers' acting inappropriately with students have detrimental effects in class. Teachers' views on TATs' impact on students are aligned with the school administrators and Gentilucci (2004) and Poulou (2014) who stated when teachers have positive affects that create a positive and safe environment for students to learn and grow. My findings show that teachers' views on what could enhance TATs in class (support from the school administrators, teachers having a positive attitude, and affects embedded in school culture) are aligned with school administrators who provide mentorship and coaching to teachers in need, views positive attitude as crucial in candidates, and refer to the affects embedded at schools (when applicable) that is aligned with Zembylas (2003) who mentioned when affective traits are derived from the philosophy and culture of the school, teachers and students can identify with and follow naturally. Finally, my findings also show that teachers need to be respected by the school administrators in front of students and parents that

was never discussed with school administrators however as H. Gardner (oral presentation, January 13, 2008) mentioned when respect is a value lived, they implicate higher level of thinking about behaving towards the others.

5.3.Summary

According to the main research question, TATs are considered during recruitment, but not systematically and consistently. School administrators depend mostly on interviewing the candidates and some observe lesson demos. This study does not show any other intervention taken into consideration except one school requiring the candidates to write one page biography.

The school administrators do not follow a systematic approach to recruitment protocol contrary to the recommendations in the literature that when recruitment protocol are used systematically school administrators are ensured to hire the best possible candidate that meet the requirements; however school administrators have to clarify two issues: The purpose of the job vacancy and how it fits the “school’s improvement plan”.

CHAPTER SIX

Conclusion

6.1. Introduction

TATs are important to consider during recruitment in order to select the candidate who will have a positive impact on students' learning and school environment. Though all school administrators acknowledge the significance of TAT, few examine them thoroughly. Also, the recruitment protocol is not consistently followed in most of the schools which might lead to unfairness and prejudice during the selection of candidates.

Through the exploration of school administrators and teachers' views on TATs during recruitment, students' emotions were constantly emerging even though they are beyond the scope of this study. It was unavoidable since teachers' emotions and behaviors affect students' emotions directly. This chapter summarizes the whole study and presents the implications, limitations, and suggestions for further exploration.

6.2. Implications for practice

This study has three implications: The first is to present the current (in-practice) recruitment protocols in private schools in Lebanon and Dubai to be aware of what's happening in this domain. Though my study was conducted in only 8 schools, my findings show inconsistencies during recruitment processes that affect detecting TATs. Accuracy and consistency are needed for a reliable and effective recruitment.

The second implication is exploring the current (in-practice) tools or methods used to detect TATs during recruitment at schools. Only interviews (with general questions) and lesson observations (less than 50%) are used. However, other tools

such as personality tests that include affective traits, use of metaphors, perception tests that are used in private international companies may be introduced to schools.

The third implication is the importance to have the TATs embedded in school's philosophy, culture, and environment. When school administrators model the acceptable behaviors, teachers and students follow. When the affective criteria are defined and shared with the community, students feel safe to learn, make mistakes, and grow healthy.

6.3. Limitations

There are many limitations that I have encountered during this study.

One limitation that the nature of this study poses is subjectivity. Since many school administrators in private international schools move abroad every few years, the objectives, requirements, and benchmarks that school adopts depend on the new Head Master or Principal. The school cannot have continuity in considering TATs, recruitment protocol and criteria unless it is embedded in the school's philosophy and systems.

The second limitation is the difficulty of having access to schools and the openness of the school administrators toward the subject. Indeed, most of the school administrators who were contacted were not in favor of allowing a research study to be conducted on their facilities or maybe the subject was too personal for them to share (Merriam, 2009).

The third limitation is the honesty of the participants, sharing their true feelings or opinions because they are introvert (Bloom et al., 1971). Some school administrators were not comfortable discussing the affective traits. Another is that the teachers who filled the questionnaire are anonymous; I could not contact them for further explanation.

The fourth limitation is the subjectivity of the researcher in a qualitative study. The end results describe processes that could be oversimplified or exaggerated depending on the subjectivity, sensitivity and integrity of the investigator. The final report is not based on any guidelines; then, the investigators depend on their own instinct, and the collected data might be based on bias affecting the final product (Merriam, 2009).

The fifth limitation is considering this topic “affective” on its own (without considering the cognitive and behavioral aspects) in a research. Emotion is an abstract term that cannot be measurable on its own. Besides, the relationships between belief systems, attitude, identity formation, perception, motivation, and perspective are complex, but interesting.

6.4. Future research

This research could provide an insight into what’s happening currently in tackling TATs and the recruitment processes at schools. Three major topics need to be addressed for future research: 1. To develop valid and reliable tools that can measure TATs during recruitment because currently, many costly tools are available to companies, so adapting such tools for assessing TAT in class could benefit the schools, teachers, and students. 2. To conduct this study in more schools where school administrators are open to the topic and willing to actively involve teachers in order to provide a wider scope of what’s really happening. 3. To dedicate a study to investigate how school administrators select their candidates. In this current study, school administrators shared that they hired impressive candidates then they regretted it; others hired candidates out of need and they turned out to be great teachers.

6.5. Suggestions

In addition to conducting interviews and lesson observation with candidates during the recruitment processes, other tools could assist. A traditional inventory has been developed to ask teachers to respond to a list of educational beliefs that could provide an indication whether the candidates' belief systems are aligned with the schools' (Munby, 1986). To ask the candidate to write a biography or a narrative could indicate an understanding of the influence of experiences on teachers' identities (Pajares, 1992). During the interviews, noting the metaphors that teachers might use could provide insight into candidates' perception of their own character as teachers (Munby, 1986). For example, when a candidate is asked to define her role in class as a teacher, the answer could be examined through the description used such as: explaining and giving instructions or as a guide for cultivating learning

6.6. Conclusion

The purpose of this study was to explore school administrators and teachers' views on TATs during recruitment. TAT is a topic that has not been explored and understood fully (Garritz, 2010) by school administrators and teachers who were not sure what the words imply. TAT is an abstract term that is difficult to define independently of thinking and behaviors. However, after explaining the meaning, all school administrators knew what impact it has on students and their learning.

School administrators require TATs and other skills from candidates such as having class management skills, being reflective, being open to criticism, and willing to improve; however they are not tackled thoroughly during recruitment. On the other hand, this may be caused by the unplanned interviews that school administrators conduct (Clement, 2008); no written questions are prepared. Even though the school administrators know what to ask for, amid their busy daily schedule, they might miss

out on important information to retrieve from candidates. As Hoerr (2013) stated planning for effective interviews is time consuming; however, its benefit is to retain the good teachers.

The framework of this study emphasizes the character formation, belief systems and perception of candidates; however, it is not limited to them. Other considerations could be included such as candidates' personality traits based on Holland' Typology of Personality and Congruent Occupations and/or on Meyer-Briggs Type Indicator (MBTI) as suggested by Adeosun et al. (2013). A single method of interaction with the candidate is not significant enough to detect teachers' affective traits or behaviors with students (Kotze, 2007). Therefore, different forms of assessments and tools could provide thorough analysis and cross-validation that could evaluate the candidates fairly (Taylor & Marienau, 1997).

Recruiting teachers with affective traits provides role models for students and influences class environment. Modeling is a successful educator skill that shows the students the expected behaviors rather than telling them what to do (Koster, Brekelmans, Korthagen, & Wubbels, 2005). When the class environment is positive, students are encouraged to do their best and are not afraid to make mistakes (Poulou, 2014; Gentilucci, 2004). Then, recruiting best-fit teachers is crucial.

Detecting TATs and other skills in candidates during recruitment need to be explored thoroughly. In order to tackle all the requirements that school administrators perceive as important, the interviews need to be more prepared with focused objectives that will be evaluated. In addition, introducing assessment tools for TATs and others could benefit the recruitment protocol in order to identify the best-fit teachers who could be retained. Therefore, the students will benefit from having a good role model; and the positive environment of the school will be enhanced.

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Appendices

Appendix A: A survey by Nichols (2004)

From this instrument, I have derived the questions to school administrators about recruitment protocol.

1. Does your district have a protocol that is consistently utilized to recruit professional staff? If yes what are the components of the protocol?
2. Do you have a district interviewing protocol with a format that is used consistently when interviewing for professional staff positions? If yes, what is included in the protocol?
3. Which personnel roles are involved in the process of conducting interviews in your district?

Appendix B: Research questions and questions for instruments

The interview questions and the questionnaire are categorized as per the research questions

Purpose: To explore principals' and teachers' views on teachers' affective traits during recruitment		
Research questions	Interview with principal	Questionnaire for teachers
1. What affective traits do principals consider and how do they detect them when recruiting teachers?	1. Do you look for affective traits in a candidate? Why? What are they? How do you detect them during the interview?	1. Were you asked about your views on affective traits in class? Please explain 2. Have you discussed the affective traits that the school takes into consideration? How?
	2. Do you question or observe candidates' emotions, attitude, values, behavior, and interpretation?	3. Were the following topics mentioned during the interview? * Importance of building confidence in students * Positive interaction with students * Managing own emotions * Class management skills * Modeling respect * Positive attitude * Reasons you chose this profession * Promoting value in class
2. What recruitment protocol does school's principal follow in order to select their candidate?	3. When a teacher's position is available, how do you proceed to look for candidates? What criteria do you define for your search?	4. What documents were you requested to submit? * Curriculum Vitae * Introduction letter * Certificates * Letter of recommendations * Others (Please specify)
	4. Does your school have a protocol that is consistently utilized to recruit teachers? If yes, what are the components of the protocol?	5. Were you told of any recruitment formalities/protocols when applying for the job? * Yes * No
	5. What protocol is used consistently when interviewing teachers? Who conducts it? What scenarios or vignettes do you ask applicants to reflect on?	6. Were you interviewed? * Yes * No 7. if yes, how many times? * 1 * 2 * Other 8. What type of interview(s) did you have? * Face-to-face * Skype * E-mail interview * Phone interview * Other 9. How many people were present during the interview? 10. Who was present during the 1 st interview? * Head master * Elementary principal

		<ul style="list-style-type: none"> * School councillor * Teacher(s) * Human resources * Students * Others <p>11. Who was present during the 2nd interview?</p> <ul style="list-style-type: none"> * Head master * Elementary principal * School councillor * Teacher(s) * Human resources * Students * Others <p>12. What type of questions were you asked during the interview? Could you list the three that you remember.</p>
	6. Do you request lesson observation? How do you prepare for it? Do all candidates tackle the same topic?	14. Were you asked to conduct a lesson plan? Yes No
	7. How do you select the candidate suitable for the job?	13. What are the three main topics that dominated the discussions? <ul style="list-style-type: none"> * Practice of teaching * School culture * Cooperating with teachers * Engaging students * Your past experiences * Your personal challenges * Interaction with students * Others
3. What are teachers' views on TATs' impact in classroom?	8. Do you question teachers about their affective traits, notion of identity, educational belief systems, and perception?	<p>15. Teachers' affective traits are referred to as teachers' words and behaviour towards students in class. Kindly, circle the statement according to your personal perspective.</p> <p>a. Teachers' affective traits are as important as learning b. Teachers' affective traits are less important than learning c. Teachers' affective traits are more important than learning</p> <p>16. What statements represent you as a teacher in class, tick the ones that are relevant to you:</p> <ul style="list-style-type: none"> * I am always approachable to all my students * I often demonstrate self-confidence * I have high expectations of my students * I shout at my students sometimes, when I am angry

		<ul style="list-style-type: none"> * I always cooperate with other teachers * I cannot tolerate misbehavior in class * I control my emotions in class * I maintain good relationship with my students <p>17. Tick the statements that project your belief systems:</p> <ul style="list-style-type: none"> * I possess the ability to teach * I am a role model to my students * I have a positive attitude that enhances my teaching * I easily adjust to new things * Teaching personality is more important than teaching cognitive skills * I know that I am always <p>18. In your opinion, what impacts teachers' affective traits in classroom? What the school can do to enhance teachers' affective traits with their students?</p>
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Appendix C: School administrators detecting TAT during recruitment

The results of the data gathered from school administrators about how they detect TATs along with the examples given are presented

Considerations and examples of how school administrators detect TATs during recruitment	
1. Observation during the interview	
	<p>Clarity of voice</p> <p>Confidence</p> <p>How they talk about students and experiences</p> <p>Listen to what they have to say</p> <p>How they hold themselves (many candidates do not look into the eyes of the interviewer, they will be looking at the ceiling or the floor or sitting in a way projecting a bully image)</p>
2. Conversation during the interview	
	<p>How do you spend your holidays with your children?</p> <p>Do you teach students with special needs?</p> <p>Tell me about a good and a bad experience that you have encountered in class</p> <p>Are you a member of any of the community services such as scouts, Red Cross, etc.</p>
3. Lesson Observation (considered by 6 out of 8 schools)	
	<p>Does the candidate pay attention to the students who have raised their hands as claimed during the interview? One candidate told a student “you have asked many questions, that’s enough!”</p> <p>How does s/he present the lesson, does s/he animate it?</p> <p>How does he answer the students?</p> <p>How does he handle fidgety students?</p> <p>Does the candidate use encouragement words with students</p>
4. Vignettes to detect TATs (considered by 4 out of 8 schools)	
	<p>How did you leave the other school as a better place? What did you contribute to it?</p> <p>How do you deal with differentiation in class?</p> <p>What type of activities would you assign your students to promote compassion? Someone answered: “Why, there is enough misery in the world, we do not need to fundraise for the poor!”</p> <p>When they reflect about a personal weakness and say next time we do it better</p>
5. Writing a short biography	
	<p>Each candidate is requested to write a short paragraph about his/her life and teaching experience and that allows the school administrator to check for the proficiency in English and the chain of thoughts.</p>
6. Reference check (considered by 7 out of 8 schools)	
	<p>Candidates do say things during the interview to impress and</p>

	<p>not necessarily the truth; therefore, “I am a big reference check”.</p> <p>“When the interview does not go well, I check the references”</p> <p>If all references are great, it does influence the decision-making. However, in one situation references from professors and principals were excellent, but the candidate had no class management skills; she could not handle the class to be able to teach.</p> <p>One school administrator does not check the references because no one puts forward a reference who will not talk positively about him/her</p>
<p>7. Gut feeling (considered by 6 out of 8 schools who also admitted that sometimes their gut feeling was wrong)</p>	
	<p>The way they are dressed, comporting themselves, having confidence, and positive.</p> <p>They are passionate about students and teaching</p> <p>Their profile seems to match the school’s</p>

Appendix D: Questions from school administrators

Samples of questions that school administrators ask the candidates

1. Are you willing to take advice from colleagues?
2. Can you tell me about the last lesson that you taught in ICT?
3. Do you believe in change?
4. Do you know anything about our school?
5. How flexible are you to adapt to change?
6. How do you teach lesson X?"
7. How did you manage this particular lesson? How did you assess the outcome?"
8. How do you deal with differentiation in class?"
9. How do you handle outstanding students, inclusion, hyper active students?
10. How can you be challenged?
11. If the mom said that you said a bad word to her son, and you did not, then what do you do?
12. If you really told him a bad word and the mom complained, what do you do then?"
13. If a student would ask you why are you teaching us this lesson, what do you answer?
14. Reflect on your previous experiences? How was it?
15. Tell us about yourself
16. What is your goal?
17. What is your philosophy in teaching?
18. What are the challenges that you are facing?
19. What are the things that you would like to work on to improve yourself?
20. What are your interests in life?
21. What is the one thing that you do not want me to give you?
22. What strategies you like to use?
23. What will you add to our school?
24. What would you like to change?
25. Why are you applying to our school?
26. Why are you leaving your job?

Appendix E: Teachers' views on what impacts TATs in class

Most of the statements were shortened to simplify the language; however, some statements are kept as they are in order to keep the expression of the teachers intact.

Category	What impacts TATs in classroom?
School-related	Schools' environment, vision, and values Senior management has a big impact on teachers as do the team you work with
Class-related	Teachers' approach to disciplinary rules in class Experience Teachers' learning and outcome of students Having good subject knowledge, and experience to support children through ISPD Courses
Teachers' Identity	Teachers' being passionate about teaching and a life long learner Having the ability to research and learn is far more important than teaching skills Teacher's character (personality) and profile has a great impact on her affective traits in classroom Teachers' patience
Teachers' Beliefs	Teachers' positivity and giving students a sense of believing in themselves A positive attitude, having high expectations of the students, a well-planned lesson. Positive attitude and self-confidence
Student-related	Positive attitude of students in class

Appendix F: Teachers' views on what school administrators can do to enhance TAT

Answers to open-ended question to teachers:

Categories	What the school administrators can do to enhance TATs ?
School related	<p>Respecting teachers in front of students and parents</p> <p>Supporting teachers and all staff</p> <p>Motivating, encouraging, and appreciating teachers improve their performance in class</p> <p>Presenting remarks using positive words instead of negative ones. It is very easy to say "NO!!!" but it takes self training to say " There is a better way to"</p> <p>Having effective role models in senior leadership</p> <p>Ensuring positivity amongst staff</p> <p>Reducing the pressure of paper work</p> <p>Comforting teachers dealing with the most difficult class</p>
Professional development	<p>Sending teachers to observe teaching in other schools</p> <p>Conducting workshops, or model lessons or lectures</p> <p>Providing teacher-development programs/training about teachers' affective traits</p> <p>Addressing the conflict that the new generation of teachers is facing. "Most of the teachers-to-be are taught about affective traits, but the problem lies with the teachers who belong to the old school of thought where the teacher is the master and the students are the slaves. The moment the teacher enters the classroom the horror begins."</p>
Class related support	<p>Support teachers to develop students as good, disciplined, and organized learner</p> <p>Allowing teachers to be pro-active in class</p> <p>School providing counseling to students with behavioral issues</p> <p>Schools to support teachers to improve and enhance a positive interaction with students</p> <p>Observing classes regularly and giving effective feedback</p>

Appendix G: IRB Approval



Chartered in the State of New York

To: School A1
Barsha 1
Dubai -UAE

April 22, 2016

Object: Consent to collect data for an LAU research study entitled “Exploring teachers’ affective traits during recruitment”

To Mr

I am writing to request permission for my students to be able to collect data from 3 of your elementary teachers and the person in charge of recruiting elementary teachers at DAA. Ghada Atallah Anderson is a graduate students at the Lebanese American University (Department of Education) and would be visiting your facility only in order to complete a research project related to explore school principals’ consideration of teachers’ affective traits during recruitment.

The data collected, which is based on a 20 minutes questionnaire (attached to this letter) for 3 teachers and a 30 minutes interview with the person who is in charge of recruiting elementary teachers will be kept anonymous and will not be used for any other purpose.

Please do not hesitate to contact me should you need any additional information.

If you have any questions about this study, or you want to talk to someone outside the research, please contact the: IRB Office, Lebanese American University 3rd Floor, Dorm A, Byblos Campus. Tel: 00 961 1 786456 ext. (2546)

Sincerely yours,



Dr. Mona Nabhani, Advisor
School of Arts & Sciences
Department of Education
Tel. +961 1 786 456 ext. 1266
P.O.B. 13-5053, Lebanon

Acknowledgement

Name:

Signature:

Date:

Institutional Review Board
Lebanese American University

22 APR 2016

APPROVED

BEIRUT CAMPUS

BYBLOS CAMPUS

NEW YORK OFFICE

NOTICE OF IRB APPROVAL – EXEMPT STATUS

To: Ms. Ghada Atallah
Advisor: Dr. Mona Nabhabi
School of Arts and Sciences

APPROVAL ISSUED: 22 April 2016
EXPIRATION DATE: NA
REVIEW TYPE: EXEMPT

Date: April 22, 2016

RE: IRB #: LAU.SAS.MN3.22/Apr/2016

Protocol Title: Exploring principles' and teachers' views on teachers' affective traits during recruitment

Your application for the above referenced research project has been approved by the Lebanese American University, Institutional Review Board (LAU IRB). This research project qualifies as exempt under the following category:

A. Research conducted in established or commonly accepted educational settings involving normal educational practices such as:

- (i) research on regular and special instructional strategies, or,
- (ii) research on the effectiveness of or the comparison between instructional techniques, curricula or classroom management methods.

This approval is limited to the activities described in the Protocol Exempt Application and all submitted documents listed on page 2 of this letter. **Enclosed with this letter are the stamped approved documents that must be used.**

APPROVAL CONDITIONS FOR ALL LAU APPROVED HUMAN RESEARCH PROTOCOLS - EXEMPT

LAU RESEARCH POLICIES: All individuals engaged in the research project must adhere to the approved protocol and all applicable LAU IRB Research Policies. PARTICIPANTS must NOT be involved in any research related activity prior to IRB approval date or after the expiration date.

EXEMPT CATEGORIES: Activities that are exempt from IRB review are not exempt from IRB ethical review and the necessity for ethical conduct.

MODIFICATIONS AND AMENDMENTS: Certain changes may change the review criteria and disqualify the research from exemption status; therefore, any proposed changes to the previously approved exempt study must be reviewed and approved by the IRB before implementation.

NOTIFICATION OF PROJECT COMPLETION: A notification of research project closure and a summary of findings must be sent to the IRB office upon completion. Study files must be retained for a period of 3 years from the date of notification of project completion.

IN THE EVENT OF NON-COMPLIANCE WITH ABOVE CONDITIONS, THE PRINCIPAL INVESTIGATOR SHOULD MEET WITH THE IRB ADMINISTRATORS IN ORDER TO RESOLVE SUCH CONDITIONS. IRB APPROVAL CANNOT BE GRANTED UNTIL NON-COMPLIANT ISSUES HAVE BEEN RESOLVED.

If you have any questions concerning this information, please contact the IRB office by email at christine.chalhoub@lau.edu.lb

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The IRB operates in compliance with international guidelines of Good Clinical Practice, the US Federal Regulations (45CFR46) and (21CFR56) of the Food and Drug Administration. LAU IRB Identifier: FWA00014723 and IRB Registration # IRB00006954 LAUIRB#1



Dr. Costantine Daher



Lebanese American University FWA00014723
IRB Registration # IRB00006954 LAUIRB#1

DOCUMENTS SUBMITTED:

IRB Exempt Protocol Application	Received 18 April 2016
Cover Letter	Received 18 April 2016
IRB Instruments	Received 18 April 2016
Letter To School	Received 21 April 2016
NIH Training – Mona Nabhani	Cert.# 207839 Dated (1 April 2009)
NIH Training – Ghada Atallah Anderson	Cert.# 2021720 Dated (8 April 2016)