POST-GRADUATE OCCUPATIONS AND MOBILITY OF MONTANA STATE UNIVERSITY EDUCATION GRADUATES

by

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A professional paper submitted to the Graduate Faculty
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for the degree

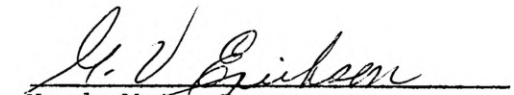
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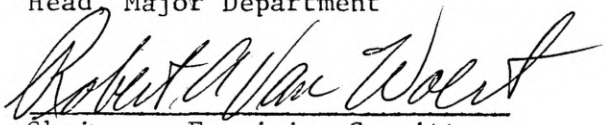
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ABSTRACT

Problem:

To determine what is happening to Montana State University four-year graduates in the College of Education and to discover how they think the teacher preparation program at Montana State University can be improved.

Sample:

The subjects were 809 college graduates (four-year) in education from Montana State University who graduated in 1966, 1967, and 1968. Of the 809 questionnaires distributed, 437 (54%) were completed and returned.

Procedure:

The questionnaires asked graduates if they were teaching or had taught, how often they had moved and to what location, beginning and current salaries, their suggestions for improving the Montana State University teacher preparation program, and their future plans concerning their teaching career.

Conclusion:

The findings indicated that 83% of the graduates taught the next school year following graduation. Seventy-nine percent are currently teaching, and 80% of the current teachers and 82% of all those surveyed plan to remain in, begin, or return to teaching in the future. The majority of the graduates surveyed (65%) taught their first school year following graduation in Montana, but 5% did not teach for a second or third consecutive year in Montana. The turnover rate for all graduates, regardless of teaching location, was 26% per year. Beginning and current salaries equalled the national average salaries. Graduates though the teacher preparation program could be improved by lengthening student teaching, increasing the amount of pupil observation and placing it earlier in the program, including more practical experience and laboratories in methods courses, and increasing the number of courses needed in major subject areas. The two most frequently stated reasons for leaving the profession were inadequate salaries and, in the case of married women, plans for starting a family.

Summary of Conclusions:

Results of the study were comparable to other similar studies in all areas except mobility. Montana State University graduates tended to be more mobile than teachers shown in national mobility studies.

CHAPTER I

INTRODUCTION, THE PROBLEM, PROCEDURES AND LIMITATIONS

A desire on the part of the College of Education and certain members of the staff to obtain current information about the status of its graduates and a personal desire on the part of the writer to determine the number of qualified teachers entering military service were the motivating factors which led to the undertaking of this study.

No current information regarding the status of graduates within the profession was available from the records of the College of Education. A further survey of literature revealed only one study which was of a local nature, that by Robert H. Jay at the University of Montana. Mr. Jay's study was made of the 1966 four-year education graduates who had taught following graduation, and attempted to determine the number who taught in Montana, the amount of beginning salaries, intent to continue teaching, and the attitudes of the teachers towards their profession.

A survey was necessary, since data was not available, to determine for the College of Education at Montana State University, what graduates of that institution were doing and how they compared with other first-year teachers with regard to the amount of beginning salary earned and other factors. The study would provide students presently in teacher preparation courses with a more realistic idea of what to expect in terms of salary, teaching loads, and other factors when they began teaching.

Administrators from the College of Education would be able to know which courses the former students thought helped most to prepare them for teaching and also to know which courses the former students thought were

the least valuable. Suggestions for changes or improvements in the teacher preparation program at Montana State University would be shown. Those suggestions would be a factor of consideration for future planning of education preparation programs.

The Problem

The major purpose of this study was to determine current conditions of Montana State University four-year graduates in education from the Classes of 1966, 1967 and 1968 and to discover how they thought the teacher preparation program could be improved. The basic problem was four-fold: (1) to determine the number of graduates entering teaching the next year following graduation, (2) to determine the beginning and current salaries of those graduates who were teaching, (3) to determine their mobility, and (4) to determine how they thought the teacher preparatory program at Montana State University could be improved. It was hoped the problem could be resolved in answering the following questions:

What percentage of Montana State University graduates taught after graduation?

Why weren't qualified Montana Statue University graduates teaching?

Did those not presently teaching plan to teach in the future?

How could the Montana State University teacher preparatory program be improved?

What were the amounts of both beginning and current teaching salaries?

How many graduates were completing some phase of advanced study?

What percentage of the graduates remained in Montana to teach?

How mobile were the graduates?

How many who were presently teaching planned to continue teaching?

No hypotheses were proposed because the study was conducted strictly as a fact finding instrument.

Procedures

A questionnaire was sent to a 100% sample of the four-year education graduates of 1966, 1967, and 1968. A simple compilation of the data was made according to the year of graduation, sex of the graduate, and the grade level of teacher preparation (elementary or secondary). The results of the study were compared with results found in similar studies. The results of other studies was obtained from a review of the literature.

A distinction was made between persons teaching in Montana and persons teaching out-of-state in tabulating the findings for the state in which graduates completed their first year of teaching, mobility, subjects and number of classes taught per day, and beginning and current salaries and extracurricular pay. All of the findings concerning most and least valuable education courses, suggestions for improvements, additional education and intent to remain in teaching were grouped together without regard to geographic location. No distinction was made between specific states or cities out-of-state or between different localities in Montana. Only the information that the graduate was teaching Montana or out-of-state was noted.

Definitions

The term, out-of-state, referred to all graduates teaching outside of the State of Montana and included graduates teaching in a possession of

the United States or in a foreign country.

The teacher preparation program referred to the education courses which a student should have taken related to student teaching, methods, observation, etc. in order to become certified to teach in Montana. The teacher preparation program was divided into the elementary level which prepared teachers for teaching in the first six grades, and the secondary level which prepared teachers for teaching in junior and senior high schools (usually grades seven through twelve).

Mobility referred to the turnover rate of teachers and whether a teacher remained in the same school where he signed his first teaching contract and taught.

The dropout rate of teachers referred to the number of teachers who quit the profession after one or two years of teaching.

Continuation of teachers referred to the teachers actually remaining in the profession who began teaching the next school year after graduation from college.

Limitations

Inadvertently questionnaires were sent to a small number of graduates who received advanced education degrees at Montana State University but completed their undergraduate training elsewhere. Their returns were included in the overall percentage of questionnaires returned, but not in the survey findings. The returns of advanced degree graduates were not included in the study because they could not evaluate the Montana State University teacher preparation program or make suggestions for improvement

because their undergraduate training in teacher preparation courses had occurred at other institutions which had different education preparation courses and programs. Because of their experience and advanced training, their salaries would likely be higher than the salaries of beginning teachers with a B.S. degree and would distort the data relating to salaries.

The sex of the teacher was also a distinction made in tabulating the findings concerning the state where he began teaching, mobility, additional education, and intent to remain in teaching. No distinctions were made in subjects and number of classes taught per day, salary, or suggestions for improvement. No attempt was made to compare and contrast the results of single and married teachers of either sex.

The review of literature was limited to a search of education periodicals and doctoral dissertation abstracts published during the last five years (1965-1969). The search was limited to the past five years because many of the studies published prior to this time were out-of-date and not current. In addition, this paper was an original survey, and its purpose was to determine the conditions and opinions of Montana State University graduates. While the results were compared with findings of similar studies, endeavors in the area of comparison were minimized.

No attempt was made to compute means of beginning and current teaching salaries because instructions for completing the questionnaire directed respondents to indicate salary in $500 ranges. Medians, modes, and ranges were computed, however. Refer to Appendix A for a sample of the questionnaire and of the accompanying letter.

CHAPTER II

REVIEW OF THE LITERATURE

Much information had been published about various aspects of this study, but to keep the information as current and up-to-date as possible, only information dealing with the last five years (1965-1969) was reviewed.

Mobility

Studies surveyed concerning the annual turnover rates of teachers varied from 6.3% to 40.4%. The turnover rate varied according to the part of the country surveyed and the subject area of specialization. According to William Lichtenberger in a study of how the relationship of teachers to administrators affects teacher turnover, the United States turnover rate averaged from 10 to 25% yearly.[1] In a study of teacher turnover in Missouri secondary schools during the 1965-66 school year, Kent Savage indicated that the national teacher turnover rate per year was 12%.[2] During a study of 1886 beginning teachers in Florida during the 1965-65 school year, Frusanna Booth found that 38% taught in their first teaching position for one year and then left.[3] Kent Savage's survey of 50% of the

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[1]William Edgar Lichtenberger, "The Relationship of Compatibility of Teachers and Their Principals in the Areas of Inclusion, Control and Affection to the Contiuation of Probationary Teachers in a Large Urban Public School System," Dissertation Abstracts, XXIX (February, 1969), p. 2485A.

[2]Kent Bonham Savage, "Teacher Turnover in Missouri Secondary Schools, 1965-1966, "Dissertation Abstracts, XXIX (February, 1969) p. 2498A.

[3]Frusanna Booth, "Factors Associated With Early Withdrawal of Teachers From the Profession in Florida," Dissertation Abstracts, XXVII (April, 1967), p. 3334A.

secondary school principals in Missouri revealed that secondary turnover rates varied in that state from 16.2% to 40.4%.[4]

Reasons for Dissatisfaction

The reasons for annual teacher turnover were similar regardless of the part of the country studied. Most of the surveys agreed with John Lingel's statement that "there is no single reason for resigning and the majority of teachers terminating do so before they have gained tenure."[5] The majority of the surveys also agreed that while some of the losses were unavoidable, at least half could have been avoided. The suggestions for reducing avoidable losses included raising teachers salaries, reducing class size and extracurricular duties, and carefully explaining the teacher's duties to him prior to signing the contract.

The biggest sources of unavoidable losses among female teachers were resigning to be married, and among married female teachers resigning because of pregnancy or transfer of their husbands to other locations. Kent Savage and several other sources agreed that marriage, pregnancy, and transfer of the husband were the major unavoidable reasons for resignation of female teachers.[6] Another reason for loss of teachers was to return to college

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[4]Savage, op. cit., p. 2498A.

[5]John Jarvis Lingel, "Organizational Factors in Losses of Elementary Teaching Personnel," Dissertation Abstracts, XXXVI (September-October, 1965), p. 1455.

[6]Savage, op. cit., p. 2498A.

for advanced study which was noted by John Watkins in a survey of industrial education teachers.[7] Kent Savage noted that some teachers were promoted to administrative or supervisory positions within the school systems.[8] Rose Strate found in a study of beginning teachers in the Louisiana schools in 1960-61 that a few teachers resigned because of a desire to travel and live in other parts of the country.[9]

The avoidable sources of dissatisfaction were grouped in the categories of insufficient salaries, disagreement with administrative policies, lack of opportunity for advancement, lack of professionalism, and community factors such as student and parental apathy.

An inadequate salary was the reason most often mentioned as an avoidable reason for teacher turnover, and several sources including Earl Barnett listed insufficient salary as a reason for leaving a school district.[10] Frusanna Booth and Rose Strate, who both surveyed schools in the United States, mentioned salary as the major cause of teacher turnover.[11, 12] Rose Strate stated that "34.4% resigned because of inadequate

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[7]Kenneth Eugene Watkins, "A Critical Study of Turnover Among Industrial Education Teachers," Dissertation Abstracts, XXVII (November, 1966), p. 1237A.

[8]Savage, op. cit., p. 2498A.

[9]Rose Stupka Strate, "Entrance Into and Withdrawal From Active Teaching Service of White Teachers in Louisiana Public Schools," Dissertation Abstracts, XXIX (March, 1969), p. 2944A.

[10]Earl Bryan Barnett, "Organizational Factors in Losses of Secondary Teaching Personnel, "Dissertation Abstracts, XXVI (March-April, 1966), p. 5148.

[11]Booth, op. cit., p. 3334A.

[12]Strate, op. cit., p. 2944A.

salaries, 30% more resigned because of better teaching conditions and more security in other states, and 11.1% left the profession because they found better working conditions and more security in other types of work."[13] Dale Findley's study of male teachers leaving an Iowa school system disagreed with the other surveys because his findings indicated that the salary, size of the high school enrollment, and years of experience were not related to reasons for leaving.[14]

Other reasons for teacher turnover were poor working conditions which included large-sized classes, a heavy work load, inadequate facilities and equipment, and too many low ability students in classes. Earl Barnett and several other sources mentioned the above reasons as causes for dissatisfaction.[15]

Administration and supervision factors also contributed to teacher turnover. Among the complaints in this area of dissatisfaction which were noted by Earl Barnett were lack of administrative support in dealing with disciplinary problems, disagreement with the administrator's approach to discipline, and dissatisfaction with work assignments because they were not sufficiently explained. Barnett also found that lack of confidence in administrators contributed to dissatisfaction.[16] Frank Fusco found that

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[13] Ibid.

[14] Dale Gene Findley, "Characteristics, Degree of Satisfaction and Personality Needs of Mobile Male Teachers in Iowa," Dissertation Abstracts, XXVIII (January, 1968), p. 2938A.

[15] Barnett, op. cit., p. 5148.

[16] Ibid.

disagreement with the policies of both administrators and the board of education led to dissatisfaction. Fusco also found that some teachers blamed administrators for not letting teachers help plan the curriculum.[17]

Poor retirement programs and lack of opportunity for advancement were other reasons which Earl Barnett mentioned as causes of teacher dissatisfaction.[18]

Many teachers were not satisfied with the profession because of lack of professionalism and low public status of teachers. The programs of professional associations were considered to be uninspiring and educational leadership was felt to be poor.[19]

Other factors of dissatisfaction were grouped together under community factors. These sources of complaint included student apathy about school and lack of parental interest. John Lingel found that one of the reasons teachers left Los Angeles, California, schools was that they resided in different localities from where they taught, and they found difficulty in getting to their schools because of heavy traffic or poor public transportation. Such teachers, when openings become available, resigned to teach at schools which were closer to their place of residence.[20]

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[17]Frank S. Fusco, "Teacher Turnover in the Levittown School District, Levittown, New York. A Study of the Extent and Reasons for Teacher Turnover in the Levittown School District, Levittown, New York, From September 1954 to August 31, 1961 with Recommendations for Reducing Teacher Turnover in the Levittown School District, Levittown, New York," Dissertation Abstracts, XXVI (January-February, 1966), p. 3699.

[18]Barnett, op. cit., p. 5148.

[19]Booth, op. cit., p. 3334A.

[20]Lingel, op. cit., p. 1455.

The majority of the studies showed different turnover rates and continuation rates between men and women, between elementary and secondary teachers, and between single and married teachers. Frusanna Booth found that teachers who left the profession had less favorable attitudes towards their students, school system, administrators and preparation than teachers who remained.[21] The greatest turnover among teachers occurred during their first three years of teaching.[22]

Research by the National Education Association in a research bulletin in 1969 concerning job satisfaction of teachers showed that job satisfaction was lowest among teachers between the ages of thirty and fifty.[23] According to the National Education Association in a research bulletin on job satisfaction:

> Teachers in this age group tended to be oriented towards the present. Their unrealized aspirations became real, and they had to reconcile their record with their aspirations. To protect their egos, they found fault and were especially critical with the administration of the school systems where they taught.[24]

Young teachers in the twenty to thirty year-old age group were future oriented, and while they might have had as many complaints as older teachers,

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[21]Booth, op. cit., p. 3335A.

[22]Savage, op. cit., p. 2498A.

[23]National Education Association, "Are Teachers Satisfied With Their Working Conditions?" NEA Research Bulletin, XLVII (March, 1969), p. 6.

[24]Ibid.

they "shrugged off" many dissatisfactions because they anticipated improvement of conditions as they gained seniority.[25]

Teachers between the ages of fifty and retirement were generally the most satisfied with teaching. According to the NEA Research Bulletin on teacher job satisfaction, if older teachers were dissatisfied, "they shrugged off their dissatisfactions in anticipation of retirement."[26] Many older teachers had more favorable attitudes towards teaching because with seniority they obtained the best assignments.[27]

Women were more satisfied in teaching positions than men were, and married women obtained the most satisfaction from teaching. Men as a group were less satisfied with teaching, but the single women were the least happy group in attitude towards their school and work load.[28] Single women were also the most mobile group of teachers.[29] It was previously mentioned that many female teachers quit to be married, but whether they quit teaching because of marriage depends upon their career involvement. Kinnard White concluded that "more female elementary school teachers who were highly involved in their career remained in the profession longer (second or third year) than those who dropped out after one or two years."[30]

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[25] Ibid.

[26] Ibid.

[27] Ibid.

[28] Ibid.

[29] Savage, op. cit., p. 2498A.

[30] Kinnard White, "The Relationship of Career Involvement to Persistence in the Teaching Profession Among Beginning Female Elementary Teachers," Journal of Educational Research, LX (October, 1966), p. 51.

Joe Whitener found the highest survival rates in teaching among men and single women.[31]

Generally elementary school teachers were more satisfied with teaching than secondary teachers.[32] Junior high school teachers were less happy than senior high school secondary teachers.[33] In contrast to these findings in the NEA Research Bulletin on teacher job satisfaction, Joe Whitener concluded that teacher satisfaction varied with the school system, and elementary and secondary teachers were equally satisfied with their work.[34]

Salaries

In school with enrollments of 6000 or more students, the NEA Research Bulletin of March 1969 reported that average beginning salaries for teachers with a B.A. degree and no experience were $5144 during 1966-67, $5523 during 1967-68, and $5941 during 1968-69.[35] These figures were average salaries for all teachers; secondary teaching salaries were slightly higher than elementary salaries. While all teachers' salaries increased annually, they

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[31]Joy Eugene Whitener, "An Actuarial Approach to Teacher Turnover," Dissertation Abstracts, XXVI (January-February, 1966), p. 4413.

[32]National Education op. cit. Association, "Are Teachers Satisfied With Working Conditions?", p. 7

[33]Ibid.

[34]Whitener, op. cit., p. 4413

[35]National Education Association, "Trends in Salary Schedules for Teachers," NEA Research Bulletin, XLVII (March, 1969), p. 24.

did not increase as fast as the salaries of college graduates who entered other professions because men teachers in 1966-67 earned an average beginning salary of $2,106 less than their counterparts in other professions and men teachers in 1968-69 were earning $2,450 less than their counterparts in other professions.[36] In 1966-67 beginning women teachers earned $1,570 less than their counterparts in other professions, and by 1968-69 they were earning $1,833 less.[37]

No average beginning salaries were found for beginning teachers in the Pacific Northwest, but average salaries on the instructional staffs were available and gave some basis for comparison. No figures were available for the 1968-69 school year. The average salaries in Idaho during the 1966 and 1967 school years varied from an average of $6,152 for senior high school teachers to $5,531 for elementary teachers.[38] Junior high school teachers earned an average salary of $5,893.[39] Table I gives the average salaries for Pacific Northwest teachers in 1966 and 1967 as found by William McLure.

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[36] Ibid.

[37] Ibid.

[38] William P. McLure, Idaho, A Reappraisal of Educational Conditions and School Finance, Commission on Professional Rights and Responsibilities, National Education Association, July, 1967, p. 54.

[39] Ibid.

TABLE I

AVERAGE TEACHERS' SALARIES IN PACIFIC NORTHWEST[40]

Year	Idaho	Montana	Oregon	Wash.	Wyoming	Pacific Northwest	United States
1966	5856	5900	6953	7185	6572	6804	6786
1967	6050	6100	7243	7550	6600	7096	7119

Continuation of Teachers

Teachers left the profession for the same reasons they changed positions. According to John Blaser these reasons were low salaries, heavy workloads, disagreement with administrative policies, lack of opportunity for advancement, lack of professionalism, and community factors.[41] According to Kent Savage in a study of Missouri teacher turnover, poor health, dismissal or resignation, promotion into administrative or supervisory ranks, retirement, and death all lowered continuation rates. Many young male teachers left the profession to fulfill their military obligations, and many females quit because of marriage and family obligations.[42]

No national rates of continuation were available, but in a study of 636 male graduates from the University of Idaho over a ten-year period,

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[40] Ibid.

[41] John Walter Blaser, "Factors Contributing to the Problem of Men Graduates From the University of Idaho (1951-1960) Leaving the Teaching Profession," Dissertation Abstracts, XXVII, (August, 1966), 341A.

[42] Savage, op. cit., p. 2498A.

John Blaser found that 65% (426) entered teaching after graduation and 84% (356) were still teaching.[43] In a survey of 174 male special education graduates at the University of Minnesota between 1958 and 1959, Robert MacLeod found that 90.5% entered the teaching profession, and 80.2% remained.[44] (MacLeod's study was made before 1966, but was included because it was published in 1966.) Although these surveys were made of male graduates only and included a limited sample, both retention rates averaged out to be 82%. Blaser found that "many of those who resigned would return to the teaching profession when salaries are increased to a realistic level."[45] Blaser also discovered that acquiring or possessing a master's degree was not a guarantee that a teacher would remain in the profession.[46]

University of Montana Study

The most valuable survey for comparison was Robert Jay's study concerning first year teachers graduating from the University of Montana in 1966. The study did not include graduates who did not begin teaching after graduation such as men who entered the armed forces or married women whose current addresses were unavailable. This survey was conducted annually, and the most current survey available was conducted by Robert Jay among the

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[43]Blaser, op. cit., p. 3414

[44]Robert Nathan MacLeod, "Persistence In Teaching Among Male Graduates in Special Education," Dissertation Abstracts, XXVII (October, 1966) p. 985A.

[45]Blaser, op. cit., p. 3414

[46]Ibid.

1966-67 first year teachers.[47]

Jay found that 36% of the 1966 graduates taught in Montana, 35% taught out-of-state, and 15% did not teach. The number not teaching rose to 27% during the 1967-68 school year.[48] He stated that "in 1965 50% of the graduates began teaching in Montana so the trend is towards more first year teachers beginning their careers in other states."[49]

Thirty-four percent of the secondary teachers, and 36% of the elementary teachers went out-of-state to begin their teaching careers during the 1966-67 school year.[50] Of the 34 persons who reported they were not teaching, four were substituting, and seven were continuing their education.[51]

Salaries of the 1966 graduates ranged from $3,600 to $6,500 for the 1966-67 school year, but no figures were available on locations where salaries were higher or lower. One half of the secondary teachers and two thirds of the elementary teachers earned a salary over $5,600.[52] Eighty-two percent of all the teachers reported earning extra-curricular pay, and the amounts earned varied from $3 per hour to $600 per year.[53]

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[47] Robert H. Jay, "Follow-up Study of First Year Teachers," Montana Education, XLV (September, 1968), p. 23.

[48] Ibid.

[49] Ibid.

[50] Ibid.

[51] Ibid.

[52] Ibid.

[53] Ibid.

Generally the elementary teachers in Jay's study were more satisfied with the teaching profession than the secondary teachers. Sixty percent of the elementary teachers and 38% of the secondary teachers liked the profession very much, but some of the teachers of both levels who indicated that they were not satisfied with teaching planned to continue teaching. Fifty percent of the secondary and 83% of the elementary teachers planned to remain in the profession.[54] Only 36% of the secondary and 50% of the elementary teachers planned to remain in the same location for their second year of teaching.[55] Thirteen percent of those not returning planned to do advanced study.[56]

Class size ranged from ten to thirty-six students for elementary teachers and fifteen to forty-nine for secondary teachers, but music and physical education teachers reported teaching from ninety to 560 pupils per class.[57]

Robert Jay found that teachers were assigned to teach in areas outside of their major and minor fields of preparation, but he stated that "the trend is towards placing teachers in fields they are qualified to teach."[58] The majority of the "misassignments" were made in out-of-state schools.[59]

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[54] Ibid.

[55] Ibid.

[56] Ibid.

[57] Ibid.

[58] Ibid.

[59] Ibid.

Student teaching was considered to be the most helpful preparation course by 52% of the secondary and 70% of the elementary students in Jay's study of 1966 University of Montana graduates who taught during the 1966-67 school year. However, nearly as many elementary teachers as secondary teachers indicated that longer student teaching experience was needed.[60] Other suggestions for improvement of the teacher preparation program included reducing theory and increasing practical experience, having more opportunity to observe students, having more information on professional organizations, and including more preparation in subject matter in areas outside of the major field.[61]

Summary

Studies surveyed concerning the national turnover rates of teachers varied according to the part of the country surveyed and the subject area of specialization and ranged from 6.3% to 40.4%. Kent Savage indicated that the national turnover rate was 12%.[62]

Unavoidable reasons for loss of teachers according to Savage were resignation of female teachers to be married, resignation of married women teachers because of pregnancy, or transfer of their husbands to other locations, and resignation of male teachers to enter military service. Savage indicated that teachers also resigned to return to college for advanced study or because of a desire to travel and live in other areas of

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[60] Ibid.

[61] Ibid.

[62] Savage, op. cit., p. 2498A.

the country. He also stated that another reason for loss of teachers was promotion to administrative or supervisory positions within the school systems.[63]

Avoidable reasons for both transfer of teachers to other school districts and leaving the profession according to John Blaser in a study of men graduates from the University of Idaho who left the profession, were insufficient salaries, disagreement with administrative policies, lack of opportunity for advancement, lack of professionalism, and uncooperative parents and apathetic students.[64]

Average beginning salaries for teachers with a B.S. degree and no experience were listed by the National Education Association in a research bulletin on teachers' salaries as $5144 during 1967-68, and $5941 during 1968-69.[65]

In a study of 1966 education graduates from the University of Montana who taught during the 1966-67 school year, Robert Jay found that 36% of the graduates began teaching in Montana, 71% taught the next school year following graduation, median salaries were $5,600, 82% received extracurricular pay, and elementary teachers were more satisfied with teaching than secondary teachers were.[66]

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[63] Ibid.

[64] Blaser, op. cit., p. 341A.

[65] National Education Association, "Are Teachers Satisfied With Working Conditions?", op. cit., p. 7.

[66] Jay, op. cit., pp. 24-24.

CHAPTER III

SURVEY FINDINGS

In computing specific numbers while grouping the findings, both the percentage and actual number were given. Percentages were rounded off to the nearest whole number. No other statistical analyses were made.

Number of Questionnaires Returned

Eight hundred nine questionnaires were sent out. Four hundred thirty-seven questionnaires or 54% were completed and returned. Seventeen more were returned by the post office with the forwarding address unknown, and current addresses of these graduates could not be obtained either from the files of the Montana State University Office of the Registrar or the Alumni Office. Nine of the questionnaires were received from graduates who had received advanced degrees only from Montana State University; and their questionnaires were counted in the total number returned but their replies were not computed in the findings. The total number of questionnaires used for recording findings was 428.

The percentage of returns received from the Class of 1968 was the highest percentage because 61% (163) returned the questionnaires.

Sixty-nine percent (144) of the elementary education majors and 51% (284) of the secondary majors returned their questionnaires.

When compared by the year of graduation, 59% (40) of the elementary and 41% (83) of the secondary graduates of 1966 returned their questionnaires for an overall return of 46% (123). Seventy-two percent (47) of the elementary and 51% (96) of the secondary graduates of 1967 returned their

questionnaires for an overall return of 56.6% (147). Seventy-two percent (47) of the elementary and 56% (110) of the secondary graduates of 1968 returned their questionnaires for an overall return of 61% (158).

More women than men returned the questionnaires. A total of 46% (141) of the men and 58% (287) of the women returned questionnaires. The findings of comparison by sex, year of graduation, and grade level were shown in Table II.

TABLE II

PERCENTAGE OF MALES AND FEMALES
RETURNING QUESTIONNAIRES

YEAR	ELEMENTARY		SECONDARY	
	Female	Male	Female	Male
1966	59% (40)	-	44% (44)	39% (39)
1967	74% (50)	33% (1)	58% (57)	40% (39)
1968	66% (43)	66% (4)	55% (53)	57% (58)
Total	66% (133)	55% (5)	52% (154)	57% (136)

58% (287) - Total Number of Females Returning Questionnaires
46% (141) - Total Number of Males Returning Questionnaires

Number of Graduates Who Taught
Following Graduation

Eighty-three percent (356) of the graduates surveyed taught the first school year following graduation. Seventeen percent (72) did not teach, but of this number not teaching, 70% (51) planned to begin teaching in the future, 18% (13) were undecided, and 12% (8) definitely would not teach. Of those not teaching, fourteen were housewives and mothers, thirteen entered the armed forces, eleven were in graduate school, thirteen were substitute teaching such as the county extension service, and fourteen were employed

in other occupations.

The number of secondary graduates from the Class of 1968 who began teaching was only 65% (73) while the average from other years was approximately 90%. Of the forty-three graduates from the class of 1968 who were not teaching, ten entered the armed forces, ten entered graduate school, and five were housewives and mothers. The remaining eighteen were employed in other occupations. Both the number who attended graduate school and the number who entered the armed forces in 1968 was much higher than in 1966 and 1967. (See Appendix B, for the occupations of graduates who did not teach after graduation.)

The overall average of graduates who did not teach the next school year following graduation and planned to begin was lowest among the 1966 secondary majors. It was noted, however, that only 33% of the male secondary teachers of 1967 planned to begin teaching. The averages from the 1967 elementary and secondary female teachers were high enough to bring the total average up to 80%.

More 1966 graduates were undecided about beginning teaching (33%) and more of that group stated they definitely would not teach (16%). As a single group, the 1968 female elementary majors formed the largest group who indicated they would not begin teaching.

An average of 80% of the Montana State University education graduates on the elementary and secondary levels taught the next school year following graduation, and this percentage compared to 65% for Blaser's study of men education graduates from the University of Idaho who taught following

graduation.[67] MacLeod's study indicated that 90.5% of the special area graduates from the University of Minnesota in 1958 and 1959 began teaching the next school year following graduation.[68] Seventy-one percent of the University of Montana education graduates of 1966 taught the next school year following graduation.[69]

Refer to Table III for a summary of information by class, sex, and grade level of graduates who taught the first school year following graduation.

The majority of graduates who taught their first year following graduation began teaching in Montana. Sixty-five percent (233) taught in Montana, and 35% (122) taught out-of-state.

In 1967 and 1968 approximately 70% of all the graduates remained within the state to teach. Sixty-six percent (56) of the secondary teachers of the Class of 1967 and 72% (52) of the 1968 secondary teachers remained in Montana to teach during the school year following graduation. In 1966 only 49% of the elementary graduates and 58% of the secondary graduates remained in the state, and these percentages were higher than Robert Jay's percentages of 47% of the elementary graduates and 36% of the secondary graduates remaining in Montana to teach their first year.[70]

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[67]John Walter Blaser, "Factors Contributing to the Problem of Men Graduates From the University of Idaho (1951-1960) Leaving the Teaching Profession," Dissertation Abstracts, XXVII (August, 1966), p. 341A.

[68]Robert Nathan MacLeod, "Persistence in Teaching Among Male Special Area Graduates in Education," Dissertation Abstracts, XXVII (October, 1966), p. 985A.

[69]Robert H. Jay, "Follow-up Study of First-Year Teachers," Montana Education, XLV (September, 1968), p. 23.

[70]Ibid.

TABLE III

NUMBER OF GRADUATES TEACHING THE FIRST SCHOOL YEAR FOLLOWING GRADUATION

YEAR	ELEMENTARY			SECONDARY			GRAND TOTAL
	Female	Male	Total	Female	Male	Total	
1966							
Teaching	93% (37)	-	93% (37)	77% (34)	95% (37)	87% (71)	88% (108)
Not Teaching	7% (3)	-	7% (3)	23% (10)	5% (2)	13% (12)	12% (15)
Plan to Return	67% (2)	-	67% (2)	50% (5)	50% (1)	50% (6)	50% (8)
Undecided	33% (1)	-	33% (1)	40% (4)	- -	33% (4)	35% (5)
Do Not	- -	-	- -	10% (1)	50% (1)	17% (2)	15% (2)
1967							
Teaching	96% (48)	100% (1)	96% (49)	82% (48)	92% (36)	88% (84)	90% (133)
Not Teaching	4% (2)	-	4% (2)	18% (9)	8% (3)	12% (12)	10% (14)
Plan to Return	100% (2)	-	100% (2)	82% (8)	33% (1)	75% (9)	80% (11)
Undecided	- -	-	- -	18% (1)	- -	8% (1)	6% (1)
Do Not	- -	-	- -	- -	66% (2)	17% (2)	14% (2)
1968							
Teaching	88% (38)	100% (4)	90% (42)	62% (33)	69% (40)	65% (73)	71% (115)
Not Teaching	12% (5)	-	10% (5)	38% (20)	31% (18)	35% (38)	29% (43)
Plan to Return	80% (4)	-	80% (4)	80% (16)	66% (12)	73% (28)	76% (32)
Undecided	- -	-	- -	20% (4)	17% (3)	18% (7)	16% (7)
Do Not	20% (1)	-	20% (1)	- -	17% (3)	9% (3)	8% (4)

There was a difference for male and female secondary teachers teaching out-of-state with 43% (49) of the women and 25% (30) of the men beginning their teaching careers out-of-state. Please refer to Table IV, for the breakdown by year, grade level, and sex of beginning teachers who remained in Montana to teach their first year.

Number of Teachers Currently Teaching

Only two of the 1968 beginning teachers were not teaching. The questionnaire was sent out before 1968 graduates had an opportunity to complete their first year of teaching, so dropout rates were considered among the 1966 and 1967 graduates. The following findings were based upon graduates who taught the next school year following graduation.

Seventy-five percent (81) of the teachers who graduated in 1966 were still teaching, and 25% (27) resigned. Of those resigning, 63% (17) had resigned after teaching one year, and the remaining 37% resigned after their second year of teaching. Eight of those who resigned (30) were Montana secondary teachers. Of the twenty-seven who resigned, eleven were currently housewives and mothers, eight were substituting, and three entered the armed forces. The other five were in other occupations. Seventy-eight percent (27) planned to return to teaching in the future, 15% (4) were undecided, and 7% (2) did not plan to return to the profession.

Eighty-two percent (110) of the 1967 graduating teachers were currently teaching, and 18% (23) resigned after their first year of teaching. Seven of the 23 who resigned became housewives and mothers, three were substituting, three were in graduate school, and two had entered the armed forces. The

TABLE IV

NUMBER OF GRADUATES TEACHING
THEIR FIRST YEAR IN MONTANA

YEAR	ELEMENTARY			SECONDARY			GRAND
	Female	Male	Total	Female	Male	Total	TOTAL
1966							
Montana	49% (18)	-	49% (18)	40% (14)	54% (27)	58% (41)	54% (59)
Out-of-State	51% (19)	-	51% (19)	60% (20)	46% (10)	42% (30)	46% (49)
1967							
Montana	78% (37)	100% (1)	78% (38)	63% (30)	71% (26)	66% (56)	70% (94)
Out-of-State	22% (11)	-	22% (11)	37% (18)	29% (10)	34% (28)	30% (39)
1968							
Montana	65% (25)	75% (3)	66% (28)	70% (22)	75% (30)	72% (52)	70% (80)
Out-of-State	35% (13)	25% (1)	34% (14)	30% (11)	25% (10)	18% (20)	30% (34)

NOTE: Thirteen teachers began teaching in foreign countries, but all but two have returned to the United States. Eight of these teachers taught in Canada.

other eight were in other occupations. Fifty-six percent (13) of those who resigned were Montana teachers; three of the Montana teachers resigning were elementary teachers and ten were secondary. Fifty-six percent (13) of the teachers who resigned (regardless of locality of teaching) planned to begin teaching again in the future. Twenty-six percent (6) were undecided about returning, and 18% (4) did not plan to return.

A greater percentage of male teachers surveyed were still teaching. Of the 1966 graduates, 86% of the men teachers were still teaching while only 70% of the secondary and elementary female teachers were still teaching. Eighty-nine percent of the men teachers from the Class of 1967 were teaching, 87% of the elementary teachers were teaching, and 73% of the female secondary teachers were teaching. However, only 30% of the men who resigned planned to return while 78% of the women planned to return.

Refer to Table V for information about the dropout rate according to year of graduation, sex, and grade level taught. Refer to Appendix C for a list of the current occupations of teachers who quit teaching.

Mobility

Mobility rates were computed for teachers who were teaching in April, 1969.

1966

Fifty-three percent (43) of the teachers were teaching at the same location where they signed their first contract. Of the remainder of those teaching, 37% (30) made one change of location, and 10% (8) made two location changes. These changes resulted in an annual turnover rate of 23% (47%

TABLE V

NUMBER OF TEACHERS TEACHING
AFTER ONE AND TWO YEARS

YEAR	ELEMENTARY (All Female)	SECONDARY				GRAND TOTAL	
	Total	Female		Male	Total		
1966							
Teaching	70% (26)	70%	(23)	86% (32)	77% (55)	75%	(81)
Quit	30% (11)	30%	(11)	14% (5)	23% (16)	25%	(27)
Plan to Return	72% (8)	100%	(11)	40% (2)	81% (13)	78%	(21)
Undecided	18% (2)	-		40% (2)	13% (2)	15%	(4)
Won't Return	10% (1)	-		20% (1)	6% (1)	7%	(2)
1967							
Teaching	87% (43)	73%	(35)	89% (32)	80% (67)	82%	(110)
Quit	13% (6)	27%	(12)	14% (5)	20% (17)	18%	(23)
Plan to Return	83% (5)	58%	(7)	20% (1)	47% (8)	56%	(13)
Undecided	17% (1)	25%	(3)	40% (2)	29% (5)	26%	(6)
Won't Return	-	17%	(2)	40% (2)	24% (4)	18%	(4)

divided by two) for 1966 graduates. Seventy-three percent (28) of the 38 teachers who changed locations were Montana teachers, and the number of Montana teachers leaving the state exceeded the number returning so that a loss of 5% (4) resulted.

The male secondary teachers of 1966 did not change locations as frequently as the female secondary teachers. Twenty-nine percent (9) of the males and 30% (8) of the females made one location change. Fifteen percent (4) of the males and 20% (4) of the females made two location changes. The overall result of these changes was that Montana lost 9% (5) of its teachers and more women teachers left than men teachers.

Fifty percent (13) of the elementary teachers of 1966 were teaching at the same location. Of the 50% (13) changing, all of them made a single change. The number of elementary teachers returning to Montana exceeded the number leaving. The overall result of these changes was that Montana gained 8% or one teacher. All of the elementary teachers from the graduating class of 1966 were women.

1967

Seventy-one percent (70) of the teachers graduating in 1967 were teaching at the same location where they began. The majority (74%) of the 29% changing locations were Montana teachers, but most of their changes were made within the state. The overall result was that Montana lost 3% (4) of these teachers.

Seventy-eight percent (52) of the secondary teachers remained at the same location. Twenty-two percent (15) moved to another location. Twenty percent (6) of the men and 23% (8) of the women made the location change.

No losses or gains were evident in the secondary teacher ranks in Montana after the changes were made indicating that the number of teachers leaving equalled the number entering.

Sixty-three percent of the elementary teachers remained at the location of their first contract. Seventy-five percent of the teachers who changed locations were Montana teachers, and although the majority of them stayed in the state, a sufficient number left to cause a loss of 9% (4).

1968

A majority of the 1968 graduates were completing their first year of teaching, but a 5% (6) turnover of teachers was noted. These teachers were all Autumn quarter 1967 graduates who began teaching in January of 1968. Sixty-seven percent of those who changed locations were originally teaching in Montana, and their moves out-of-state resulted in a loss of 4% or four teachers.

Ninety-four percent (69) of the secondary teachers were teaching in the school where they signed their first contract. Ninety-five percent (38) of the men and 94% (31) of the women did not change locations. Five percent (2) of the men and 6% (2) of the women changed locations. The result of the location changes was that Montana lost 2% (3) of these secondary teachers.

Ninety-six percent of the elementary teachers from the Class of 1968 made no location changes. Of the 4% (2) changing locations, one change was from Montana to an out-of-state school.

The average combined turnover rate of graduates over the three year period from 1966 through 1968 was 12%. This percentage was identical

with the national teacher turnover rate as determined by Kent Savage in his study of Missouri secondary school teacher turnover.[71] When the turnover rates of the 1966 and 1967 Montana State University graduates were combined, the turnover rate was 26% which was higher than the 12% national average and one percentage point higher than Lichtenberger's annual teacher turnover rate of 10-25%.[72] The rate was closer to Savage's rate of 16.2% - 40.4% in Missouri which was above the national teacher rate which Savage indicated was 12%.[73] The turnover rates of the Montana State University graduates of 1966 and 1967 were 23% and 29%, and these turnover rates were higher than Robert Jay's annual turnover rate of 13% for the University of Montana graduates of 1966.[74]

Classes Taught

One hundred nineteen of the 128 elementary teachers answered this question, and not all who answered it were currently teaching. Ninety-four percent (110) of the elementary teachers taught in self-contained classrooms. Two percent (3) taught all subjects except music, and four percent (6) taught specialized areas such as social studies or the language arts to

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[71] Kent Bonham Savage, "Teacher Turnover in Missouri Secondary Schools, 1965-1966," Dissertation Abstracts, XXIX (February, 1969), p. 2498A.

[72] Edgar William Lichtenberger, "The Relationship of the Compatibility of Teachers and their Principals in the Interpersonal Need Areas of Inclusion, Control and Affection to the Continuation of Probationary Teachers in A Large Urban Public School System, Dissertation Abstracts, XXIX (February, 1969), p. 2485A.

[73] Savage, op. cit., p. 2498A.

[74] Jay, op. cit., p. 23.

all the students at a certain grade level. Two secondary education majors were teaching on the elementary level. No differences in the above percentages were found in connection with the different years of graduation.

Sixty-two percent (114) of the secnndary teachers were teaching all their classes in their major subject field, and 5% (8) were teaching all their classes in their minor field. Twenty-one percent (37) were teaching classes from both their major and minor subject fields, and twelve percent (25) were teaching one or two classes in areas outside of their major and minor areas of preparation. The "misassignments" were equally divided between Montana and other states because twelve secondary teachers in Montana and thirteen out-of-state teachers were teaching subjects outside of their major and minor areas of preparation. Refer to Appendix D for specific examples of teaching "misassignments."

The largest number of secondary teachers taught five classes per day (87). Forty-two taught six classes per day and thirty-one taught four classes per day. Thirteen teachers taught more than six classes per day and ten teachers taught fewer than four classes per day. Table VI listed the percentage and number of teachers and the number of classes taught per day. Not all of the teachers who were included in Table VI were currently teaching.

The majority of the secondary educatinn majors (59) or 119) taught at the senior high school level. Twenty-six percent (53) taught at the junior-senior high school level, 3% (7) taught adult vocational technical courses, 2% (5) taught at four-year universities, 1% (2) taught at the elementary level, .5% (1) taught in a junior college, and .5% (1) taught

on a combined elementary and junior high school level. There were differences among the three graduating classes in the percentage of teachers who taught at each level. Thirty-three percent (19) of the 1966 graduates were teaching at the junior high school level, while 30% (23) of the 1967 graduates, and 15% (11) of the 1968 graduates were. Fifty-five percent (32) of the 1966 graduates, 53% (41) of the 1967 graduates, and 61% (46) of the 1968 graduates taught on the senior high school level. Five percent (3) of the 1966 graduates, 7.8% (6) of the 1967 graduates, and 7.8% (6) of the 1968 graudates taught in combined junior and senior high schools.

TABLE VI

AVERAGE NUMBER OF CLASSES TAUGHT PER DAY*

Classes/Day	Percentage Teaching Them	Number In Montana
8	1% (1)	-
7	7% (12)	5
6	26% (42)	21
5	44% (87)	68
4	17% (31)	27
3	2% (5)	2
2	2% (4)	2
1	1% (1)	1

*Classes taught in secondary schools.

Salary

The study found a wide range in salaries with the out-of-state salaries representing the extremes. Beginning salaries (for all three years) ranged from "below $4,000" to $9,000, and one half the beginning salaries were above $5,600. More of the salaries occurred in the range of $5,500-$6,000

than in any other range. The beginning salaries of 1968 teachers were also their current salaries because 1968 teachers were completing their first year of teaching. The salaries of 1968 teachers were not included in figures of current salaries except in cases where current salaries of 1968 graduates varied from their beginning salaries. Current salaries of 1966 and 1967 graduates ranged from $4,500 to $11,000. One half of the salaries were above $6,400 and most of the salaries occurred in the $6,000-$6,500 range. Refer to Table VII for a breakdown of salaries by grade level and year of graduation.

Secondary salaries were slightly higher than elementary salaries. Median beginning salaries of secondary teachers averaged $33 higher than salaries of beginning elementary teachers. Median current secondary teachers' salaries averaged $225 more than current median elementary salaries. The class of 1966 was an exception to this apparent trend of higher secondary beginning salaries because elementary teachers' median salaries of 1966 were $100 more than secondary teachers' salaries. Robert Jay's study of the 1966 University of Montana teaching graduates also indicated that elementary teachers' salaries were higher than secondary teachers' salaries. Jay found that two-thirds of the beginning elementary teachers and one-half of the secondary teachers had beginning salaries over $5,600, while the median beginning salaries for Montana State University graduates of 1966 were $5,500 for elementary teachers and $5,400 for secondary teachers.[75]

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[75] Jay, op. cit., p. 23.

TABLE VII

BEGINNING AND CURRENT TEACHERS'SALARIES

YEAR	SECONDARY		ELEMENTARY	
	Beginning	Current	Beginning	Current
1966				
Median	$5400	$6500	$5500	$6250
Range	$4500-$7000	$4500-$11,000	$4000-$7500	$4000-$7500
Mode	$5000-$5500	$6000-$6500	$5000-$5500	$6000-$6500
1967				
Median	$5500	$6400	$5400	$6200
Range	$4000-$7500	$5000-$10,500	$4000-$6000	$5000-$8500
Mode	$5000-$5500	$6000-$6500	$5000-$5500	$6000-$6500
1968				
Median	$5900	$6400	$5800	-
Range	$4000-$9000	$4500-$10,000	Below $4000-$9000	-
Mode	$5500-$6000	$6000-$6500	$5500-$6000	-
Total				
Median	$5700	$6450	$5600	$6250
Range	$4000-$9000	$4500-$11,000	Below $4000-$9000	$4000-$8500
Mode	$5500-$6000	$6000-$6500	$5500-$6000	$6000-$6500

The median beginning salaries for the teachers who graduated from Montana State University in 1966 were higher than the national averages for 1966 which were listed in the NEA Research Bulletin in March 1969, but 1967 and 1968 national averages indicated in the NEA Research Bulletin were higher than the median salaries of 1967 and 1968 Montana State University education graduates.[76]

There was little variation between beginning teachers' salaries in Montana and other states. Out-of-state salaries represented the extremes in salary range. Refer to Figures I - III for a comparison of Montana and out-of-state salaries.

Current salaries for all teachers varied according to the state in which they were teaching. Although the highest salary of $11,000 occurred in Montana, most out-of-state schools paid slightly higher current salaries than most Montana schools did. Refer to Figures IV - VI for a comparison of current Montana and out-of-state salaries.

Beginning teachers' salaries were increasing. Refer to Figures VII and VIII for comparisons of beginning and current teachers' salaries for the Classes of 1966, 1967, and 1968. While the median beginning salaries of 1966 and 1967 were $5,450 ($5,400 plus $5,500 divided by two) the median beginning salaries of 1968 were $400 higher. Many of the 1968 beginning salaries were higher than current 1966 salaries. The current salaries of the 1967 graduates were about the same as the salaries of the 1966 graduates.

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[76]National Education Association, "Trends in Salary Schedules For Teachers," NEA Research Bulletin, XLVII (March, 1969), p. 23.

FIGURE I

TOTAL BEGINNING SALARIES FOR TEACHERS OF ALL LEVELS

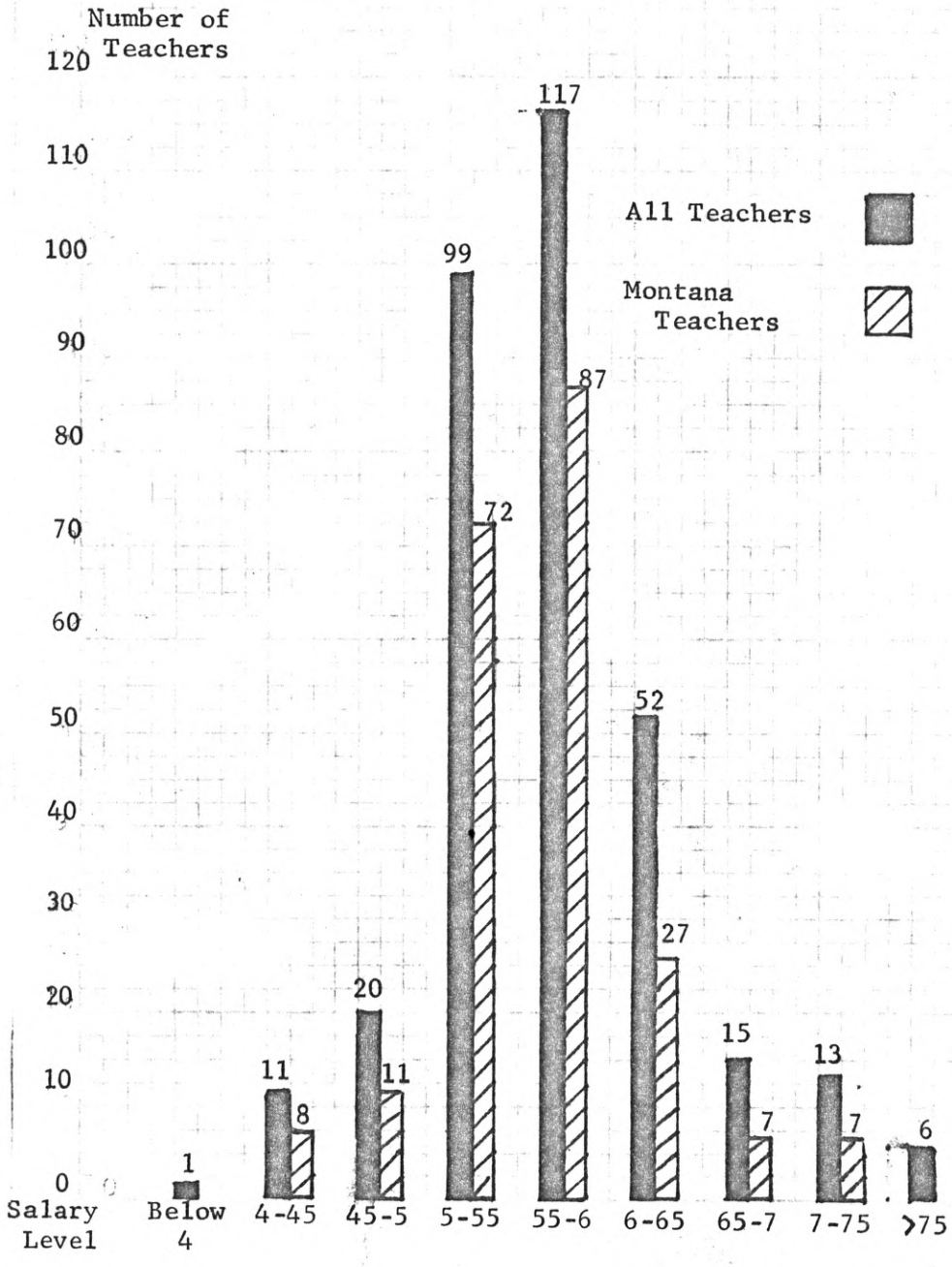


FIGURE II

TOTAL BEGINNING SALARIES OF SECONDARY TEACHERS

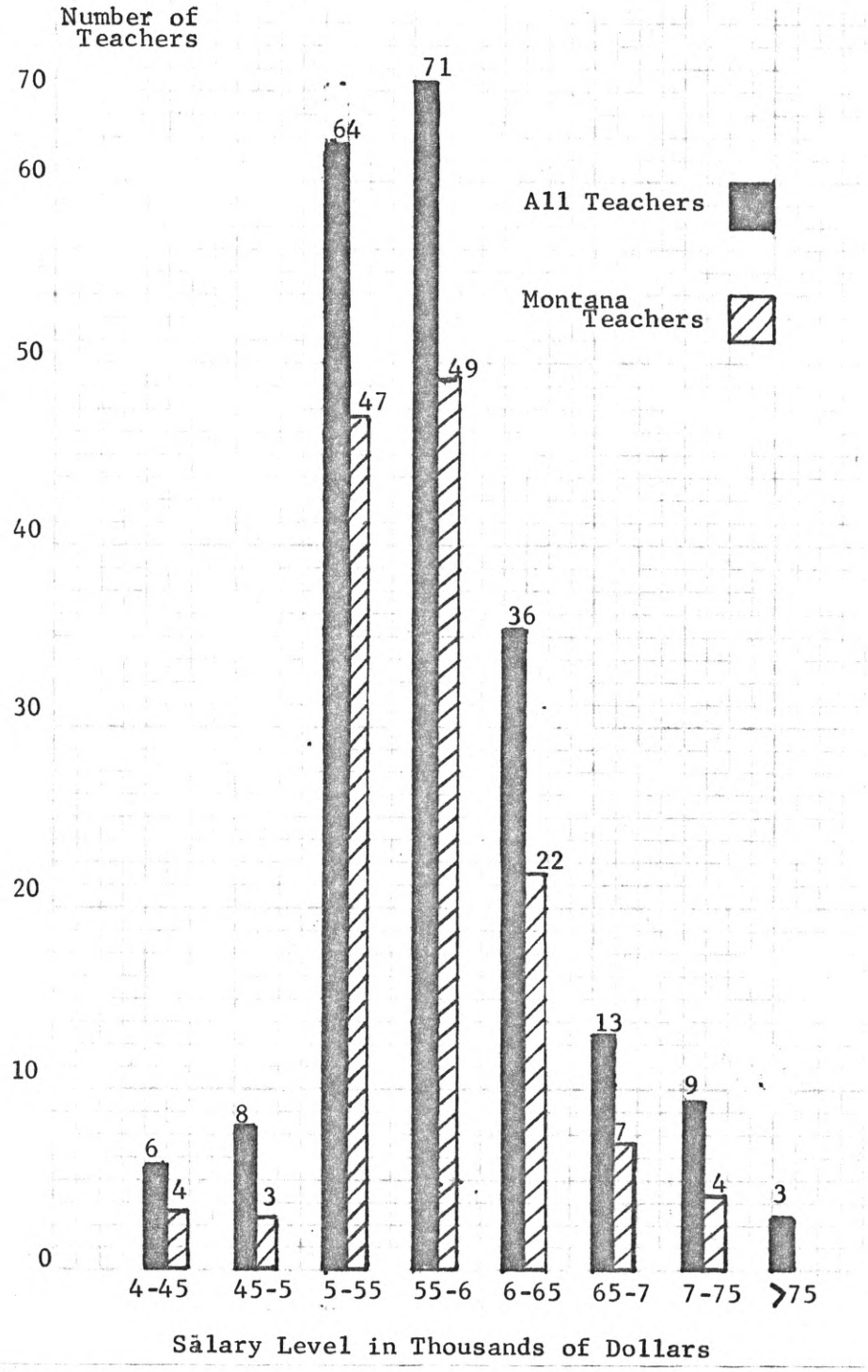


FIGURE III

TOTAL BEGINNING ELEMENTARY
TEACHERS' SALARIES

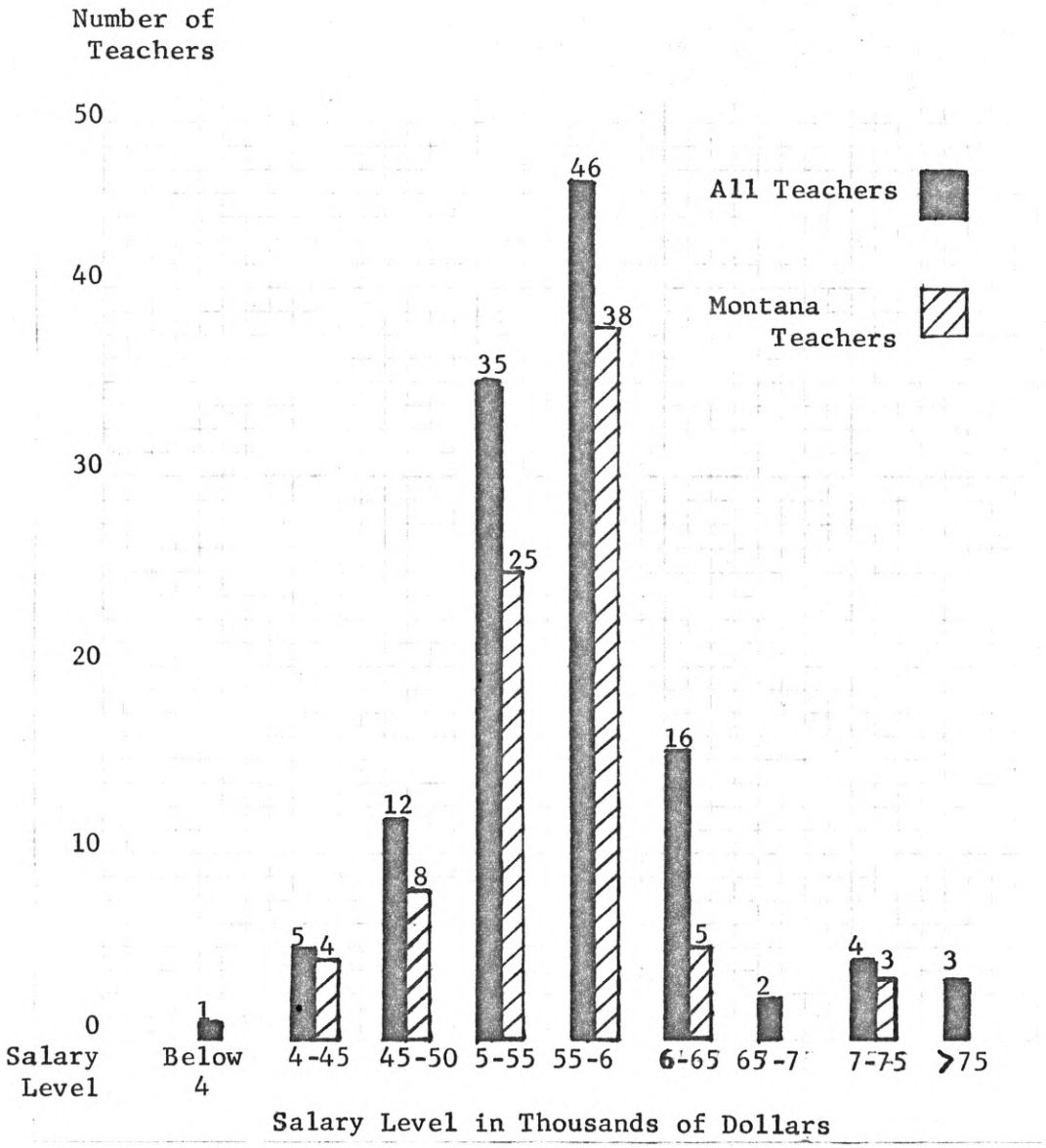


FIGURE IV

TOTAL CURRENT SALARIES FOR
TEACHERS ON ALL LEVELS

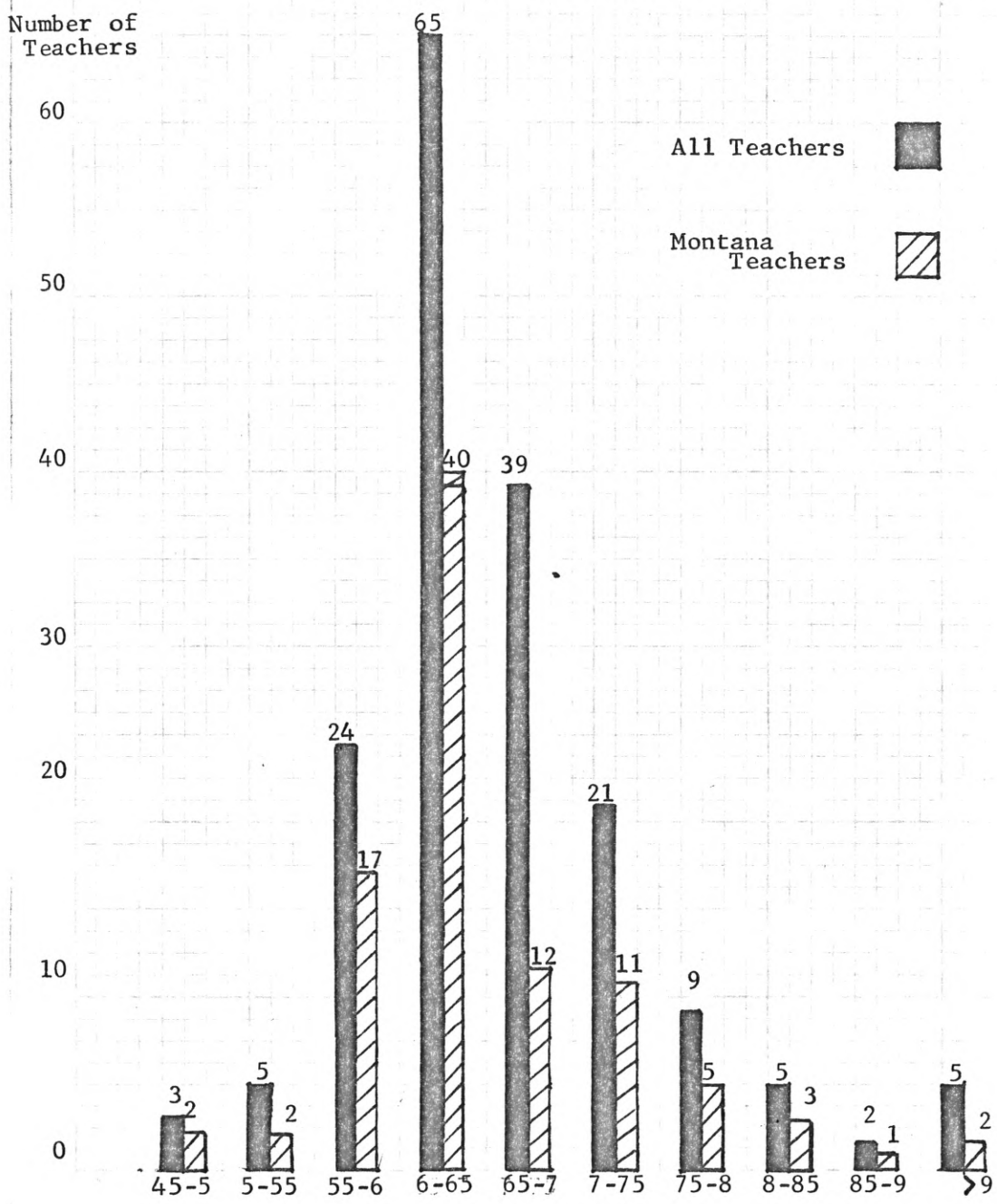


FIGURE V

TOTAL CURRENT SALARIES OF
SECONDARY TEACHERS

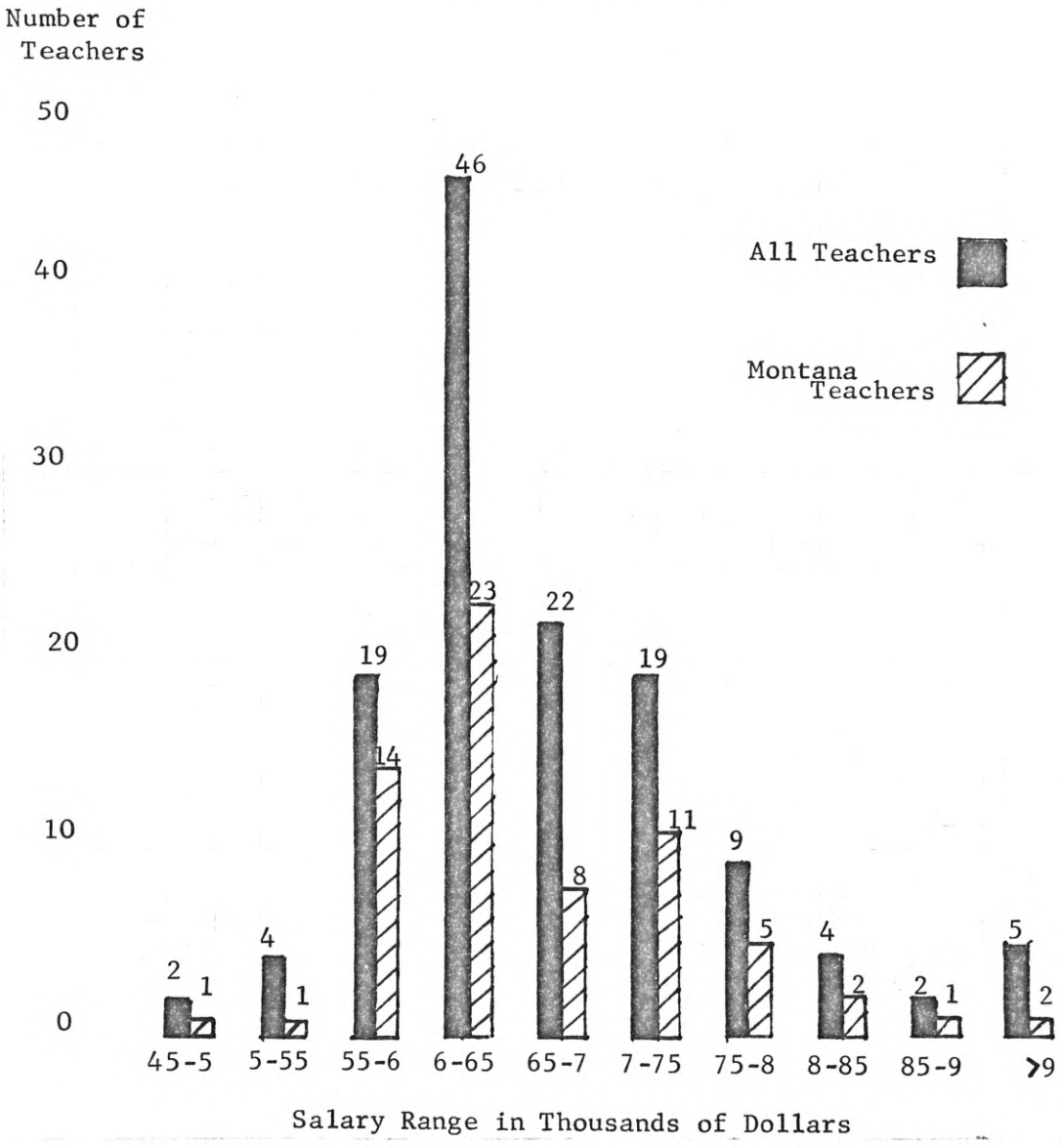


FIGURE VI

TOTAL CURRENT SALARIES FOR
ELEMENTARY TEACHERS

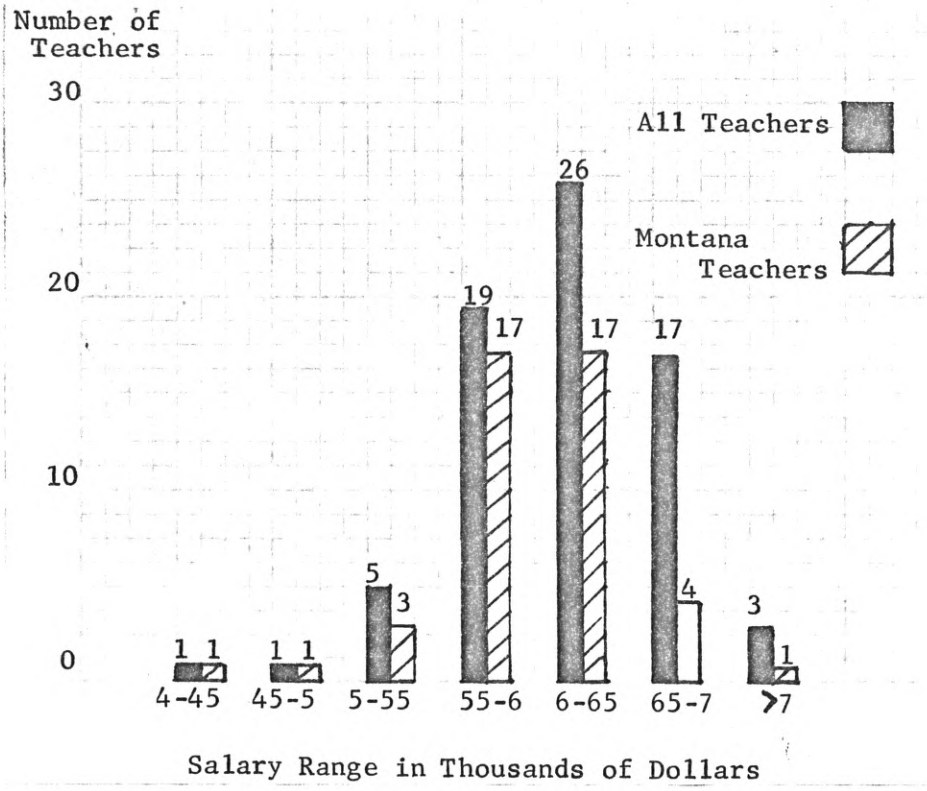


FIGURE VII

COMPARISON OF BEGINNING SALARIES OF
SECONDARY TEACHERS

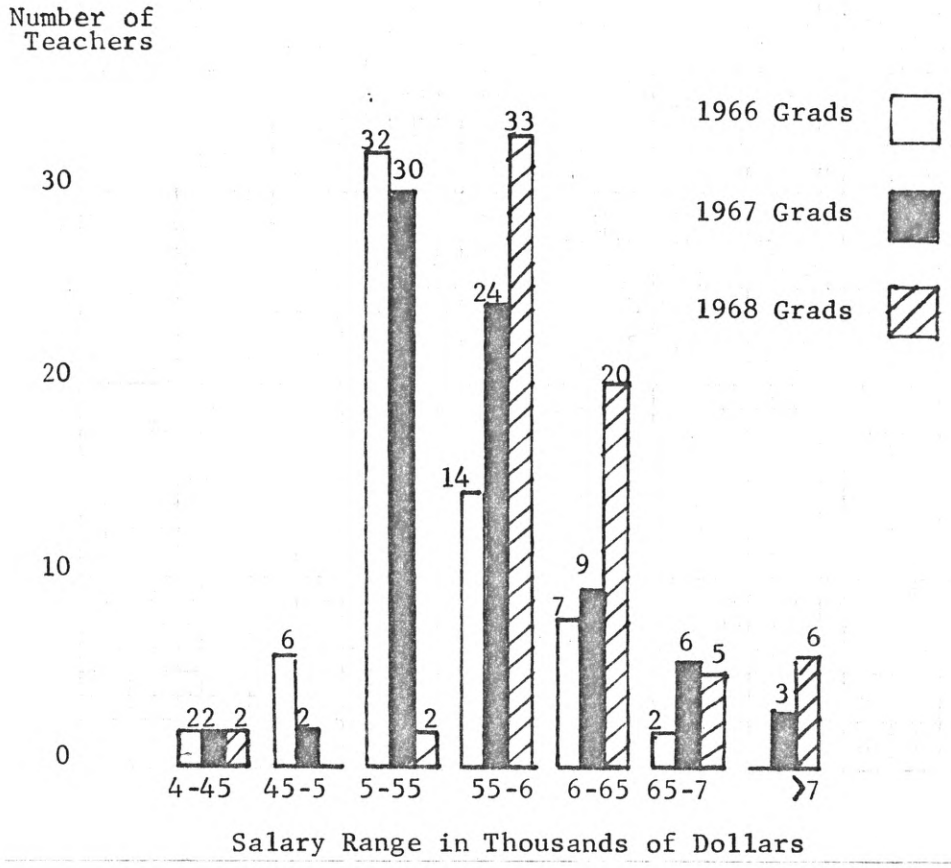
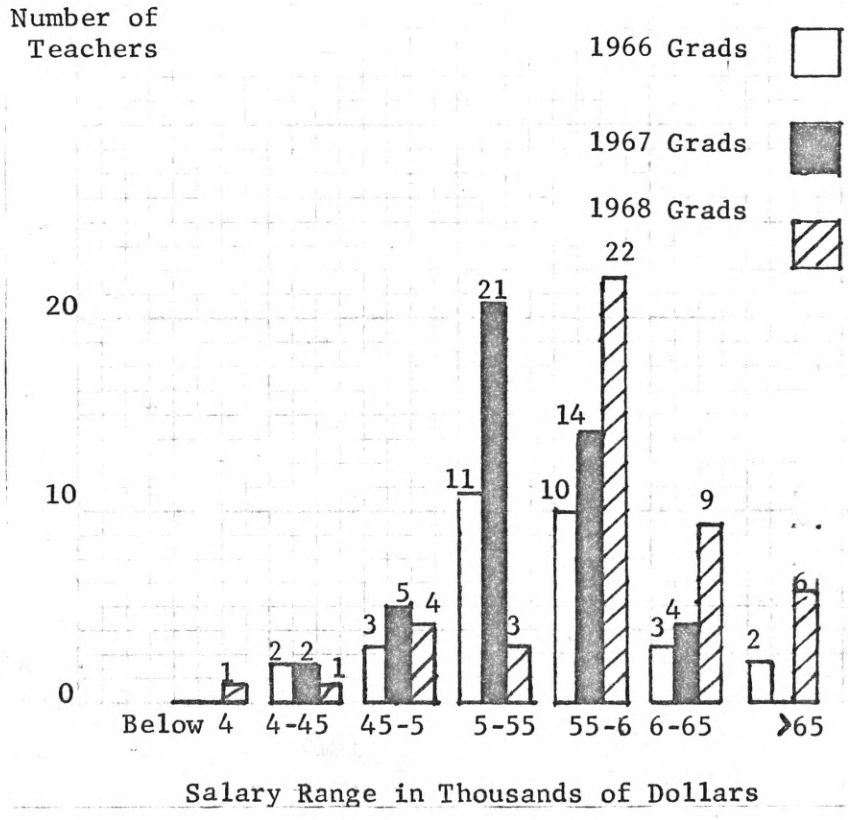


FIGURE VIII

COMPARISON OF BEGINNING SALARIES OF
ELEMENTARY TEACHERS



Refer to Figures IX and X for comparisons of current salaries. The current salaries of 1968 graduates were not compared because no difference occurred between beginning and current salaries because the 1968-69 school year was the first year in which the 1968 graduates taught.

Extracurricular Pay

Ninety-seven percent (114) of the elementary teachers received no extracurricular pay. Of the three percent (3) receiving it, two were from Montana, and the amount received was between $100 and $200. Two percent from the graduating class of each year reported receiving extracurricular pay.

The number of secondary teachers who received extracurricular pay was also equal to 28% for each year so no comparisons or contrasts were made according to the year of graduation. Seventy-two percent (146) of the reporting teachers received no extracurricular pay. Of the 28% (55) receiving extracurricular pay, $400 was the median amount received. The range received was from $100 to $2,040, and the mode was $100-$200. More physical education majors received extracurricular pay than teachers in other subject areas, and physical education teachers received the largest amounts of extracurricular pay. The median amount of extracurricular pay received by physical education teachers was $800. Twenty-seven per cent (15) of the home economics majors and English majors reported receiving extracurricular and more of them received extracurricular pay than any other group except physical education majors. Home economics and English majors received the median amount of $400. Teachers from all subject areas

FIGURE IX

COMPARISON OF CURRENT SALARIES OF SECONDARY TEACHERS

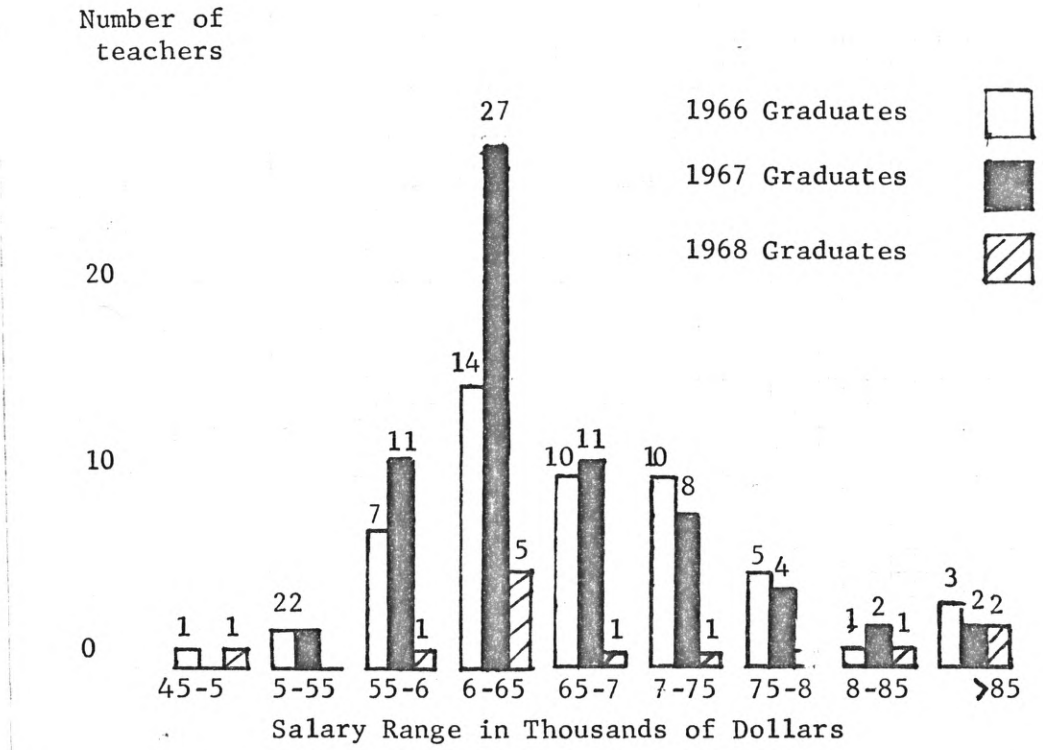
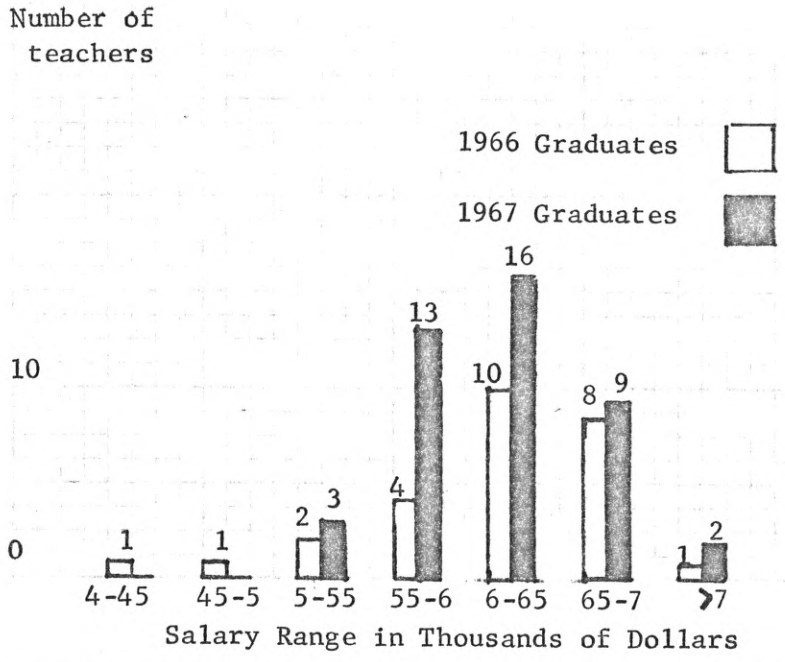


FIGURE IX

COMPARISON OF CURRENT ELEMENTARY TEACHERS' SALARIES



received extracurricular pay, but 3% (2) of the science teachers received extracurricular pay while the percentage of teachers from other fields receiving it exceeded 3%. The activities for which most extracurricular was received were coaching and directing school plays.

The number of Montana State University teaching graduates receiving extracurricular pay was much lower than the number from the University of Montana. Eighty percent of the University of Montana graduates in 1966 received extracurricular pay, and 28% of the Montana State University graduates received it.[77]

Most Valuable Course

There was little agreement between secondary and elementary teachers about the most valuable education course which they took during their teaching preparation. Twenty-nine percent (140) agreed that student teaching was the most valuable course, and 21% (103) replied that individual subject methods courses had been the most valuable in their teaching preparation. Beyond student teaching and individual methods courses, answers varied, so the answers for elementary and secondary teachers were considered separately. There was agreement that the ability and personality of the instructor contributed the most to the value of the course.

Elementary

Three per cent (4) of the elementary education majors either failed to answer the question concerning the most valuable course or thought that

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[77] Jay, op. cit., p. 23.

none of the education courses had any value. Table VIII listed the education courses which elementary teachers indicated were the most valuable to them in their teacher preparation program.

TABLE VIII

MOST VALUABLE COURSES FOR ELEMENTARY TEACHERS

Course Number	Course	Percentage	Number
Educ. 305	- Teaching of Reading	37%	61
-	Subject Methods	25%	42
Educ. 410 412	- Student Teaching	23%	38
Educ. 401	- Principles of Elementary Education	8.5%	14
-	Other	3.5%	6
	Educ. 423 - Audio-Visual Educ.		(4)
	Educ. 419 - School Curriculum		(2)
-	No Response	2.2%	3
-	None	.8%	1

Secondary

Five and eight tenths percent (20) of the secondary teachers either did not answer the question of the most valuable education course in their teaching preparation program or they indicated that no education course was most valuable to them. Table IX lists the education courses which secondary teachers indicated were the most valuable in their teacher preparation.

TABLE IX

MOST VALUABLE EDUCATION COURSES
FOR SECONDARY TEACHERS

Course Number	Course	Percentage	Number
Educ. 410 - 412	Student Teaching	30%	102
Educ. 413	Principles of Secondary Educ.	25% ;	83
-	Subject Methods	18%	61
Educ. 423	Audio-visual Education	8%	26
Educ. 350	Secondary School Methods	6.6%	22
-	Other*	6.6%	21
-	No Response	3%	11
-	None	2.8%	9

*Refer to Appendix E for a list of "Other" courses.

Least Valuable Course

There was more agreement between elementary and secondary teachers on which course had the last value in their teaching preparation. Fifty-one percent (239) indicated that the least valuable course for them was educational psychology (Educ. 202). Many of the respondents indicated the reason this course lacked value for them was because of the method in which it was taught. The respondents added that the course had value and could have been improved if a different instructor had taught it. There was disagreement among teachers about other courses, and the responses of elementary and secondary teachers were considered separately.

Elementary

Only two elementary teachers stated that none of the education courses had any value for them, and one stated that all of them had some value. Table X listed the courses which elementary teachers indicated had the

least value in their teacher preparation program.

TABLE X

COURSES HAVING THE LEAST VALUE
FOR ELEMENTARY TEACHERS

Course Number	Course	Percentage	Number
Educ. 202	- Educational Psychology	41%	65
Educ. 312	- Teaching of the Language Arts	15%	24
Educ. 419	- School Curriculum	9%	15
Educ. 313	- Teaching of Social Studies in the Elementary School	7.5%	12
-	No Response	7.5%	12
Educ. 100	- Orientation	6%	10
Educ. 333	- Teaching of Arithmetic in the Elementary School	4%	6
-	Other*	10%	16

*Refer to Appendix F for a list of "Other" Courses.

Secondary

Six percent (18) of the secondary teachers indicated that none of the education courses had any value for them. Refer to Table XI for a listing of courses which secondary education teachers indicated had the least value in their teacher preparation program at Montana State University.

Suggestions For Improving The Present Education Program

Many of the suggestions made were directed at either the elementary or secondary preparation programs, so that replies were treated under separate headings. Five percent of the teachers failed to respond to this question, and many others made as many as four or five separate suggestions. A few suggestions were discarded because they dealt with courses outside of

the supervision of the College of Education. Percentages were computed from the total number of suggestions pertaining to the College of Education.

TABLE XI

COURSES HAVING THE LEAST VALUE
FOR SECONDARY TEACHERS

Course Number	Course	Percentage	Number
Educ. 202	- Educational Psychology	58%	174
-	No Response	10%	29
-	None Have Any Value	6%	18
Educ. 350	- Secondary School Methods	6.1%	19
Educ. 100	- Orientation	5%	15
-	Other*	5%	15
Educ. 419	- School Curriculum	4.9%	14
Educ. 413	- Principles of Secondary Educ.	4%	12
-	All Have Value	1%	3

*Refer to Appendix F for a list of "Other" Courses.

A total of 602 usable suggestions were received and listed. They were categorized within the following areas:

Methods	33% (215)
Curriculum	23% (150)
Student Teaching	23% (150)
Observation	11% (73)
No Response	5% (32)
Faculty	3% (12)
General	2% (7)

In the area of methods, 11% (73) of the students indicated that more practicum and less theory would improve methods courses. They indicated that increased laboratory time and more opportunities for students to give lessons and use methods in teaching prior to student teaching would improve courses. Instructors should emphasize more practical problems and place less

stress on theory and lecture. Above all the instructors should teach by example. An additional 7% of the students indicated that present methods courses were too general. More specific subjects and units of subjects should be emphasized.

Suggestions in the area of curriculum were numerous and specific, but six per cent of the teachers indicated that subject areas should be strengthened by raising the number of courses required for a major and minor and by reducing the number of education courses required.

The majority of the suggestions concerning student teaching (23% or 150) indicated that the length of time spent student teaching should be increased to ten weeks or a full quarter for secondary student teachers (elementary teachers now student teach ten weeks). Some of the teachers recommended increasing student teaching to a full year at half pay and including all education courses in this fifth-year program.

All of the 11% (73) of the teachers who made suggestions in observation indicated that prospective teachers should have actual contact with students much earlier than they presently do and for longer periods of time. It was suggested that prospective teachers begin observing students in the freshman and sophomore years of college and that they really get to know and understand students and the education program by actually working in the classroom as a paraprofessional or as a teacher's aide.

Only five percent of the suggestions for improvement were in the areas of faculty and general improvements. Suggestions in these areas included making it a requirement that education faculty members have classroom experience as an elementary or secondary school teacher within the last

five years.

Elementary

One hundred ninety-four suggestions for improvement of the program were submitted by elementary teachers. All suggestions indicated by five or more people are listed and explained below, and ideas with fewer than five people suggesting them are listed in Appendix G. The following list indicates the number of suggestions submitted in each category:

Curriculum	30% (63)
Methods	25% (50)
Observation	21% (44)
Student Teaching	15% (32)
Faculty	1% (3)
General	1% (2)
No Response	7% (15)

Eight percent (16) indicated that while present teaching of reading courses were very good, more courses in teaching of reading should be offered, and a course in remedial reading should be included. Four percent (8) thought that subject areas should be strengthened. Three percent (7) suggested less emphasis should be placed on music and requirements in music should be reduced to one three-credit course. Three percent (7) wanted more offerings in dealing with exceptional children and in dealing with disadvantaged children of both rural and urban areas. Three percent (6) wanted additional courses in child psychology and behavior of children. Two percent (5) wanted additional mathematics courses to be required.

The suggestions of including more practice and less theory and emphasizing specific subjects and increasing the use of laboratories were previously mentioned and were suggested by 14% (28). Three percent (6) believed that methods courses could be improved by observing many different

methods of teaching and then trying some of them out to see which ones worked the best for each individual. Three percent (6) believed that much more emphasis should be placed upon discipline problems which arise in class and ways to handle disorderly students should be given by instructors.

Secondary

Secondary teachers made 413 suggestions for improving the present teacher education program. Four percent (17) did not respond to this question. The list below indicated the number of suggestions made in each category:

Methods	40%	(165)
Student Teaching	30%	(118)
Curriculum	20%	(83)
Observation	7%	(29)
Faculty	2%	(9)
General	1%	(5)

Methods: Fourteen percent (58) indicated increasing practice and reducing theory, and 9% (39) suggested emphasizing specific courses and laboratories, both of which were previously described. Two and three tenths percent (10) suggested observing and trying different teaching methods. Five percent (19) suggested including more information about classroom duties and management and ways to handle discipline problems. One and nine tenths per cent suggested having individual departments such as chemistry or English teach their own subject methods courses.

Student Teaching: The suggestion to lengthen student teaching was already mentioned. Two percent (7) suggested Montana State University student teaching supervisors make more visitations and give more supervision to student teachers. Many students stated that during the time they were

student teaching, their supervisor had only visited them once and at this time he had observed them teaching for only a few minutes. It was suggested by 1.5% (6) of the teachers that student teaching occur earlier in the program. This would enable a student to take courses in his senior year to make up deficiencies and strengthen weak areas and would help him decide whether to change areas of study sooner if he found out that he disliked teaching. It was recommended by 1.5% (6) that less "busywork" be given during student teaching.

Curriculum: Seven percent (30) of the secondary teachers recommended strengthening subject areas by requiring more courses and by eliminating educational psychology from the preparatory program. Four percent (15) suggested that audio-visual education be required. Courses dealing with exceptional and disadvantaged children should be added to the program according to 2% (9). Two percent (10) recommended improving educational psychology and eliminating repetition in all education courses.

Refer to Appendix H for a list of suggestions which were made by fewer than five teachers.

Many suggestions were so general that the meaning was unclear, and other suggestions were difficult to carry out. All of the suggestions were included to indicate the thinking of teacher education graduates towards teacher preparation programs.

Additional Education

Forty-eight percent (206) of the graduates had not completed any additional education after graduation from Montana State University.

Eleven percent (36) did not respond to this question, and 41% (186) had completed some form of advanced training. Of those who completed additional education, 47% (93) were in a degree program, but only 26% (51) had thirty or more quarter hours of credits in their programs. Refer to Figures XI - XIII for a breakdown of the type of advanced degree and comparison of the types of advanced degrees sought by the graduates. A large number of teachers did not specify if they were working in an advanced degree program.

Four percent (18) of the total number of graduates returning questionnaires reported receiving advanced degrees. Nine percent (18) of those who had received additional education had received advanced degrees. All of the teachers receiving advanced degrees were in secondary education. Eight 1966 graduates had master's degrees (5 - M.S., 2 - MEd., 1 - M.A.); eight 1967 graduates had master's degrees (5 - M.S., 2 - MEd., 1 - M.A.); and two 1968 graduates had master's degrees (both M.S.).

Fifty-three percent of the graduates of 1966 had some advanced education compared to 44% of the 1967 graduates and 34% of the 1968 graduates. The 1966 graduates also had the highest percentage of teachers with thirty or more quarter credits, but more 1967 graduates were in degree programs.

A larger percentage of men than women completed advanced education, and a larger percentage of men had thirty or more credits and were in advanced degree programs. In 1968 the percentage of men in advanced education was the same as the percentage of women, but in 1966 and 1967 more men were in advanced programs. The percentage of women in advanced education was the same whether they were secondary or elementary teachers,

FIGURE XI

TYPES OF ADVANCED EDUCATION PROGRAMS
OF ALL TEACHERS

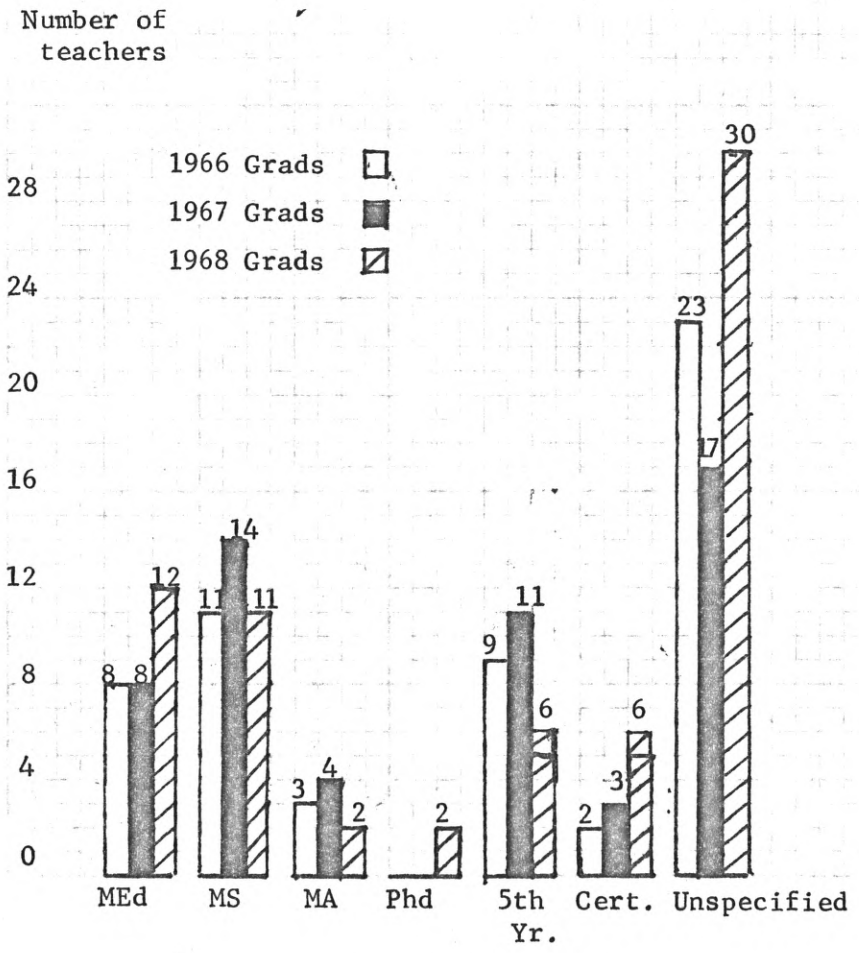


FIGURE XII

TYPES OF ADVANCED EDUCATION PROGRAMS
OF ELEMENTARY TEACHERS

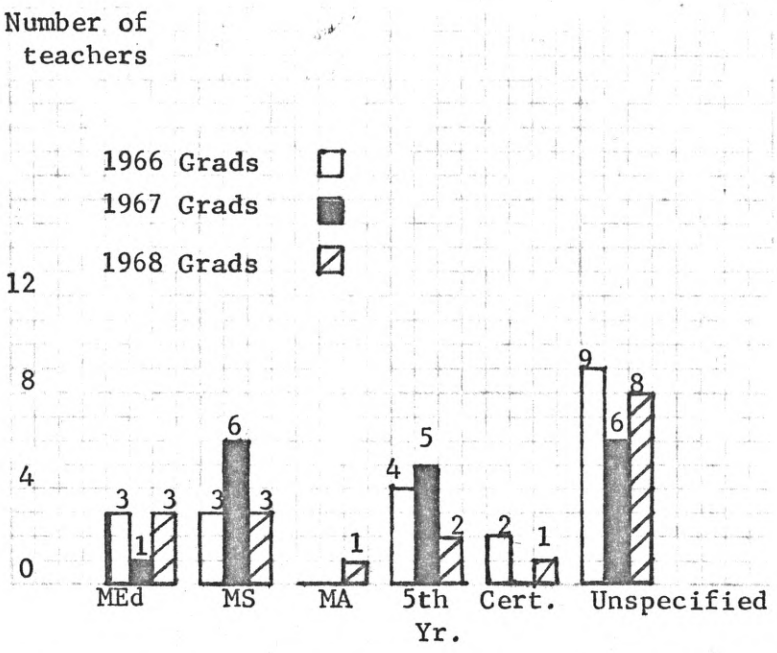
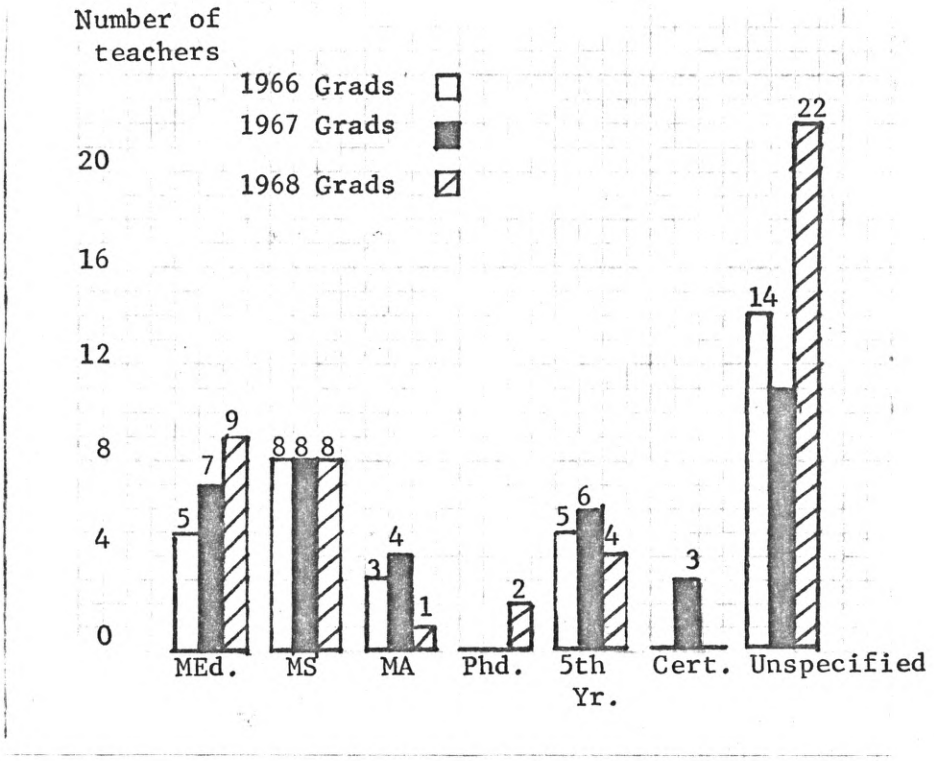


FIGURE XIII

TYPES OF ADVANCED EDUCATION PROGRAMS
OF SECONDARY TEACHERS



but a larger percentage of secondary women teachers were in degree programs and a thirty or more quarter credits.

Refer to Table XII for a breakdown by grade level, year, and six of the graduates receiving additional education.

Intent to Remain

Eighty percent (289) of the graduates currently teaching planned to continue teaching. Twelve percent (45) indicated that they would not continue teaching, and 8% (27) were undecided about continuing. Of the 20% who stated that they would not continue teaching or were undecided, 27% (19) were married women who planned to resign to begin raising a family. Seventy-two percent of these women planned to return to the profession when their children were in school or grown. Twenty-seven percent (19) were leaving because of low salaries and better job opportunities elsewhere. Fourteen percent (10) were leaving for personal reasons such as poor health, inability to keep discipline, or dislike for teaching. Twelve percent (8) were leaving because of heavy workloads, long hours and numerous duties outside of teaching. Nine percent (6) were leaving because of disagreement with administrators' policies and approaches to discipline. Seven percent (5) were leaving because of lack of parental cooperation and apathetic students. Four percent (3) were leaving because of lack of opportunity for advancement.

In examining the future plans of all the graduates who responded to this questionnaire, including those not currently teaching, 82% (351) planned to begin or continue teaching. Nine percent (38) did not plan to continue

TABLE XII

ADVANCED EDUCATION OF GRADUATES

YEAR	ELEMENTARY (all female)	SECONDARY			GRAND TOTAL
		Female	Male	Total	
1966					
No	35% (14)	45% (20)	20% (8)	34% (28)	34% (42)
No Response	13% (5)	19% (8)	9% (3)	13% (11)	13% (16)
Yes	52% (21)	36% (16)	71% (28)	53% (44)	53% (65)
30 or More Credits	9% (2)	19% (3)	50% (14)	39% (17)	29% (19)
Degree Program	27% (6)	37% (6)	57% (16)	54% (20)	46% (30)
1967					
No	60% (31)	50% (29)	39% (15)	46% (44)	51% (75)
No Response	5% (2)	8% (4)	-	4% (4)	5% (6)
Yes	35% (18)	42% (24)	61% (24)	50% (48)	44% (66)
30 or More Credits	16% (3)	17% (4)	38% (9)	26% (13)	24% (16)
Degree Program	39% (7)	46% (11)	66% (16)	46% (27)	51% (34)
1968					
No	62% (28)	58% (31)	52% (30)	55% (61)	56% (89)
No Response	4% (2)	10% (5)	12% (7)	11% (12)	10% (14)
Yes	34%(117)	32% (17)	36% (21)	34% (38)	34% (55)
30 or More Credits	16% (3)	23% (4)	33% (7)	23% (11)	21% (16)
Degree Program	40% (7)	35% (16)	76% (16)	46% (22)	44% (29)

teaching or to begin, and 9% (39) were undecided.

More elementary teachers who were currently teaching planned to remain in the profession than currently teaching secondary teachers. In looking at long-range plans, 10% more elementary teachers than secondary teachers planned to remain in the profession.

In secondary education on 79% (83) of the women and 76% (92) of the men teachers planned to remain in the profession. Eighty-one percent (124) of the secnndary women who were not currently teaching planned to return and 71% (99) of the men who were not currently teaching. Fourteen and five tenths percent (18) of the men were undecided about remaining in the profession and 10% (16) of the women were undecided.

Refer to Table XIII for a comparison of intent to remain in the profession between men and women from the elementary and secondary levels.

TABLE XIII

INTENT OF TEACHERS TO REMAIN IN TEACHING

YEAR	ELEMENTARY (all female)		SECONDARY			
	Total	Long Range	Female	Male	Total	Long Range
1966						
Yes	80% (30)	88% (35)	80% (27)	76% (28)	77% (55)	78% (64)
Undecided	9% (3)	10% (4)	3% (1)	11% (4)	9% (5)	11% (9)
No	11% (4)	2% (1)	17% (6)	13% (5)	14% (11)	11% (9)
1967						
Yes	82% (41)	90% (46)	73% (28)	77% (35)	75% (63)	77% (74)
Undecided	5% (2)	4% (2)	8% (4)	9% (3)	8% (7)	9% (8)
No	13% (6)	6% (3)	19% (9)	14% (5)	17% (14)	14% (44)
1968						
Yes	91% (43)	98% (51)	84% (28)	75% (29)	78% (57)	76% (85)
Undecided	-	-	7% (2)	20% (8)	14% (10)	15% (17)
No	9% (4)	2% (1)	9% (3)	5% (3)	8% (8)	9% (9)

	GRAND TOTAL[1]			LONG RANGE GRAND TOTAL*		
	1966	1967	1968	1966	1967	1968
Yes	78% (85)	77% (104)	83% (100)	80% (100)	82% (120)	83% (131)
Undecided	8% (8)	8% (9)	8.5% (10)	10% (10)	8% (12)	11% (17)
No	14% (15)	15% (20)	8.5% (10)	10% (13)	10% (15)	6% (10)

[1]Refers to graduates currently teaching.

*Long-range refers to future plans of all graduates surveyed concerning their plans to remain in, begin, or return to teaching.

Summary

Fifty-four percent (428) of the questionnaires were completed and returned. The highest percentage of returns was received from the Class of 1968 because 61% (163) returned their questionnaires. In computing the returns for all three years, 69% (144) of the elementary and 51% (284) of the secondary majors returned questionnaires. Fifty-eight percent of the women and 46% (141) of the men returned questionnaires.

Eighty-three percent (356) of the graduates surveyed taught the next school year following graduation. Occupaitions of the 17% (72) not teaching varied, and fourteen were housewives and mothers, thirteen were in the armed forces, eleven were in graduate school, thirteen were substitute teaching, and twenty-one were in other occupations. Sixty-five percent (233) graduates taught their first school year following graduation in Montana. Only 75% (81) of the 1966 graduates and 82% (110) of the 1967 graduates who taught during the school year following graduation were still teaching. More women left than men, but 78% of these women planned to return to the profession later while 30% of the men who left, planned to return later.

Mobility rates of the teachers were 23% in 1966, 29% in 1967, and 5% in 1968. More men teachers stayed in the same location than women did, and men were more likely to remain in Montana. Turnover rates were 29% for men and an average of 40% (30% secondary plus 37% elementary divided by two) for the women in 1967. In 1969 the mobility rates of both men and women equalled 5%.

Ninety-four percent (110) of the elementary teachers taught in self-contained classrooms. Eighty-eight percent (12) of the secondary teachers were teaching subjects within their major or minor area of preparation. Forty-four percent (87) taught five classes per day, 26% (42) taught six classes per day, 17% (31) taught four classes per day, 8% (13) taught seven or eight classes per day, and 5% (9) taught three or less classes per day.

Fifty-nine percent (119) of the secondary teachers taught at the senior high school level, 26% (53) taught at the junior high school level, 8.5% (18) taught on a combined junior-senior high or elementary-junior high school level, and 5.5% (12) taught in universities or in adult education classes.

Salaries for secondary teachers were slightly higher than those of elementary teachers. Beginning salaries in Montana approximated beginning salaries in neighboring states, but current salaries in other states appeared to be higher. Graduates of 1968 had the highest median beginning salaries, and beginning median salaries showed an increase upward from $5,450 in 1966 to $5,850 in 1968. $6,400 was the current median salary of 1966 and 1967 graduates. Three percent of the elementary teachers and 28% (55) of the secondary teachers received extracurricular pay. More physical education majors (94% or 17) received extracurricular pay than teachers in other fields, and they received larger amounts of extracurricular pay.

There was disagreement between elementary and secondary teachers on the most valuable and least valuable courses in the Montana State

University teacher preparation program. Student teaching was considered to be the most valuable course by 23% (38) of the elementary majors and by 30% (102) of the secondary majors. Educational psychology was considered to have the least value in the Montana State University teacher preparatory program by 41% (65) of the elementary majors and by 58% (174) of the secondary majors.

The most frequently mentioned suggestions for improving the teacher preparation program at Montana State University were to increase student participation in laboratories and increase practical application of theory in methods classes, to require more course work in major subject areas, to increase the length of time spent student teaching, and to increase the amount of time spent in actual contact with students prior to student teaching.

Forty-one percent (186) of the graduates surveyed, reported that they had completed additional education after graduation from Montana State University; and of this number 47% (93) were in degree programs, and 26% (51) had completed thirty or more quarter hours of work in their programs. Four percent (18) of the graduates had received advanced degrees (all master's degrees), and all those receiving advanced degrees were secondary teachers. More secondary teachers completed some level of advanced training than elementary teachers did, and more secondary teachers were in degree programs and had thirty or more quarter hours of credits. Fifty-three percent of the 1966 graduates, 44% of the 1967 graduates, and 34% of the 1968 graduates had completed some level of advanced education. A larger percentage of men than women had completed advanced education, and the

percentage of women in advanced education was the same whether they were teaching in elementary or secondary schools.

Eighty per cent (289) of the graduates currently teaching planned to continue, and 82% (351) of all the graduates surveyed planned to continue, begin, or return to teaching. More elementary teachers planned to remain in the profession than secondary teachers. More women planned to remain in the profession than men. In secondary education more women than men teachers planned to remain in the profession. Reasons given for resigning were inadequate salaries, long hours, lack of opportunity for advancement, differences with administrators, apathetic students, uncooperative parents, and personal reasons such as poor health and inability to keep discipline. Many married women resigned because of pregnancy.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

Motivating factors which led to the undertaking of this study were a desire on the part of the College of Education at Montana State University to obtain current information about the status of its graduates and a personal desire on the part of the writer to determine the number of qualified teachers entering military service.

The survey was undertaken because no current data was available with which to compare education graduates of Montana State University with other first year teachers with regard to the amount of beginning salary earned, teaching loads, mobility, intent to continue teaching and other factors. Administrators from the College of Education at Montana State University would be able to know which courses the former students thought helped most to prepare them for teaching, which courses were least valuable, and to know the thinking of the former students with regard to suggestions for improvements.

The major purpose of the study was to determine current conditions of Montana State University four-year graduates in education from the Classes of 1966, 1967, and 1968 and to discover how they thought the teacher preparation program could be improved. The basic problem was four-fold: (1) to determine the number of graduates entering teaching, (2) to determine beginning and current salaries, (3) to determine their mobility, and (4) to determine how they thought the teacher preparatory program at Montana State University could be improved.

A questionnaire was sent to a 100% sample of the four year education graduates for 1966, 1967, and 1968. After the questionnaire was returned, and the results were computed, a review of literature was made. The results of the study were then compared with results of studies obtained from the review of literature.

Limitations included not computing the returns obtained from nine graduates who had received advanced degrees from Montana State University but had not completed undergraduate teacher preparation there. A distinction was made between Montana and out-of-state teachers with regard to their suggestions for improving the teacher education program, advanced education and intent to remain in the profession, and no distinction was made with regard to specific states and cities in which the teachers taught. Other distinctions were made regarding the sex of the teacher in tabulating the findings concerning the location of teaching, mobility, additional education, and intent to remain in teaching. The review of literature was limited to a search of education periodicals and doctoral dissertation abstracts published from 1965 to 1969.

Literature Review

Studies surveyed concerning the national turnover rates of teachers varied according to the part of the country surveyed and the subject area of specialization and ranged from 6.3% to 40.4%. Kent Savage indicated that the national turnover rate was 12%.[79]

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[79]Kent Bonham Savage, "Teacher Turnover in Missouri Secondary Schools, 1965-1966," Dissertation Abstracts, XXIX (February, 1969), p. 2498A.

Unavoidable reasons for loss of teachers according to Savage were resignation of female teachers to be married, resignation of married women teachers because of pregnancy or transfer of their husbands to other locations, and resignation of male teachers to enter military service. Savage indicated that teachers also resigned to return to college for advanced study or because of a desire to travel and live in other areas of the country. He also stated that another reason for loss of teachers was promotion to administrative or supervisory positions within the school systems.[80]

Avoidable reasons for both transfer of teachers to other school districts and leaving the profession according to John Blaser in a study of men graduates of the University of Idaho who had taught and were leaving the profession were insufficient salaries, disagreement with administrative policies, lack of opportunity for advancement, lack of professionalism, and uncooperative parents and apathetic students.[81]

Average beginning salaries for teachers with a B.S. degree and no experience were listed by the National Education Association in a research bulletin on teachers' salaries as $5,144 during 1966-67, $5,423 during 1967-68, and $5,941 during 1968-69.[82]

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[80] Ibid.

[81] John Walter Blaser, "Factors Contributing to the Problem of Men Graduates From the University of Idaho (1951-1960) Leaving the Teaching Profession," Dissertation Abstracts, XXVII (August, 1966), p. 341A.

[82] National Education Association, "Are Teachers Satisfied With Their Working Conditions?" NEA Research Bulletin, XLVII (March, 1969), p. 7.

In a study of 1966 education graduates from the University of Montana who taught during the 1966-67 school year, Robert Jay found that 36% of the graduates began teaching in Montana, 71% taught the next school year following graduation, median salaries were $5,600, 82% received extracurricular pay, and elementary teachers were more satisfied with teaching than secondary teachers were.[83]

Survey Findings

Fifty-four percent (428) of the questionnaires were completed and returned. The highest percentage of returns was received from the Class of 1968 because 61% (163) returned their questionnaires. In computing the returns for all three years, 69% (144) of the elementary and 51% (284) of the secondary majors returned questionnaires. Fifty-eight percent of the women and 46% (141) of the men returned questionnaires.

Eighty-three percent (356) of the graduates surveyed taught the next school year following graduation. Occupations of the 17% (72) not teaching varied, and fourteen were housewives and mothers, thirteen were in the armed forces, eleven were in graduate school, thirteen were substitute teaching, and twenty-one were in other occupations. Sixty-five percent (233) taught their first school year following graduation in Montana. Only 75% (81) of the 1966 graduates and 82% (110) of the 1967 graduates who taught during the school year following graduation were still teaching. More women left than men, but 78% of these women planned to return to the

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[83]Robert H. Jay, "Follow-up Study of First Year Teachers," Montana Education, XLV (September, 1968), pp. 23-24.

profession later while 30% of the men who left planned to return later.

Mobility rates of the teachers were 23% in 1966, 29% in 1967, and 5% in 1968. More men teachers stayed in the same location than women did, and men were more likely to remain in Montana. Turnover rates were 29% for men and an average of 40% (30% secondary plus 50% elementary divided by two) for the women in 1966. Turnover rates were 20% for the men and 30% (23% secondary plus 37% elementary divided by two) for the women in 1967. In 1969 the mobility rates of both men and women equalled 5%.

Ninety-four percent (110) of the elementary teachers taught in self-contained classrooms. Eighty-eight percent (12) of the secondary teachers were teaching subjects within their major or minor area of preparation. Forty-four percent (87) taught five classes per day, (42) taught six classes per day, 17% (31) taught four classes per day, 8% (13) taught seven or eight classes per day, and 5% (9) taught three or less classes per day.

Fifty-nine percent (119) of the secondary teachers taught at the senior high school level, 26% (53) taught at the junior high school level, 8.5% (18) taught on a combined junior-senior high or elementary-junior high school level, and 5.5% (12) taught in universities or in adult education classes.

Salaries for secondary teachers were slightly higher than those of elementary teachers. Beginning salaries in Montana approximated beginning salaries in neighboring states, but current salaries in other states appeared to be higher. Graduates of 1968 had the highest median beginning salaries, and beginning median salaries showed an increase upward from

$5,450 in 1966 to $5,850 in 1968. $6,400 was the median current salary of 1966 and 1967 graduates. Three percent of the elementary teachers and 28% (55) of the secondary teachers received extracurricular pay. More physical education majors (94% or 17) received extracurricular pay than teachers in other fields, and they received larger amounts of extracurricular pay.

There was disagreement between elementary and secondary teachers on the most and least valable courses in the Montana State University teacher preparation program. Student teaching was considered to be the most valuable course by 23% (38) of the elementary majors and by 30% (102) of the secondary majors. Educational psychology was considered to have the least value in the Montana State University teacher preparatory program by 41% (65) of the elementary majors and by 58% (174) of the secondary majors.

The most frequently mentioned suggestions for improving the teacher preparation program at Montana State University were to increase student participation in laboratories and increase practical application of theory in methods classes, to require more course work in major subject areas, to increase the length of time spent student teaching, and to increase the amount of time spent in actual contact with students prior to student teaching.

Forty-one percent (186) of the graduates surveyed, reported that they had completed additional education after graduation from Montana State University; and of this number 47% (93) were in degree programs, and 26%

(51) had completed thirty or more quarter hours of work in their programs. Four percent (18) of the graduates had received advanced degrees (all master's degrees), and all those receiving advanced degrees were secondary teachers. More secondary teachers completed some level of advanced training than elementary teachers did, and more secondary teachers were in degree programs and had thirty or more quarter hours of credits. Fifty-three percent of the 1966 graduates, 44% of the 1967 graduates, and 34% of the 1968 graduates had completed some level of advanced education. A larger percentage of men than women had completed advanced education, and the percentage of women in advanced education was the same whether they were teaching in elementary or secondary schools.

Eighty percent (289) of the graduates currently teaching planned to continue, and 82% (351) of all the graduates surveyed planned to continue, begin, or return to teaching. More elementary teachers planned to remain in the profession than secondary teachers. More women planned to remain in the profession than men. In secondary education more women than men teachers planned to remain in the profession. Reasons given for resigning were inadequate salaries, long hours, lack of opportunity for advancement, differences with administrators, apathetic students, uncooperative parents, and personal reasons such as poor health and inability to keep discipline. Many married women resigned because of pregnancy.

Conclusions

Montana State University graduates who taught were more mobile than teachers in the nation as a whole, but less mobile than teachers in the Southern states.

University of Montana graduates' median salaries were higher than Montana State University graduates' median salaries possibly because Missoula was situated geographically closer to the State of Washington, and it was closer and more convenient for Washington administrators to recruit teachers at Missoula than at Bozeman. Washington also paid the highest salaries in the Pacific Northwest. The University of Montana placement service may have been more vigorous in placing graduates than the Montana State University placement office.

The present teacher preparation program at Montana State University was inadequate, and the secondary program was more inadequate than the elementary program. Both teacher preparation areas needed revision and improvement.

Educational psychology was the most glaring example of an inadequate education course because of poor quality instruction, out-of-date information, and lack of practical application.

The orientation course was of little or no value because it was not realistic and did not give prospective teachers pertinent information about the Montana State University teacher education program or of education.

Observation or exploratory did not give prospective teachers enough contact with students prior to student teaching and was far too short in length.

Special methods courses were too general and theoretical to be of any practical value.

In elementary education, the teaching of reading program was not sufficiently stressed and did not include sufficient course offerings, the music program was overemphasized, and teaching of the language arts needed improvement.

In secondary education the period of student teaching was too short and all the present education courses needed to be improved.

Recommendations

Educational psychology should be immediately upgraded and improved by changing the instruction and revising the course content so that it will help prospective teachers. If improvements are not made, the course as it was taught to the education graduates of 1966-1968 should be eliminated.

Orientation should be improved by a concentrated effort to make it vigorous and dynamic by using team teaching, using younger instructors, extensively using audio-visual aids, and informing students.

School curriculum should be upgraded and improved by bringing it up-to-date and including broad, current coverage.

Students should have more opportunities to work with children for longer periods of time, earlier in the teacher preparation program. This could be accomplished by having the students work as teacher aides and paraprofessionals beginning in their freshman and sophomore years at Montana State University.

Audio-visual education should be made a required course for all education majors because it familiarizes students with current audio-visual aids and encourages the use of these aids in classroom teaching. Students learn how to run hardware and make some forms of software in laboratories.

Special methods courses should be improved by increasing student involvement. Practical application of theory should be stressed. Students should have an opportunity to observe different methods of teaching the same subject or unit, and then they should have an opportunity to try these different methods or approaches of presenting material in classroom situations prior to student teaching in order to determine which approaches work best for them.

Elementary Education

An additional number of courses should be offered concerning the teaching of reading, and at least one three-credit course should be devoted to remedial reading.

Teaching of the language arts (Educ. 312) should be upgraded and improved by changing the instruction and reexamining and revising the content of the material offered.

Music should not be as heavily stressed as it presently is and all music courses except one three-credit course in music should be made optional.

Secondary Education

The period of student teaching should be immediately extended to one full quarter for secondary teacher preparation. The goal of the College of Education for both elementary and secondary teachers should be to eventually

extend student teaching to one full year as part of a fifth year program which would include many of the education courses presently completed prior to and following student teaching.

Student teachers shouldn't be assigned by the College of Education to student teach in their home town or in any school where they were once enrolled as students.

Student teaching should be graded on a pass-fail basis.

If improvements are not made, all education courses except student teaching should be eliminated so students can take more course work in subject areas.

Questionnaire Construction

The survey obtained a large amount of information and had many implications, but by rewording and revising some of the questions, more information could have been obtained. To make the questionnaires easier to read while computing results, the year and quarter of graduation should be placed at the top of the questionnaire along with the name of the graduate, sex, and marital status. A space should be left for the graduate to write his current address. A question should be asked teachers changing teaching locations about why they changed locations. Teachers should be asked to give the average number of the students in classes they teach. They should be asked why a course was most or least valuable (instruction, content, etc.). All graduates should be instructed to complete the question concerning additional education, and former teachers should be instructed to complete all questions pertaining to teaching. Teachers should be asked if they plan to teach at their present locality during the

next school year and they should be asked their reasons for leaving if they indicate they will not teach at the same location during the following school year.

Additional Surveys

A follow-up study should be conducted of the 1969, 1970, and 19/1 graduates and the results compared with this study to determine if any changes made in the Montana State University Teacher preparation program have affected those education graduates. The follow-up studies should be made following the completion of the first year of teaching.

The College of Education should persuade the education departments of Eastern, Northern, and Western Montana Colleges to make similar surveys. The questionnaires should be constructed by a committee composed of representatives from all the teacher training schools in the Montana University system so that the questionnaires ask identical questions, and the results obtained can be more accurately compared and contrasted.

Placement

As an attempt to help Montana State University graduates obtain better paying positions, it is recommended that the placement office "sell them" by constructing a placement directory and mailing it to all the public school administrators in the Pacific Northwest. This directory would include the graduate's picture, major and minor fields of preparation, degree obtained, marital status, draft status (in the case of men), and address and telephone number. Western Montana College used a placement directory of this type in 1965, and it could be used at Montana State University even if it meant increasing the size of the staff of the

placement office and charging a fee to the students who appeared in it to help defray expenses for printing and postage.

APPENDIX

APPENDIX A

COPIES OF THE QUESTIONNAIRE AND ACCOMPANYING LETTER OF EXPLANATION

MONTANA STATE UNIVERSITY GRADUATE SURVEY

NAME_____

1. Please list your major and minor. Major:_____
   Minor:_____

2. Did you complete requirements for certification?_____

3. Are you now teaching or have you taught after graduation?_____
   If No, what are you presently doing?_____
   Do you intend to return to or begin teaching?_____
   (If not teaching, please answer only questions 10, 11 and 12)

4. How many classes per day do you teach in your major area?_____
   In your minor?_____. Other?_____. Name other classes taught.
   _____

5. Are you currently teaching at the same location where you accepted your first contract?_____. If No, please indicate and name the number of different locations in which you have taught. Number:_____
   Locations:_____

6. What was your beginning salary? (Circle one) $4000-4500; $4501-5000; $5001-5500; $5501-6000; $6001-6500; $6501-7000; $7001-7500; Other_____.

7. What is your current salary? $4000-4500; $4501-5000; $5001-5500; $5501-6000; $6001-6500; $6501-7000; $7001-7500; Other_____.

8. Was extracurricular pay included in this figure? _____- If so, how much? (Circle one) $100-200; $201-$300; $301-400; $401-500; Other _____.

9. At what level are you teaching? (Circle one) Elementary; Junior High; Senior High.

10. Which education course do you feel was most valuable based on your experience?_____

11. Which education course was least valuable?_____

12. What changes do you recommend in the professional preparation program at MSU?_____

_____

_____

_____

_____

13. Have you done additional work beyond your BA or BS degree?_____

14. If Yes, number of hours beyond the degree?_____

15. Type of advanced preparation? MEd. MS Other_____

16. Based on your experience, do you intend to remain in teaching?_____
If No, why not?_____

_____

MONTANA STATE UNIVERSITY
College of Education
Bozeman, Montana 59715

April 7, 1969

Dear MSU Graduate:

The College of Education is conducting a survey of all education graduates for the past three years to determine means of improving the professional preparation program at MSU. In addition, we want to know what has been happening to our graduates in relation to where they are and what they are doing.

In order to assess the present program and establish guidelines for change, we ask that you answer the enclosed questionnaire as soon as possible and return it in the pre-paid envelope.

Thank you for your cooperation.

Sincerely yours,

Robert A. Van Woert

Robert A. Van Woert
Assistant Professor
College of Education
Montana State University

RVW/jf
Enclosures

APPENDIX B

OCCUPATIONS OF GRADUATES NOT TEACHING AFTER GRADUATION

1966

Elementary	Secondary
Housewife and Mother (1)	Housewife and Mother (3)
Substituting (2)	Military Service (2)
	County Extension Agent (1)
	Newspaper Homemaking Consultant (1)
	Recreation Director (1)
	Not certified (1)
	Librarian (1)
	No occupation listed (1)

1967

Elementary	Secondary
Housewife and Mother (1)	Housewife and Mother (4)
Substituting (1)	Extension Service (2)
	Substituting (2) (1 is also a housewife)
	Department Store Manager (1)
	Atomic Energy Employee (1)
	Social Case Worker (1)
	Military Service (1)
	Dormitory Supervisor (1)

1968

Elementary	Secondary
Housewife and Mother (1)	Military Service (10)
Substituting (2)	Graduate School (10)
Graduate School (1)	Substituting (5) (3 are Housewives)
Receptionist (1)	Housewife and Mother (4)

1968

Secondary (cont'd)

Extension Service (4)
Quit during year (2)
Laboratory Assistant (1)
Fashion Stylist (1)
Babysitter (1)
Salesman (1)
Construction Worker (1)

APPENDIX C

OCCUPATIONS OF GRADUATES WHO QUIT TEACHING

1966

Elementary	Secondary
Housewife and Mother (6)	Housewife and Mother (5)
Substituting (3) (1 is a housewife)	Substituting (5)
No response (2)	Military Service (3)
Private Tutoring (1)	Placement Interviewer (1)
	No Response (1)

1967

Elementary	Secondary
No Response (2)	Housewife and Mother (6)
Substituting (2)	Graduate School (3)
Housewife and Mother (1)	Military Service (2)
Assistant Engineer (1)	Substituting (1)
	Private Tutoring (1)
	Youth Counselor (1)
	Fabric Salesman (1)
	Congressional Secretary (1)
	No Response (1)

APPENDIX D

MISASSIGNMENTS OF SECONDARY TEACHERS

Preparation[1]	Assignment
home economics	art, language arts
history	physical education
foreign languages	self-contained 7th grade classroom*
industrial arts	business mathematics
art	education of the mentally retarded
mathematics	aviation science*
business	physical education*
mathematics	junior high literature and spelling*
agricultural education	spelling*
French	guidance, health, and physical education
agricultural education	English*
physics	algebra
home economics	earth science*
English	social studies
mathematics	aviation science*
mathematics	leadership
history	typing
biology	mathematics
business	journalism
physical education	junior high science*
art	general mathematics
agricultural education	physical science*
mathematics	physical education*
English	art*
agricultural education	biology

[1]Preparation is in major subject area. Misassignments were listed only if subjects were in neither major or minor subject areas. The misassignments averaged two classes per day.

*Teaching in Montana

APPENDIX E

COURSES LISTED BY FIVE OR FEWER SECONDARY TEACHERS AS MOST VALUABLE

Course

Educ. 202 - Educational Psychology (5)

Educ. 405 - The Junior High School (5)

Educ. 419 - School Curriculum (4)

Educ. 403 - Tests and Measurements (3)

Educ. 517 - School Administration (2)

Educ. 480 - Individual Problems (1)

Educ. 409 - Introduction to Guidance (1)

APPENDIX F

COURSES LISTED BY FIVE OR FEWER TEACHERS AS LEAST VALUABLE

Elementary

Course

Educ. 401 - Principles of Elementary Education (4)

Educ. 334 - Teaching of Elementary School Music (3)

None had any value (2)

Educ. 325 - Teaching of Elementary School Science (2)

Educ. 403 - Tests and Measurements (1)

Educ. 335 - Teaching of Physical Education in the Elementary School (1)

Educ. 416 - Educational Statistics (1)

Educ. 410-412 - Student Teaching (1)

All have value (1)

Secondary

Course

Educ. 403 - Tests and Measurements (3)

Educ. 416 - Educational Statistics (3)

Educ. 304 - School Exploratory Experience (3)

Educ. 357 - Methods of Teaching English (2)

Educ. 356 - Methods of Teaching Bookkeeping, Typewriting and Basic Business (1)

Educ. 501 - Investigations in Education (1)

Educ. 362 - Methods in Teaching Modern Languages (1)

APPENDIX G

SUGGESTIONS MADE BY FOUR OR FEWER ELEMENTARY TEACHERS FOR IMPROVING THE TEACHER PREPARATION PROGRAM

Curriculum

Require audio visual education (4).

Require two elementary art courses, instead of one (2).

Include more broad background courses in the humanities (1).

Require elementary education majors to have a double major (2).

Include more education courses earlier in the program and prior to student teaching (2).

Include information in an existing education course about the role of the substitute teacher (1).

Include more information about diagnostic testing. (1).

Include more course offerings in science (1).

Improve educational psychology (1).

Improve children's literature (1).

Methods

Include more information on current innovations (1).

Emphasize lesson planning to a greater degree by requiring prospective teachers to submit many lesson plans (2).

Combine all methods courses into one general methods course (1).

Have as methods course instructors, teachers who actually taught the specific courses in public schools (1).

Give students a greater opportunity to conduct lessons in methods classes (1).

Encourage students to begin a professional supplement file (1).

Encourage creativity by indicating to students that they can use a variety of methods (3).

Student Teaching

The college instructor should provide more superivision and make more visits (3).

A four hour seminar should follow student teaching (1).

Teachers that student teachers teach under should be screened (3).

Student teaching should occur earlier in the program as in the junior year.

There should be less busywork connected with student teaching (2)

Student teaching should be in two parts; one part before and the other part after taking methods courses (2).

Student teaching and observation should be graded on a pass-fail basis (1).

Video tapes should be made of student teaching (1).

Students should have an opportunity to teach in a disadvantaged area (1).

Faculty

Instructors should teach by example (1).

There should be better summer quarter instructors; visiting, guest instructors are much poorer than regular faculty members (1).

Instructors should have had experience teaching in a classroom within the last five years (1).

General

All education courses should be graded on a pass-fail basis.

Prospective teachers should be given a careful screening early in the program.

APPENDIX H

SUGGESTIONS MADE BY FOUR OR FEWER SECONDARY TEACHERS FOR IMPROVING THE TEACHER PREPARATION PROGRAM

Methods

Make courses more current and up-to-date, and include current innovations (3).

Have as methods course instructors, teachers who actually taught the specific courses in public schools (1).

Eliminate or deemphasize methods courses (1).

Give students an opportunity to try their own ideas (1).

Emphasize innovations (4).

Encourage students to keep a card file and a professional supplement file (3).

Establish model classrooms on campus so that education majors would get teaching experience in methods classes prior to student teaching (3).

Student Teaching

Include a four hour post student teaching seminar (4)

Send student teachers who completed their secondary education in small high schools to large high schools to student teach, and send student teachers who completed their secondary education in large high schools to small high schools to student teach (1).

Require student teachers to student teach in two different schools (2).

Require student teachers to supervise study halls (1).

Have most of the education courses later in the program after completing student teaching (1).

Have student teaching in two parts; one before and the other after taking methods courses (1).

Grade student teaching by the pass-fail method (1).

Video tapes should be made of student teaching (3).

No registration fee should be charged during the quarter of student teaching (1).

Student teachers should teach in both their major and minor areas.

A seminar should be held during student teaching (1).

Observation

Students observing should be more active participants during school exploratory (1).

Faculty

Education instructors should have had actual teaching experience within the last five years in a public school (4).

Instructors should teach by example instead of by lecturing on how to teach (2).

Former administrators should teach only at the graduate level (1).

All education courses should be taught by teachers with a minimum of five years of teaching experience below the college level (1).

General

Entrance and graduation requirements should be made "stiffer".

Students should receive better advice so that they will take courses which enable them to be certified in other states (1).

Prospective teachers should be given a careful screening early in the program (2).

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LITERATURE CITED

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