Hiring preferences of Montana district superintendents of schools regarding subject area endorsements, professional preparation and classroom teaching experience of secondary school applicant teachers
by Donald Hills

A thesis submitted in partial fulfillment of the requirements for the degree of of DOCTOR OF EDUCATION
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Abstract:
The number of certified secondary public school teachers has increased dramatically over the past two decades. The "teacher shortage" of the war years and the 1950's and 1960's has all but vanished. These facts coupled with lowering public school enrollments due to birth rate decreases throughout the United States and Montana have placed severe burdens on secondary school teachers looking for new employment.

Montana district superintendents of schools are usually empowered by district school boards to recommend to these boards secondary teachers to be hired to fill vacancies in teaching staffs. Because of the large numbers of secondary teachers presently available today, district superintendents of schools can afford to be very selective when filling these vacant positions. A prospective secondary teacher must therefore give himself every advantage in this highly competitive job market. A prospective secondary teacher should have beforehand knowledge of the job market's (1) most desirable or least desirable single-field subject competency, (2) the most desirable multi-field major-minor subject areas, (3) the range of years of classroom teaching experience most preferred by hiring district superintendents of schools, (4) the professional preparational levels preferred most by hiring district superintendents of schools, and (5) the influence previous superintendency experience hiring district superintendents of schools might have on hiring preferences for applicant secondary teachers. A prospective teacher with this information will have provided himself an employment advantage over the competition.

Among the conclusions obtained from this study are college-bound students considering education or college students enrolled in education curricula need be aware of secondary teaching subjects in highest demand among hiring district superintendents of schools. Practicing secondary teachers also need be aware of possible hiring preference changes of district superintendents of schools brought on by increased classroom teaching experience and/or advanced certification resulting from earned fifth-year endorsements, master's degrees, or doctorate degrees. This study points out there are indeed definite hiring preferences shown toward applicant secondary teachers in the areas of professional educational preparation, the number of years of classroom teaching experience, and whether the applicant teacher is endorsed in a single-field or a multi-field subject area.

HIRING PREFERENCES OF MONTANA DISTRICT SUPERINTENDENTS OF SCHOOLS REGARDING SUBJECT AREA ENDORSEMENTS, PROFESSIONAL PREPARATION AND CLASSROOM TEACHING EXPERIENCE OF SECONDARY SCHOOL APPLICANT TEACHERS

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ABSTRACT

The number of certified secondary public school teachers has increased dramatically over the past two decades. The "teacher shortage" of the war years and the 1950's and 1960's has all but vanished. These facts coupled with lowering public school enrollments due to birth rate decreases throughout the United States and Montana have placed severe burdens on secondary school teachers looking for new employment.

Montana district superintendents of schools are usually empowered by district school boards to recommend to these boards secondary teachers to be hired to fill vacancies in teaching staffs. Because of the large numbers of secondary teachers presently available today, district superintendents of schools can afford to be very selective when filling these vacant positions. A prospective secondary teacher must therefore give himself every advantage in this highly competitive job market. A prospective secondary teacher should have beforehand knowledge of the job market's (1) most desirable or least desirable single-field subject competency, (2) the most desirable multi-field major-minor subject areas, (3) the range of years of classroom teaching experience most preferred by hiring district superintendents of schools, (4) the professional preparational levels preferred most by hiring district superintendents of schools, and (5) the influence previous superintendency experience hiring district superintendents of schools might have on hiring preferences for applicant secondary teachers. A prospective teacher with this information will have provided himself an employment advantage over the competition.

Among the conclusions obtained from this study are college-bound students considering education or college students enrolled in education curricula need be aware of secondary teaching subjects in highest demand among hiring district superintendents of schools. Practicing secondary teachers also need be aware of possible hiring preference changes of district superintendents of schools brought on by increased classroom teaching experience and/or advanced certification resulting from earned fifth-year endorsements, master's degrees, or doctorate degrees.

This study points out there are indeed definite hiring preferences shown toward applicant secondary teachers in the areas of professional educational preparation, the number of years of classroom teaching experience, and whether the applicant teacher is endorsed in a single-field or a multi-field subject area.

Chapter 1

INTRODUCTION

Public secondary school teachers entering the teaching profession for the first time and those teachers re-entering or changing schools for personal reasons are finding new teaching positions extremely difficult to obtain (Graybeal, 1971). Few will question that during the past two decades American colleges and universities engaged in teacher education have been pouring graduates in education into a labor market that has gradually been diminishing in size (Graybeal, 1971).

In 1969, the increasing supply of teachers finally caught up with the demand for new classroom teachers. The now familiar "teacher surplus" resulted (Grieder, 1972).

This surplus of teachers must not be confused with the literal interpretation of the word "surplus." There are many areas in secondary teaching where the supply has not caught up with or exceeded the demand for teachers (Lightfoot, 1972). There are also those areas where the market has been saturated with available teaching personnel. These are the "crowded" areas.

It would behoove the beginning or experienced teacher seeking new employment to be able to identify these areas and plan his competency expansion accordingly in order to better increase prospects of securing a desired teaching position. The immediate future seems to

hold no promise for general relief of the teacher surplus situation. Both teachers and teacher prospectives must plan and act accordingly if they intend to practice in their profession.

STATEMENT OF THE PROBLEM

A problem of this study was to determine:

1. If significant differences exist in hiring preferences between Montana Class I, II, or III secondary school district superintendents of schools toward teachers seeking employment at the secondary level in Montana public schools with multi-field major-minor endorsements and those secondary teachers seeking employment with only one endorsement or single-field area.

2. If significant differences exist in hiring preferences between Montana Class I, II, or III secondary school district superintendents of schools toward teachers seeking employment at the secondary level in Montana public schools with professional preparation at the bachelor's degree level, the fifth-year endorsement level, the master's degree level, or the doctorate degree level.

3. If significant differences exist in hiring preferences between Montana Class I, II, or III secondary school district superintendents of schools toward secondary teachers seeking employment in Montana schools with zero to two years classroom teaching experience, three to five years classroom teaching experience, or six or more years

classroom teaching experience.

4. If significant differences exist between the hiring preferences of Montana Class I, II, or III secondary school district superintendents of schools and their perceived importance of advanced college training when selecting applicant secondary teachers for positions in their school districts.

5. If significant differences exist between the hiring preferences of Montana Class I, II, or III secondary school district superintendents of schools and their perceived importance of previous classroom teaching experience when selecting applicant secondary teachers for positions in their school districts.

6. If significant differences exist between the hiring preferences of Montana district superintendents of schools with one to three years superintendency experience, four to six years superintendency experience, and seven or more years superintendency experience toward teachers seeking employment at the secondary level in Montana schools with multi-field major-minor endorsements and those secondary teachers seeking employment with only a single-field area endorsement.

7. If significant differences exist between the hiring preferences of Montana district superintendents of schools with one to three years superintendency experience, four to six years superintendency experience, and seven or more years superintendency experience toward teachers seeking employment at the secondary level in Montana schools

with professional preparation at the bachelor's degree, fifth-year endorsement, master's degree, or doctorate degree level.

8. If significant differences exist between the hiring preferences of Montana district superintendents of schools with one to three years superintendency experience, four to six years superintendency experience, or seven or more years superintendency experience toward teachers seeking employment at the secondary level in Montana schools with zero to two years classroom teaching experience, three to five years classroom teaching experience, or six or more years classroom teaching experience.

9. If significant differences exist between the hiring preferences of Montana district superintendents of schools with one to three years superintendency experience, four to six years superintendency experience, or seven or more years superintendency experience and their perceived importance of advanced college training when selecting applicant secondary teachers for their school districts.

10. If significant differences exist between the preferences of Montana district superintendents of schools with one to three years superintendency experience, four to six years superintendency experience, or seven or more years superintendency experience and their perceived importance of previous classroom teaching experience when selecting applicant secondary teachers for their school districts.

11. If significant differences exist between Montana Class I,

II, or III secondary school district superintendents of schools and placement officials at five Montana colleges of education offering placement services to secondary teachers seeking employment in Montana and the Montana Security Employment Service as to hiring preferences of these district superintendents of schools and the average relative difficulty of teacher placement experienced by these placement officials pertaining to single-field or multi-field major-minor secondary endorsements.

12. If significant differences exist between Montana Class I, II, or III secondary school district superintendents of schools and placement officials at five Montana colleges of education offering placement officials at five Montana colleges of education offering placement services to secondary teachers seeking employment in Montana and the Montana Security Employment Service as to hiring preferences of these district superintendents of schools and the average relative difficulty of teacher placement experienced by these placement officials pertaining to the professional preparation level of applicant secondary teachers.

13. If significant differences exist between Montana Class I, II, or III secondary school district superintendents of schools and placement officials at five Montana colleges of education offering placement services to secondary teachers seeking employment in Montana and the Montana Security Employment Service as to hiring preferences of these district superintendents of schools and the average relative difficulty

of teacher placement experienced by these placement officials pertaining to the number of years of previous classroom teaching experience claimed by applicant secondary teachers.

An additional problem of this study was to:

14. Identify single-field secondary school subject teaching areas presently noted by Montana secondary school district Class I, II, or III superintendents of schools as being most difficult or least difficult in which to locate certified teachers when attempting to fill vacancies in their school districts.

15. Identify multi-field major-minor secondary school subject teaching areas presently noted by Montana secondary school Class I, II, or III superintendents of schools as being most difficult to locate certified teachers when attempting to fill vacancies in their school districts.

16. Identify single-field secondary school subject teaching areas presently noted by five Montana college placement officials and the Montana Security Employment Service as being most difficult or least difficult to locate certified teachers when attempting to fill vacancies in Montana school districts.

17. Identify multi-field major-minor secondary school subject teaching areas presently noted by five Montana college placement officials and the Montana Security Employment Service as being most difficult to locate certified teachers when attempting to fill vacancies in Montana school districts.

PURPOSE OF THE STUDY

The purpose of this study is to examine advantages helpful in obtaining teaching employment in a market where the supply has exceeded the demand for teachers in certain subject areas. Prospective teachers and those teachers relocating or considering advanced degrees in subject areas need be cognizant of crowded subject teaching areas and also be aware of hiring preferences evidenced by hiring district superintendents of schools toward both classroom teaching experience and advanced professional preparation.

Placement officials knowing of the demand in various subject areas at the secondary level can inform class advisors of the crowded conditions in these fields and thereby direct prospective teachers into other less crowded teaching areas. Previously certified teachers can be made aware, by placement officials and class advisors, of current preferential trends of district superintendents of schools toward both advanced professional preparation and classroom teaching experience.

Indications show that the oversupply of secondary teachers will not diminish until the turn of the century (N.E.A.,1972). In order to eliminate or minimize the prospects of worsening teacher placement difficulties, crowded teaching areas must be identified and appropriate action taken on those entering teachers to avoid an overfilled situation.

GENERAL QUESTIONS TO BE ANSWERED

The general questions to have been answered were:

1. Did significant differences exist between the hiring preferences of Montana secondary school district Class I, II, or III superintendents of schools toward applicant secondary teachers in Montana and those secondary teachers having multi-field major-minor endorsements or those secondary teachers having only a single-field endorsement?

2. Did significant differences exist between the hiring preferences of Montana secondary school district Class I, II, or III superintendents of schools toward applicant secondary teachers in Montana with professional preparation at the bachelor's degree, fifth-year endorsement certification, master's degree, or the doctorate degree level?

3. Did significant differences exist between the hiring preferences of Montana secondary school district Class I, II, or III superintendents of schools toward applicant secondary teachers in Montana having from zero to two years classroom teaching experience, from three to five years classroom teaching experience, or from six to more years of classroom teaching experience?

4. Did significant differences exist between the hiring preferences of Montana secondary school district superintendents of schools with one to three years superintendency experience, with four

to six years superintendency experience, or with seven or more years superintendency experience toward secondary teachers in Montana having from zero to two years classroom teaching experience, three to five years classroom teaching experience, or six or more years classroom teaching experience?

5. Did significant differences exist between the hiring preferences of Montana secondary school district superintendents of schools with one to three years superintendency experience, with four to six years superintendency experience, or with seven or more years superintendency experience toward applicant secondary teachers in Montana having a single-field endorsement or a multi-field major-minor secondary endorsement?

6. Did significant differences exist between the hiring preferences of Montana secondary school district superintendents of schools with one to three years superintendency experience, with four to six years superintendency experience, or with seven or more years superintendency experience toward applicant secondary teachers in Montana having the bachelor's degree, fifth-year endorsement, master's degree, or the doctorate degree level of professional preparation?

7. What single-field secondary subjects were noted by Class I, II, or III district superintendents of schools in Montana as being most difficult to locate certified teachers when attempting to fill vacancies in their secondary school districts?

8. What single-field subjects were noted by Class I, II, or III district superintendents of schools in Montana as being least difficult to locate certified teachers when attempting to fill vacancies in their secondary school districts?

9. What multi-field major-minor subjects were noted by Class I, II, or III district superintendents of schools in Montana as being most difficult to locate certified teachers when attempting to fill vacancies in their secondary school districts.

10. What single-field secondary subjects were noted by five Montana teacher training placement officials and the Montana Security Employment Service as being most difficult in which to place applicant secondary teachers in Montana?

11. What single-field secondary subjects were noted by five Montana teacher training placement officials and the Montana Security Employment Service as being least difficult in which to place applicant secondary teachers in Montana?

12. What multi-field major-minor secondary subjects were noted by five Montana teacher training placement officials and the Montana Security Employment Service as being most difficult in which to place applicant secondary teachers in Montana?

13. Did significant differences exist between Montana college placement officials and the Montana Security Employment Service and Montana district superintendents of schools of Class I, II, or III

districts concerning district preferences and difficulty of teacher placement noted by placement officials for those applicant secondary teachers having a single-field endorsement?

14. Did significant differences exist between Montana college placement officials and the Montana Security Employment Service and Montana district superintendents of schools of Class I, II, or III districts concerning district preferences and difficulty of teacher placement noted by placement officials for those applicant secondary teachers having a multi-field major-minor endorsement?

15. Did significant differences exist between Montana college placement officials and the Montana Security Employment Service and Montana district superintendents of schools of Class I, II, or III districts concerning district preferences and difficulty of teacher placement noted by placement officials for those applicant secondary teachers having zero to two years classroom teaching experience, from three to five years classroom teaching experience, or six or more years classroom teaching experience?

16. Did significant differences exist between Montana college placement officials and the Montana Security Employment Service and Montana district superintendents of schools of Class I, II, or III districts concerning district preferences and difficulty of teacher placement noted by placement officials for those applicant secondary teachers having professional preparation at the bachelor's degree,

fifth-year endorsement, master's degree, or the doctorate degree level?

GENERAL PROCEDURE

The procedure employed by this researcher was to distribute an opinionnaire to the district superintendent of schools for each high school district in Montana. Another opinionnaire was distributed to placement officials of five Montana teacher-training institutions and the Montana Security Employment Service. A sample of these instruments appears as Appendix B, pages 174-177, and Appendix E, pages 180-181, respectively.

These instruments furnished information as to the secondary subjects Montana Class I, II, or III district superintendents of schools and the selected placement officials felt were most difficult to locate or place secondary teachers to fill vacancies in Montana's secondary school districts. The opinionnaires also supplied information as to hiring preferences of Montana's district superintendents of schools pertaining to single-field teacher applicants and multi-field major-minor subject teacher applicants.

The opinionnaire distributed to district superintendents of schools also sampled the hiring preferences of these Class I, II, or III Montana district superintendents of schools pertaining to those secondary teacher applicants possessing advanced professional

preparation as well as applicant secondary teachers with standard bachelor degree certification.

These data were analyzed to determine if significant differences in perceived hiring preferences existed between Montana district superintendents of schools of each of the three class size districts in Montana and (1) whether applicant secondary teachers have a single-field or a multi-field teaching area endorsement, (2) whether applicant secondary teachers have or have not advanced college professional training, (3) whether applicant secondary teachers have previous classroom teaching experience as outlined by this study, or (4) these single-field or multi-field teaching subjects most or least difficult in which to obtain certified secondary teachers in Montana.

These data were analyzed to determine if significant differences in perceived hiring preferences existed between Montana district superintendents of schools having had one to three years superintendency experience, having had four to six years superintendency experience, or seven or more years superintendency experience and (1) whether applicant secondary teachers have a single-field or a multi-field teaching area endorsement, (2) whether applicant secondary teachers have or have not advanced college professional training, or (3) whether applicant secondary teachers have previous classroom teaching experience as outlined by this study.

Data from the five Montana teacher training institution

placement officials and the Montana Security Employment Service were analyzed to determine single-field teaching subjects and multi-field major-minor teaching subjects most difficult or least difficult and which single-field or multi-field teaching subjects are most or least difficult in which to obtain secondary teachers in Montana's secondary schools.

Data were analyzed to determine if there were significant differences between Montana superintendents of schools of Class I, Class II, or Class III sized districts and five placement officials from teacher-training institutions in Montana and the Montana Security Employment Service as to perceived placement difficulty between: (1) applicant secondary teachers with single-field or multi-field teaching endorsements; (2) applicant secondary teachers with zero to two years previous classroom teaching experience, with three to five years previous classroom teaching experience, or with six or more years previous classroom teaching experience; and (3) applicant secondary teachers having professional preparation at the bachelor degree level, the fifth-year endorsement level, the master degree level, or the doctorate degree professional level.

Current literature was researched to seek out other valuable information and cast light upon the problems pertinent to this study.

LIMITATIONS

This study was limited to all secondary school district superintendents of schools in Montana. No limitation was placed on these superintendents of schools as to administrative experience in any one particular school district. Those district superintendents of schools just beginning superintendency in the profession, those with less than one year superintendency experience, were excluded from this study.

This study was limited to those public Montana teacher-training institutions operating an active placement office and offering teacher placement services to teaching candidates. The study also considered information furnished by the Montana teacher training institutions operating an active placement office and offering teacher placement services to teaching candidates. The study also considered information furnished by the Montana Security Employment Service.

DEFINITION OF TERMS

Beginning teacher. "A person who has completed a regular course, including practice teaching, in a teacher-training institution and is legally certified to teach, and who is just entering upon the work of his first teaching position (Good, 1973)."

Single-field major. "A field of major concentration that

includes courses from related subjects or departments (Good, 1973)."

Multi-field major-minor system. "The practice of establishing definite requirements for degrees or graduation in terms of academic major and minor fields at the secondary or college level, a definite number of courses, credits, or hours being required in respective academic areas (Good, 1973)."

Experience, supervised occupational. "On-the-job experience of a worker in a specified occupation, in which he learns the skills and knowledge required by that occupation, under the supervision of an employer, a training sponsor, and/or the teacher-coordinator (Good, 1973)."

Preparation, professional. "The total formal preparation for teaching that a person has completed in a teacher educational institution; more usually it is understood to include, in addition, the aggregate of his experience in positions involving educational activities (Good, 1973)."

Logistical factors. "Those factors involving school finance, the number of classrooms, the number of teachers, the number of students, grade level, and the assigned teaching load existing with a school (Good, 1973)."

SUMMARY

The major goals of this study were to ascertain as to whether Class I, II, or III district superintendents of schools in Montana have significant differences in hiring preferences between applicant secondary teachers endorsed in a single-field subject area as contrasted to those secondary teachers endorsed in multi-field major-minor subject areas.

Investigations were also made of these same Montana district superintendents of schools to determine hiring preferences between applicant secondary teachers with from zero to two years classroom teaching experience, or from six to more years of classroom teaching experience.

It was determined if significant differences in hiring preferences exist between Class I, II, or III secondary district superintendents of schools in Montana concerning applicant secondary teacher professional preparation at the bachelor's degree, fifth-year certificate endorsement, master's degree, or the doctorate degree level.

It was determined if significant differences in hiring preferences exist between Class I, II, or III secondary district superintendents of schools in Montana concerning applicant secondary teachers and the importance of these teachers to possess advanced college degrees or the importance placed on previous classroom teaching experience.

Additional goals of this study were to determine if Montana district superintendents of schools having various numbers of years of superintendency experience have hiring preferences between applicant secondary teachers with a single-field or multi-field major-minor endorsement, or between applicant secondary teachers with zero to two years, three to five years, or six or more years of classroom teaching experience, or between applicant secondary teachers with professional preparation at the bachelor's degree, fifth-year certificate, master's degree, or the doctorate degree level.

The study also determined if Montana district superintendents of schools and Montana teacher training institutions, including the Montana Security Employment Service, have different hiring preferences or perceive placement difficulties for teachers with single-field or multi-field major-minor endorsements, or between applicant secondary teachers with zero to two years of classroom teaching experience, three to five years classroom teaching experience, or six or more years of classroom teaching experience. It was also determined if these district superintendents of schools registered significant differences concerning applicant secondary teachers with professional preparation at the bachelor's degree, fifth-year endorsement, master's degree, or the doctorate degree level.

Additionally, the study has determined which single-field and multi-field secondary endorsements are most or least desired among

Montana's Class I, II, or III district superintendents of schools and also which single-field and multi-field endorsements are most or least difficult in which to place applicant secondary teachers according to five Montana teacher-training placement officials and the Montana Security Employment Service.

Chapter 2

REVIEW OF LITERATURE

The method of organization of the related literature has been to provide a setting for this study by showing the recent abundant supply of public school teachers has created new demands for wider teaching area competencies for teaching personnel. Additionally, recent studies have shown the number of students per public school class has been decreasing, while the number of teachers available to teach in the classroom has been increasing. This is true not only on a national scale but holds as well for Montana.

Subsequently, in Chapter 5, the findings which relate school district size and district superintendent experience to single-field teaching majors, multi-field major-minor endorsements, teacher classroom experience, teacher professional preparation, and teaching employment prospectus have been made.

TEACHER SURPLUS

After two decades of teacher shortage, there now seems to be a serious oversupply of certified teachers, thus producing a new and larger pool of unemployed (Grieder, 1972). This sudden surplus has frustrated many potential teachers seeking employment (Smith, 1972).

The United States Office of Education has estimated that public school enrollments will drop on the average by more than half a million

students a year through 1982 (Learning, 1974). While there can be no question as to the possible validity of this statement, it does bear clarifying, as there still remain areas of acute teacher shortages. Certain subject area teachers are still very much in demand in the following fields on a national scale: special education, elementary and secondary library, vocational and technical fields, women's physical education, and the education for the disadvantaged are all in short supply (McGreal and Hughes, 1971).

It appears that the market for the majority of the subject area teaching might not be as tightly closed as it appears from a casual glance at the current literature (McGreal and Hughes, 1971). The opportunity exists for those graduates in the top positions of their classes. Despite the surplus of teachers, the outstanding candidates have experienced few problems in obtaining positions in their teaching fields (Indiana State University, 1970).

Two unique characteristics have been touched off by the present teacher oversupply: a marked decrease in teacher turnover and an upgrading of credentials, partly for the sake of the individual teacher's security. Therefore, the major contributors to the present tight job market for teachers appears not to be one of plain teacher overabundance. Reasons currently cited for the oversupply include:

1. Steadily decreasing enrollments at the elementary level subsequently resulting in fewer teaching positions being available at

the secondary level.

2. Less turnover and dropout from teaching because of higher salaries and the general unstable condition of the nation's economy which makes moving from one position to another less attractive than has been in the past.

3. The increasing number of students enrolled in colleges and universities throughout the United States (see Table 1, page 23).

4. An increasing number of teacher candidates being prepared by our colleges and universities for a lessening school-age population (Riggs, 1976).

Undoubtedly, each of these reasons is contributing to shrinking the teacher job market. However, one frequently overlooked reason for difficult teacher placement is that of self-imposed restrictions placed by the teacher on himself (McGreal and Hughes, 1971).

SELF-IMPOSED RESTRICTIONS

Restrictions and limitations take the form of geographic, job-level, grade level, workload, teaching major and minor, or single-field subject area choice and any other self-imposed demographic and logistical factors. These are the major factors contributing to the contemporary idea that a severe oversupply of teachers exists today throughout the United States, as well as in Montana.

The fact that a certain number of applicants may apply for a position in a given school district in Montana creates what might appear

Table 1

Total Degree-Credit Enrollment in Four-Year Institutions of Higher Learning, United States 1968 to 1981

Year	Men	Women	Total Enrollment	Per cent increase previous year
1968	3,337,000	2,302,000	5,639,000	----
1969	3,509,000	2,447,000	5,956,000	5.62
1970	3,683,000	2,607,000	6,290,000	5.61
1971	3,714,000	2,677,000	6,391,000	1.61
1972	3,704,000	2,731,000	6,435,000	0.69
1973	3,825,000	2,903,000	6,728,000	4.55
1974	3,897,000	3,047,000	6,944,000	3.21
1975	3,968,000	3,193,000	7,161,000	3.13
1968-75				26.99
PROJECTED				
1976	4,039,000	3,321,000	7,360,000	2.78
1977	4,110,000	3,439,000	7,549,000	2.57
1978	4,181,000	3,538,000	7,719,000	2.25
1979	4,253,000	3,611,000	7,864,000	1.88
1980	4,324,000	3,670,000	7,994,000	1.65
1981	4,395,000	3,715,000	8,110,000	1.45
1976-81				10.19
1968-81				43.82

U. S. Department of Health, Education, and Welfare

as a severe oversupply of personnel for the position. This deos not necessarily mean that there are not additional unfilled positions available to these applicants in less personally desirable geographic or teaching regions.

Many reports of teacher supply and demand are based on indices set up by comparing new teachers employed with the number of teachers newly qualified to teach (N.E.A., 1973). This does not give information as to how many existing openings are left unfilled, or were filled by non-qualified personnel because fully qualified teachers simply did not apply.

It remains that there are still large numbers of poorly trained teachers in our schools today. These apparent surpluses may blind us to the fact that in several important subject areas, at specific grade levels and in special schools in certain geographical areas, critical teacher shortages still exist (School and Society, 1971).

Many of the "unemployed qualified teachers" are in this position only because they have not removed these limiting restrictions and not because there are no actual vacancies available. Many areas in the United States and Montana are still extremely short on qualified competent applicant teachers in all teaching areas. While the job market in the teaching profession has tightened considerably over the past years, teachers still enjoy an adequate supply of vacancies provided they are willing to do something to remove the self-imposed restrictions, many of

which, for one reason or another, feel they must operate under (Dropkin and Castiglione, 1969).

Some of these restrictions are impossible to overcome. However, future teachers should try to expand the geographical locations they feel are suitable for employment, expand the grade levels in which certification is held, consider all sizes of schools rather than just large or small schools, and be more flexible in teaching responsibilities. A large number of restrictions creates a virtually impossible situation for the potential teacher seeking a position.

In the days of relative teacher surpluses, it was probably true that many teachers accepted positions in districts where they found they did not fit (Olberg, 1973). Recently, it has become increasingly difficult for a graduate from an education program to secure employment in a town or geographic area of his choice. Most of the teaching opportunities today exist in geographical areas of high population density; areas abundant with acute teaching related problems. However, a need does exist in rural areas for those new teachers who are willing to accept positions in smaller communities. These individuals are in a much more favorable position to secure teaching employment. Students who have majored in one of the crowded subject areas will more than likely have to accept positions in any geographical areas where positions are available if they intend to teach at all (Learning, 1974).

As in previous years, geographic restrictions are most certainly

a factor in securing a teaching position (Steadman, 1974). Analysis of data from the follow-up of teacher education graduates from Montana State University reveals this quite clearly. Eighteen per cent of the teacher education graduates in the class of 1972 were restricted geographically, while 27 per cent were restricted geographically in 1974, and 14 per cent were restricted geographically in 1975. Fifty-four per cent of the teacher education graduates in the class of 1972 were restricted geographically and received no teaching contracts. In 1974 52 per cent were restricted geographically and received no teaching contracts, and in 1975, 37 per cent were restricted geographically and received no teaching contracts (Pierce, 1975).

CURRENT ENROLLMENT TRENDS

More than 45.4 million students were enrolled in full-time public elementary and secondary day schools in the United States in the fall of 1973. This represents a decrease of approximately 335,000, or 0.7 per cent, from the number enrolled in the fall of 1972. The decrease from the fall of 1971 to the fall of 1972 was 337,000 students, or 0.7 per cent. Full-time public school elementary and secondary enrollments continued to decrease to the fall of 1974. This decrease amounted to 408,805 students, a decrease rate of almost 1 per cent per year since 1971. While public school enrollments in the United States continued to increase until the fall of 1971, the amount of annual

increase had diminished from year to year. While enrollments in the United States in elementary programs were increasing from 26.2 million in 1964 to 27.2 million in 1972, overall population of children in the three-to-five years old age group was decreasing from 12.5 million in 1964 to 10.2 million in 1972 (Digest of Educational Statistics, 1975).

Table 2, page 28, shows the Montana public elementary and secondary enrollment amounts as well as the annual per cent of change from 1966 to 1975 and the projected enrollment numbers to 1980.

Dynamic changes have also occurred in public elementary and secondary school systems in the seven-year period from 1968 to 1974. At a time when the total public school enrollments in the United States had risen little more than 1 per cent, the number of teachers in this area increased by 12.5 per cent. This resulted in a substantial reduction in the pupil-teacher ratio, from 23.5 pupils per teacher in 1968 to 21.8 pupils per teacher in 1974. The growth in the number of young people in their late teens is reflected in a 15 per cent increase in high school graduates between 1969 and 1974 (Digest of Educational Statistics, 1975).

Pupil-teacher ratio statistics for Montana reflect a similar direction to that of the United States. Table 3, page 29, shows the actual pupil-teacher ratio from school year 1965-1966 to 1974-1975 and the per cent change from each previous academic year in Montana public schools. There has been a decrease in the pupil-teacher ratio in

Table 2

Montana Public School Enrollment 1965-66 Through 1974-75 and 1975-76 Through 1979-80 Projected

Year	Elementary (1 - 8)	High School (9 - 12)	Total (1 - 12)	Per cent Increase Over Previous Year
1965-66	114,931	47,431	162,362	-----
1966-67	114,959	48,600	163,559	+ .74
1967-68	116,484	50,055	166,539	+1.82
1968-69	115,773	51,486	167,259	+ .43
1969-70	116,260	52,299	168,559	+ .78
1970-71	115,964	53,333	169,297	+ .44
1971-72	114,328	53,695	168,023	- .62
1972-73	112,167	54,721	166,888	- .68
1973-74	109,379	56,007	165,386	- .90
1974-75	106,448	56,368	162,816	-1.55
1965-78				+0.28
PROJECTED				
1975-76	102,970	56,988	159,958	-1.76
1976-77	100,357	57,542	157,899	-1.29
1977-78	97,932	57,213	155,145	-1.74
1978-79	95,162	55,895	151,057	-2.63
1979-80	93,333	53,850	147,183	-2.56
1975-80				-7.99
1965-80				-9.35

Montana Schools Statistics, 1975.

Table 3

Montana Pupil-Teacher Ratio

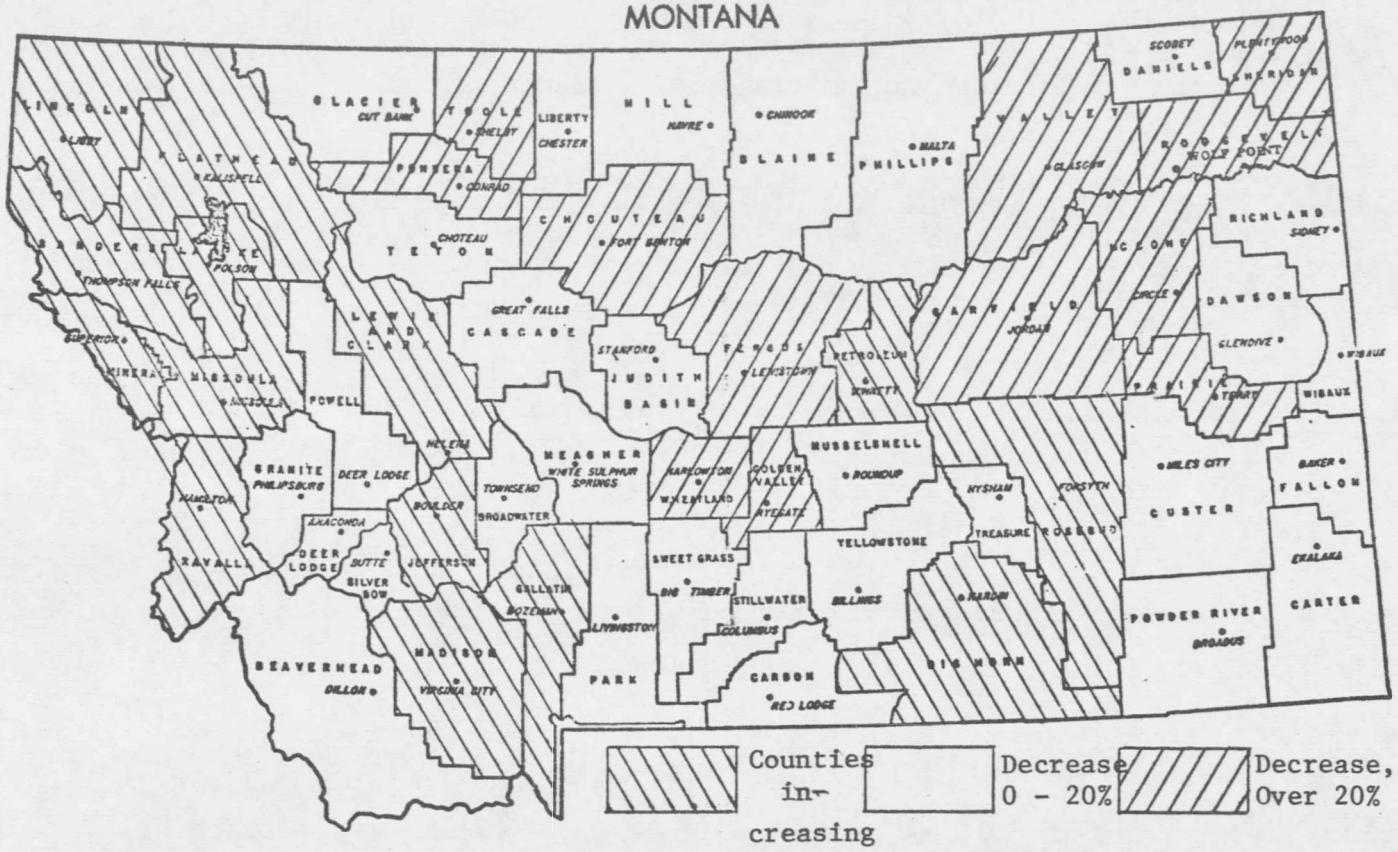
Academic Year	Ratio	Per cent Change from Previous Year
1965-66	15.26	-----
1966-67	14.83	-2.82
1967-68	14.60	-1.55
1968-69	14.32	-1.92
1969-70	13.84	-3.35
1970-71	13.88	+0.29
1971-72	13.40	-3.46
1972-73	13.20	-1.49
1973-74	12.66	-4.09
1974-75	11.84	-6.48
1965-78		-22.41

Montana Schools Statistics, 1975

Montana schools of more than 20 per cent during the past decade. However, the number of students in Montana's public elementary and secondary schools has been decreasing (refer to Map 1, page 31) and is projected to continue to do so until the 1980's (Montana School Statistics, 1975).

The oversupply of teachers on today's market can be largely attributed to the baby boom subsequent to World War II (Chambers, 1970). However, the birth rate in the United States began to decline in 1962, thereby providing fewer students in the early grades of elementary school for forthcoming years. Although the national birth rate leveled off in 1957, the substantial decline in actual population did not take place in the public schools until 1962. This means that there has been a decrease in enrollments in the first grades at the elementary level (Riggs, 1976). In addition to this, Riggs states that by 1982 the United States' school-aged population will be approximately one million less than it was in 1960 and about seven million less than it was in 1972. Public school enrollment is expected to decline throughout the 1970s and 1980s.

In the face of these decreasing enrollments, many school systems are spending less money and sometimes eliminating teaching positions from individual schools (N.E.A., 1971). The same N.E.A. report states that among 83 larger school systems in the United States, thirty-seven indicated that more than 90 per cent of the pupils are in systems whose financial conditions "are slowing, arresting, or revising recent trends



Map 1

Total School Enrollment
Percent Change, 1965-66 to 1974-75

toward improving school programs and staffing."

So, in the light of shrinking enrollments, it appears that few districts have taken the initiative to reduce student-teacher ratios. Few other districts have retrained and redistributed staffs to provide alternative programs and additional services to their students. Other districts have witnessed alert teacher organizations writing clauses into contracts thus preventing the release of any permanent teacher because of enrollment drops (Brodbelt, 1973).

EMPLOYMENT PROSPECTUS

America's teachers find themselves facing increasingly bleak employment prospects. A few years ago the country was in the midst of a severe teacher shortage. This has all changed, and the country is presently experiencing a teacher surplus of approximately 100,000 teachers per year (Wolf, 1973).

In 1973 a record of 337,619 new teachers qualified for certification, but only 197,000 additional positions were created during this time. For new graduates the position worsened by the competition from older teachers returning to work. In 1972 the proportion of new teachers finding positions immediately after graduation had fallen to 53 per cent from the 60 per cent the previous year had recorded (Wolf, 1973).

Havighurst (1973) says there is now an oversupply of certified

teachers, and this number will grow greater during the next ten years. According to Rafferty (1973), this oversupply of teachers will intensify and will have "perfectly splendid spin-offs." There was a concerted effort in 1967-1968 and in later years toward "public service" career preparation; things like VISTA, the Peace Corps, ecology, and welfare work were popular. This has switched many college graduates from careers in business and science to careers directly connected with teaching. There is no indication that this state of affairs is going to change much in the foreseeable future. Unique since the depression days of the past, administrators will be able to exercise more selectivity in hiring new teachers (Rafferty, 1973).

DISTRIBUTION PROBLEMS

New teachers ready for the 1971-1972 teaching year increased by 5 per cent at the elementary level over the 1970-1971 teaching year; at the secondary level an increase of 8.8 per cent was recorded, and in special education an increase of 16.1 per cent was noted for the same period. The major problem in the teacher supply and demand situation continues to be in the distribution among the major types of assignments rather than actual shortages in the total number prepared to enter teaching (Grant and Lind, 1974).

Some of the problems of the supply and demand for teachers on a national scale results from faulty distribution rather than an actual

numerical over-abundance of new teachers. The rapid increase of new teachers is helping remove shortages in those subject areas where shortages once did exist. This will produce crowded subject areas, because the supply is out-of-step with demand (Indiana State University, 1970).

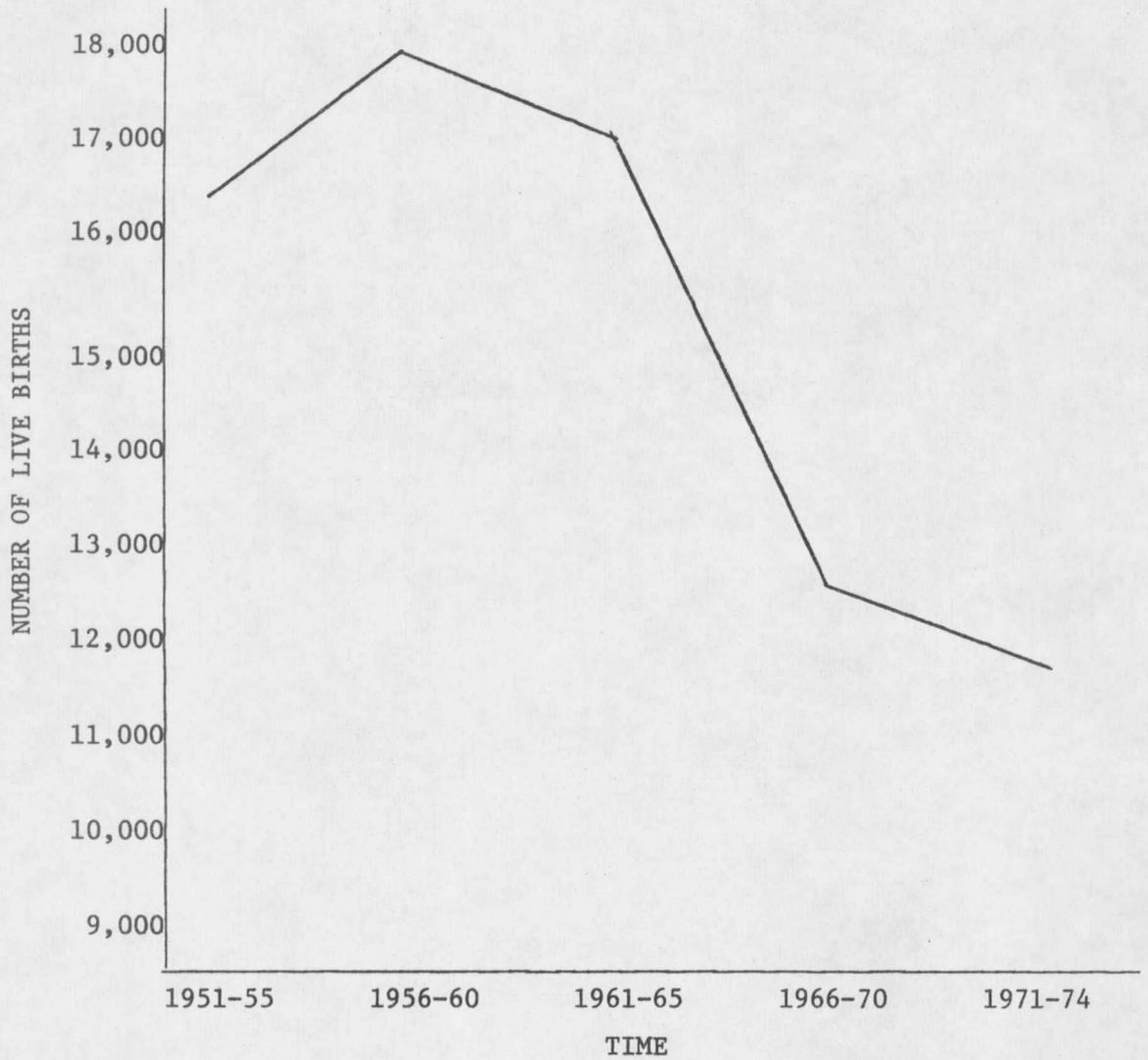
Education is considered to be the country's largest enterprise in terms of numbers of people involved and the dollars spent (Encyclopedia of Educational Evaluation, 1975). Thirty per cent of the nation's population is occupied by education. In 1974 in the United States, there were 58.6 million students, 2.3 million elementary and secondary teachers, 300,000 elementary and secondary school administrators, and some 600,000 college and university instructors (Digest of Educational Statistics, 1975).

However, the 58.6 million aggregate students in the nation represents the smallest enrollment in four years, but at the same time the most expensive, costing $108 billion to educate (Digest of Educational Statistics, 1975). The Digest reports that in 1974 kindergarten through eighth grade enrollments dropped by 2.1 per cent to 34.4 million while high school freshman through the senior class enrollments went up 1.5 per cent to 15.6 million students. The total cost of the nation's kindergarten through senior high school students rose to $62 billion, an increase of 11 per cent over 1973. The country is spending on the average of $1,360 per public school student for education.

College enrollment increased in 1974 by an amount of 100,000 students to 8.6 million. Total expenditures in this area were $40 billion (Digest of Educational Statistics, 1975).

The demand for teachers in a school system is a function of enrollment. Enrollment, in turn, is a function of population. The population of school-aged children varies. War-time baby booms, hard times, times of relative affluence all help to create waves in the population trends. These waves are not confined to those spans of time in which they first occur; they rebound, creating further population waves in subsequent years. The teaching life of a teacher normally extends through a number of these population fluctuations. These changes create more demand for teachers in some years than in other years (Gustafson, 1973).

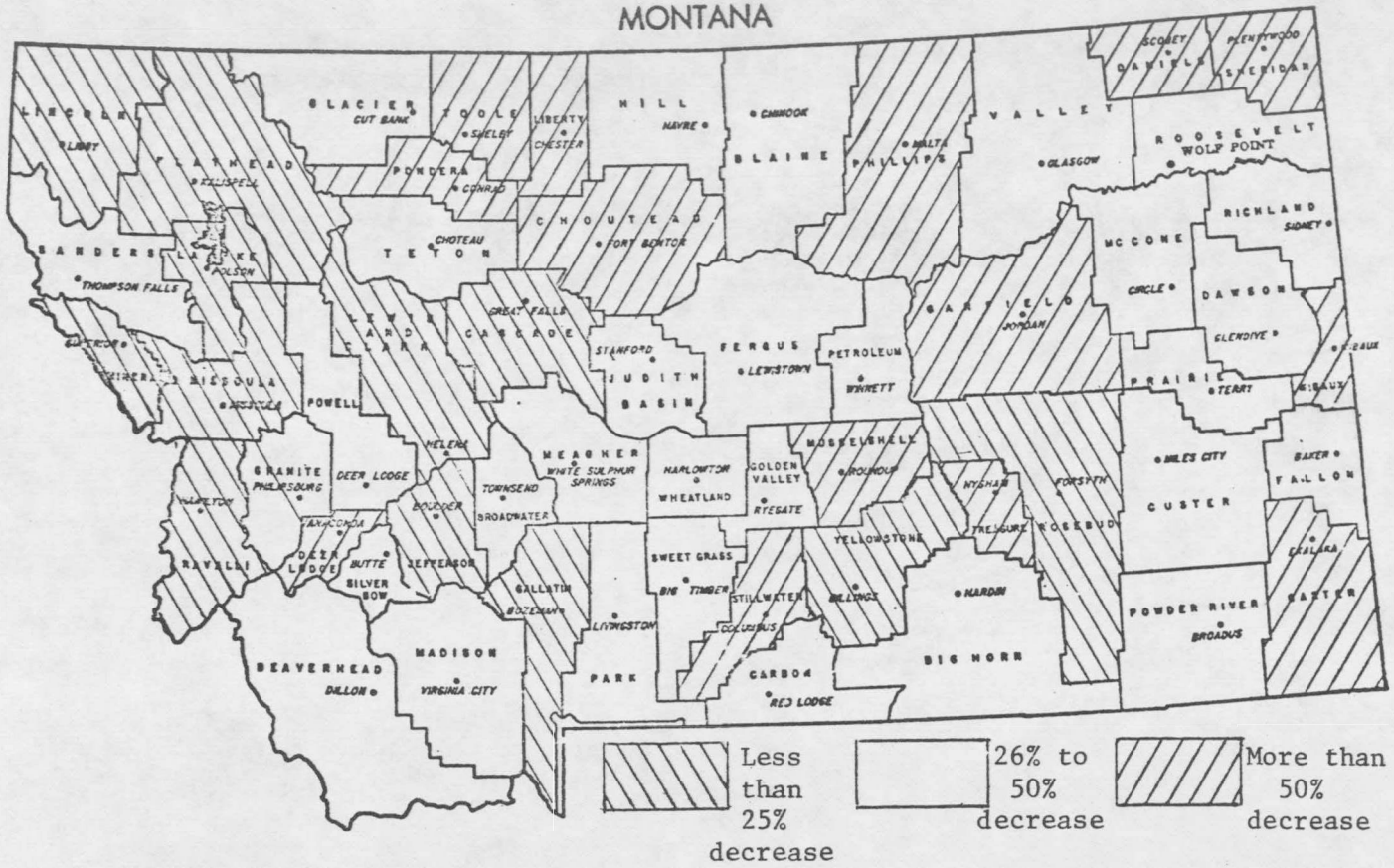
Montana school enrollments are also affected by growth rates. Growth rates are attributable to birth rates and migration (refer to Chart 1, page 36). As with other aspects of population change in Montana, large diversities exist among Montana's counties. Refer to Map 2, page 37. Chart 1 shows the number of live births registered in Montana since 1950 on through 1974. There was a maximum reach in live births recorded in the late 1950's followed by a sharp decline in the birth rate until the present. This lowering of the amounts of new students to be available for public school education in Montana will become more apparent as the end of this decade approaches. The summary



Montana Schools Statistics, 1975

Chart 1

Live Births Registered in Montana
1951-1974



Map 2

Summary of Live Births Percent
Change 1950 to 1973

of changes of live births registered in Montana by county count from 1950 through to 1973 are shown in Map 2, page 37. While Montana as a whole gained 2.9 per cent in population during the decade 1960-1970, only fifteen counties gained in population. Forty-one counties declined in population, fourteen counties registering a decline greater than 15 per cent (Gustafson, 1973).

SINGLE-FIELD MAJORS

School systems, in the face of the so-called teacher surplus, continue to point out that while applicants meet minimum state certification requirements they still do not meet the district's own standards. Positions may vary or be filled but not always with the specialty or qualifications the particular school district requires.

At present when a local educational agency reports its teacher "surplus" or "shortages," the report may not reflect whether the staffing pattern of that district is based on the actual needs of its students and community. The truth is that the gap is widening between what the educational needs are for a community and what these communities are willing to accept and support financially (Grant, 1973).

During the 1971 academic year, 49 per cent of the graduates in secondary teacher education from Montana State University were

placed in teaching positions. In 1972, 52 per cent were placed in secondary teaching positions; in 1973, 45 per cent were placed in secondary teaching positions; in 1974, 51 per cent were placed in secondary teaching positions; and in 1975, 52 per cent were placed in secondary teaching positions. There are many conditions influencing the fact that just over half of the graduating seniors in education teach their first year out of school. A tightening economy, family pressures, military obligations, vocational choices, and other additional influences are some contributing factors. However, it appears that subject matter restrictions greatly affect the number of teacher education graduates who actually teach (Steadman, 1974).

New candidates can enhance future employment prospects in the crowded fields by enlarging areas of subjects they are certified to teach by completing minor subject areas which are in relatively high demand. Larger districts like smaller districts are hesitant to hire new teachers who are narrow or single-field candidates (Steadman, 1974). A prospective teacher capable of handling multiple areas will, obviously, be a more "practical" investment than one who can teach in only one field. This is to say a new teacher endorsed to teach in only the earth science field will enrich his chances for finding employment if he branches out into the associated fields of biology and chemistry (Indiana State University, 1970). Other fields of

study experience the same problem. By expanding areas of competency certification, a prospective teacher increases his usefulness to an employer, thereby standing a better chance of finding a position (Steadman, 1974).

It appears hiring officials tend to be looking for combinations which involve more than one teaching area. Therefore, prospective teachers entering the teaching field are expected to be qualified in more than one specific field. Officials often clearly indicate that if graduates could not teach in more than one area their chances of being hired were very slim. The preference for a major and minor rather than a single-field major was expressed by hiring officials of large schools as well as the hiring officials for smaller schools (Pierce, 1975).

The argument most commonly advanced for a teacher to specialize in only one subject area at the secondary level is that additional courses taken will add greater depth and understanding to the subject matter, thereby better qualifying the teacher in his narrow area of specialty. However, it seems there are other aspects to consider. Recently the demand for additional teachers has sharply declined. Very nearly all schools in Montana and the United States have experienced a similar reduction in teacher hiring. And, of course, to accompany this decline in hiring has been the increase in the number

of teaching candidates graduating from colleges each year (Steadman, 1974).

It appears that teacher supply and demand are in a process of change. Employers are enjoying greater selectivity, while teacher candidates are faced with a shrinking market. A student might consider arming himself with a multi-field major-minor competency rather than only a single competency area. This is especially true if the teacher's field is in one of the more crowded areas (Indiana State University, 1970).

CURRENT DEMAND TRENDS

About 3.7 million full-time equivalent employees, both professional and non-professional, were serving elementary and secondary public schools in the United States in the fall of 1974 (Foster, 1974).

The 2,125,094 full-time public elementary and secondary school teachers in the United States in the fall of 1973 represented an increase of approximately 22,000, or 1.1 per cent, over the number of teachers in the fall of 1972. The fall of 1974 saw 2,131,000 public elementary and secondary school teachers in the United States. This represented an increase of approximately 6,000 teachers, or 3.3 per cent, over the fall of 1973. The drop in the increase in the number of teachers in the United States public elementary and secondary schools from the fall of 1972 to the fall of 1973, and the fall of 1974 to the

fall of 1975 was 16,000 teachers, a demand drop of almost 73 per cent (Digest of Educational Statistics, 1975).

From 1971 to 1974, the total number of classroom teachers increased markedly by 68,089, or 3.3 per cent. This is equivalent to an annual average rate of 0.8 per cent. From 1969 to 1971, the total number of teachers increased by 45,789, or 2.03 per cent. From the fall of 1973 to the fall of 1974, the total number of teachers in elementary and secondary public schools in the United States rose from 2,125,094 to 2,131,000, or an increase of 5,906 teachers, or only 0.28 per cent (Digest of Educational Statistics, 1975).

Probable reasons for the reduction in the rate of increase for these two periods of time are decrease in student enrollment, budgetary problems, and the fact that some districts have met their quota of teachers needed (Foster, 1974).

Statistics for the same periods of time in Montana's public schools show 8,639 elementary and secondary teachers in the fall of 1972. Refer to Table 4, page 43.

Montana's rate of teacher growth is ahead of that of the United States by approximately 2 per cent per year for the designated period of time (Educational Statistics, 1975).

The National Education Association reports of teacher over-supply result from the observation of: (1) an actual surplus of qualified applicants for available open positions, and (2) the outlook

that unless present trends change, the supply of qualified applicant teachers will also exceed the quality-based level of demand in the near future. Presently it is thought that if educational standards were upgraded to only an acceptable minimum, the teacher surplus would vanish. However, constant swelling of the supply of teachers will soon eliminate this shortage and a severe overage of qualified teachers will certainly result (N.E.A., 1973).

Table 4

Elementary and Secondary Public School Teachers for Selected Years - United States and Montana

School Year	Number Teachers -- United States	U.S. Per Cent Change	Number Teachers Montana	Montana Per Cent Change
1971-72	2,062,920	-----	8,532	-----
1972-73	2,086,000	+1.12	8,500	-0.38
1973-74	2,125,000	+1.87	8,639	+1.64
1974-75	2,131,000	+0.28	8,994	+4.11
1971-75		+3.30		+5.41

U. S. Department of Health, Education, and Welfare
Montana Schools Statistics, 1975

It appears the number of graduating college students with teaching credentials would be inadequate if the market included those positions which should be incorporated in the school program. Additional openings would include day-care services for the pre-school children, improving recreational and educational experiences for people

Table 5

Montana Full-time Public School Professional Personnel
1964-65 Through 1974-75

School Year	Number Teachers	Per cent Increase	Other*	Per cent Increase	Total	Per cent Increase
1964-65	7,438	-----	322	----	7,660	-----
1965-66	7,530	+1.24	365	+13.35	7,895	+3.07
1966-67	7,751	+2.93	374	+2.47	8,125	+2.91
1967-68	7,976	+2.90	450	+20.32	8,426	+3.70
1968-69	8,084	+1.35	519	+15.33	8,603	+2.10
1969-70	8,402	+3.93	515	- 0.77	8,917	+3.65
1970-71	8,356	-0.55	683	+32.62	9,039	+1.37
1971-72	8,532	+2.11	541	-20.79	9,073	+0.38
1972-73	8,500	-0.38	637	+17.74	9,137	+0.71
1973-74	8,639	+1.64	718	+12.72	9,357	+2.41
1974-75	8,994	+4.11	718	0.00	9.712	+3.79
1964-75		+17.30		+122.98		+26.79

*Includes librarians, guidance counselors, instructional supervisory, and administrative assistants

Montana Schools Statistics, 1975

in all age groups and provide help to those individuals that suffer physical, mental, and emotional handicaps (Instructor, 1971).

In addition to currently employed staff, the present supply of teachers consists of former teachers who have interrupted their careers, college graduates just entering the field, graduates who have remained in college to obtain additional specialization and training before starting teaching, former teachers returning to the classroom from educational supervisory positions, and those embarking on a second career (N.E.A., 1969).

Unless there is a considerable change in the emphasis given to teacher education, it appears likely that this number of teaching candidates will continue to grow in proportion to the number of college graduates. The yearly supply of qualified graduates available for teaching positions was between 65,000 and 90,000 in the 1950's, increased to 198,000 in the 1960's, and reached over 195,000 in 1971 (Educational Statistics, 1975). The supply of qualified teachers was 266,000 in 1975 (Educational Statistics, 1975). This number is expected to increase to 308,000 by 1979 (Projections of Educational Statistics, 1972).

The demand for beginning and re-entering teachers for replacement and enrollment changes is the actual demand for teachers for any given year. The distribution of this actual demand among subject areas is estimated by applying the distribution of the numbers of new teachers reported to have been employed the preceding year. As a result, the

major source of demand for new teachers during this decade will not be increased enrollment due to the decline in the birth rate, but rather improvements in staffing quality and those teachers required to affect normal teacher turnover (N.E.A., 1970).

UPGRADE INSTRUCTION

Morrison (1972) says:

> Because critical and urgent needs exist in education now, it is imperative that school boards make better use of the present abundant supply of qualified teachers--the greatest supply in the past two decades--to vastly improve the quality of education for all our students.

Some sources have reported a shortage of teachers in some subject areas and an adequate supply in other academic areas. Other sources report a general continuation of teacher shortage and that a definite shortage certainly would exist if educational standards were brought up to a minimum quality of staffing (N.E.A., 1970).

In recent years, the National Education Association has reported on the educational attainment of members of the teaching profession in a series of studies entitled "Status of the American Public School Teacher." These reports indicate that a teacher without a bachelor's degree is becoming a rarity. The percentage of elementary school teachers not holding a bachelor's degree declined from 34 per cent in 1956 to only 4.6 per cent in 1971. The decrease for secondary teachers during the same period was from 3 per cent down to 1.1 per cent. These

data, along with recent declines in the number of pupils per teacher and with increases in teachers' salaries from an annual mean in the United States in 1969 of $8,840 to an annual mean of $11,185 in 1974, and in Montana from $8,100 to $9,772 for the same periods, are hopeful indicators of a general upgrading of the teaching profession (Department of Health, Education, and Welfare, 1975). Today's school-age children are slated to be the beneficiaries of these encouraging developments (N.E.A., 1974).

Upgrading of our schools through smaller classes and special education projects could consume the overage of teachers on today's market. While the increase of the number of new teaching positions in 1974 had dropped in 19,000 (Department of Health, Education, and Welfare, 1975), the lowest in twenty years, the graduating new teachers coming out of college more than tripled (Department of Health, Education, and Welfare, 1975). This means that there are more new teachers coming out of college than ever before in history. It is claimed that if the minimum quality standards were met in educational staffing, the apparent surplus would revert back to the more familiar shortage (Morrison, 1972). According to Morrison (1972), an immediate attainment of minimum standards of quality would result in a shortage of over 500,000 teachers.

ADMINISTRATIVE CRITERIA

In a study by Dropkin and Castigione (1969), it was shown that what is deemed important in teacher credentials among school administrators does not occur randomly among institutions but systematically as conditions in the schools vary. Items varying in usefulness include existing differences between priorities in small and large school districts. The study also linked teacher recruitment difficulties with certain priorities and the factors influencing the choices of items considered important for recruitment.

Noteworthy among these items was that of the relative size of the school involved. There was a relationship between school size and teacher credentials among recruiters. It was also shown that there existed relationships between the usefulness of the credentialed items and the relative difficulty of recruitment (Dropkin and Castigione, 1969). The study also pointed out that while potential employers place heavy emphasis on past behavior in the classroom as the best predictor of future performance, they also regard very useful the course content of college curriculums perspective teachers have completed. These items deal with specific courses taken by the candidate along with the grades received for the course work. In other words, prospective employers seem to place greatest reliance on the most recent evaluation of a candidate's teaching behavior. This researcher feels there is little doubt that the above applies at this later date. These criteria seem to be

unaffected by the size of the student body (obviously directly related to the school district size) in the hiring school district.

This is not to say that two potential employers view a candidate's transcript in the exact same manner. It is possible that hiring officials might be looking for specific courses on a transcript and each place different importance on those courses taken by the candidate. It is possible that difficulty experienced by personnel in obtaining a position may be due largely to a specific level of acceptability, rather than the actual kind of information they possess (Brodbelt, 1973).

APPLICANT TEACHER EXPERIENCE

Often, in a move to economize, many school districts have hired the least expensive teachers--those teachers just out of college with no previous teaching experience and minimum professional preparation (Brodbelt, 1973).

Faced with rising costs and the necessity of employing a large staff, many school boards try to hold down operating expenses by hiring only teachers with either a limited number of years of teaching experience or no experience at all. According to Griener (1967), this two-beginners-for-the-price-of-one-veteran approach to staffing is unwise and, if maintained, eventually results in seriously handicapping the students who attended such schools.

Implicit in the design of any salary schedule is the principle that experience and education both help to produce more effective

teachers. A salary schedule's purpose is defeated when the more experienced teachers, the teachers with experience and advanced education and professional preparation, are turned away in favor of the "cheaper" teachers, those who lack the very qualities the bargaining parties designated for reward (Keeler, 1973).

For many years we have blamed insufficiencies in the schools on the teacher shortage (Brodbelt, 1973). If there are now enough teachers to demand qualification of all, and even to raise standards, then how can schools be improved if districts refuse to pay for the higher standards?

By comparing experienced with non-experienced teachers, Adams (1970) reports prior teaching experience seems to be neither an asset or a liability as a factor in the selection of classroom teachers. However, other recent studies have found significant differences do exist between student achievement and teacher experience (Keeler, 1973). Schools with high achieving students tend to have a more experienced staff. One view of this relationship is that more experienced teachers raise student achievement by better reading, thereby increasing the general level of achievement throughout the entire school (Keeler, 1973).

It appears that teaching experience does help the teacher achieve mastery of his discipline and enable him to discover effective unique techniques of material presentation. On the other hand, it would be easy to list arguments against a school system that subscribed

to hiring only veteran teachers. The best staff appears to be a balanced one consisting of both veteran and novice teachers (Keeler, 1973).

ADVANCED DEGREE PREPARATION

Public school teachers held higher degrees in the year ending 1971; more bachelor's, master's, and doctorate degrees were awarded to education graduates then than in any previous yearly period. More than 95 per cent of all public school elementary and secondary teachers in the United States held a bachelor's degree (Educational Statistics, 1975). The total number of baccalaureate and graduate degrees granted in 1970-1971 exceeded 1.1 million, there being 840,000 bachelor, 231,000 master, and 32,000 doctorate degrees granted. The number of college degrees granted in the United States in education totaled approximately 117,000. There were 93,981 bachelor degrees, 22,492 master degrees, and 431 doctorate degrees awarded in education in 1970-1971 (Educational Statistics, 1975).

As a comparison, the number of bachelor degrees conferred in 1971 more than doubled the number awarded in 1961. The increase in master's degrees over the same ten-year period was almost threefold, while the number of doctorate degrees more than tripled (Digest of Educational Statistics, 1975). These increases reflect not only a very substantial rise in college-age population during the past decade, but also rapid growth in the proportion of young people who complete four

or more years of college work. These recent upward trends in the percentage of teachers with bachelor, master, and doctorate degrees along with recent declines in the number of students assigned per teacher may signal an upward trend in the quality of education available to our young people (Grant, 1974).

Ironically, local school districts in Montana are turning down bond issues in unprecedented numbers (Montana School Statistics, 1975). Some say this is because money is tight. The present financial crisis in education may indicate a lack of confidence in the school today (Corrigan, 1974).

Today we are beginning to see clearly how the public really views education. If the above is true, teachers will hesitate about returning to college, at least until they attain tenure (Grant, 1973). Tenure itself may become less secure. Salary schedules may drop. Competent people may drift away from the teaching profession, a condition neither Montana or any other state can hardly withstand.

The next trend in education may be that teachers will refuse to work for advanced degrees, for to do so might price them out of a job. According to Corrigan (1974), a recent statement in Today's Education quoted an administrator who admitted that a large portion of positions were filled with minimum credentialed teachers because it helped "keep the budget down." And although the teacher shortage is supposedly over, emergency certificates are still being honored in some areas (Corrigan, 1974).

McNeil (1974) mentions tests conducted of teachers to measure ability to bring about specified changes in learners. In these tests, the performance of advanced certified teachers was compared with the performance of minimum credentialed teachers. The results of these studies substantiate the traditional belief that teachers who have more advanced credentials are more effective in the classroom than those teachers with minimum teaching preparation.

Brodbelt (1973) felt that perhaps it is time to upgrade the certification standards of all teachers to a fifth-year minimum level of preparation.

SUMMARY

Only until recently has the seller's market for teachers, which has existed for the last three decades, been supplanted by a condition of adequate supply of teachers and even an oversupply in some teaching areas. Heretofore, it was frequently required by administrators to seek teachers for their school systems in localities distant from the hiring school districts. A buyer's market now exists, and the competition is keen among candidates in many teaching fields.

While the requirements to be met by future teachers will vary from district to district and from school to school, some regulations seem to be prevalent in the hiring of new teaching personnel in school districts. Recent studies point out that almost 75 per cent of the

hiring schools prefer employing teachers with other than one competency or single-field area. Those teachers with a major in one area and a minor in another area are to be preferred over a single-field competency according to a recent survey made by Montana State University.

In the same light, the quest for those teachers with master's degrees is not as rigorous as one might be led to believe. Research shows only about 25 per cent of superintendents questioned deemed the master's degree as important as a hiring criterion. However, 80 per cent of those superintendents questioned felt the master's degree should be earned by the end of the tenth year of teaching.

From research reviews, it was further shown that those teachers with limited areas of certification have a better chance of obtaining employment in larger systems, while the size of the system had no direct relation to the hiring of personnel holding the master's degree.

It should be obvious from the above that hiring officials desire to hire teachers with more than one teaching competency. A strong preference exists to be able to recruit teachers who will be able to legally teach in more than one subject area. Employment of these teachers allows considerably more scheduling flexibility in schools.

Self-imposed restrictions placed by prospective teachers regarding the geographical location of secondary schools with available teaching positions are to be considered one of the most common forms of limiting employment opportunities. Additional demographic self-imposed

restrictions frequently encountered among job seeking secondary teachers include specific socio-economic area preferences and specific ethnic group preferences.

Other restrictions greatly lessening possibilities for employment include logistical factors such as specific grade level teaching assignments, particular salary requirements, the number of students a teacher is willing to have in class, and the teacher's willingness to share in assigned extracurricula duties.

Chapter 3

METHODS AND PROCEDURES

The statement of the problem was as follows: To determine if significant differences existed in hiring preferences between Class I, II, or III district superintendents of schools in Montana toward secondary teachers seeking employment at the secondary level in Montana public schools between multi-field endorsed secondary teachers and secondary teachers with only the single-field endorsement.

The study further attempted to determine if significant differences existed between Class I, II, or III Montana district superintendents of schools in hiring preferences for certified secondary teachers with varying numbers of years of classroom teaching experience. In addition, the study attempted to discover if significant differences existed among the aforementioned superintendents of Montana secondary school districts in their hiring preferences for those secondary teachers holding the bachelor's degree, the fifth-year endorsement, the master's degree, or the doctorate degree level of professional preparation.

The study additionally attempted to determine if significant differences existed between Class I, II, or III district superintendents of schools in Montana concerning the importance of the possession by applicant secondary teachers of advanced college degrees or the importance of previous numbers of years of classroom teaching experience

applicant secondary teachers may possess.

Additionally, the study investigated to find if significant differences existed between Montana district superintendents of schools with various numbers of years of superintendency experience and their preferences noted for single-field or for multi-field major-minor endorsements. These same experience groups of district superintendents of schools were tested for significant differences in preferences for applicant secondary teachers having various numbers of years of classroom teaching experience. These same experience groups of district superintendents of schools were tested for significant differences in preferences for applicant secondary teachers having the bachelor's degree, or the master's degree, or the fifth-year endorsement, or the doctorate degree level of professional preparation.

The study further identified those secondary teaching single-field or multi-field major-minor areas presently most advantageous for an applicant secondary teacher to possess as perceived by Class I, II, or III Montana district superintendents and the placement officials from five Montana colleges and universities and the Montana Security Employment Service.

The study also determined if significant differences existed in the manner Montana college and university placement officials, the Montana Security Employment Service placement officials, and Montana district superintendents of schools of Class I, II, or III size

districts viewed secondary teacher employment prospectus dealing with the three areas under consideration in this study. These areas are the single-field or multi-field endorsement, or the number of years of classroom teaching experience, or the level of professional preparation indicated by applicant secondary teachers.

Hiring practices and preferences of school boards are more likely reflected by the local school administrator or placed directly in the hands of the superintendent of schools for the district. The latter case undoubtedly represents the more common approach to teacher hiring practices in Montana. Applicant teachers are screened by the hiring official as to apparent subject competency, desirability, and maximum utilization prospects. It is in this last category that the hiring official exercises his options when making the final choice of a particular applicant for an unfilled position in his district.

POPULATION DESCRIPTION AND SAMPLING TECHNIQUES

This study sampled each district superintendent of schools from every high school district within Montana. These superintendents of schools were sent an instrument by mail allowing them to express their opinions pertaining to the subjects of this study. This provided the necessary data from these sources and permitted testing of the proposed statistical hypotheses in light of these data.

The study also obtained employment information by use of an

instrument from placement officials of five Montana colleges and universities engaged in teacher training programs. These institutions were: Montana State University, Bozeman; University of Montana, Missoula; Eastern Montana College, Billings; Western Montana College, Dillon; and Northern Montana College, Havre. The Teacher Placement Division of the Montana Security Employment Service, Helena, was also contacted for information pertinent to this study.

DEFINITION OF CATEGORIES

Categories included in this study were the hiring preferences of superintendents from Class I, II, or III secondary school districts within Montana as defined under Section 75-6503, Revised Codes of Montana, 1971. Each secondary district shall be a Class I district if it has a population of six thousand five hundred or more; each district shall be a Class II district if it has a population of one thousand or more but less than six thousand five hundred; or each district shall be a Class III district if it has a population of less than one thousand. Provisions were made to include the hiring preferences of Montana district superintendents of schools having various amounts of superintendency experience. These amounts of superintendency experience include: one to three years, four to six years, or seven or more years of superintendency experience.

Categories for applicant secondary teachers included: single-

field endorsed secondary teachers and multi-field major-minor endorsed secondary teachers.

Provisions were made for different levels of classroom teaching experience. Included in these levels were those applicant secondary teachers with zero years previous classroom teaching experience up to and including two years classroom teaching experience, having three years classroom teaching experience up to and including five years classroom teaching experience, or with six years or more classroom teaching experience.

Provisions were also made to include applicant secondary teachers having various levels of professional preparation. These levels included: the bachelor's degree, the fifth-year endorsement, the master's degree, or the doctorate degree in the chosen secondary teaching field.

Provisions were made for noting the relative difficulty five Montana college and university placement officials and the Montana Security Employment Service felt existed for applicant secondary teachers possessing the aforementioned single-field or multi-field subject endorsements, having the aforementioned levels of professional preparation, or having the aforementioned numbers of years classroom teaching experience.

METHOD OF COLLECTING DATA

Data was collected by the use of two opinionnaires. These instruments furnished data subsequently used to determine hiring preferences of Montana Class I, II, or III secondary school district superintendents pertaining to differences between applicant secondary teachers with a single-field teaching competency and those applicant secondary teachers with a multi-field major-minor teaching competency. Appendix B, pages 174-177, contains a sample of this instrument. This opinionnaire also supplied data as to hiring preferences of the three different classes of Montana district superintendents of schools concerning categories of applicant secondary teacher classroom experience and selected applicant secondary teacher professional preparational levels.

The opinionnaire furnished data concerning the importance of the possession of advanced college degrees and the importance of previous classroom teaching experience claimed by applicant secondary teachers as noted by Class I, II or III Montana district superintendents of schools.

This same opinionnaire also furnished data about Montana district superintendents of schools as to the number of years of superintendency experience each district superintendent had accrued to the time of responding to the instrument. The information was subsequently used to determine if significant differences existed among Montana district

superintendents with one to three years superintendency experience, with four to six years superintendency experience, or with seven or more years superintendency experience and those applicant secondary teachers with single-field or multi-field endorsements, between the categories of selected number of years of classroom teaching experience, or between the selected levels of professional preparation.

A second opinionnaire, a sample of which appears as Appendix E, pages 180-181, was used to record data supplied by the placement officials of five teacher training colleges and universities within Montana and the Montana Security Employment Service as to relevant difficulty these sources have experienced when attempting to place applicant secondary teachers in Montana's secondary schools regarding single-field or multi-field endorsements, the number of years of classroom teaching experience claimed by applicant teachers, or the specified levels of professional preparation earned by these applicant teachers that are under study by this researcher.

These opinionnaires were composed of questions and statements of a specific nature requiring the inclusion of the district superintendent's opinions and data usually on file at each district secondary school. The same can be said for the instrument sent to placement officials in the five selected Montana colleges and universities and the Montana Security Employment Service.

There were no special unique techniques required to respond to

the items on either instrument. Directions on how to respond were of a general nature and were supplied with each instrument.

RESPONSE SCALE

A four-point scale was used to measure preferential responses of each district superintendent of schools within the three size classifications of Montana's high school districts as well as the categories of district superintendent of schools' superintendency experience under consideration in this study.

There are a number of techniques commonly used to assess attitudes or opinions. Few of these techniques can be used with much confidence if the goal is exact assessment of the attitudes of a particular person. However, if the measurements are carefully made, groups can be assessed with relative accuracy (Selltiz, 1959).

In an effort to devise procedures that would make it possible to place individuals on a scale with least likelihood of error, carefully worded statements were constructed by the researcher. Here each individual district superintendent expressed his agreement or disagreement with a number of statements relative to his opinion concerning the various subjects of this study. On the basis of these responses, each district class size and district superintendent of schools experience category was assigned a frequency score for each of the problem areas under study by this researcher.

The rating scale used by the researcher was a set of opinion

items, all of which were considered of approximate equal "attitudinal value." The district superintendents responded to each of the items with various degrees of agreement or disagreement (intensity judgment). The frequency of the responses for each of the items for each of the three district class sizes was then taken as the individual district superintendent's preference frequency score for any item. The purpose of the four-point rating scale was to firmly place each superintendent on an agreement-disagreement continuum for the preference area in question.

The opinionnaire used to gather data from selected placement officials from five Montana colleges and universities presently engaged in teacher preparation and the Montana Security Employment Service consisted of items similar to those used in the instrument recording responses of the district superintendents of schools employed in this study. The data obtained from this instrument was more factual in nature rather than opinion oriented.

In order to identify significant differences between Class I, II, or III Montana district superintendents of schools and the placement officials involved in this study, the four response categories used in the district superintendents' instrument were combined into two categories. This was accomplished by adding "Strongly Agree" response frequencies to "Agree" response frequencies and adding "Strongly Disagree" response frequencies to "Disagree" response frequencies. This process gave two composite "Agree" or "Disagree" categories of

preference rankings. Because placement officials are not directly involved with the actual hiring of district teaching personnel, the resulting agree or disagree rankings were felt to be justified, thereby placing district superintendents of schools and placement officials on the same "hiring plane" for comparison in this study.

Placement officials' responses were grouped together to ascertain those single-field and multi-field major-minor teaching subjects as being least or most difficult in which to place applicant secondary teachers in Montana public schools.

CONTENT VALIDITY

The content validity of a test should not vary from one school setting to another. To evaluate the opinionnaire's validity for an individual hiring superintendent, one must judge whether the opinionnaire assesses aspects of hiring preferences relevant to individual preferences and school district needs and requirements concerned with the problems of this study.

To assess validity for individual respondents, it was necessary to study the opinionnaire's content items and local superintendent's preferences for secondary teachers.

To assure content validity of the opinionnaire distributed to district superintendents of schools throughout Montana, the researcher presented the instrument to a summer workshop group of Montana school administrators held at Montana State University. A number of Montana

district superintendents of schools representing each district class size in Montana participated in this evaluation. The group of administrators was asked to respond to the instrument as if they had received the opinionnaire in their mail. The researcher requested each superintendent of the group his comments on each opinionnaire item as to clarity and relevance and to respond overall to the instrument as to its intent and to suggest improvements which would add to the effectiveness of the instrument.

Suggestions from the group of administrators were carefully noted and considered. A revised opinionnaire was then constructed in light of these suggestions and recommendations. It was this revised edition of the opinionnaire that was sent to each district superintendent of schools in Montana.

The opinionnaire distributed to placement officials selected for this study was comprised of items entirely factual and therefore less opinionated than that sent to the district superintendents. For this reason, it was felt no validity check was necessary. There were no attitudinal measurements made or required of these placement officials.

Additionally, the researcher sought the advice and expertise of university staff members and graduate students at Montana State University from whom it was felt helpful suggestions relative to this study may have been obtained.

At the present time most measures of attitudes are based on self-report. From what evidence there is concerning the validity of

different approaches to the measurement of attitudes, it is concluded that self-report offers the most valid approach currently available to attitude assessment (Nunally, 1967).

Self-report measures of attitudes are limited essentially to what the individual recognizes about his attitudes and is willing to relate. Therefore, to the extent to which anonymity of responses was assured, the self-report measures of attitudes logically should not have been strongly influenced by a lack of frankness on the part of the Montana district superintendents of schools.

METHOD OF ORGANIZING DATA

The method used to organize the data obtained from the responses to the opinionnaires sent to the district superintendents of schools throughout Montana and the selected placement officials was that of tables.

These tables provided a matrix for the recording of the frequency of attitudinal responses for each class size secondary school district and number of years of superintendency experience for those superintendents of schools completing and returning the opinionnaire. Preferences for professional preparation of prospective applicant secondary teachers, preferences for single-field or multi-field endorsed secondary teachers, and preferences for those secondary teachers having varying amounts of classroom teaching experience were made possible by a statistical analysis of these data.

Matrix tables were also used to organize data input from the five Montana teacher training institutions and the Montana Security Employment Service. Provisions were made to permit these officials to note the relative difficulty encountered in attempting to place applicant secondary teachers in Montana's public secondary schools with a single-field or multi-field endorsement, with varying levels of professional preparation, or with varying amounts of previous classroom teaching experience.

Lists were formulated from data input by those responding district superintendents of schools and placement officials as to single-field secondary subject areas deemed to be most difficult in which to obtain qualified secondary teaching personnel. A list was also formulated from data input by these respondents as to single-field subject areas deemed by the various secondary school district superintendents and placement officials as being least difficult to obtain qualified teaching personnel.

It was also recorded from the data gathered from these two sources which multi-field major-minor teaching secondary areas would be most beneficial for an applicant secondary teacher to possess if presently seeking a teaching position in Montana's public schools.

STATISTICAL HYPOTHESES

The following statistical hypotheses were tested by this study.

Hypothesis 1. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward secondary applicant teachers endorsed in only a single-field teaching area.

Alternate Hypothesis 1. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers endorsed in only a single-field teaching area.

Hypothesis 2. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers endorsed in a multi-field major-minor area.

Alternate Hypothesis 2. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers endorsed in a multi-field major-minor area.

Hypothesis 3. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school

districts toward applicant secondary teachers having the bachelor degree level of professional preparation.

Alternate Hypothesis 3. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having the bachelor degree level of professional preparation.

Hypothesis 4. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having the fifth-year endorsement level of professional preparation.

Alternate Hypothesis 4. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having the fifth-year endorsement level of professional preparation.

Hypothesis 5. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having the master degree level of professional preparation.

Alternate Hypothesis 5. There was a significant difference at

the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having the master degree level of professional preparation.

Hypothesis 6. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having the doctorate degree level of professional preparation.

Alternate Hypothesis 6. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having the doctorate degree level of professional preparation.

Hypothesis 7. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having from zero to two years previous classroom teaching experience.

Alternate Hypothesis 7. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having from zero

to two years previous classroom teaching experience.

Hypothesis 8. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having from three to five years previous classroom teaching experience.

Alternate Hypothesis 8. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having from three to five years previous classroom teaching experience.

Hypothesis 9. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having six or more years previous classroom teaching experience.

Alternate Hypothesis 9. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having six or more years previous classroom teaching experience.

Hypothesis 10. There was no significant difference at the .05 level of significance between the preference of Montana district

superintendents of schools of Class I, II, or III secondary school districts in placing importance on the earning of advanced college degrees to provide professional growth for secondary teachers.

Alternate Hypothesis 10. There was a significant difference at the .05 level of significance between the preference of Montana district superintendents of schools of Class I, II, or III secondary school districts in placing importance on the earning of advanced college degrees to provide professional growth for secondary teachers.

Hypothesis 11. There was no significant difference at the .05 level of significance between the preference of Montana district superintendents of schools of Class I, II, or III secondary school districts in placing little importance on the earning of advanced college degrees to provide professional growth for secondary teachers.

Alternate Hypothesis 11. There was a significant difference at the .05 level of significance between the preference of Montana district superintendents of schools of Class I, II, or III secondary school districts in placing little importance on the earning of advanced college degrees to provide professional growth for secondary teachers.

Hypothesis 12. There was no significant difference at the .05 level of significance between the preference of Montana district superintendents of schools of Class I, II, or III secondary school districts in placing importance on previous classroom teaching experience when considering applicant secondary teachers for positions in their school districts.

Alternate Hypothesis 12. There was a significant difference at the .05 level of significance between the preferences of Montana district superintendents of schools of Class I, II, or III secondary school districts in placing importance on previous classroom teaching experience when considering applicant secondary teachers for positions in their school districts.

Hypothesis 13. There was no significant difference at the .05 level of significance between the preference of Montana district superintendents of schools of Class I, II, or III secondary school districts in placing little importance on previous classroom teaching experience when considering applicant secondary teachers for positions in their school districts.

Alternate Hypothesis 13. There was a significant difference at the .05 level of significance between the preference of Montana district superintendents of schools of Class I, II, or III secondary school districts in placing little importance on previous classroom teaching experience when considering applicant secondary teachers for positions in their school districts.

Hypothesis 14. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years of superintendency experience, or with four to six years of superintendency experience, or with seven or more years of superintendency experience and applicant

secondary teachers endorsed in only a single-field teaching area.

Alternate Hypothesis 14. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years of superintendency experience and applicant secondary teachers endorsed in only a single-field teaching area.

Hypothesis 15. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years of superintendency experience and applicant secondary teachers endorsed in a multi-field major-minor teaching area.

Alternate Hypothesis 15. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience and applicant secondary teachers endorsed in a multi-field major-minor teaching area.

Hypothesis 16. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency

experience, or with four to six years superintendency experience, or with seven or more years superintendency experience and applicant secondary teachers having professional preparation at the bachelor degree level.

Alternate Hypothesis 16. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or four to six years superintendency experience, or with seven or more years superintendency experience and applicant secondary teachers having professional preparation at the bachelor degree level.

Hypothesis 17. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years of superintendency experience and applicant secondary teachers having professional preparation at the fifth-year endorsement level.

Alternate Hypothesis 17. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or four to six years superintendency experience, or with seven or more years superintendency experience and applicant

secondary teachers having professional preparation at the fifth-year endorsement level.

Hypothesis 18. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years of superintendency experience and applicant secondary teachers having professional preparation at the master degree level.

Alternate Hypothesis 18. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years of superintendency experience and applicant secondary teachers having professional preparation at the master degree level.

Hypothesis 19. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience and applicant secondary teachers having professional preparation at the doctorate degree level.

Alternate Hypothesis 19. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years of superintendency experience and applicant secondary teachers having professional preparation at the doctorate degree level.

Hypothesis 20. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience and applicant secondary teachers having zero to two years previous classroom teaching experience.

Alternate Hypothesis 20. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years of superintendency experience and applicant secondary teachers having zero to two years previous classroom teaching experience.

Hypothesis 21. There was no significant difference at the .05 level of significance between the hiring preference of Montana district

superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience and applicant secondary teachers having from three to five years previous classroom teaching experience.

Alternate Hypothesis 21. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience and applicant secondary teachers having from three to five years previous classroom teaching experience.

Hypothesis 22. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience and applicant secondary teachers having six or more years previous classroom teaching experience.

Alternate Hypothesis 22. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience,

or with seven or more years superintendency experience and applicant secondary teachers having six or more years previous classroom teaching experience.

Hypothesis 23. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience in placing importance on the earning of advanced college degrees to provide professional growth for secondary teachers.

Alternate Hypothesis 23. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience in placing importance on the earning of advanced college degrees to provide professional growth for secondary teachers.

Hypothesis 24. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience in placing little importance on the earning of advanced college degrees to provide

professional growth for secondary teachers.

Alternate Hypothesis 24. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience in placing little importance on the earning of advanced college degrees to provide professional growth for secondary teachers.

Hypothesis 25. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience in placing importance on previous classroom teaching experience when considering applicant secondary teachers for positions in their school districts.

Alternate Hypothesis 25. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience in placing importance on previous classroom teaching experience when considering applicant secondary teachers for positions in their school districts.

Hypothesis 26. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience in placing little importance on previous classroom teaching experience when considering applicant secondary teachers for positions in their school districts.

Alternate Hypothesis 26. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience in placing little importance on previous classroom teaching experience when considering applicant secondary teachers for positions in their school districts.

Hypothesis 27. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with a single-field endorsement in Montana public schools.

Alternate Hypothesis 27. There was a significant difference

at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with a single-field endorsement in Montana public schools.

Hypothesis 28. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with the multi-field major-minor endorsement in Montana public schools.

Alternate Hypothesis 28. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with the multi-field major-minor endorsement in Montana public schools.

Hypothesis 29. There was no significant difference at the .05 level of significance between the hiring preference of Montana district

superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with the bachelor degree in Montana public schools.

Alternate Hypothesis 29. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with the bachelor degree in Montana public schools.

Hypothesis 30. There was no significant difference at the .05 level of significance between the hiring preferences of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with the fifth-year endorsement in Montana public schools.

Alternate Hypothesis 30. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of

five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with the fifth-year endorsement in Montana public schools.

Hypothesis 31. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with the master degree in Montana public schools.

Alternate Hypothesis 31. There was a significant difference at the .05 level of significance between the hiring preferences of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with the master degree in Montana public schools.

Hypothesis 32. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with

the doctorate degree in Montana public schools.

Alternate Hypothesis 32. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with the doctorate degree in Montana public schools.

Hypothesis 33. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with zero to two years previous classroom teaching experience in Montana public schools.

Alternate Hypothesis 33. There was a significant difference at the .05 level of significance between the hiring preferences of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with zero to two years previous classroom teaching experience

in Montana public schools.

Hypothesis 34. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with from four to six years previous classroom teaching experience in Montana public schools.

Alternate Hypothesis 34. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with from four to six years previous classroom teaching experience in Montana public schools.

Hypothesis 35. There was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers

with from six to more years previous classroom teaching experience in Montana public schools.

Alternate Hypothesis 35. There was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with from six to more years previous classroom teaching experience in Montana public schools.

This study has also provided information as to:

1. Secondary school teaching single-field subject endorsements as noted by Class I, II, or III Montana district superintendents of schools as being most difficult in which to obtain certified secondary teachers to fill vacancies in their secondary school districts.

2. Secondary school teaching single-field subject endorsements as noted by Class I, II, or III Montana district superintendents of schools as being least difficult in which to obtain certified secondary teachers to fill vacancies in their secondary school districts.

3. Secondary school teaching single-field subject endorsements as noted by placement officials of five Montana teacher training institutions and the Montana Security Employment Service as being least difficult in which to place applicant secondary teachers in Montana

public schools.

4. Secondary school teaching single-field subject endorsements as noted by placement officials of five Montana teacher training institutions and the Montana Security Employment Service as being most difficult in which to place applicant secondary teachers in Montana public schools.

5. Secondary school teaching multi-field major-minor subject endorsement areas as noted by Class I, II, or III Montana district superintendents of schools as being most advantageous for an applicant secondary teacher to possess when seeking employment in Montana's public schools.

6. Secondary school teaching multi-field major-minor subject endorsement areas as noted by five placement officials from Montana teacher training institutions and the Montana Security Employment Service as being most advantageous for an applicant secondary teacher to possess when seeking employment in Montana's public schools.

ANALYSIS OF DATA

Analysis of the data was accomplished by use of the chi square statistic. This statistic was selected to permit the simultaneous investigation of two or more of the independent variables and one of the dependent variables under study.

The chi square statistic was selected to test if there were

significant differences at the .05 level between the three district class sizes in Montana's secondary school districts and (1) selected levels of teacher professional preparation, (2) single-field or multi-field subject endorsement preferences, and (3) various numbers of years of previous classroom teaching experience claimed by applicant secondary teachers. This was accomplished by pairing two different school district sizes with one of the dependent variables under study. This essentially produced three chi square calculations for each of the three dependent variables for each opinionnaire opinion item. This analysis provided the necessary information to enable the researcher to recognize if significant differences existed between some or all of the different class size Montana secondary school districts and each of the dependent variables under study.

Additional statistical testing was done using the chi square statistic to note if significant differences existed between Montana's district superintendents of schools having from one to three years superintendency experience, or having from four to six years superintendency experience, or having seven or more years superintendency experience and those applicant secondary teachers with single-field or multi-field major-minor subject endorsements. Statistical testing was done on the same groupings of Montana's district superintendents of schools to determine if significant differences existed for applicant secondary teachers with the selected levels of professional preparation

and also the selected numbers of years of classroom teaching experience.

These tests were accomplished by statistically comparing, at the chosen level of significance, the three selected experience levels of superintendency experience among Montana's district superintendents of schools with one of the dependent variables concerning this study.

This analysis provided the necessary information to enable the researcher to recognize if significant differences between the selected levels of superintendency experience or the district class size for each of the dependent variables under study did exist.

Statistical testing was also performed to ascertain whether significant differences existed between the Class I, II, or III Montana district superintendents of schools and the six placement officials selected by this study pertaining to applicant secondary teacher hiring preferences and single-field or multi-field major-minor endorsements, the number of years of previous classroom teaching experience or the professional preparational level of the applicant secondary teacher.

Data pertaining to those teaching subjects noted by district superintendents of schools in Montana as being most or least difficult in which to obtain replacement secondary teachers was analyzed by the use of percentage relationships.

Data pertaining to those teaching subjects noted by the placement officials as being most or least difficult in which to place applicant secondary teachers in Montana's secondary schools was analyzed

by the use of percentage relationships.

The cell collapsing technique was used in contingency tables where 80 per cent or more of the cells had frequencies of five or less.

Yates' correction for continuity was used for each chi square determination. All hypotheses were tested at the .05 level of significance. The researcher was responsible for the gathering and processing of the data. Each chi square value determination was calculated a number of times by the researcher using an electronic calculator to guarantee computational accuracy.

SUMMARY

The chi square statistic was used to ascertain whether significant differences existed at the .05 level of significance in hiring preferences between superintendents of schools of Montana Class I, Class II, or Class III districts and applicant secondary teachers endorsed in single-field or multi-field subject areas, the various defined levels of professional preparation, and the selected number of years of classroom teaching experience claimed by applicant secondary teachers.

The chi square statistic was used to test for significant differences at the .05 level of significance in hiring preferences between Montana district superintendents of schools having from one to three years superintendency experience, from four to six years

superintendency experience, or seven or more years superintendency experience and applicant secondary teachers endorsed in single-field or multi-field areas and also the various defined levels of professional preparation and the selected number of years of classroom teaching experience claimed by applicant secondary teachers.

The chi square statistic was also used to determine if significant differences existed between the hiring preferences of Class I, II, or III Montana district superintendents of schools and the relative difficulty college and university placement officials and the Montana Security Employment Service have experienced in placing applicant secondary teachers in teaching jobs in Montana with a single-field endorsement area or a multi-field major-minor endorsement area, various numbers of previous classroom teaching experience, or different levels of professional preparation.

Pertinent data was gleaned from major sources throughout Montana actively engaged in the selection, hiring, and placement of secondary teachers: the district superintendents of schools and placement officials of Montana's teacher training institutions, and the Montana Security Employment Service.

Chapter 4

ANALYSIS OF DATA

The number of opinionnaires distributed to all Montana district superintendents of schools totaled 179. The number of these opinionnaires returned and subsequently used to provide data for this study was 148, representing 82.68 per cent of all the district superintendents. Three returned opinionnaires were not considered or their data included in this study, because the superintendents of schools of these districts claimed zero years of superintendency experience. This was a limitation specified by the study. Table 6, page 95 , presents and summarizes data regarding district class size and the number of years of superintendency experience claimed by responding Montana district superintendents of schools.

In order to determine whether or not significant differences existed between the frequencies of responses of Montana district superintendents of schools and placement officials from the five Montana teacher training institutions and the Montana Security Employment Service to the hypotheses items under study by the researcher, the chi square statistic was used. All hypotheses were tested at alpha equal to .05. This level of significance was selected as it provided reasonable protection from making either a type I or a type II error.

Because of the number of hypotheses tested and analyzed, this researcher chose to consider each opinionnaire item separately with

related sets of data in order to maintain a high degree of continuity throughout the study.

Table 6

Class Size and Experience Levels of Montana District Superintendents of Schools

	Class I	Class II	Class III	Total
Number of opinionnaires distributed	17	92	70	179
Number of opinionnaires returned	11	71	69	151
Per cent returned	64.71	77.17	98.57	84.36
Number of superintendents with 1 to 3 years experience	1	12	19	32
Number of superintendents with 4 to 6 years experience	0	11	18	29
Number of superintendents with 6 or more years experience	10	45	29	84

Frequency of responses by Montana's district superintendents of schools between Class I and Class II districts were compared, frequencies of responses between Class I and Class III districts were compared, and the frequency of responses between Class II and Class III districts were compared to determine if differences existed at the .05 level of significance among these groups for each of the opinionnaire's agree-disagree items.

Table 7 presents and summarizes data for the responding district superintendents of schools for opinionnaire item 1: "When considering applicant secondary teachers for positions in my district, I prefer those applicants endorsed in two or more subject areas."

Table 7
District Class Size, Multi-field Preference

District Class Size	N	SA	A	D	SD	df	X^2
I	11	4	4	3	0		
II	70	47	19	4	0	2	4.7562
I	11	4	4	3	0		
III	65	55	8	2	0	2	10.2083**
II	70	47	19	4	0		
III	65	55	8	2	0	2	5.175

Critical value of X^2, alpha .05, 2 degrees of freedom is 5.9915
** Significant at .05

At the selected level of significance, there were no significant differences between Class I and Class II district superintendents of schools and no significant differences between Class II and Class III district superintendents of schools for item 1. However, a significant difference was recorded for Class I and Class III district superintendents of schools at the .05 level of significance for item 1, thereby requiring acceptance of alternate hypothesis 2.

Alternate hypothesis 2 states there was a significant

difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, Class II, or Class III school districts toward applicant secondary teachers endorsed in a multi-field major-minor area.

The difference noted between the multi-field preference of Class I district superintendents of schools and Class III district superintendents of schools may very possibly be attributed to financial limitations imposed on smaller districts rather than an actual desire not to hire highly specialized single-field endorsed secondary teachers. Additionally, a one-subject-per-teacher school requires a larger number of available classrooms, a luxury very few Montana Class III districts enjoy.

Data obtained by apportioning and placing the frequency of responses of Montana district superintendents of schools in groups corresponding to one to three years superintendency experience, from four to six years superintendency experience, or from seven to more years superintendency experience and their preferences for multi-field endorsed secondary applicant teachers for item 1: "When considering applicant secondary teachers for positions in my district, I prefer those applicants endorsed in two or more subject areas," is presented in Table 8, page 98.

There were no significant differences at the .05 level of significance between the three experience level groups of Montana

district superintendents of schools and their stated preferences for multi-field endorsed secondary teachers. Therefore, hypothesis 15 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years of superintendency experience and applicant secondary teachers endorsed in a multi-field major-minor teaching area, was accepted.

From the above data, it appears the number of years of superintendency experience of Montana's district superintendents of school bears no significance at the selected level on choosing from applicant secondary teachers endorsed in multi-field major-minor areas.

Table 8
Superintendency Experience
Level and Multi-field Preference

Superintendency Experience Level	N	SA	A	D	SD	df	X^2
1 to 3 years	32	25	6	1	0		
4 to 6 years	29	23	5	1	0		
7 or more years	84	55	23	6	0	4	2.4109

Critical value of X^2, alpha .05, 4 degrees of freedom is 9.4877

Comparing each of Class I, Class II, and Class III district superintendents of schools' frequency of responses with those response

frequencies of the six placement officials resulted in no significant differences recorded at the .05 level. Hypothesis 28 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, Class II, or Class III secondary school districts and the relative difficulty placement officials of the five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with the multi-field major-minor endorsement in Montana public secondary schools, was accepted. Therefore, Montana district superintendent of schools' preference for multi-field endorsed secondary teachers and the relative difficulty placement officials experienced when placing multi-field endorsed teachers in Montana's secondary schools are in agreement. These data are recorded and summarized in Table 9.

Table 9
Placement Officials/District Class Size,
Multi-field Preference

Placement Official/ District Class Size	N	A	D	df	X^2
Placement Officials	6	6	0		
Class I Districts	11	8	3	1	1.9870
Placement Officials	6	6	0		
Class II Districts	70	66	4	1	0.3619
Placement Officials	6	6	0		
Class III Districts	65	63	2	1	0.1900

Critical value of X^2, alpha .05, 1 degree of freedom is 3.8415

Item 2: "When considering applicant secondary teachers for positions in my district, I prefer those applicants endorsed in only a single teaching area,"dealt with the single-field endorsement preference. Frequencies of responses of Montana district superintendents of schools for Class I and Class II, or Class I and Class III districts recorded no significant differences at the .05 level. Data from Class II and Class III districts did record a significant difference at the .05 level. This data is recorded and summarized in Table 10.

Table 10
District Class
Size, Single-Field Preference

District Class Size	N	SA	A	D	SD	df	X^2
I	11	0	1	6	4		
II	70	0	1	42	27	2	0.2505
I	11	0	1	6	4		
III	65	0	2	22	41	2	1.8209
II	70	0	1	42	27		
III	65	0	2	22	41	2	8.8852**

Critical value of X^2, alpha .05, 2 degrees of freedom is 5.9915
** Significant at .05

These data resulted in alternate hypothesis 1 which states there was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, Class II, or Class III secondary school districts toward applicant secondary teachers endorsed in only a single-field

teaching area, being accepted.

Although a significant difference was recorded between Class II and Class III district superintendents of schools for item 2, reference to Table 42, page 144, shows there is a modest degree of agreement among all class size district superintendents of schools concerning this item. These data indicate a difference at the selected level of significance for this item. This means the district superintendents from the three class size districts within Montana do not share the same preferences when selecting from applicant secondary teachers endorsed in a single-field subject teaching area. The noted difference may be related to the unequal intensity value placed by Class II or Class III district superintendents of schools, thus accounting for the difference registered at the .05 level.

Data obtained by apportioning and placing the frequency of responses of Montana district superintendents of schools in groups corresponding to one to three years superintendency experience, from four to six years superintendency experience, and from seven or more years superintendency experience and their preferences for single-field endorsed secondary applicant teachers for item 2: "When considering applicant secondary teachers for positions in my district, I prefer those applicants endorsed in only a single teaching area," is presented in Table 11, page 102.

There were no differences at the .05 level of significance

between the three experience level groups of Montana district superintendents of schools and their stated preferences for single-field endorsed secondary teachers. Therefore, hypothesis 14 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years of superintendency experience, or with four to six years of superintendency experience, or with seven or more years of superintendency experience and applicant secondary teachers endorsed in only a single-field teaching area, was accepted.

These data indicate district superintendents of schools in Montana with varying amounts of superintendency experience are in agreement and share the same preferences when selecting from applicant secondary teachers endorsed in a single-field subject teaching area for their districts.

Table 11

Superintendency Experience Level, Single-Field Preference

Superintendency Experience Level	N	SA	A	D	SD	df	X^2
1 to 3 years	32	0	0	14	18		
4 to 6 years	29	0	1	13	15		
7 or more years	84	1	3	42	38	6	1.9856

Critical value of X^2, alpha .05, 6 degrees of freedom is 12.5916

Comparing each of Class I, Class II, and Class III district superintendents of schools' frequency of preference for single-field endorsed secondary teachers with those response frequencies for relative difficulty experienced by the six placement officials in placing single-field endorsed secondary teachers resulted in no significant differences recorded at the .05 level. These data are recorded and summarized in Table 12.

Table 12

Placement Official/District Class Size, Single-Field Preference

Placement Official/ District Class Size	N	A	D	df	X^2
Placement Officials	6	0	6		
Class I Districts	11	1	10	1	0.5795
Placement Officials	6	0	6		
Class II Districts	70	1	69	1	0.0869
Placement Officials	6	0	6		
Class III Districts	65	2	63	1	0.1900

Critical value of X^2, alpha .05, 1 degree of freedom is 3.8415

Therefore, hypothesis 27 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, Class II, or Class III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant

secondary teachers with a single-field endorsement in Montana secondary public schools, was accepted.

These data indicate no differences at the selected .05 level of significance between Montana superintendents of schools of Class I, Class II, or Class III districts preference for hiring applicant secondary teachers with a single-field endorsement and the relative difficulty the five placement officials and the Montana Security Employment Service have in placing single-field endorsed secondary teachers in Montana public secondary schools.

Item 3: "I prefer to consider only those applicant secondary teachers for positions in my district having just the bachelor's degree," concerns preferences for applicant secondary teachers having the bachelor degree as the highest level of professional preparation. There were no significant differences at the .05 level between Class I and Class II, between Class I and Class III, or between Class II and Class III Montana district superintendents of schools for Item 3. Data for this item are recorded and summarized in Table 13, page 105.

These data resulted in hypothesis 3 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, Class II, or Class III secondary school districts toward applicant secondary teachers having the bachelor degree level of professional preparation, being accepted.

These data indicate no significant differences between the district superintendents of schools in Montana's three class size districts. These superintendents of schools are in agreement concerning the hiring preference toward those applicant secondary teachers having a bachelor degree level of professional preparation.

Table 13

District Class Size, Bachelor Degree Preference

District Class Size	N	SA	A	D	SD	df	X^2
Class I	11	0	1	8	2		
Class II	70	0	17	44	9	2	0.6703
Class I	11	0	1	8	2		
Class III	66	3	19	32	12	3	2.0514
Class II	70	0	17	44	9		
Class III	66	3	19	32	12	3	3.5942

Critical value of X^2, alpha .05, 2 degrees of freedom is 5.9915
Critical value of X^2, alpha .05, 3 degrees of freedom is 7.8147

Item 3: "I prefer to consider only these applicant secondary teachers for positions in my district having just the bachelor's degree," yielded no significant differences at the .05 level between the three experience level groups of Montana district superintendents of schools and their stated preferences for the bachelor degree prepared applicant secondary teachers. Data from the three experience level groups of Montana district superintendents of schools is presented and summarized in Table 14, page 106.

Table 14

Superintendency Experience Level
Bachelor Degree Preference

Superintendency Experience Level	N	SA	A	D	SD	df	X^2
1 to 3 years	32	1	6	19	6		
4 to 6 years	29	1	11	14	3		
7 or more years	84	1	20	48	15	6	3.4369

Critical value of X^2, alpha .05, 6 degrees of freedom is 12.5916

These data resulted in hypothesis 16 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience and applicant secondary teachers having professional preparation at the bachelor degree level, being accepted.

These data indicate agreement between the district superintendents of Montana's school districts with varying amounts of superintendency experience toward selecting applicant secondary teachers for their districts having the bachelor degree level of professional preparation.

Comparing each of Class I, Class II, and Class III Montana district superintendents of schools' frequency of responses for

preferences for bachelor degree level of professional preparation for applicant secondary teachers with those frequency of responses of the six placement officials concerning the relative difficulty experienced in placing bachelor degree professionally prepared secondary teachers resulted in significant differences at the .05 level. These differences were recorded between Class I district superintendents of schools and placement officials and Class III district superintendents of schools and placement officials. These data are recorded and summarized in Table 15.

Table 15

Placement Official/District Class Size, Bachelor Degree Preference

Placement Official/ District Class Size	N	A	D	df	X^2
Placement Officials	6	5	1		
Class I Districts	11	1	10	1	9.3703**
Placement Officials	6	5	1		
Class II Districts	70	17	53	1	9.3681**
Placement Officials	6	5	1		
Class III Districts	66	22	44	1	5.8667**

Critical value of X^2, alpha .05, 1 degree of freedom is 3.8415
** Significant at .05

These data resulted in alternate hypothesis 29 which states there was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the

relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with the bachelor degree in Montana public schools, being accepted.

These data indicate differences in the three district class size superintendents of schools' hiring preferences and the relative difficulty Montana placement officials experience when attempting to place applicant secondary teachers with the bachelor degree level of professional preparation in Montana secondary schools.

These differences may be due to the preferences of district superintendents of schools in attempting to create a staff possessing a variety of professional preparations. Superintendents of schools are undoubtedly aware, as was pointed out elsewhere in this study, that a varied staff is probably the best staff.

Item 4: "I prefer to consider only those secondary applicant teachers for positions in my district having the fifth-year certificate," concerns preferences for applicant secondary teachers having the fifth-year endorsement as the highest level of professional preparation. There were no significant differences at the .05 level between Class I and Class II district superintendents of schools, Class I and Class III district superintendents of schools for item 4. The data for item 4 is presented and summarized in Table 16, page 109.

These data resulted in hypothesis 4 which states there was no

significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having the fifth-year endorsement level of professional preparation, being accepted.

Table 16

District Class Size, Fifth-Year Endorsement Preference

District Class Size	N	SA	A	D	SD	df	X^2
Class I	11	0	0	8	3		
Class II	71	0	5	51	15	2	0.0761
Class I	11	0	0	8	3		
Class III	64	1	3	40	20	3	1.1719
Class II	71	0	5	51	15		
Class III	64	1	3	40	20	3	1.8108

Critical value of X^2, alpha .05, 2 degrees of freedom is 5.9915
Critical value of X^2, alpha .05, 3 degrees of freedom is 7.8147

These data indicate agreement between the superintendents of schools of the three district class sizes concerning their preference toward hiring applicant secondary teachers having the fifth-year endorsement level of professional preparation.

There were no significant differences at the .05 level of significance between the three experience level groupings of Montana district superintendents of schools and their stated preferences for those applicant secondary teachers with the fifth-year endorsement as

the highest level of professional preparation. These data for item 4: "I prefer to consider only those secondary applicant teachers for positions in my district having the fifth-year certificate," are presented and summarized in Table 17.

Table 17

Superintendency Experience Level, Fifth-Year Endorsement Preference

Superintendency Experience Level	N	SA	A	D	SD	df	X^2
1 to 3 years	32	0	1	19	12		
4 to 6 years	29	0	1	23	5		
7 or more years	83	1	6	55	21	6	4.4091

Critical value of X^2, alpha .05, 6 degrees of freedom is 12.5916

These data resulted in hypothesis 17 which states there was no significant difference at the .05 level of significance between the hiring preferences of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years of superintendency experience and applicant secondary teachers having professional preparation at the fifth-year endoresement level, being accepted.

These data indicate good agreement among Montana's district superintendents of schools with varying amounts of superintendency

experience concerning preferences toward hiring applicant secondary teachers with the fifth-year endorsement for secondary schools within their secondary districts.

Comparing each of Class I, Class II, and Class III Montana district superintendents of schools' frequency of responses for preferences for fifth-year endorsed secondary teachers with those frequency of responses of the six placement officials concerning the relative difficulty experienced in placing fifth-year endorsed secondary teachers resulted in significant differences at the .05 level. These differences were recorded between Class I district superintendents of schools and placement officials, Class II district superintendents of schools and Class III district superintendents of schools and placement officials. These data are recorded and summarized in Table 18.

Table 18

Placement Official/District Class Size, Fifth-Year Endorsement Preference

Placement Official/ District Class Size	N	A	D	df	X^2
Placement Officials	6	5	1		
Class I Districts	11	0	11	1	12.9861**
Placement Officials	6	5	1		
Class II Districts	71	5	66	1	28.4953**
Placement Officials	6	5	1		
Class III Districts	64	4	60	1	29.0923**

Critical value of X^2, alpha .05, 1 degree of freedom is 3.8415
** Significant at .05

These data resulted in alternate hypothesis 30 which states there was a significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with the fifth-year endorsement in Montana public schools, being accepted.

The noted difference between the Class I, Class II, and Class III district superintendents of schools and placement officials may be attributed to the process used by the six placement officials to rank the relative difficulty of placing the various levels of professional preparation used by this researcher. Fifth-year endorsements ranked only second most difficult for placement officials to find positions for applicant secondary teachers. Yet, data from this study indicate a preference ratio of almost five to one in favor of only the bachelor degree level of professional preparation among Montana district superintendents of schools. While placement officials have relatively little difficulty placing these fifth-year applicants, district superintendents in Montana doing the hiring do not necessarily demand or prefer this advanced level of professional preparation.

Item 5: "I prefer to consider only those applicant secondary teachers for positions in my district having the master's degree,"

addressed the preferences of Montana district superintendents of schools for applicant secondary teachers with the master's degree as the highest level of professional preparation. There were no significant differences at the .05 level between Class I and Class II, Class I and Class III, or between Class II and Class III district superintendents of schools for item 5. The data for item 5 is presented and summarized in Table 19.

Table 19

Class District Size, Master's Degree Preference

District Class Size	N	SA	A	D	SD	df	X^2
Class I	11	0	0	6	5		
Class II	70	0	4	39	27	2	0.0273
Class I	11	0	0	6	5		
Class III	65	0	2	33	30	2	0.2060
Class II	70	0	4	39	27		
Class III	65	0	2	33	20	2	0.7144

Critical value of X^2, alpha .05, 2 degrees of freedom is 5.9915

These data resulted in hypothesis 5 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having the master degree level of professional preparation, being accepted.

These data indicate agreement between the superintendents of schools of Montana's three district class sizes and their hiring preferences toward applicant secondary teachers having the master degree level of professional preparation.

There were no significant differences at the .05 level of significance between the three experience level groupings of Montana district superintendents of schools and their stated preferences for those applicant secondary teachers with the master's degree as the highest level of professional preparation. These data for item 5: "I prefer to consider only those applicant secondary teachers for positions in my district having the master's degree,"are presented and summarized in Table 20.

Table 20

Superintendency Experience Level, Master's Degree Preference

Superintendency Experience Level	N	SA	A	D	SD	df	X^2
1 to 3 years	32	0	1	16	15		
4 to 6 years	29	0	1	15	13		
7 or more years	84	0	4	46	34	4	0.4685

Critical value of X^2, alpha .05, 4 degrees of freedom is 9.4877

These data resulted in hypothesis 18 which states there was no significant difference at the .05 level of significance between the

hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years of superintendency experience and applicant secondary teachers having professional preparation at the master degree level, being accepted.

These data indicate agreement among district superintendents of Montana school districts with varying amounts of superintendency experience toward hiring preferences of applicant secondary teachers having the master degree level of professional preparation.

Comparing each of Class I, Class II, and Class III Montana district superintendents of schools' frequency of response for preferences for the master's degree level of professional preparation for secondary teachers with the frequency of response of the six placement officials concerning the relative difficulty experienced in placing master's degree holding secondary teachers resulted in significant differences at the .05 level. These differences were recorded between Class I district superintendents of schools and placement officials, Class II district superintendents of schools and placement officials, and Class III district superintendents of schools and placement officials. These data are recorded and summarized in Table 21, page 116.

These data resulted in alternate hypothesis 31 which states there was a significant difference at the .05 level of significance between the hiring preferences of Montana district superintendents of

schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with the master degree in Montana public schools, being accepted.

Table 21

Placement Official/District Class Size, Master's Degree Preference

Placement Official/ District Class Size	N	A	D	df	X^2
Placement Officials	6	2	4		
Class I Districts	11	0	11	1	4.1556**
Placement Officials	6	2	4		
Class II Districts	70	4	66	1	5.7974**
Placement Officials	6	2	4		
Class III Districts	65	2	63	1	9.4585**

Critical value of X^2, alpha .05, 1 degree of freedom is 3.8415
** Significant at .05

Again, as with the fifth-year endorsement preference, this researcher feels the recorded differences are caused by ranking of the professional preparational levels and the noted preferences of Montana's district superintendents of schools. Master degree professionally prepared secondary teachers appear to be little in demand by Montana district superintendents of schools. However, they are not the most difficult for placement officials to find positions in Montana's

secondary schools.

Item 6: "I prefer to consider only those applicant secondary teachers for positions in my district having the doctorate degree," dealt with preferences of Montana district superintendents of schools preferences for applicants secondary teachers having the doctorate degree as the highest level of professional preparation. There were no significant differences at the .05 level of significance between Class I and Class II, Class I and Class III, or between Class II and Class III Montana district superintendents of schools for item 6. The data for item 6 are presented and summarized in Table 22.

Table 22

District Class Size, Doctorate Degree Preference

District Class Size	N	SA	A	D	SD	df	X^2
Class I	11	0	0	2	9		
Class II	69	0	0	18	51	1	0.1344
Class I	11	0	0	2	9		
Class III	64	0	0	12	52	1	0.0978
Class II	69	0	0	18	51		
Class III	64	0	0	12	52	1	1.0232

Critical value of X^2, alpha .05, 1 degree of freedom is 3.8415

These data resulted in hypothesis 6 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of

Class I, II, or III secondary school districts toward applicant secondary teachers having the doctorate degree level of professional preparation, being accepted.

These data indicate agreement at the selected level of significance among the district superintendents of schools in Montana concerning preferences toward applicant secondary teachers with doctorate degree level of professional preparation for secondary teaching positions in their school districts.

There were no significant differences at the .05 level of significance between the three experience level groupings of Montana district superintendents of schools and their stated preferences for those applicant secondary teachers with the doctorate degree as the highest level of professional preparation. These data for item 6: I prefer to consider only those applicant secondary teachers for positions in my district having the doctorate degree, are presented and summarized in Table 23.

Table 23

Superintendency Experience Level, Doctorate Degree Preference

Superintendency Experience Level	N	SA	A	D	SD	df	X^2
1 to 3 years	32	0	0	7	25		
4 to 6 years	29	0	0	6	23		
7 or more years	84	0	0	19	65	2	0.0477

Critical value of X^2, alpha .05, 2 degrees of freedom is 5.9915

These data resulted in hypothesis 19 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience and applicant secondary teachers having professional preparation at the doctorate degree level, being accepted.

These data indicate agreement among Montana's district superintendents of schools with varying amounts of superintendency experience concerning hiring preferences toward applicant secondary teachers with the doctorate degree level of professional preparation.

Comparing each of Class I, Class II, and Class III Montana district superintendents of schools' frequency of response for preference for the doctorate degree of professional preparation for applicant secondary teachers with those frequency of responses of the six placement officials concerning the relative difficulty experienced in placing doctorate degree holding secondary teachers resulted in no significant differences at the .05 level. These data are recorded and summarized in Table 24, page 120.

These data resulted in hypothesis 32 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative

difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with the doctorate degree in Montana public schools, being accepted.

Table 24

Placement Official/District Class Size, Doctorate Degree Preference

Placement Official/ District Class Size	N	A	D	df	X^2
Placement Officials	5	0	5		
Class I Districts	11	0	11	1	0.0000
Placement Officials	5	0	5		
Class II Districts	69	0	69	1	0.0000
Placement Officials	5	0	5		
Class III Districts	64	0	64	1	0.0000

Critical value of X^2, alpha .05, 1 degree of freedom is 3.8415

These data indicate agreement among the district superintendents of schools of the three class size districts within Montana as to their hiring preferences pertaining to hiring applicant secondary teachers with the doctorate degree for their secondary schools.

Item 7: "I feel the earning of advanced college degrees and endorsements is not essential to professional growth," involved preferences of Montana district superintendents of schools concerning the lack of importance placed by them on the earning of advanced college degrees twoard secondary teachers increasing their professional growth.

There were no significant differences at the .05 level between the frequency of responses of Class I and Class II, Class I and Class III, or between Class II and Class III Montana district superintendents of schools for item 7. These data are recorded and summarized in Table 25.

Table 25

District Class Size, Advanced Degrees Not Essential

District Class Size	N	SA	A	D	SD	df	X^2
Class I	11	1	4	5	1		
Class II	71	4	17	34	16	3	0.6831
Class I	11	1	4	5	1		
Class III	64	4	11	25	24	3	2.8633
Class II	71	4	17	34	16		
Class III	64	4	11	25	24	3	3.9275

Critical value of X^2, alpha .05, 3 degrees of freedom is 7.8147

These data resulted in hypothesis 11 which states there was no significant difference at the .05 level of significance between the preference of Montana district superintendents of schools of Class I, II, or III secondary school districts in placing little importance on the earning of advanced college degrees to provide professional growth for secondary teachers, being accepted.

These data indicate agreement between the superintendents of schools of the three class size districts within Montana concerning the importance they place on the earning of advanced college degrees to

provide professional growth for applicant secondary teachers being considered for employment in their districts.

There were no significant differences at the .05 level between the three experience level groupings of Montana district superintendents of schools and their stated lack of importance of earning advanced college degrees toward increasing professional growth, item 7. These data for item 7: "I feel the earning of advanced college degrees and endorsements is not essential to professional growth," are recorded and summarized in Table 26.

Table 26

Superintendency Experience Level, Advanced Degrees Not Essential

Superintendency Experience Level	N	SA	A	D	SD	df	X^2
1 to 3 years	32	1	3	17	11		
4 to 6 years	28	2	8	8	11		
7 or more years	83	7	21	38	17	6	8.8573

Critical value of X^2, alpha .05, 6 degrees of freedom is 12.5916

These data resulted in hypothesis 24 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years

superintendency experience in placing little importance on the earning of advanced college degrees to provide professional growth for secondary teachers, being accepted.

These data indicate agreement between Montana's district superintendents of schools with varying amounts of superintendency experience toward placing little importance on the earning of advanced college degrees to provide professional growth among the applicant secondary teachers being considered for employment in their school districts.

Item 8: "I feel the earning of advanced college degrees is essential to professional growth," involved preferences of Montana district superintendents of schools concerning the importance of earning advanced college degrees toward teachers increasing professional growth. There were no significant differences at the .05 level between the frequency of responses of Class I and Class II, Class I and Class III, or between Class II and Class III Montana district superintendents of schools for item 8. These data are recorded and summarized in Table 27, page 124.

These data resulted in hypothesis 10 which states there was no significant difference at the .05 level of significance between the preference of Montana district superintendents of schools of Class I, II, or III secondary school districts in placing importance on the earning of advanced college degrees to provide professional growth for

secondary teachers, being accepted.

Table 27

District Class Size, Advanced Degrees Essential

District Class Size	N	SA	A	D	SD	df	X^2
Class I	11	0	7	4	0		
Class II	68	11	34	21	2	3	1.4992
Class I	11	0	7	4	0		
Class III	65	15	33	15	2	3	2.4292
Class II	68	11	34	21	2		
Class III	65	15	33	15	2	3	1.7684

Critical value of X^2, alpha .05, 3 degrees of freedom is 7.8147

These data indicate agreement between Montana district superintendents of schools of Class I, Class II, and Class III school districts when placing importance on the earning of advanced college degrees to provide professional growth for applicant secondary teachers seeking employment in their school districts.

There were no significant differences at the .05 level of significance between the three experience level groupings of Montana district superintendents of schools and their stated importance of earning advanced college degrees toward increasing professional teacher growth. These data for item 8: "I feel the earning of advanced college degrees is essential to professional growth," are recorded and summarized in Table 28, page 125.

Table 28

Superintendency Experience Level, Advanced Degrees Essential

Superintendency Experience Level	N	SA	A	D	SD	df	X^2
1 to 3 years	32	7	20	5	0		
4 to 6 years	28	6	12	10	0		
7 or more years	82	12	41	25	4	6	5.4115

Critical value of X^2, alpha .05, 6 degrees of freedom is 12.5916

These data resulted in hypothesis 23 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience in placing importance on the earning of advanced college degrees to provide professional growth for secondary teachers, being accepted.

These data indicate agreement between Montana district superintendents of schools with varying amounts of superintendency experience when placing importance on the earning of advanced college degrees to provide professional growth for applicant secondary teachers seeking employment in their school districts.

Item 9: "When considering applicant secondary teachers for my school district, I prefer those applicant teachers with two or less

years of classroom teaching experience," dealt with preferences of Montana district superintendents of schools for applicant secondary teachers having two or less years of classroom teaching experience. There were no significant differences at the .05 level of significance between Class I and Class II, Class I and Class III, or between Class II and Class III Montana district superintendents of schools for item 9. These data are presented and summarized in Table 29.

Table 29

District Class Size, Zero to Two Years Teaching Experience Preferred

District Class Size	N	SA	A	D	SD	df	X^2
Class I	11	0	1	9	1		
Class II	69	2	17	45	5	3	1.2588
Class I	11	0	1	9	1		
Class III	64	3	19	38	4	3	1.7703
Class II	69	2	17	45	5		
Class III	64	3	19	38	4	3	0.5142

Critical value of X^2, alpha .05, 3 degrees of freedom is 7.8147

These data resulted in hypothesis 7 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having from zero to two years previous classroom teaching experience, being accepted.

These data indicate agreement between superintendents of schools of Montana's three class size districts and hiring preferences toward applicant secondary teachers for their districts having from zero to two years previous classroom teaching experience.

There were no significant differences at the .05 level of significance between the three experience level groupings of Montana district superintendents of schools and their stated preferences for those applicant secondary teachers with two or less years of classroom teaching experience. These data for item 9: "When considering applicant secondary teachers for my school district, I prefer those applicant teachers with two or less years of classroom teaching experience," are presented and summarized in Table 30.

Table 30

Superintendency Experience Level, Zero to Two Years Teaching Experience Preferred

Superintendency Experience Level	N	SA	A	D	SD	df	X^2
1 to 3 years	31	0	13	17	1		
4 to 6 years	29	1	7	18	3		
7 or more years	84	4	17	57	6	6	5.7890

Critical value of X^2, alpha .05, 6 degrees of freedom is 12.5916

These data resulted in hypothesis 20 which states there was no significant difference at the .05 level of significance between the

hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience and applicant secondary teachers having zero to two years previous classroom teaching experience, being accepted.

These data indicate agreement between the superintendency experience groupings selected in this study and their preference toward applicant secondary teachers having zero to two years previous classroom teaching experience.

Comparing each of Class I, Class II and Class III Montana district superintendents of schools' frequency of response for preferences for secondary teachers with zero to two years classroom teaching experience with those frequency of responses of six placement officials concerning the relative difficulty experienced in placing those secondary teachers with zero to two years classroom teaching experience resulted in significant differences at the .05 level. These differences were recorded between Class I district superintendents of schools and placement officials, and Class III district superintendents of schools and placement officials. These data are summarized and recorded in Table 31, page 129.

These data resulted in alternate hypothesis 33 which states there was a significant difference at the .05 level of significance between the hiring preferences of Montana district superintendents of

schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with zero to two years previous classroom teaching experience in Montana public schools, being accepted.

Table 31

Placement Official/District Class Size, Zero to Two Years Teaching Experience Preferred

Placement Official/ District Class Size	N	A	D	df	X^2
Placement Officials	6	6	0		
Class I Districts	11	1	10	1	12.8089**
Placement Officials	6	6	0		
Class II Districts	69	19	50	1	13.0435**
Placement Officials	6	6	0		
Class III Districts	64	22	42	1	9.8438**

Critical value of X^2, alpha .05, 1 degree of freedom is 3.8415
** Significant at .05

The differences noted between superintendents of schools of all district sizes and placement officials may be due to the large number of beginning teachers and those teachers having less than three years classroom teaching experience maintaining credentials with the placement offices at the college or university from which these teachers graduated.

This number of secondary teachers may be large enough to register a significant difference when contrasted to those other levels of classroom teaching experience concerning this study.

Item 10: "When considering applicant secondary teachers for my school district, I prefer those applicant teachers with from three to five years of classroom teaching experience," dealt with preferences of Montana district superintendents of schools for applicant secondary teachers having from three to five years of classroom teaching experience. There were no significant differences recorded at the .05 level of significance between Class I and Class II, Class I and Class III, or between Class II and Class III Montana district superintendents of schools for item 10. These data are presented and summarized in Table 32.

Table 32

District Class Size, Three to Five Years Teaching Experience Preferred

District Class Size	N	SA	A	D	SD	df	X^2
Class I	11	1	4	6	0		
Class II	69	8	40	20	1	3	3.2749
Class I	11	1	4	6	0		
Class III	65	10	25	28	2	3	0.3530
Class II	69	8	40	20	1		
Class III	65	10	25	28	2	3	4.8425

Critical value of X^2, alpha .05, 3 degrees of freedom is 7.8147

These data resulted in hypothesis 8 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having from three to five years previous classroom teaching experience, being accepted.

These data indicate agreement between the superintendents of schools of Montana's three class size districts and their hiring preferences toward applicant secondary teachers having three to five years previous classroom teaching experience.

There were no significant differences recorded at the .05 level of significance between the three experience level groupings of Montana district superintendents of schools and their stated preference frequencies for those applicant secondary teachers having from three to five years classroom teaching experience. These data for item 10: "When considering applicant secondary teachers for my school district, I prefer those applicant teachers with from three to five years of classroom teaching experience," are presented and summarized in Table 33, page 132.

These data resulted in hypothesis 21 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six

years superintendency experience, or with seven or more years superintendency experience and applicant secondary teachers having from three to five years previous classroom teaching experience, being accepted.

Table 33

Superintendency Experience Level, Three to Five Years Teaching Experience Preferred

Superintendency Experience Level	N	SA	A	D	SD	df	X^2
1 to 3 years	31	3	9	18	1		
4 to 6 years	29	3	15	10	1		
7 or more years	84	13	45	25	1	6	8.4681

Critical value of X^2, alpha .05, 6 degrees of freedom is 12.5917

These data indicate agreement between the superintendency experience groupings selected for this study and their preference for hiring applicant secondary teachers having from three to five years previous classroom teaching experience.

Comparing each of Class I, Class II, and Class III Montana district superintendents of schools' frequency of response for preferences for secondary teachers with three to five years classroom teaching experience with those frequency of responses of six placement officials concerning the relative difficulty experienced in placing those secondary teachers with three to five years classroom teaching experience resulted in no significant differences at the .05 level. These

data are recorded and summarized in Table 34.

Table 34

Placement Official/District Class Size, Three to Five Years Teaching Experience Preferred

Placement Official/ District Class Size	N	A	D	df	X^2
Placement Officials	6	3	3		
Class I Districts	11	5	6	1	0.0322
Placement Officials	6	3	3		
Class II Districts	69	48	21	1	0.9711
Placement Officials	6	3	3		
Class III Districts	65	35	30	1	0.0327

Critical value of X^2, alpha .05, 1 degree of freedom is 3.8415

These data resulted in hypothesis 34 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with from four to six years previous classroom teaching experience in Montana public schools, being accepted.

These data indicate agreement between the superintendents of schools of Montana's three class size districts and placement officials as to hiring preferences and relative difficulty experienced by placement officials in placing applicant secondary teachers with four to

six years previous classroom teaching experience in Montana public secondary schools.

Item 11: "When considering applicant secondary teachers for my school district, I prefer those applicant teachers with from six to more years of classroom teaching experience,"dealt with preferences of Montana district superintendents of schools for applicant secondary teachers having six or more years classroom teaching experience. There were no significant differences recorded at the .05 level of significance between Class I and Class II, Class I and Class III, or between Class II and Class III Montana district superintendents of schools for item 11. These data are recorded and summarized in Table 35.

Table 35

District Class Size, Six or More Years Teaching Experience Preferred

District Class Size	N	SA	A	D	SD	df	X^2
Class I	11	0	2	6	3		
Class II	70	0	9	52	9	2	1.1904
Class I	11	0	2	6	3		
Class III	63	1	10	43	9	3	1.7240
Class II	70	0	9	52	9		
Class III	63	1	10	43	9	3	0.4328

Critical value of X^2_2, alpha .05, 2 degrees of freedom is 5.9915
Critical value of X^2, alpha .05, 3 degrees of freedom is 7.8147

These data resulted in hypothesis 9 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts toward applicant secondary teachers having six or more years previous classroom teaching experience, being accepted.

These data indicate agreement at the selected level of significance between Montana superintendents of schools of Class I, Class II, or Class III districts and their hiring preferences toward applicant secondary teachers having six or more years previous classroom teaching experience.

There were no significant differences at the .05 level of significance between the three superintendency experience level groupings of Montana district superintendents of schools and their stated preference frequencies for those applicant secondary teachers having six or more years of classroom teaching experience. These data for item 11: "When considering applicant secondary teachers for my school district, I prefer those applicant teachers with from six to more years of classroom teaching experience,"are recorded and summarized in Table 36, page 136.

These data resulted in hypothesis 22 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with

one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience and applicant secondary teachers having six or more years previous classroom teaching experience, being accepted.

Table 36

Superintendency Experience Level, Six or More Years Teaching Experience Preferred

Superintendency Experience Level	N	SA	A	D	SD	df	X^2
1 to 3 years	31	0	3	22	6		
4 to 6 years	29	0	2	23	4		
7 or more years	83	1	16	55	11	6	3.8338

Critical value of X^2, alpha .05, 6 degrees of freedom is 12.5916

These data indicate agreement between Montana district superintendents of schools having the three superintendency experience levels concerned in this study and their hiring preference toward applicant secondary teachers having six or more years previous classroom teaching experience.

Comparing each of Class I, Class II, and Class III Montana district superintendents of schools' frequency of response for preferences for secondary teachers with six or more years of classroom teaching experience with those frequency of responses of six placement officials concerning the relative difficulty experienced in placing

those secondary teachers with six or more years classroom teaching experience resulted in no significant differences at the .05 level. These data are recorded and summarized in Table 37.

Table 37

Placement Official/District Class Size, Six or More Years Teaching Experience Preferred

Placement Official/ District Class Size	N	A	D	df	X^2
Placement Officials	6	0	6		
Class I Districts	11	2	9	1	1.2364
Placement Officials	6	0	6		
Class II Districts	70	9	61	1	0.8751
Placement Officials	6	0	6		
Class III Districts	63	11	52	1	1.2463

Critical value of X^2, alpha .05, 1 degree of freedom is 3.8415

These data resulted in hypothesis 35 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools of Class I, II, or III secondary school districts and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service experience in placing applicant secondary teachers with from six to more years previous classroom teaching experience in Montana public schools, being accepted.

These data indicate at the selected level of significance agreement was found between the hiring preferences of Class I, Class II,

or Class III districts and the relative difficulty Montana placement officials experience in placing applicant secondary teachers with from six to more years previous classroom teaching experience in Montana public secondary schools.

Item 12: "I place little importance on past teaching experience when considering applicant teachers for my secondary school district," considered little importance as being placed on previous teaching experience by Montana district superintendents of schools when selecting applicant secondary teachers for positions in their school districts. There were no significant differences recorded at the .05 level among the responding frequencies between Class I and Class II, Class I and Class III, or between Class II and Class III district superintendents of schools in Montana. These data are recorded and summarized in Table 38.

Table 38

District Class Size, Little Importance On Previous Teaching Experience

District Class Size	N	SA	A	D	SD	df	X^2
Class I	11	1	2	7	1		
Class II	69	1	5	34	29	3	3.1214
Class I	11	1	2	7	1		
Class III	65	4	4	29	28	3	3.6540
Class II	69	1	5	34	29		
Class III	65	4	4	29	28	3	1.0958

Critical value of X^2, alpha .05, 3 degrees of freedom is 7.8147

These data resulted in hypothesis 13 which states there was no significant difference at the .05 level of significance between the preference of Montana district superintendents of schools of Class I, II, or III secondary school districts in placing little importance on previous classroom teaching experience when considering applicant secondary teachers for positions in their school districts, being accepted.

These data indicate at the selected level of significance agreement was found between Montana superintendents of schools of Class I, Class II, and Class III districts and their placement of little importance on previous classroom teaching experience when considering applicant secondary teachers for employment in their districts.

There were no significant differences identified at the .05 level between the three experience level groupings of Montana district superintendents of schools and their stated opinion frequencies placing little importance on previous classroom teaching experience for applicant secondary teachers. These data for item 12: "I place little importance on past teaching experience when considering applicant teachers for my secondary school district," are recorded and summarized in Table 39, page 140.

These data resulted in hypothesis 26 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with

one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience in placing little importance on previous classroom teaching experience when considering applicant secondary teachers for positions in their school districts, being accepted.

These data indicate at the selected level of significance agreement was noted between the superintendency experience groupings of Montana's district superintendents of schools when placing little importance on previous classroom teaching experience for applicant secondary teachers in their districts.

Table 39

Superintendency Experience Level, Little Importance On Previous Teaching Experience

Superintendency Experience Level	N	SA	A	D	SD	df	X^2
1 to 3 years	31	1	4	12	14		
4 to 6 years	29	2	4	11	12		
7 or more years	84	3	3	46	32	6	4.9807

Critical value of X^2, alpha .05, 6 degrees of freedom is 12.5916

Item 13: "I place great importance on past teaching experience when considering applicant teachers for my secondary school district," considered great importance as being placed on previous classroom teaching experience by Montana district superintendents of schools when

selecting applicant secondary teachers for positions in their school districts. There were no significant differences at the .05 level recorded by responding frequencies between Class I and Class II, Class I and Class III, or between Class II and Class III district superintendents of schools in Montana. These data are recorded and summarized in Table 40.

Table 40

District Class Size, Great Importance On Previous Teaching Experience

District Class Size	N	SA	A	D	SD	df	X^2
Class I	11	1	5	5	0		
Class II	69	25	34	10	0	2	5.0762
Class I	11	1	5	5	0		
Class III	65	22	30	11	2	3	4.0469
Class II	69	25	34	10	0		
Class III	65	22	30	11	2	3	0.8244

Critical value of X^2, alpha .05, 2 degrees of freedom is 5.9915
Critical value of X^2, alpha .05, 3 degrees of freedom is 7.8147

These data resulted in hypothesis 12 which states there was no significant difference at the .05 level of significance between the preference of Montana district superintendents of schools of Class I, II, or III secondary school districts in placing importance on previous classroom teaching experience when considering applicant secondary teachers for positions in their school districts, being accepted.

These data indicate at the selected level of significance agreement was noted between Montana superintendents of schools of Class I, Class II, and Class III districts upon placing great importance on previous classroom teaching experience when considering applicant secondary teachers for employment in their districts.

There were no significant differences identified at the .05 level between the three experience level groupings of Montana district superintendents of schools and their stated opinion frequencies placing great importance on previous classroom teaching experience for applicant secondary teachers. These data for item 13: "I place great importance on past teaching experience when considering applicant teachers for my secondary school district," are recorded and summarized in Table 41.

Table 41

Superintendency Experience Level, Great Importance On Previous Teaching Experience

Superintendency Experience Level	N	SA	A	D	SD	df	X^2
1 to 3 years	31	9	16	6	0		
4 to 6 years	29	12	11	6	0		
7 or more years	84	29	39	14	2	6	1.6474

Critical value of X^2, alpha .05, 6 degrees of freedom is 12.5916

These data resulted in hypothesis 25 which states there was no significant difference at the .05 level of significance between the hiring preference of Montana district superintendents of schools with one to three years superintendency experience, or with four to six years superintendency experience, or with seven or more years superintendency experience in placing importance on previous classroom teaching experience when considering applicant secondary teachers for positions in their school districts, being accepted.

These data indicate at the selected level of significance agreement was noted between the three experience levels of Montana district superintendents of schools upon placing importance on previous classroom teaching experience when considering applicant secondary teachers for employment in their districts.

Data obtained from responding Montana district superintendents of schools pertaining to overall agreement or disagreement for opinionnaire items were formulated by adding "Strongly Agree" (SA) and "Agree" (A) frequencies together and by adding "Strongly Disagree" (SD) and "Disagree" (D) frequencies together. This was done for each different school district size for each opinionnaire agree-disagree item.

This technique provided an overview as to whether district superintendents of each class-size district in Montana generally agreed or disagreed with each of the agree-disagree items on the opinionnaire. These data are recorded and summarized in Table 42, page 144.

Table 42

District Class Size
Item Agree - Disagree Percentages

	Class I		Class II		Class III		Aggregate	
Item	A%	D%	A%	D%	A%	D%	A%	D%
1	72.73	27.27	94.29	5.71	96.92	3.08	93.84	6.16
2	9.09	90.91	1.43	98.57	3.08	96.92	2.74	97.26
3	9.09	90.91	24.29	75.71	33.33	66.67	27.21	72.79
4	0.00	100.00	7.04	92.96	6.25	93.75	6.16	93.84
5	0.00	100.00	5.71	94.29	3.08	96.92	4.11	95.89
6	0.00	100.00	0.00	100.00	0.00	100.00	0.00	100.00
7	45.45	54.55	29.58	70.41	23.44	76.56	28.08	71.92
8	63.64	36.36	66.18	33.82	73.85	26.16	69.44	30.56
9	9.09	90.91	27.54	72.46	34.38	65.62	29.17	70.83
10	45.45	54.55	69.67	30.43	53.85	46.15	60.69	39.31
11	18.18	81.82	12.86	87.14	17.46	82.54	15.28	84.72
12	27.27	72.73	8.70	91.30	12.31	87.69	11.72	88.28
13	54.55	45.45	85.51	14.49	80.00	20.00	80.69	19.31

Arbitrarily selecting a maximum ratio of three to one for per cent agree values to per cent disagree values as a measure of "good agreement" for the district class size and agree-disagree items, this researcher found overall good agreement within all three individual class size districts and the aggregate per cent values for the opinionnaire items.

Superintendents from Class III districts were in relatively poor agreement on item 3: "I prefer to consider only those applicant secondary teachers for positions in my district having just the bachelor's degree." On item 7: "I feel the earning of advanced college degrees and endorsements is not essential to professional growth," superintendents from Class I districts were in relatively poor agreement. Almost an equal proportionment between agree and disagree opinions existed for this item for Class I district superintendents of schools. The aggregate agree-disagree ratio also demonstrated relatively poor agreement between Montana's district superintendents of schools.

Item 8: "I feel the earning of advanced college degrees is essential to professional growth," was not in relatively good agreement among any of the three district class sizes or the aggregate. It would appear from this data that Montana's district superintendents of schools are not in perfect accord when asked if they feel the earning of advanced college degrees is essential to professional growth among

secondary teachers.

Class III district superintendents of schools and the aggregate ratio for item 9: "When considering applicant secondary teachers for my school district, I prefer those applicant teachers with two or less years of classroom teaching experience," demonstrated poor relative agreement among the agree-disagree responses.

Item 10: "When considering applicant secondary teachers for my school district, I prefer those applicant teachers with from three to five years of classroom teaching experience," also showed poor relative agreement among agree-disagree responses for all three district class sizes and the aggregate ratio. From this data it appears the general disagreement among hiring district superintendents may be a resistance to tenure which falls within the teaching experience range in item 10.

Class I district superintendents of schools had almost a one to one ratio of agreement to disagreement scores on item 13: "I place great importance on past teaching experience when considering applicant secondary teachers for my secondary school district." It would appear that these district superintendents of schools are divided as to their opinions on the value of past teaching experience when considering applicant secondary teachers for employment in their school districts.

Considering the above as a whole, this researcher feels that in general good agreement exists between Montana's district superintendents of schools regardless of district size. Reflection on this would

probably reveal this as expected. District superintendents of schools in Montana undoubtedly share many common insights, experiences, and educational trainings, thereby lessening the chances of extreme diversion on hiring criteria.

PLACEMENT OFFICIALS

Data gathered from the opinionnaire distributed to placement officials of five Montana teacher training institutions and the Montana Security Employment Service reveals each of these placement officials reporting multi-field endorsed applicant teachers as being easier to place than single-field endorsed secondary teachers. Therefore, these multi-field endorsed teachers enjoy employment placement advantages over those applicant secondary teachers endorsed in only one single-field area.

The majority of the placement officials' replies to item 2 on the opinionnaire distributed to these officials indicates applicant secondary teachers having the bachelor degree as the highest level of professional preparation as being least difficult to place in teaching positions throughout Montana than any of the advanced degree professional preparation levels. Two of the responding placement officials identified the fifth-year endorsement as being easiest to place applicant secondary teachers than the other levels of professional preparation suggested in this study. No placement official stated either the

master's degree or the doctorate degree level of professional preparation as being easiest in which to find secondary teaching positions for applicant secondary teachers in Montana. In all cases, the doctorate and master's degree levels of professional preparation were noted as being most difficult and next most difficult, respectively, in which to place applicant secondary teachers in Montana's public secondary schools. Table 43 records and summarizes these data.

Table 43

Difficulty Rankings by Placement Officials

Difficulty Ranking	Bachelor Degree	Fifth-Year Certificate	Master's Degree	Doctorate Degree
Easiest	4	2	0	0
Second Easiest	0	3	1	0
Third Easiest	1	0	4	0
Most Difficult	0	0	0	4

Placement officials' replies to item 3 on the opinionnaire distributed to placement offices indicated that in every instance reported those applicant secondary teachers having zero to two years classroom teaching experience were easiest to place, followed by those applicant secondary teachers with three to five years classroom teaching experience, and lastly those applicant secondary teachers having six or more years classroom teaching experience. This data is

recorded and summarized in Table 44.

Table 44

Difficulty Rankings by Placement Officials, Teaching Experience

Difficulty Ranking	Zero to Two Years Teaching Experience	Three to Five Years Teaching Experience	Six or More Years Teaching Experience
Easiest	6	0	0
Second Easiest	0	6	0
Most Difficult	0	0	6

Data gathered from the opinionnaire distributed to Montana's district superintendents of schools recorded the response frequencies of these superintendents of schools pertaining to single-field endorsed subject areas as being most difficult or least difficult in which to obtain secondary teachers. These data are recorded and summarized in Table 45, page 150. The single-field subjects most favored (most difficult for district superintendents to find endorsed secondary teaching personnel or least difficult for placement officials to place secondary teachers) were placed in each of the three district size groups. The single-field subjects least favored (least difficult for district superintendents to find endorsed secondary teaching personnel or most difficult for placement officials to place secondary teachers) were placed in each of the three district class size groups.

Table 45

Single-Field Endorsements Ranked by District Class

District Class Size	Most Favored	Per cent	Least Favored	Per cent
Class I Districts	English	45.5	History and Social Studies	63.6
	Special Education	18.2	Health and P.E.	18.2
	Library	9.1	Foreign Languages	18.2
	Mathematics	9.1		
	Health and P.E.	9.1		
	Psychology	9.1		
Class II Districts	Music	31.8	History and Social Studies	63.2
	English	28.6	P.E.	17.7
	Mathematics	11.1	Foreign Languages	5.9
	Special Education	9.5	Science	4.4
	Industrial Arts	6.4	Art	2.9
	Commerical	1.6	English	1.5
	Science	1.6	Home Economics	1.5
	Foreign Languages	1.6	Sociology	1.5
	Home Economics	1.6	Philosophy	1.5
	Speech	1.6		
	Library	1.6		
	P.E.	1.6		
	Business	1.6		
Class III Districts	Music	34.4	History and Social Studies	53.2
	English	18.0	P.E.	16.1
	Mathematics	11.5	Psychology	11.3
	Home Economics	8.2	Art	4.8
	Industrial Arts	4.9	Science	3.2
	Special Education	4.9	Foreign Languages	3.2
	Science	4.9	English	3.2
	Library	4.9	Sociology	3.2
	Commercial	3.9	Music	1.6
	P.E.	1.6		
	Social Studies	1.6		
	Art	1.6		

Table 46

Multi-Field Endorsements Ranked by District Class

District Class Size	Major	Per cent	Minor	Per cent
Class I Districts	English	37.5	Art	25.0
	Mathematics	25.0	Science	25.0
	Music	12.5	Social Studies and History	25.0
	Home Economics	12.5	Mathematics	12.5
	P.E.	12.5	Commercial	12.5
Class II Districts	English	34.4	Library	24.1
	Mathematics	28.1	Science	24.1
	Science	9.4	Mathematics	20.4
	Music	7.8	English	13.0
	Special Education	6.3	Counseling	7.4
	Industrial Arts	3.1	Speech	7.4
	Home Economics	3.1	Social Studies and History	5.6
	Commercial	3.1	P.E.	5.6
	Social Studies and History	1.6	Foreign Languages	3.7
	Foreign Languages	1.6	Commercial	1.9
	Library	1.6		
Class III Districts	English	36.2	Library	20.4
	Mathematics	22.4	Mathematics	16.7
	Music	15.5	Science	13.0
	Science	10.3	P.E.	13.0
	Home Economics	5.2	Art	5.6
	Commerical	5.2	Foreign Languages	5.6
	P.E.	1.7	Music	5.6
	Special Education	1.7	Commerical	3.7
	Library	1.7	Counseling	3.7
			English	3.7
			Home Economics	3.7
			Social Studies and History	3.7
			Special Education	1.9

Data gathered from the opinionnaire distributed to Montana district superintendents of schools recorded the response frequencies of these superintendents of schools pertaining to multi-field major-minor endorsed subject areas as being most difficult or least difficult in which to obtain secondary teachers. These data are recorded and summarized in Table 46, page 151. The multi-field major-minor subjects most favored were placed in each of the three district class size groups.

Data gathered from the opinionnaire distributed to five placement officials from five teacher training institutions within Montana and the Montana Security Employment Service pertaining to single-field endorsed subject area secondary teachers as being most difficult or least difficult in which to place in teaching positions in Montana are recorded and summarized in Table 47, page 153.

The reader is cautioned not to expect the sum of the individual single-field endorsements to total 100 per cent. Each placement official was considered individually for each identified subject teaching field. Therefore, an aggregate sum of greater than 100 per cent will be noted in Table 47.

Data gathered from the opinionnaire distributed to five placement officials from five teacher training institutions within Montana and the Montana Security Employment Service pertaining to multi-field major-minor endorsed subject area secondary teachers as

Table 47

Single-Field Endorsements Ranked
by Placement Officials

Least Difficult to Place Secondary Teachers	Per cent	Most Difficult to Place Secondary Teachers	Per cent
Mathematics	83.3	Social Studies and History	83.3
Music	66.7	Physical Education	66.7
Industrial Arts	50.0	Art	50.0
Counseling	33.3	English	33.3
Science	33.3	Commercial	16.7
Special Education	33.3	Counseling	16.7
English	16.7		
Home Economics	16.7		

being least difficult in which to place in teaching positions in Montana are recorded and summarized in Table 48.

Table 48

Multi-Field Endorsements Ranked
by Placement Officials

Major	Per cent	Minor	Per cent
Mathematics	66.7	Commercial	33.3
English	33.3	Library	33.3
Music	33.3	Drivers Education	16.7
Industrial Arts	16.7	Ecology	16.7
Science	16.7	Foreign Language	16.7
		Industrial Arts	16.7
		Science	16.7

The reader is cautioned not to expect the sum of the individual multi-field endorsements to total 100 per cent. Each placement

official was considered individually for each identified subject teaching area. Therefore, an aggregate sum of greater than 100 per cent will be noted in Table 48.

SUMMARY

Data obtained from responses by Montana district superintendents of schools and placement officials of five Montana teacher training institutions and the Montana Security Employment Service were gathered and analyzed by this researcher. The .05 level of significance was selected by this researcher to test all hypotheses, inasmuch as this level affords sufficient protection from committing type I or type II errors.

Comparing the results obtained from data analysis, it appears evident that significant differences existed in relatively few of the employment condition areas under study. Noteworthy among those areas that did generate differences at the selected level of significance were Class I and Class III district superintendents of schools pertaining to hiring preferences of multi-field major-minor endorsed applicant secondary teachers. Class II and Class III district superintendents of schools registered a significant difference for hiring preference concerning applicant secondary teachers endorsed in only single-field areas.

The largest number of differences were noted among Class I,

Class II, and Class III Montana district superintendents of schools and placement officials concerned in this study. These differences were noted for bachelor degree, fifth-year certificate endorsements, master degree levels of professional preparation, and those applicants having from zero to two years previous classroom teaching experience.

The following significant differences were noted by the researcher in this study:

1. Between Class I and Class III Montana district superintendents of schools and preferences for multi-field major-minor endorsed applicant secondary teachers;

2. Between Class II and Class III Montana district superintendents of schools and preferences for single-field endorsed applicant secondary teachers;

3. Between Class I, Class II, and Class III Montana district superintendents of schools and the placement officials for hiring peferences and relative placement difficulty for bachelor degree professionally prepared applicant secondary teachers;

4. Between Class I, Class II, and Class III Montana district superintendents of schools and the placement officials for hiring preferences and relative placement difficulty for fifth-year endorsed applicant secondary teachers;

5. Between Class I, Class II, and Class III Montana district superintendents of schools and the placement officials for hiring

preferences and relative placement difficulty for master degree professionally prepared applicant secondary teachers; and

6. Between Class I, Class II, and Class III Montana district superintendents of schools and the placement officials for hiring preferences and relative placement difficulty for those applicant secondary teachers having two or less years of classroom teaching experience.

It is brought to the attention of the reader that in no cases were significant differences noted among any of the opinionnaire items dealing with Montana district superintendents of schools' superintendency experience levels. Additionally, Class I, Class II, and Class III Montana district superintendents of schools view the opinionnaire items almost identically, except for those items previously noted. The item in best agreement among all three district class size superintendents appears to be item 6: "I prefer to consider only those secondary applicant teachers for positions in my district having the doctorate degree." Here each district size superintendent was in perfect agreement inasmuch as doctorate degree prepared secondary teachers were not preferred by any superintendents as teacher replacements. District superintendents of schools were in perfect agreement by stating no preference differences for fifth-year endorsed applicant secondary teachers or the master degree professionally prepared applicant secondary teachers as desirable replacements for teachers in their

school districts.

Secondary teaching subject areas were listed according to single-field endorsement or multi-field major-minor endorsement areas. Data was presented to identify those single-field teaching endorsement areas being most difficult or least difficult for which to obtain applicant secondary teachers for each of the three district size classifications. Data was presented to identify those single-field teaching endorsement areas most difficult or least difficult in which to place applicant secondary teachers in Montana public schools and those multi-field major-minor teaching areas as noted by five Montana placement officials from different teacher training institutions throughout the state. Similar data was also gathered and analyzed originating from the Montana Security Employment Service.

Complete agreement was not forthcoming concerning most desirable single-field endorsements as noted by Class I, Class II, or Class III Montana district superintendents of schools. However, some single-field subject endorsements were noted as being most desirable for applicant secondary teachers to possess by a majority of district superintendents. Among these single-field subject areas as noted by all three class size district superintendents as being most desirable were: English, music, mathematics, and special education. Home economics and industrial arts were also placed high on the most desirable subject list as seen by Montana district superintendents of

schools.

Those single-field teaching subject areas noted by Montana district superintendents of schools as being least desirable were: history, social science, physical education, health, and foreign languages.

Multi-field major-minor endorsements noted by the district superintendents of schools as being most desirable for applicant secondary teachers to possess according to the three class sized districts in Montana for major subjects were: English, mathematics, music, and science. Desirable minors included: art, science, library, and mathematics. This researcher assumes various combinations of the above mentioned desirable major-minor subjects to be best for enhancing employment possibilities in Montana's secondary schools.

Montana placement officials listed most desirable single-field endorsements for applicant secondary teachers to have as: mathematics, music, and industrial arts. Listed as least desirable single-field endorsements are: social science, history, physical education, and art.

These same Montana placement officials listed as the most desirable major to possess with a multi-field major-minor endorsement as: mathematics, English, and music. Noted desirable minor subject areas of endorsement included: commercial subjects, library, and drivers education.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

Secondary public school teachers seeking teaching positions in the areas of specific teaching competencies are faced with identical supply and demand problems as other employment prospectives. For any number of personnel qualifying for a position there exists a number of job openings. This number of openings is largely determined by the demand for these personnel. In other words, employee demand is a measure of employee scarcity. Commodities that are relatively scarce, those difficult to obtain because of inadequate supply, may be over-produced during the short supply duration because of the favorable market existing for these materials and the relative ease in which manufacturers can trade these items. The production of commodities, therefore, tends to surge as market demands change, which is, in turn, governed by the needs of society. But the supply and demand cycles may not always be in perfect synchronization.

Until recently the education profession was characterized by a shortage of qualified public school teachers. Therefore, the teaching market was attractive to those college-bound high school students or enrolled college students undecided as to courses of study to pursue. The favorable market in education meant that a student graduating from college in education was practically guaranteed a position teaching in

the public schools.

The results of the familiar post-World War II baby boom suddenly began to taper off during the end of the 1950's, and the full impact of numerically fewer school-aged children was felt in the late 1960's. By 1969, with fewer children to educate and the popularity of attending college still riding high, there were suddenly more qualified public school teachers available to teach than were needed to fill the nation's classrooms. This number of classrooms was also decreasing in quantity because of shrinking enrollments. The now familiar "teacher surplus" resulted.

Review of current literature as well as a study of the data presented in this study will reinforce the last statement. While there are secondary teaching subject areas that have ample qualified teachers available, there also are other areas in which the scarcity of qualified teaching personnel is still quite evident. This applies to the United States as well as Montana.

To cope effectively with the current teacher's market, a prospective teacher candidate must inspect the market and equip himself with those qualifications and credentials that will increase his employment desirability to a prospective employer. It would be beneficial for a candidate to know what teaching subjects are currently in high demand and also those areas wherein a shortage of qualified teaching personnel still exists. Candidates should also know those subject areas

not presently ideal for employment possibilities. Knowing these facts will enhance the possibility for a teacher to find employment. As this study bears out, those secondary teachers certified in only one subject area, or single-field endorsed, greatly handicap themselves in a market where employers attempt to get the most service from their staffs. Multi-field area teaching endorsements should be considered as more advantageous to possess when attempting to find teaching positions in Montana's public secondary schools. Undoubtedly, this statement can be generalized to include the entire nation as well. With a multi-field endorsement, as with a single-field endorsement, consideration must be given by teacher candidates to be certain they are training in areas with high utilization appeal to hiring officials.

These subject areas as determined by this study include as desirable single-field subject endorsements: English, music, mathematics, and special education. Subject area endorsements for a multi-field major-minor certification include: English, mathematics, music, and science. Desirable minors include: art, science, library, and mathematics. Here, again, it is assumed various combinations of the aforementioned teaching subject areas are to be considered best prospects for a secondary teacher seeking a teaching position in Montana's secondary public schools.

Prospective teachers, whether veteran teachers or those just beginning, should also consider lowering personal barriers toward

available teaching positions. Especially self-imposed geographical restrictions that decrease employment possibilities must be identified and eliminated by future teacher candidates. Grade level selection is another self-imposed restriction greatly hampering the employment seeking teacher when selecting certain schools or areas in which to teach.

Teacher hopefuls should also be certain of market whims concerning previous classroom teaching experience and advanced professional preparation in the form of fifth-year endorsements, master's degrees, or doctorate degrees. The importance placed by employers, primarily district superintendents of schools, on these items may greatly affect a teacher candidate's desirability in the eyes of a particular school district's hiring officials. How particular district superintendents of schools view teacher candidates because of previous superintendency experience or district class size is also useful information for prospective teachers to have available when looking for teaching positions.

A relatively new concept introduced to public education in some states is early teacher retirement. There is no question that by retiring teachers sooner a more favorable market will be created for those teachers looking for employment in public education. This trend, if continued, would obviously ease the present oversupply condition now being experienced in the United States, as well as in Montana.

As previously indicated in this study, population trends may change. While the nation is presently experiencing a very small population growth rate, there are numerically more people in the United States and Montana than ever before. It is feasible this large population now finding family life more attractive will start another surge in school-aged children that could be felt in the near future. Researched literature indicates the strong possibility of another population increase before the turn of the century.

Today's abundant supply of teachers has created a definite need for continual research in this critical area. Some secondary areas are crowded, while others remain relatively unfilled (N.E.A., 1972). Future secondary teachers must be aware of these areas and be knowledgeable of those subject areas offering the best opportunities for employment once certification requirements have been satisfied.

In addition to the need mentioned above, it is obvious that further teacher production in the crowded subject areas will only aggravate an already critical situation. Prospective teachers, in order to teach upon graduation from college, must be able to find openings in their chosen subject areas. Placement officials and college class advisors would do well to be able to direct prospective secondary teachers away from subject areas that offer poor employment prospects.

College advisors should be able to offer assistance to those

individuals beginning in teaching training by recommending multi-field subject major-minor certification, rather than single-field subject competency commensurate with the findings in this study. This will increase employment possibilities for beginning teachers and also for those experienced teachers seeking new positions.

The same may be said for both the areas of advanced professional preparation and the number of years of classroom teaching experience applicant secondary teachers may possess. The analysis of the data generated by this study bears out that superintendents of schools charged with hiring teachers in Montana's secondary school districts do indeed show preferential consideration for some professional preparational categories over others. Effective counseling should take place for those teachers considering advanced certification. Teachers looking for positions in public education in Montana can be made aware of the class-size district that offers the best employment possibilities for their particular certification.

Teachers seeking to relocate and already having various amounts of classroom teaching experience should benefit by knowing how hiring officials view their particular position with regards to employment prospects. In short, knowledge concerning the employment market's whims and trends is an important tool for any teacher to possess when considering a change in school or changes in educational status.

In short, the more knowledge a prospective teacher has at his

disposal concerning the present market's biases for secondary teachers, the better will be his chances to secure a teaching position of his choice. Prospective teachers must also be aware of personal limitations which could act to reduce employment possibilities.

CONCLUSIONS

The difference between preferences of Class I district superintendents of schools and Class III district superintendents of schools concerning item 1 may well stem from financial and logistical factors rather than whims. Large districts, Class I districts, undoubtedly have far more financial resources available than the smaller Class III districts, enabling the larger districts to engage in considering employment of single-field competency teachers to a higher degree than the Class III district. However, it is reemphasized that both sized districts do prefer multi-field endorsed secondary teachers. Smaller schools must get as much "teaching ability" from a secondary teacher as possible. To not do so might place unnecessary strains on budgets in addition to the usual not-enough-classrooms dilemma with which many smaller districts are saddled.

Because of the much larger student body associated with Class I districts as compared with Class III districts, a high importance may be placed by Class I districts on single subject teaching areas. This will require an applicant secondary teacher to possess a higher

degree of competency or specialization in a narrow or single-field area of teaching. Normally, this condition is satisfied by hiring teachers who have specialized in these areas. Similar requirements may not be as evident in smaller districts.

Table 42, page 144, shows, however, that only 1.4 per cent of Class II district superintendents of schools and 3.8 per cent of Class III district superintendents of schools agree with item 2: "When considering applicant secondary teachers for positions in my district, I prefer those applicants endorsed in only a single teaching area." From an inspection of the recorded frequency of responses, the difference noted appears to come largely from the differences between the two district class sizes as to the degree of disagreement assigned to this opinionnaire item. Although item 2 did show a significant difference between Class II and Class III district superintendents of schools, the researcher feels there is, nevertheless, excellent agreement between the three district classes of superintendents of schools in Montana and their noted preferences for single-field endorsed secondary teachers.

Significant differences were noted between the preferences for bachelor degree professionally prepared applicant secondary teachers for each class size of district and the relative difficulty placement officials of five Montana teacher training institutions and the Montana Security Employment Service have experienced when placing secondary

teachers in Montana schools with only the bachelor degree preparation. This difference may be due partly because the majority of secondary teachers in public schools in Montana have only the bachelor degree level of professional preparation.

Table 42, page 144, shows over 27 per cent of all district superintendents of schools in Montana prefer to hire only applicant secondary teachers with the bachelor's degree, while almost 73 per cent prefer not to select only bachelor prepared secondary teachers. With a ratio of 2.7 to 1 for district superintendents of schools in favor of hiring secondary teachers with other than just bachelor degrees as opposed to hiring those secondary teachers with only the bachelor degree, a reason for this difference becomes more apparent. Many district superintendents of schools feel, as previously pointed out in this study, that perhaps the best secondary teaching staff is that which is made up of a fair cross section of experience and varied professional training.

Significant differences were identified between the preferences of each class size of Montana district superintendents of schools and the relative difficulty placement officials have experienced in placing applicant secondary teachers with either the fifth-year endorsement or the master's degree level of professional preparation. This researcher found no significant differences between these classes of district superintendents of schools and these levels of teacher professional

preparation. This indicates a degree of agreement between these different class district superintendents of schools.

While the percentage of district superintendents of schools preferring only the fifth-year certification or the master's degree was 6.16 per cent and 4.11 per cent, respectively, the percentage for preferences toward the bachelor preparation level was 27.21 per cent, indicating a preference ratio of almost five to one in favor of the bachelor degree prepared teacher candidates. Placement officials state the fifth-year and master's degree levels of professional preparation are second and third most difficult in which to place applicant secondary teachers in Montana's public secondary schools. This fact is reflected in the very low preference ranking placed by district superintendents of schools on these levels of professional preparation.

It is possible a majority of secondary teachers registered with placement offices at teacher training institutions throughout Montana have teaching credentials listing experience within this range. The researcher feels it is axiomatic to assume newly graduating and first-time credentialed secondary teachers will register with the institution's placement office from which they graduate, thereby disproportionately increasing the number of potential teachers registered in this experience range toward the low end of the experience continuum. This may account for the difference noted between the district superintendents of schools' preferences and the placement official's difficulty

when attempting to place job seeking teachers in teaching positions in Montana.

The researcher feels it is important to call attention to the fact that no significant differences were identified between any of the three levels of superintendency experience and the agree-disagree items on the district superintendent's opinionnaire. This would indicate that Montana district superintendents of schools, regardless of their superintendency experience, view the subject of the agree-disagree items on the opinionnaire in much the same manner. Superintendency experience does not seem to alter the opinions of importance placed by district superintendents of schools toward professional preparation, number of years of classroom teaching experience or subject endorsement, whether it be single-field or multi-field, of applicant secondary teachers.

RECOMMENDATIONS

The oversupply of secondary school teachers is imminent where it has not already been felt (Fawcett, 1974). Clearly, there is no easy and quick solution to the problem. It appears unlikely that efforts to expand demand, for example less students per teacher, would prove either economically feasible or politically prudent. To direct attention at supply factors seems a more realistic course to pursue. The following recommendations are offered with the knowledge they

provide only the most general outline of alternatives which might be considered, modified, and employed only after the tailoring required by the uniqueness of a given situation.

1. Those college students currently enrolled in secondary teaching curricula should be encouraged to certify in subject areas wherein the supply of teachers is not expected to greatly exceed the demand.

2. College students currently enrolled in secondary teaching curricula should consider dual or even multiple subject certification, thus increasing both options and teaching flexibility.

3. Efforts should be made to acquaint college-bound high school students interested in education careers with specific aspects and trends relating to the oversupply situations peculiar to their subject area or regions.

4. Teacher training colleges and universities should review their current programs and direct attention toward instituting additional professional and technical curricula wherein future demands are more encouraging.

5. Teacher candidates be strongly encouraged to avoid single-field endorsement.

6. Teacher candidates be strongly encouraged to broaden teaching subject areas with multi-field major-minor endorsements.

7. Lesser emphasis be placed by colleges upon the recruitment

of new teacher candidates.

8. Greater emphasis be placed by colleges involved in teacher training to improve the teaching techniques of existing teachers and those teacher candidates currently in training.

9. Student advisors at both high school and college level should become more familiar with the trends in the demand for teachers.

10. Results of this study should be constantly updated to provide timely information to those teachers just entering the profession and to those secondary teachers relocating or considering a change in professional status.

11. Continual research be undertaken in the areas of future population changes that could affect teacher employment prospects.

12. Further research be undertaken to identify those factors contributing to differences in the hiring preferences of Montana district superintendents of schools as noted in this study.

13. Further research be undertaken to identify and predict future teacher supply demands for various secondary teaching subject areas.

14. Further research be undertaken to more accurately identify those areas where differences between Montana district superintendents of schools and placement officials were noted in this study.

APPENDICES

Appendix A

Joplin, Montana 59531
30 September 1975

Dear Fellow Superintendent:

I have undertaken a study to determine the preferences of school administrative officials, like yourself, concerning the professional educational preparation, number of years of classroom teaching experience, and subject-area endorsements of applicant teachers seeking employment in Montana's secondary schools.

It is hoped the information provided by this study will help placement officers and college class advisors throughout Montana to recommend timely courses and fields of study for potential teacher candidates. I am sure you will agree to the importance of effective counseling concerning certified secondary teachers as to the advisability of additional professional preparation and/or the value of classroom teaching experience placed by school hiring officials cannot be overemphasized.

Inasmuch as the District Superintendent of Schools usually handles the actual hiring of new teachers, this instrument has been forwarded to you with the hope that you will respond and add your valued expertise and experience to the study. Individual superintendent, school, and district confidentiality will be respected.

The Opinionnaire contains 20 items. Directions for responding are furnished with the instrument. It will probably take only 10 to 15 minutes of your time to complete these items.

Enclosed please find a stamped, self-addressed envelope for your responding convenience. Please complete and return the Opionionnaire as soon as possible. Any comments you feel will be helpful to this study may be made on the back of the statement sheets and will be welcomed.

Thanking you in advance for your cooperation, I remain

Very truly yours,

Don Hills, Superintendent
Joplin Public Schools

Appendix B

A SURVEY:

Hiring Preferences of Montana's
Superintendents of Schools

This instrument has been designed to provide you the opportunity to express your opinions about your hiring preferences concerning the educational background, number of years of classroom teaching experience, and the single or multi-subject endorsements of applicant teachers seeking employment in your secondary school district.

All responses will be held strictly confidential, and the results of this study will be reported by school district size only.

Please do not omit any items.

DIRECTIONS FOR RECORDING RESPONSES ON OPINIONNAIRE

Please read each statement carefully. Then indicate whether you STRONGLY AGREE, AGREE, DISAGREE, or STRONGLY DISAGREE with each statement by circling the appropriate response opposite each statement.

Mark your responses in the following manner:

If you STRONGLY AGREE with the statement, circle "SA."	(SA)	A	D	SD
If you AGREE with the statement, circle "A."	SA	(A)	D	SD
If you DISAGREE with the statement, circle "D."	SA	A	(D)	SD
If you STRONGLY DISAGREE with the statement, circle "SD."	SA	A	D	(SD)

1. When considering applicant secondary teachers for positions in my district, I prefer those applicants endorsed in two or more subject areas.	SA	A	D	SD
2. When considering applicant secondary teachers for positions in my district, I prefer those applicants endorsed in only a single teaching area.	SA	A	D	SD
3. I prefer to consider only those secondary applicant teachers for positions in my district having just the bachelor's degree.	SA	A	D	SD
4. I prefer to consider only those secondary applicant teachers for positions in my district having the fifth-year certificate.	SA	A	D	SD
5. I prefer to consider only those secondary applicant teachers for positions in my district having the master's degree.	SA	A	D	SD
6. I prefer to consider only those secondary applicant teachers for positions in my district having the doctorate degree.	SA	A	D	SD
7. I feel the earning of advanced college degrees and endorsements is not essential to professional growth.	SA	A	D	SD
8. I feel the earning of advanced college degrees is essential to professional growth.	SA	A	D	SD
9. When considering applicant secondary teachers for my school district, I prefer those applicant teachers with two or less years of classroom teaching experience.	SA	A	D	SD
10. When considering applicant secondary teachers for my school district, I prefer those applicant teachers with from three to five years of classroom teaching experience.	SA	A	D	SD

11. When considering applicant secondary teachers for my school district, I prefer those applicant teachers with from six to more years of classroom teaching experience. SA A D SD

12. I place little importance on past teaching experience when considering applicant teachers for my secondary school district. SA A D SD

13. I place great importance on past teaching experience when considering applicant teachers for my secondary school district. SA A D SD

14. Please indicate by circling the letter opposite the time period best describing your TOTAL experience as a practicing district superintendent of schools.

    A. None

    B. One to three years

    C. Four to six years

    D. Seven or more years

15. Please name the secondary subject endorsement you feel would presently be <u>most desirable</u> for a teacher in Montana with a single subject endorsement to possess.

    _____

16. Please name the secondary subject endorsement you feel would presently be <u>least desirable</u> for a teacher in Montana with a single subject endorsement to possess.

    _____

17. In my opinion, presently in Montana the two teaching subjects <u>most desirable</u> for a secondary major-minor teaching combination endorsement would be:

    Major _____

    Minor _____

18. Please indicate your district's size by circling the letter opposite the class appropriate to your district.

    A. Class I (More than 6,500 district population)

    B. Class II (Between 1,000 and 6,500 district population)

    C. Class III (Less than 1,000 district population)

19. When filling vacancies in my secondary district, my school board always hires those applicant teachers I recommend for these positions.

    YES _____

    No _____

20. I would like a summary of the results of this study.

    YES _____

    NO _____

If you answered "YES" to item 20, please supply your name and address below.

Appendix C

Follow-up Up Letter to
District Superintendents of Schools

J U S T A R E M I N D E R

We are depending on you to complete and return the survey opinionnaire, "Hiring Preferences of Montana's Superintendents of Schools."

Would you please take a few minutes to complete and return it to me today?

Thanks for your cooperation.

Don Hills, Superintendent
Joplin Public Schools
Joplin, Montana 59531

Appendix D

Letter to Placement Officials

Joplin Public Schools
Joplin, MT 59531
1 October 1975

Gentlemen:

A study is currently being conducted to ascertain whether hiring preferences exist among Montana's district superintendents of schools in relation to selecting new secondary teachers as to:

1. Single-field or multi-field certification,
2. Highest degree applicant secondary teacher holds, and
3. The number of years classroom experience reported by applicant secondary teachers.

The beneficial effects of the results of this study are readily apparent. Equipped with the above information college placement officers, like yourself, guidance officials, and class advisors will be able to more effectively place and advise potential teacher candidates of major-minor subject selection areas and the wisdom of electing to further advance formal professional preparation beyond the bachelor degree level.

Additional information is needed to effectively cope with the present difficult teacher job situation. It is in this area that your office can perform an invaluable service to this study. Doubtlessly, there are secondary subject areas which you have noted as being presently greatest in demand by Montana schools and those secondary subject areas in least demand. It is of paramount importance to this study that this information be obtained.

I am requesting that you please respond to the questionnaire accompanying this letter. Enclosed please find a self-addressed, stamped envelope for your convenience. Please respond as soon as possible.

Thank you in advance for your kind cooperation, I remain

Sincerely yours,

Donald Hills, Superintendent
Joplin Public Schools

Appendix E

Placement Official's Opinionnaire

1. Our placement office finds it easier to place applicant secondary teachers with (check one):

   _____ a single-field secondary endorsement

   _____ a multi-field secondary endorsement

2. Please rank the relative difficulty your office has experienced in placing applicant secondary teachers with the following professional preparations. Use numeral "1" to signify easiest through to numeral "4" for the most difficult to place.

   _____ bachelor's degree

   _____ fifth-year endorsement

   _____ master's degree

   _____ doctorate degree

3. Please rank the relative difficulty your office has experienced in placing applicant secondary teachers with the following number of years of classroom teaching experience. Use numeral "1" to signify easiest through to numeral "3" for the most difficult to place.

   _____ zero to two years classroom teaching experience

   _____ three to five years classroom teaching experience

   _____ six or more years classroom teaching experience

4. Please list those three secondary teaching subjects your office has found as being easiest in which to place applicant secondary teachers.

   _____ easiest

   _____ next most difficult

   _____ third most difficult

5. Please list those three secondary teaching subjects your office has found as being most difficult in which to place applicant secondary teachers.

_____ most difficult

_____ second most difficult

_____ third most difficult

6. What secondary teaching major-minor areas would your office consider to be most advantageous for employment possibilities for a new education graduate to possess?

_____ major

_____ minor

7. Please provide the approximate percentage of education graduates from your college that have listed specific geographical restrictions as conditions for employment.

_____ per cent

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