A STUDY OF TEACHER MOBILITY IN MONTANA SCHOOLS

BY

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CHAPTER I
INTRODUCTION

Teacher mobility continues to be one of the biggest problems in school administration. The amount of turnover is one of the perplexities that confront the teaching profession today. The school administrator is faced each year with the replacement of teachers who, for one reason or another, leave the positions that they have held. In this study it was hoped to determine some of the reasons for teachers leaving positions in Montana schools. In this way, some light might be thrown on areas that could be improved so that the problem might be lessened.

The small schools seem to have the biggest problem, both in replacing and keeping good teachers. It would seem that the small school is a training ground for the beginning teacher who uses it as a stepping stone to a larger school. It is the belief of the writer that the movement of teachers, especially beginning teachers, after only one or two years in a system is detrimental to the school system and penalizes students who are taught consistently by beginning, inexperienced teachers. This is not intended to infer that beginning teachers do not do a good job of teaching, but that after one or two years of experience they should be doing a better job. If the teacher moves to a bigger system after gaining experience, then the larger
schools are reaping the benefits of experience gained at the expense of the small schools.

Statement of the Problem

The purpose of this study was to determine the extent of the teacher mobility problem in Montana schools. A sidelight of the study was to determine if the teacher mobility is as great a factor in the larger schools of the state as it is in the small schools.

Procedures

To solve the problem, two procedures were used:
1. A review of literature was made to determine factors in teacher mobility and the extent of the problem nationally.

2. Questionnaires were sent to 15 of the larger school systems and 34 of the small systems in Montana—those with less than 30 teachers in the system—to determine the extent of the problem in Montana.

Limitations

There were two limitations in the study:
1. A review of literature was restricted to the
Definitions

Teacher mobility is used to indicate changes or movements of teachers from position to position. Reasons for mobility could include retirement, marriage, advancement, teachers leaving the profession, i.e., all the factors that might prompt teachers to leave positions.

Teacher turnover indicates the number of replacements needed because of teacher mobility in a particular situation.

A review of literature on teacher turnover in public schools is given in Chapter II.
CHAPTER II
REVIEW OF LITERATURE

In the investigation of the literature most of the materials available were on the national level rather than on the state level.\textsuperscript{1} Several studies of teacher turnover were made on the national level. A survey made in 1957-58 by Bair and Mason brought out these facts.\textsuperscript{2}

1. In 1957-58, 137,000 classroom teachers in public elementary and secondary schools left the teaching profession. This number constituted 10.9 per cent of the average total teaching staff on the 1957-1958 school year.

2. Total separations, including those leaving classroom teaching and those moving from one school district to another, amounted to 214,000. This is a separation rate of 17.0 per cent of the average total teaching staff.

3. The total number of newly-hired teachers from the fall of 1957 through the summer of 1958 amounted to 284,000. Of these, 150,000 (52.8 per cent) were entering public school teaching for the first time, while 56,800

\textsuperscript{1}There have been recent studies made of teacher turnover in Oregon and Connecticut. However, neither was available in the Montana State College Library.

\textsuperscript{2}Mason, Ward S., and Bain, Robert K., Teacher Turnover in the Public Schools, 1957-58, Circular No. 608.
(20.0 per cent) were transferring from one school district to another.

4. For the 12-month period of fall, 1957, through summer, 1958, approximately four out of five separations took place during the summer between school years; one out of five occurred during the 1957-58 school year.

5. The highest separation rate occurred among women teachers in secondary schools (19.5 per cent); the lowest among men secondary teachers (14.9 per cent). Rates for elementary teachers were intermediate to the preceding—16.8 per cent for women, and 17.3 per cent for men.

6. Separation rates were closely related to size of school district, being lowest in districts with an enrollment over 25,000 (14.7 per cent) and highest in districts with an enrollment under 50 (29.0 per cent).

These facts show that the total turnover was 17.0 per cent, or 214,000 teachers in the year of 1957-1958. This means that one out of six teachers left a position, usually during the summer. There were 1,257,000 teachers on the staffs of the public schools in the continental United States at the opening of schools in the fall of 1957. When classes closed in the spring of 1958, a 1.0 per cent growth during the school year was shown with 1,269,000 teachers.
being employed.\textsuperscript{3}

During the school year of 1957-58 there could be seen a trend toward a higher proportion of men teachers in both elementary and secondary positions.\textsuperscript{4}

The number of teachers leaving the employ of schools can be told very accurately, but it is often hard to ascertain if the individual teacher had left the profession or had taken a teaching position in some other school. The teachers who are hired by the school districts are more easily traced because their previous employment records are given.

During 1957-58 it was found that 137,000 teachers left the profession. Of the 137,000, about 37,300 (27.2 per cent) left during the regular school session and 99,800, about 10.9 per cent of the average number of teachers during the regular school session.\textsuperscript{5}

The number of women who left the teaching profession was 108,000 compared to 29,100 men leaving during the same period. There was also a tendency for the women to leave

\textsuperscript{3}Ibid., pp. 2-3.
\textsuperscript{4}Ibid., p. 4.
\textsuperscript{5}Ibid., p. 6.
during the regular school session.\textsuperscript{6}

The National Education Association estimated that for the school year of 1958-59 there would be a need for 95,000 teachers to replace those who had quit during the previous year.

The separation rate among teachers on a whole for the United States was about 17.0 per cent. The question of whether or not this is a high rate was considered. It was found that social caseworkers had a separation rate of 24 per cent during a 12-month period for the total staff.\textsuperscript{7}

The separation rate among professional staff nurses was shown to be 66.9 per cent by the Division of Nursing Resources, U. S. Public Health Service.\textsuperscript{8}

These studies indicated that although the per cent of teacher turnover seemed quite high, it was actually low compared to other professions that often seem to be quite stable to the outside observer.

An important factor to be considered in the rate of separation of teachers is the size of the school district in

\textsuperscript{6}Ibid., p. 6.

\textsuperscript{7}Ibid., p. 10.

\textsuperscript{8}Ibid., p. 12.
which turnover tend to be the highest. Although the study made by Bain and Mason was not large enough to report data by state or region, it did bring out the following:

1. The rate of separation is closely related to the size of the school district, as measured by enrollment.

2. In districts with enrollments of 25,000 or more, there was a separation rate of 14.7 per cent.

3. As the size of the district decreased, the separation rate tended to increase.

4. For school districts with enrollment under 50, the rate was 29.0 per cent, approximately double that of the largest districts.

5. While schools were in session the largest rate of separation was in the larger districts, and lowest in the intermediate size.

These findings show one of the difficulties in operating small school districts. Other factors such as salaries, level of preparation and location also play an important part in the overall picture of separation during the year.

Besides being faced with replacing the teachers who are separating from the system, the school administrator is also required to hire additional teachers to handle

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9Ibid., p. 12.
increasing enrollments. About 150,000 teachers entered the public schools for the first time between the fall of 1957 and the fall of 1958. Some 27,300 teachers entered during the regular school year, and 123,000 were added during the summer of 1958.¹⁰

The fact that 150,000 teachers entered the field between the fall of 1957 and the fall of 1958 could be misleading. The graduating class of 1957 supplied only about 89,000 qualified teachers.¹¹ The remainder of the 150,000 were composed of entering emergency teachers, those completing teaching programs in previous years who had delayed their entrance into teaching, or those qualifying for standard certificates on the basis of post-graduate work.¹² During the same period about 56,800 teachers re-entered the profession, while some 77,000 teachers transferred from one school district to another. The three groups of entering, re-entering, and transferring teachers made a combined total of approximately 284,000 teaching staff additions as compared to 214,000 separations.

¹⁰Ibid., p. 7.
¹¹Ibid., p.17.
¹²Ibid., p.16.
In Lindenfeld's\textsuperscript{13} study of teacher turnover for the year of 1959-60, these findings were reported:

1. During the school year 1959-60, approximately 193,200 teachers left their positions, and 243,300 were hired.

2. Approximately 45 per cent of the incoming teachers had never taught, 23 per cent were re-entering teaching, and 32 per cent had moved from one school to another.

3. Of the teachers who dropped out of teaching 65 per cent were not classified. Of the other 35 per cent, 9 per cent went on leave of absence; 8 per cent retired; 2 per cent died; 13 per cent were dismissed; and 3 per cent changed to non-teaching jobs in the same school system.

4. A total of 165,300 persons entered public school teaching, while 116,100 left the profession. The 116,100 teachers leaving constituted 8.0 per cent of the profession. This refers to teachers in public schools only and not in the total field of education. Included in those listed as lost to the profession are personnel who changed to non-teaching jobs, such as principals; those taking jobs in

private schools; those taking jobs in higher education; and those given leaves of absence.

5. Of the 242,300 teachers hired, four-fifths (193,200) replaced teachers and one-fifth (49,100) staffed new positions.

A summary of the findings of Lindenfeld, giving the estimated number of teaching staff changes in public schools, is given in Table 1.

The problem of teacher turnover seemed to be most common among teachers during the first five years of teaching. A study was made by Hunter to determine the extent of turnover of beginning teachers. The study made for the Office of Education asked 7,150 beginning teachers to give what they considered to be their "best guess" about what they would do the following year.\(^{14}\) Although there were many things that could affect these "guesses", in the period of a year the guesses proved to be very accurate. This is shown by the data in Table 2.\(^{15}\)


\(^{15}\) Ibid., p. 22.
TABLE 1. ESTIMATED NUMBER AND STANDARD ERROR OF ESTIMATE OF THE TEACHING STAFF AND TEACHING STAFF CHANGES IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, 50 STATES AND D.C., FALL, 1959 TO FALL, 1960.16

<table>
<thead>
<tr>
<th>Teaching Staff Category</th>
<th>Number of Teachers* in Thousands</th>
<th>Standard Error** in Thousands</th>
</tr>
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<tbody>
<tr>
<td>Staff Opening of Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 1959</td>
<td>1,439.5</td>
<td>11.9</td>
</tr>
<tr>
<td>Fall 1960</td>
<td>1,488.6</td>
<td>12.5</td>
</tr>
<tr>
<td>Staff changes, Fall 1959 to 1960 ---- Total hired</td>
<td>242.3</td>
<td>4.0</td>
</tr>
<tr>
<td>Entering</td>
<td>109.3</td>
<td>2.2</td>
</tr>
<tr>
<td>Re-entering</td>
<td>55.8</td>
<td>1.8</td>
</tr>
<tr>
<td>Returning from leave of absence</td>
<td>12.4</td>
<td>.5</td>
</tr>
<tr>
<td>Other</td>
<td>43.4</td>
<td>1.7</td>
</tr>
<tr>
<td>Transferring</td>
<td>77.0</td>
<td>2.1</td>
</tr>
<tr>
<td>Total separated</td>
<td>193.2</td>
<td>3.3</td>
</tr>
<tr>
<td>On leave of absence</td>
<td>16.6</td>
<td>.5</td>
</tr>
<tr>
<td>Retired</td>
<td>16.3</td>
<td>.5</td>
</tr>
<tr>
<td>Deceased</td>
<td>3.1</td>
<td>.2</td>
</tr>
<tr>
<td>Dismissed</td>
<td>24.4</td>
<td>1.6</td>
</tr>
<tr>
<td>Changed to a non-teaching job in the same district</td>
<td>6.0</td>
<td>.4</td>
</tr>
<tr>
<td>Other, N. E. C.</td>
<td>126.6</td>
<td>2.5</td>
</tr>
</tbody>
</table>

*Because of rounding, detail does not necessarily add to total.

**The standard error figures reported above should be interpreted as follows: They are a measure of the extent to which the estimate derived from the sample differs from the actual value. For example, during 1959-60 there were an estimated 242,300 teachers hired for the public schools. The standard error of that estimate is 4,000. If this survey were reported under the same conditions a large number of times, and each time we constructed a confidence

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16 Ibid., p. 12.
interval of adding and subtracting two standard errors to the sample estimate, we would expect 95 per cent of such intervals to include the actual value. Thus, we can say with a 95 per cent probability of being correct, that the actual number of accessions to the public schools in 1959-1960 was between 234,300 and 250,300.

TABLE 2. STAFF HOLOVERS AND REPLACEMENTS IN UNITED STATES, 1960-1961.

<table>
<thead>
<tr>
<th>Course of Action</th>
<th>Per cent of original sample planning the course of action</th>
<th>Per cent of sub-sample following the course*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue in education</td>
<td>87</td>
<td>86</td>
</tr>
<tr>
<td>Teach in same district</td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td>Teach in another district</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Accept other educational responsibilities</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Leave education</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>For homemaking</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>For military service</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>For another occupation</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>For other reasons</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

*Since the sample used in the follow-up study was not self-weighting, it was necessary to weigh the results before computing the percentages. The reader should not apply these percentages to the number in the weighted sample.
Most teachers plan to continue teaching and apparently do so, yet, 14 per cent of them do leave at the end of one year. Through a cross tabulation, Hunter found these facts: 17

1. Of those who had planned to continue teaching in the same district--
   91 per cent did so
   5 per cent transferred to another district
   2 per cent left education--half to become homemakers and half to enter some other occupation.

2. Of those who had planned to transfer to another school district--
   61 per cent did so
   21 per cent remained in the same district
   14 per cent left education--half to become homemakers and half to enter some other occupation.

3. Of those who had planned to leave for full-time homemaking (all women)--
   82 per cent did so
   7 per cent remained in the same district
   9 per cent transferred to another district
   1 per cent entered some other occupation.

4. Of those who had planned to leave for military service--
   58 per cent did so
   27 per cent remained in the same district
   7 per cent transferred to another district
   5 per cent became homemakers or entered some other occupation.

17 Ibid., p. 23.
5. Of those who had planned to enter some other occupation—
43 per cent did so
26 per cent remained in the same district
16 per cent transferred to another district
8 per cent became homemakers.

According to Hunter, a great many of those planning to leave teaching are women who hoped to marry and have families. Many beginning teachers seem to look on teaching as a stepping stone rather than a career.

Summary

Although the mobility rate of teachers in the United States seems to be quite high (17.0 per cent), it is quite low in comparison with such professions as social caseworkers (24 per cent) and professional nurses (66.9 per cent). The fact that the nursing profession is mainly composed of women, and that they have a very high rate of turnover can be shown to be somewhat similar to the teaching profession by the fact that of 137,100 teachers leaving the profession, 78.8 per cent were women.

Small school systems were shown to have a very high rate of turnover, 29.4 per cent, as compared to the larger school system ratio of 14.7 per cent. The separation rate in both large and small systems in 1957-58 was about 17.0 per cent for the United States.
The findings of a survey of mobility in Montana schools are presented in Chapter III.
CHAPTER III
TEACHER MOBILITY IN MONTANA

To determine the extent and reasons for teacher mobility in Montana schools, school administrators in 49 cities and towns were surveyed by questionnaire. Included were 103 superintendents or principals in the state. Responses were received from 38 of the localities, with one or more schools answering from each location. Questionnaires were completed and returned by 71 administrators. This was a 69 per cent response. The structure of the questionnaire and the nature of the responses are presented in the following sections.

Structure of the Questionnaire

The questionnaire was developed following a review of the literature and was designed to determine the answers to the following questions:

1. What is the extent of teacher mobility in Montana schools?

2. Is teacher mobility greater in small school systems than in the larger school systems?

3. What are the reasons given for teachers leaving positions?

4. Are teachers leaving Montana for opportunities outside of the state?

5. At what period in service in a system do teachers leave positions?
Number of Teachers Covered in the Survey

The 71 responses from administrators in the 28 systems showed that 2,005 teachers were employed for the 1962-63 school year. In the small schools, those employing less than 30 teachers in the school system, 559 teachers were employed. In the larger schools 1,556 teachers were employed for the 1962-63 school year.

In the small schools, 95 teachers did not return to previous positions, a separation rate of 21.3 per cent. This compares with the turnover of 253 in the larger schools, or a separation rate of 16.3 per cent. The total turnover of 358 teachers for both large and small systems gave a rate of 17.4 per cent, which almost matched the national average of 18 per cent.

The survey showed a 4.9 per cent greater turnover of teachers in small schools than in the large schools. This could indicate a trend for a higher rate of teacher turnover in the small schools, although some of the small schools reporting in the survey show little or no turnover for the period surveyed and some large systems had a high rate of teacher turnover.
Reasons for Teachers Not Returning to Previous Positions

The reasons given for teachers not returning to previous positions were many and varied. It is not always possible to know the true reason for the teacher leaving a position. In sending out the questionnaire it was felt that the principal in the larger system would have a better idea of the reasons for the teacher not returning than would the superintendent. In the smaller school systems the superintendent works more directly with the teachers, and it seemed reasonable for them to respond to the questionnaire. It was hoped that by sending the questionnaire to the administrators in this manner that the reporting and reasons for teacher mobility would be relatively accurate.

The greatest difference in the mobility of the teacher in large and small systems appeared in the areas of professional advancement and movement because of employment of a spouse. The most consistency showed up in the areas of returning to college and the school not offering the teacher a new contract.

The number and percentages of teacher mobility for various reasons are shown in Table 3. The data in Table 3 indicates that 17 per cent left the large schools for
professional advancement, while 25.4 per cent left the small school for the same reason. The closest agreement was found in the area of teachers returning to college, with the large schools indicating 9.9 per cent, as compared to 10.5 per cent in the small schools.
TABLE 3. FREQUENCY AND PER CENT OF REASONS GIVEN FOR MONTANA TEACHERS NOT RETURNING TO PREVIOUS POSITION, 1962-1963.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Large Schools</th>
<th></th>
<th>Small Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Retirement</td>
<td>12</td>
<td>4.7</td>
<td>8</td>
<td>8.4</td>
</tr>
<tr>
<td>Dropped out of teaching</td>
<td>24</td>
<td>9.5</td>
<td>5</td>
<td>5.3</td>
</tr>
<tr>
<td>Married-school board would not re-hire</td>
<td>2</td>
<td>.8</td>
<td>4</td>
<td>4.2</td>
</tr>
<tr>
<td>Married-quit teaching</td>
<td>33</td>
<td>13.0</td>
<td>7</td>
<td>7.4</td>
</tr>
<tr>
<td>Went Back to School</td>
<td>25</td>
<td>9.9</td>
<td>10</td>
<td>10.5</td>
</tr>
<tr>
<td>Returned to home area or state</td>
<td>16</td>
<td>6.3</td>
<td>11</td>
<td>11.5</td>
</tr>
<tr>
<td>Professional advancement to better position</td>
<td>43</td>
<td>17.0</td>
<td>24</td>
<td>25.4</td>
</tr>
<tr>
<td>Were not offered new contract</td>
<td>18</td>
<td>7.1</td>
<td>8</td>
<td>8.4</td>
</tr>
<tr>
<td>Reasons unknown</td>
<td>29</td>
<td>11.4</td>
<td>10</td>
<td>10.5</td>
</tr>
<tr>
<td>Salary</td>
<td>16</td>
<td>6.3</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>Moved because of husband's employment</td>
<td>35</td>
<td>13.8</td>
<td>5</td>
<td>5.2</td>
</tr>
<tr>
<td>Total</td>
<td>253</td>
<td>99.8</td>
<td>95</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Teacher Movement to Other Areas

The investigation of the movement of teachers taking new positions showed that approximately half of those who moved in the large schools stayed in Montana. In comparison, 51.7 per cent of the teachers in the small schools remained in Montana, and 48.3 per cent moved to new positions out of the state. Whether this is an excessive movement of teachers to jobs out of the state could not be determined precisely, although the number of teachers leaving the state seemed to be quite large.

In-System Experience of Teachers Leaving Positions

One purpose of the study was to determine the approximate number of years experience in the system for teachers that left a particular school system. First-year mobility in the small schools was 50 per cent of those reported. This mobility dropped quite rapidly to as little as 2.6 per cent by the fourth year of experience in the system. In this survey, the mobility in the large schools for the first-year teachers was 31.6 per cent. This dropped to 15.4 per cent for those with two years experience, but rose to 19.9 per cent for those with three years of
experience in the system. The increase at the third year of teaching may, in part, be affected by teacher tenure laws that go into effect with the fourth contract. Although the "five years or more of experience" category was quite large, it probably does not have much true significance because it covers such broad periods of experience. The data with regard to in-district experience is presented in Table 4.


<table>
<thead>
<tr>
<th>Experience</th>
<th>Large Schools</th>
<th>Small Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>1 year</td>
<td>73</td>
<td>31.6</td>
</tr>
<tr>
<td>2 years</td>
<td>39</td>
<td>16.9</td>
</tr>
<tr>
<td>3 years</td>
<td>50</td>
<td>21.6</td>
</tr>
<tr>
<td>4 years</td>
<td>16</td>
<td>6.9</td>
</tr>
<tr>
<td>5 years or more</td>
<td>53</td>
<td>22.9</td>
</tr>
</tbody>
</table>

Comments by Administrators

Space was provided in the questionnaire for school administrators to comment on the problem of the mobility of teachers in Montana. The following are some of the comments
This teacher, (who was not offered a new contract), was not hired back because of tenure and personal conflicts with board members. Note: I have a different board now and have hired this same music teacher for '63-'64. She was a local teacher.

Only two teachers in six years left with only one year of experience in the Wilsall system. One left for professional advancement. One left to be closer to home. Both remained in Montana.

Our salary and housing are major factors in attempting to hire new teachers and also in teachers leaving our system.

The reasons for most teachers leaving the profession is the attitude of the community. A teacher is placed in the same category as a transient. Policemen, teachers, etc., are all lumped together. All are in a position of authority that no one wants to associate with.

We had teachers move because of salaries. We had teachers that could not teach and keep discipline.

The entire high school staff is leaving this year, including me. The main reason for leaving is because there is too much interference by trustees in and all around the school. We had been subjected to criticism at public meetings by trustees. In fact, this is a mess.

Because of Montana State College we have an abundance of college wives who leave when their husbands are finished with their education. One of the men who left for a better position has a secondary certificate and had to get located in a high
school instead of our elementary system. The one teacher who left after two years to return to her former school system is returning to our system again for the 1963-1964 year.

The 1962-63 situation was rather unusual, in that our high school special levy failed, causing no increase in the salary schedule. The morale was low and we had a 29% turnover of teachers in the high school. Economics and additional schooling were the most important reasons for the turnover. Advancement proved to be the cause for two elementary teachers and six high school teachers.

Of the seven not returning to Franklin, five are still in the Great Falls system—just two, as indicated, left teaching or this area.

Over the years, most of our teachers who leave have been young ones who have married or older ones who have retired. A few others have, of course, left for various reasons such as pregnancies, salary increase, moving nearer home, into larger schools, etc.

The one teacher that we replaced got a beautiful opportunity at the University of Nevada.

Salary is not always the reason for moving—closer to family may be a reason—prefer to live on scenery—

In 1961-62 we increased the size of this building by six rooms and still have the sixth grades on half-day sessions. This fall—1962-63, two new schools were opened and our staff was reduced to 18 from 21 teachers. Two of the three extras were placed in the new building, so we actually have only three teachers new to this building, one of whom taught in another Billings school for several years.
We are a new school and this questionnaire may not be much help. In Great Falls we seem to lose most of our elementary teachers because they get married and through the normal course of events quit teaching to raise a family.

Marriage is the greatest cause of teachers leaving in this school.

Our turnover in Great Falls is large each year because many military wives are hired and the husbands are transferred. We have many young wives who start a family and have to quit.

We also have many young teachers who get married and leave.

This was the year of our smallest turnover; one teacher retired, one was given a fellowship to come back to the university to work on a masters in music, and one wanted to get back in the Missoula area to be near his wife's parents who were in poor health.

In our system the teachers who leave go to the State of Washington or Oregon, or to Missoula to teach; or they go back to school to get their degrees; or they get married. However, most of the teachers who have been married continue to teach in the area where their husbands work or go to school.

The comments on marriage by administrators emphasized why a great percentage of the turnover in beginning teachers is among the young women in the profession. This trend is probably greatest in the larger systems, as was
noted by administrators in the Great Falls system where many teachers leave because of marriage.

Summary

The survey made on the mobility of teachers in Montana schools brought out these facts:

1. In the 28 school systems reporting, 2,005 teachers were employed for the 1962-63 school year. Small schools employed 449 teachers and had a turnover of 95 teachers (21.2 per cent). The larger school systems employed 1,556 teachers and had a turnover of 253 teachers (16.3 per cent). The total turnover in both large and small schools was a total of 348 teachers (17.4 per cent).

2. The reasons for teachers not returning to their previous positions showed a high for the large schools in the "Professional advancement to better position" category (17.0 per cent), and a low in the "Married--school board would not re-hire" category (.8 per cent). The small school's high was also in the "Professional advancement to better position" category (25.4 per cent), with their low in the "salary" category (3.2 per cent).

3. The movement of teachers taking new positions show that in the large school systems, half of those who moved left the state. The small schools showed 51.8 per
cent remaining in Montana, while 48.3 per cent took new positions outside of the state.

4. The largest turnover in both large and small school systems involved teachers having only one year of experience.

A summary and conclusion for this study are presented in Chapter IV.
CHAPTER IV
SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the extent of the teacher mobility problem in Montana schools. A sidelight of the study was to determine if teacher turnover is greater in the small school systems than in the large school systems in Montana.

Summary

A review of literature made at Montana State College indicated that although teacher turnover in the United States is considered to be quite high, it is relatively small in comparison to such professions as nursing or social caseworkers. Nationally, teacher-turnover was almost twice as large in small schools (29.0 per cent) as in the large schools (14.7 per cent). Montana's small schools had a 21.2 per cent turnover, which is smaller than the national average. However, Montana's large school rate was greater than the national average, with a 16.3 per cent rate of teacher turnover. The separation rate for the United States as a whole was 17.0 per cent. Montana schools both large and small, were very close to the national average with an average separation rate of 17.4 per cent.

The movement of teachers taking new positions
indicated that approximately half were remaining in Montana. The remaining half were taking positions mostly in other states and a few were taking positions outside of the continental United States. At what rate teachers have left other states and Montana in previous years was not covered in the study. Consequently, it cannot be determined if the findings show that the movement is in any way abnormal.

The movement of teachers after one year of experience in a school system showed that nationally 32 per cent left after the first year, while Montana's large school system had a 31.6 per cent turnover of first-year teachers, and the small school systems had a 50.0 per cent turnover.

Conclusion

Teacher mobility in Montana schools would seem not to be excessive as compared to the United States as a whole. The rate of teacher turnover in Montana's small schools is greater than the larger school systems by 4.9 per cent, but this is not an extremely large turnover compared with the turnover in small schools found in a national survey.
BIBLIOGRAPHY


APPENDIX A

Questionnaire
QUESTIONNAIRE ON TEACHER MOBILITY IN MONTANA SCHOOLS

Please fill in the blanks with the number of teachers to which each question relates.

_____ Number of teachers in the school or school system.

_____ How many new teachers were hired for the 1961-62 school year?

_____ How many teachers did not return for the 1962-63 school year?

All questions in the remainder of the questionnaire refer to those teachers (only) who did not return for the 1962-63 school year.

I. REASONS FOR TEACHERS NOT RETURNING.

Of the teachers who did not return please indicate the number of teachers falling in each of the following categories:

_____ Retirement

_____ Dropped out of teaching

_____ Married-school board would not re-hire

_____ Married-quit teaching

_____ Went back to school

_____ Returned to home area or state

_____ Professional advancement to better job

_____ Were not offered new contract
______ Moved because of husband's employment
______ Reasons unknown
______ Salary

II. AREA MOVEMENT:

Please indicate the number of teachers taking new jobs by area, if this is known.

______ Remained in Montana
______ Moved to another state
______ Took a job outside of continental United States
______ Area unknown

III. EXPERIENCE

Please indicate the number of teachers that departed who fall into each experience with your school.

______ 1 year of experience in your school
______ 2 years
______ 3 years
______ 4 years
______ 5 or more years

IV. COMMENTS

Any comments would be appreciated ————

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APPENDIX B

Cover Letter for Questionnaire
To Superintendents and Principals:

Time does not allow me to write a personal letter to each superintendent or principal, so please excuse the ditto letter.

For my research paper I am making a study of the mobility of teachers in Montana. I plan to bring out four main points:

1. Reasons for teachers not returning.
2. Areas to which teachers are moving.
3. Amount of experience in each school.
4. A comparison of teacher mobility between the large school and the small school.

Upon completion of the study, a copy of the results will be mailed to each school participating in the study.

Enclosed you will find a stamped, self-addressed envelope, and I will appreciate hearing from you at your earliest convenience.

Sincerely,

Robert Baldwin
404 North 4th
Bozeman, Montana