



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 DOCTOR OF EDUCATION

Montana State University

© Copyright by Donald Hills (1976)

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

by

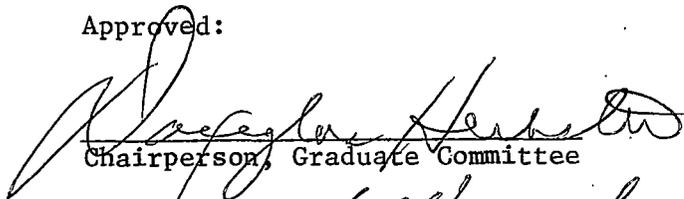
DONALD HILLS

A thesis submitted in partial fulfillment
of the requirements for the degree of

of

DOCTOR OF EDUCATION

Approved:


Chairperson, Graduate Committee


Head, Major Department


Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

June, 1976

ACKNOWLEDGMENT

Many people have been involved in the writing of this thesis. Special thanks go to Mr. Hills' Graduate Committee for their infinite patience and timely suggestions and assistances. This Committee was composed of the following: Dr. Douglas Herbster, Dr. Earl Ringo, Dr. Henry Worrest, Dr. Eric Strohmeier, Dr. Gregory Stefanich, and Dr. Ira Mills.

The writer would also like to mention and express appreciation to those district superintendents of schools and placement officials, who, by providing responses to the opinionnaires, supplied the necessary information and data thus making this study possible.

TABLE OF CONTENTS

	Page
LIST OF TABLES.	vii
LIST OF CHARTS.	x
LIST OF MAPS.	xi
ABSTRACT.	xii
 Chapter	
1. INTRODUCTION	1
STATEMENT OF THE PROBLEM	2
PURPOSE OF THE STUDY	7
GENERAL QUESTIONS TO BE ANSWERED	8
GENERAL PROCEDURE.	12
LIMITATIONS.	15
DEFINITION OF TERMS.	15
SUMMARY.	17
2. REVIEW OF LITERATURE	20
TEACHER SURPLUS.	20
SELF-IMPOSED RESTRICTIONS.	22
CURRENT ENROLLMENT TRENDS.	26
EMPLOYMENT PROSPECTUS.	32
DISTRIBUTION PROBLEMS.	33
SINGLE-FIELD MAJORS.	38
CURRENT DEMAND TRENDS.	41

Chapter	Page
UPGRADE INSTRUCTION.	46
ADMINISTRATIVE CRITERIA.	48
APPLICANT TEACHER EXPERIENCE	49
ADVANCED DEGREE PREPARATION.	51
SUMMARY.	53
3. METHODS AND PROCEDURES	56
POPULATION DESCRIPTION AND SAMPLING TECHNIQUES	58
DEFINITION OF CATEGORIES	59
METHOD OF COLLECTING DATA.	61
RESPONSE SCALE	63
CONTENT VALIDITY	65
METHOD OF ORGANIZING DATA.	67
STATISTICAL HYPOTHESES	68
ANALYSIS OF DATA	89
SUMMARY.	92
4. ANALYSIS OF DATA	94
PLACEMENT OFFICIALS.	147
SUMMARY.	154
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.	159
SUMMARY.	159
CONCLUSIONS.	165
RECOMMENDATIONS.	169

	Page
APPENDICES	172
A. Letter to District Superintendents of Schools.	173
B. A Survey: Hiring Preferences of Montana's Superintendents of Schools	174
C. Follow-up Letter to District Superintendents of Schools.	178
D. Letter to Placement Officials.	179
E. Placement Official's Opinionnaire.	180
LITERATURE CITED	182

LIST OF TABLES

Table	Page
1. Total Degree-Credit Enrollment in Four-Year Institutions of Higher Learning, United States 1968 to 1981	23
2. Montana Public School Enrollment 1965-66 Through 1974-75 and 1975-76 Through 1979-80 Projected.	28
3. Montana Pupil-Teacher Ratio.	29
4. Elementary and Secondary Public School Teachers for Selected Years--United States and Montana.	43
5. Montana Full-time Public School Professional Personnel 1964-1965 Through 1974-1975.	44
6. Class Size and Experience Levels of Montana District Superintendents of Schools	95
7. District Class Size, Multi-Field Preference.	96
8. Superintendency Experience Level and Multi-Field Preference	98
9. Placement Officials/District Class Size, Multi-Field Preference	99
10. District Class Size, Single-Field Preference	100
11. Superintendency Experience Level, Single-Field Preference.	102
12. Placement Official/District Class Size, Single-Field Preference	103
13. District Class Size, Bachelor Degree Preference.	105
14. Superintendency Experience Level, Bachelor Degree Preference	106
15. Placement Official/District Class Size, Bachelor Degree Preference	107
16. District Class Size, Fifth-Year Endorsement Preference	109

Table	Page
17. Superintendency Experience Level, Fifth-Year Endorsement Preference	110
18. Placement Official/District Class Size, Fifth-Year Endorsement Preference	111
19. Class District Size, Master's Degree Preference.	113
20. Superintendency Experience Level, Master's Degree Preference	114
21. Placement Official/District Class Size, Master's Degree Preference	116
22. District Class Size, Doctorate Degree Preference	117
23. Superintendency Experience Level, Doctorate Degree Preference	118
24. Placement Official/District Class Size, Doctorate Degree Preference	120
25. District Class Size, Advanced Degrees Not Essential.	121
26. Superintendency Experience Level, Advanced Degrees Not Essential.	122
27. District Class Size, Advanced Degrees Essential.	124
28. Superintendency Experience Level, Advanced Degrees Essential.	125
29. District Class Size, Zero to Two Years Teaching Experience Preferred	126
30. Superintendency Experience Level, Zero to Two Years Teaching Experience Preferred.	127
31. Placement Official/District Class Size, Zero to Two Years Teaching Experience Preferred.	129
32. District Class Size, Three to Five Years Teaching Experience Preferred	130

Table	Page
33. Superintendency Experience Level, Three to Five Years Teaching Experience Preferred.	132
34. Placement Official/District Class Size, Three to Five Years Teaching Experience Preferred.	133
35. District Class Size, Six or More Years Teaching Experience Preferred	134
36. Superintendency Experience Level, Six or More Years Teaching Experience Preferred.	136
37. Placement Official/District Class Size, Six or More Years Teaching Experience Preferred.	137
38. District Class Size, Little Importance on Previous Teaching Experience.	138
39. Superintendency Experience Level, Little Importance On Previous Teaching Experience	140
40. District Class Size, Great Importance on Previous Teaching Experience.	141
41. Superintendency Experience Level, Great Importance On Previous Teaching Experience	142
42. District Class Size Item Agree-Disagree Per Cent	144
43. Difficulty Rankings by Placement Officials, Professional Preparation.	148
44. Difficulty Rankings by Placement Officials, Teaching Experience	149
45. Single-Field Endorsements Ranked by District Class Size.	150
46. Multi-Field Endorsements Ranked by District Class Size	151
47. Single-Field Endorsements Ranked by Placement Officials.	153
48. Multi-Field Endorsements Ranked by Placement Officials	153

LIST OF CHARTS

Chart	Page
1. Live Births Registered in Montana 1951-1974	36

LIST OF MAPS

Map	Page
1. Total School Enrollment in Montana, Per cent Change 1965-1966 To 1974-1975	31
2. Summary of Live Births in Montana, Per cent Change 1950 to 1973	37

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 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 does 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

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 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

