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An evaluation of the effectiveness of learning packages in the preparation of teacher education students for a job search

James Vincent Arthur
Iowa State University

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AN EVALUATION OF THE EFFECTIVENESS OF
LEARNING PACKAGES IN THE PREPARATION OF
TEACHER EDUCATION STUDENTS FOR A JOB SEARCH.

IOWA STATE UNIVERSITY, PH.D., 1979

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An evaluation of the effectiveness of learning
packages in the preparation of teacher
education students for a job search

by

James Vincent Arthur

A Dissertation Submitted to the
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The Requirements for the Degree of
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Ames, Iowa

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INTRODUCTION

Human development theorists have identified vocational decision-making as a significant aspect of a college-age person's development. Havighurst (1952), for example, formulated a series of developmental tasks faced by late adolescents, which included the selection and preparation for an occupation. Chickering (1969), in a similar manner, described seven vectors of development related to college students, including the development of plans and priorities that integrate vocational, avocational, and life-style considerations.

Emphasizing the significance of vocational development, Hoppock (1963) state :

Vocational development is conceived of as one aspect of individual development. Like social development, emotional development, and intellectual development, it has both distinctive characteristics which make focusing on it worthwhile and common characteristics which reveal it as one way in which general development of the individual manifests itself. Work . . . is one specific medium through which the total personality can manifest itself. (p. 95)

Within a college or university, the placement office has generally been the office responsible for relating to the career concerns of students. Traditionally, the college placement office has served only seniors and graduates by arranging interviews, reproducing credentials, and helping employers fulfill their personnel needs. More recently, however, placement offices have been expanding their responsibilities. In recognizing the significance of vocational development and in responding to the career planning needs of students, the scope of services

offered by placement offices has evolved from primarily job placement to comprehensive career development programs and activities (Simpson and Harwood, 1973).

Bachhuber (1977) observed that the expansion of career planning services and programs indicates that the progressive college placement office is concerned with the total vocational development of students and not just the job placement of graduating seniors. Career development and placement centers assist all students in appraising themselves, determining appropriate career objectives, making career decisions, and planning an effective job search. With the emphasis on vocational development, the placement office assumed a more active educational role within the university community.

Based upon a set of principles suggested by the College Placement Council (Stephens, 1970), most career planning and placement centers, as the title indicates, have two basic functions: (1) career planning and (2) placement.

Career information and career counseling serve as the foundations for the career planning function (Souther, 1975). Career information, as defined by Isaacson (1971), is "valid and usable materials about the world of work which are appropriate for assisting the individual seeking vocational guidance" (p. 14). These materials may include information about specific occupations, nature of work, compensation and benefits, entrance requirements, advancement, and possible employers. Career counseling involves the integration of self-awareness and the understanding of the world of work so that career decisions can be made (Crites, 1969).

Activities and programs developed by career planning and placement centers related to career information and career counseling are many and varied (Beaumont, Cooper, and Stockard, 1978, and Blaska and Schmidt in Packwood, 1977). Generally, these programs have been designed to meet students' career planning needs throughout their college years. The career planning function may include such programs as: freshmen orientation, testing, individual and group career counseling, career courses, occupational information resource systems, student work experiences, and career conferences.

While career planning programs are available for students throughout their college experience, the placement services have generally been directed toward students nearing graduation. Activities related to placement typically focus on job seeking procedures, job listing, and enhancing employer-placement office relations. Placement programs have included seminars on resume and letter writing, interviewing techniques, and job search approaches; systems for listing jobs and making referrals; initiating and nurturing employer contacts; and employer visitation by placement office personnel.

Descriptions of both career planning programs and placement programs appear frequently in the literature. However, there is little empirical evidence to suggest which programs are the most effective in reaching their objectives (Ard and Hyder, 1978). Burck and Peterson's (1975) call for more formative and summative evaluation of counseling services and programs should be applied to career planning and placement services

and programs. Empirical evaluations of programs would enable placement counselors to (1) obtain feedback on the results of their efforts; (2) select programs, services, and procedures on the basis of their demonstrated success; and (3) identify better methods of performing routine operations (Krumboltz, 1974).

The Education Placement Office is one of five college placement offices in a decentralized placement organization at Iowa State University. Historically, placement has been the primary function of the five placement offices. Career development and its related activities have not been a significant function of any of the placement offices. The Education Placement Office serves bachelors degree students seeking their first teaching position, alumni, and graduate students.

The Education Placement Office, in the 1950's and 1960's, served a population eagerly recruited by employers. Employment opportunities in the teaching profession during this period were extremely plentiful. A person who pursued a teaching job, obtained one. With this type of employment market, the graduates in education had little need to make extensive preparations for their job search.

During the 1970's, however, the shortage of teachers became an oversupply of teachers. Students who were prepared to teach, and wanted to teach, were unable to secure employment as easily as teachers in the previous decades. For many beginning teachers, a job was not available.

The National Education Association (NEA) estimated that 164,000 of the 213,000 prospective teachers from the class of 1977 were actively

seeking the estimated 85,000 teaching positions available (1978). Slightly more than half of the beginning teachers actively seeking positions in 1977 could be expected to be employed in a teaching position. This represented an increase over previous years, where 47.4 percent of the 1976 graduates (National Education Association, 1978) and 45.7 percent of the 1975 graduates (National Education Association, 1977) were employed as teachers after graduation.

While no single factor can be identified as the direct cause of the teacher surplus, Razor (1975) cited a variety of educational, sociological, and economic factors. They are: (1) larger graduating classes were generated, certification requirements were lowered, and provisional certificates were awarded in response to teacher shortage; (2) teaching as a career has become more desirable; (3) the post-war baby-boom has entered the job market when enrollments in schools are declining; and (4) with limited funding and increasing costs for operations and salaries, school boards have been forced to hire fewer teachers and reduce programs.

For many aspiring teachers confronted with a very competitive job market, the search for a teaching position has become an expensive, frustrating process. The task of obtaining a teaching position has been difficult, but not impossible, as indicated by the National Education Association's percentage of graduates actually employed in 1976 and 1977. The teacher education graduate, with assistance from the placement office, needs to develop well-planned, systematic job search strategies

to increase the probability that he/she will be one of those graduates employed as a teacher.

Statement of the Problem

The purpose of this study was to evaluate the effectiveness of alternate methods of preparing secondary education students nearing graduation for their first job search in education. In addition to the primary question, this study also investigated student characteristics that may effect job search readiness. Job search information for secondary education students at Iowa State University has been presented through lecture and class discussion in the course Secondary Education 426: Principles and Issues of Secondary Education. This course is a requirement in the professional teacher education sequence of courses. This study combined the traditional method of instruction with self-instructional learning packages to present job search information in a new format. The self-instructional job search materials developed for this study were: (1) an audio-tutorial learning package and (2) a manual learning package.

For the purpose of this study, the following research questions were explored:

1. Is there a more effective method of preparing students in secondary education for their first job search in education?
2. What is the significance of selected student characteristics in relation to job search readiness?

In order to explore these research questions, the following were developed:

1. Two self-instructional learning packages (audio-tutorial and manual) containing information and exercises related to the job search process in education.
2. An experiment involving three groups of students utilizing three treatments: (1) the traditional method of instruction; (2) the audio-tutorial learning package; and (3) the manual learning package.
3. A job search questionnaire to be utilized for obtaining pre-test and post-test measures of job search readiness for the three groups.

Assumptions

The following assumptions were made for the purposes of this study:

1. Career planning and decision-making is a developmental process.
2. Job search readiness is a facet of career development.
3. All placement and job search information presented in the course Secondary Education 426: Principles and Issues of Secondary Education, will be the same for all three sections.

Delimitations of the Study

This study was limited to junior and senior students enrolled in three sections of the secondary education course Principles and Issues of Secondary Education, Fall Quarter, 1978, at Iowa State University.

Definition of Terms

The terms defined for the purpose of this study are:

Affective score. A sum of the 38 items in the Job Search Readiness Questionnaire pertaining to an individual's attentiveness to and perceptions of the job search process, resources, and preparations. An affective score reflects the degree to which a person has internalized job search information and organized a job search.

Audio-tutorial. A multi-faceted, multi-sensory approach to instruction utilizing audio tapes and other media.

Cognitive score. The sum of the 34 items in the Job Search Readiness Questionnaire related to an individual's knowledge of the job search process, resources, and necessary preparations. A cognitive score reflects a person's knowledge of job search specifics and universals.

Job search process. A systematic procedure for seeking employment. The process includes: (1) completing a self-inventory, (2) developing job search strategies, (3) identifying sources of job vacancies and exploring occupational alternatives, (4) using various application approaches, and (5) following preferred screening and selection procedures for hiring.

Job search readiness. The knowledge and internalization of the job search process and the organization of the preparations necessary for seeking a position in a person's chosen field.

Self-instructional learning package. A guide developed to teach a concept or skill requiring little or no supervision by an instructor.

Total score. An overall measure of job search readiness composed of both affective and cognitive items (72 items) from the Job Search Readiness Questionnaire.

Traditional method of instruction. A method of instruction which has presented job search information via classroom lecture and discussion. The topics presented have included: placement office services, application letters, resumes, application procedures, interviewing, and related areas.

REVIEW OF LITERATURE

The review of literature for this study includes three sections: (1) placement readiness, (2) job search procedures and resources in education, and (3) learning packages.

Placement Readiness

Beilin (1955) identified internal and external variables which tend to effect an individual's total development. As a part of a person's development, Beilin also indicated that internal and external factors affect vocational development. An internal factor identified as placement readiness, has been investigated by Stevens (1960).

The concept of placement readiness as defined by Stevens (1962) states, "An individual is ready for placement when he is able to identify the job he desires in a desired geographic location, meets the necessary qualifications to fulfill the job requirements, and is willing and/or able to make the necessary effort of action which enable him to be effective in obtaining a job" (p. 143). That is, the degree to which an individual organizes and pursues a goal-directed job search determines his/her success in obtaining a desired position, providing job requirements have been met.

Stevens has postulated a theory of placement readiness based upon her own research (1960) and the vocational development theories of Ginzberg, et al. (1951) and Super (1953). The elements of Stevens' placement readiness theory are as follows.

1. Placement readiness is a developmental process. It is a continuous process in that an individual may move from low to high placement readiness.
2. Placement readiness is differentiable into patterns. High and low placement readiness each have their own characteristic behavior.
3. The quality of the movement from low to high placement readiness reflects the normal developing process of increasing maturation and integration of self for the individual. In psychological terms, such development is an expression of self-actualization of the organism.
4. Placement readiness is an irreversible process. For the integrated, mature, and healthy individual, growth and development can only be in the direction from low to high placement readiness.
5. Placement readiness occurs at a developmental pace.
6. As growth and development occur, there is a tendency toward independence, becoming less influenced by the preferences of others and more influences by one's own preferences.
7. As an individual moves from low to high placement readiness, his behavior becomes increasingly affected by reality considerations. (1962, pp. 146-147)

Stevens' theory of placement readiness reflects the developmental sequence, continuous process view of vocational development proposed by Ginzberg, Ginsburg, Axelrad, and Herma (1951) and Super (1953). Ginzberg's theory was developed from interviews with sixty-four upper-middle class Anglo-Saxon males. The subjects' educational level ranged from sixth grade to graduate school. The following are excerpts from their observations.

We found that the process of occupational decision-making could be analyzed in terms of three periods--fantasy, tentative, and realistic choices. These can be

differentiated by the way in which the individual "translates" his impulses and needs into an occupational choice. In the fantasy period, the youngster thinks about an occupation in terms of his wish to be an adult. He cannot assess his capacities or the opportunities and limitations of reality.

The tentative period is characterized by the individual's recognition of the problem of deciding on a future occupation. The solution must be sought in terms of probable satisfactions rather than in terms of current satisfactions. During this period, however, the translation is still almost exclusively in terms of subjective factors: interests, capacities, and values. In fact, as most individuals reach the end of this period, they recognize that their approach has been too subjective. They, therefore, consider their choices tentative, for they realize that an effective resolution requires the incorporation of reality considerations and this will be possible only on the basis of additional experience.

During the realistic period, the translation is so heavily weighed by reality considerations that a synthesis is difficult. The individual recognizes that he must work out a compromise between what he wants and the opportunities which are available to him. (p. 186)

The decision concerning an occupational choice is, in the last analysis, a compromise whereby an individual hopes to gain the maximum degree of satisfaction out of his working life by pursuing a career in which he can make as much use as possible of his interests and capacities, in a situation which will satisfy as many of his values and goals as possible. (p. 197)

This, then, is our general theory. First, occupational choice is a process which takes place over a minimum of six or seven years, and more typically, over ten years or more. Secondly, since each decision during adolescence is related to one's experience up to that point, and in turn has an influence on the future, the process of decision-making is basically irreversible. Finally, since occupational choice involves the balancing of a series of subjective elements with the opportunities and limitations of reality, the crystallization of occupational choice inevitably has the quality of a compromise. (p. 198)

Super (1953) proposed a developmental self-concept theory of vocational development based upon self-concept theory and the principles of developmental psychology. His theory suggests that a person enters an occupation which permits the implementation of his/her self-concept. The individual's stage of life development influences the vocational behaviors a person engages in to implement his/her self-concept. The basic tenets of Super's theory presented in the following list were proposed in "A Theory of Vocational Development" (1953, pp. 189-190).

1. People differ in their abilities, interests, and personalities.
2. They are qualified, by virtue of these characteristics, each for a number of occupations.
3. Each of these occupations requires a characteristic pattern of abilities, interests, and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.
4. Vocational preferences and competencies, the situations in which people live and work, and hence their self-concepts, change with time and experience, making choice and adjustment a continuous process.
5. This process may be summed up on a series of life stages characterized as those of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into (a) the fantasy, tentative and realistic phases of the exploratory stage, and (b) the trial and stable phases of the establishment stage.
6. The nature of the career pattern is determined by the individual's parental socioeconomic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.

7. Development through life stages can be guided, partly by facilitating the process of maturation of abilities and interests, and partly by aiding in reality testing and in the development of the self-concept.
8. The process of vocational development is essentially that of developing and implementing a self-concept: it is a compromise process in which the self-concept is a product of the interaction of inherited aptitudes, neural and endocrine makeup, opportunity to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellows.
9. The process of compromise between individual and social factors, between self-concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities.
10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values; they depend upon his establishment in a type of work, a role which his growth and exploratory experiences have led him to consider congenial and appropriate.

The concept of placement readiness developed by Stevens (1960, 1962) is a continuous, developmental process. Maturation in the process is the movement on a continuum from low to high placement readiness. An individual's level of placement readiness is a reflection of his/her stage of vocational development. The levels of placement readiness identified by Stevens parallel the different stages in Ginzberg's (1951) theory and the substages of Super's (1953) theory.

The initial research conducted by Stevens (1960) concerning placement readiness, investigated the general problem of identifying differences in the behavior of individuals during a job interview. To determine an individual's level of placement readiness, Stevens developed

the Placement Readiness Scale (PRC). Stevens research indicated that levels of placement readiness (high, moderate, and low) could be identified and that these levels were significant in success or failure when seeking employment. Individuals exhibiting characteristics of high placement readiness had definite and specific job goals and were able to assess their abilities, skills, and the realities of the job market so as to plan an effective job search. Characteristics of confused, vague job goals and passivity in approaching a job search were evidence of low placement readiness. A moderate placement readiness score reflected persons who were specific about some details of their job goals, but vague about others, and passive in some areas of their job-seeking responsibilities, but purposeful in their actions for others. Stevens concluded that the level of placement readiness is a highly significant internal factor affecting a person's success in obtaining satisfactory employment.

Stevens' research on placement readiness as a developmental process has led her to propose that it should be possible to assist an individual develop characteristics of high placement readiness. She states (1966) that the quality of a person's job-seeking behavior can be modified through counseling. Placement counseling can assist an individual to "integrate his experiences, identify his interests, capabilities and needs, and mobilize his personal resources" (p. 31). Stevens cautions, however, that placement counseling may be ineffective for persons exhibiting characteristics of low placement readiness, because

such individuals may need psychological help to resolve emotional difficulties.

As a result of her research, Stevens points to the need for placement counselors to consider the individual's pattern of job-seeking behavior. Depending upon the individual's style of behavior, the placement counselor may need to serve in several capacities and offer different services. Stevens (1972) states that "the counselor's role as dispenser of job vacancy data is appropriate only when working with a registrant whose job-seeking behavior pattern reveals the characteristics of high placement readiness" (p. 49). But, the counselor may also need to serve as a "sounding board" (p. 50) or test interpreter when a registrant of moderate placement readiness requires assistance to evaluate career goals or to clarify interests. Stevens' belief (1966, 1972) that placement readiness can be modified through counseling has not been empirically supported.

Velcich (1976) studied the effectiveness of three different job search training programs on placement readiness. She pre-tested and post-tested three instructed groups and one uninstructed group regarding placement readiness. The three instructional programs were a Job-Seeking Skills Seminar, a Career Decision-Making Workshop, and Assertiveness Training for Job Interviews. She found the greatest change in job search readiness was made by the subjects in the Job-Seeking Skills Seminar, but changes in placement readiness were also found for the other groups. Velcich's results should be considered with caution,

however, because the number of research subjects in each of the instructed groups was small.

Job Search Procedures and Resources

The literature search also included identifying job search procedures in education and guidance materials available for teacher applicants. The information obtained on job search procedures and preparations were used in developing the objectives, content, and learning activities included in the job search learning packages.

Job search procedures

A survey of public school teacher employment practices during the mid-1950's, indicated that very few school systems had written well-defined policies and procedures for the recruitment, selection, and appointment of teachers. On the basis of these findings, Shepoiser (1957) recommended that: (1) school administrators receive instruction in personnel policies and techniques; (2) school districts should develop and distribute policies on teacher recruitment, selection, and appointment; (3) professional organizations should give more attention to personnel administration; (4) college placement offices should expand their services to students and employers; and (5) school systems with 250 teachers or more should employ a full-time personnel administrator.

In a recent study of school district recruitment procedures, however, Flynn (1975) indicated that teacher candidates may be at a disadvantage in the job market because of increasingly sophisticated

school district recruitment and selection procedures. Flynn states:

School administrators and boards of education have received assistance in the selection and evaluation of teachers through their professional publications and organizations and from the efforts of commercial placement centers. School administrators, if from nothing more than experience, have refined their tactics in the hiring of personnel. This increased sophistication of employers and the oversupply of teacher candidates may have disadvantages the educational job-seeker The teacher applicant needs an equalizer.
(p. 3-4)

To assist prospective teachers understand the employment process and develop the communication skills and techniques needed for a successful job search, Flynn analyzed school district employment practices and identified successful teacher candidate job search strategies. His analysis of Iowa public school administrators' personnel practices led him to conclude that the prevailing employment process in practice at that time included a recruitment phase, a screening phase, and an interviewing and selection phase.

In the recruitment phase, employers generally preferred listing teacher vacancies with a college placement office. Their second preference was to advertise vacancies in the "Teacher Wanted" section of the Des Moines, Iowa, Register and Tribune newspapers. Other methods of teacher recruitment, such as accepting letters of inquiry, telephone calls, or personal visits by applicants, were not preferred by the administrators surveyed. Generally, superintendents asked interested persons to apply for a position by submitting an application letter, a resume, and their credentials. Superintendents indicated that credentials should include recommendations from student teaching, immediate supervisors

from work experiences, and professors from the major area of study.

The second phase identified in the employment process for teachers was to screen applicant materials and select the applicants to be interviewed. Judging from employer responses, Flynn concluded that the written materials submitted by applicants (letter and resume) generally do not meet the quality desired by administrators. However the administrators noted that the ability to submit quality application materials is an individual characteristic.

The superintendents indicated that candidates with majors in English, elementary education (with an emphasis in language arts), and home economics followed appropriate application procedures. Physical education, social studies, industrial education, and music applicants employed less desirable application techniques.

Interviewing selected candidates was the third phase of the employment process. A successful candidate possessed self-confidence, demonstrated a positive attitude toward teaching, and was perceived by the interviewer(s) as being able to meet the requirements of the district. In addition, Flynn reported that administrators observed the following candidate qualities during an interview: physical appearance, voice, appropriate dress, attentiveness, mannerisms, and posture. Unsuccessful candidates identified by superintendents tended to be less attentive during the interview, placed little importance on screening committee members, and considered learning about salary and benefits to be the most important objective of an interview.

Along with administrators, Flynn concluded that beginning teacher applicants believed they had not been well-prepared to seek employment. They expressed concern over the quality of their application materials and being at a disadvantage when compared to experienced teachers. In addition, a majority of the administrators indicated some college placement offices prepare their graduates better than others in job search techniques.

Based upon employer and applicant responses, Flynn recommended that an instructional program on job search preparation be developed and implemented. He further proposed a model application procedure for applicants to follow. The proposed model application procedure contains the following elements.

1. The application procedure should include placement office services that can communicate pertinent facts needed by candidates and the prospective employer.
2. It should provide clear-cut, well-written application letters and personal resumes that are developed specifically for a given position.
3. The letter of application serves as the basic communication for obtaining an interview.
4. There should be provisions for a thorough job search.
5. There should be major objectives for the interview based on specific needs.
6. There should be interview skill development for candidates in selling their personal services.
7. There should be ethical standards for all persons where legal provisions governing conduct leave off.
8. Employment decisions should be made on defined objectives.
(p. 121a)

Related studies support and expand Flynn's conclusions. As early as 1955, Krumacher recommended that teachers be given assistance in learning the methods and techniques of job-seeking. Her survey of prospective teachers and experienced teachers indicated both groups would benefit from assistance concerning application procedures and locating teaching vacancies. The public school administrators surveyed along with the two teacher groups, agreed that teacher applicants needed assistance with learning application procedures.

A more recent survey of superintendents and personnel directors from Michigan public schools revealed the relative importance of various criteria for evaluating graduating teacher applicants (Yantis and Carey, 1972). The most important evaluation criterion in selecting a beginning teacher was the personal interview.

Evaluation criteria related to credential files were considered to be second in importance after the personal interview. The evaluation criteria identified were: recommendations from student teaching, past employer recommendations, and recommendations from academic preparation (instructors and advisors). A candidate's grade point average, extra-curricular activities, and character references were considered to be least important.

The study, conducted prior to the enactment of the Family Educational Rights and Privacy Act (United States, 1975), also asked the administrators to indicate their preference concerning applicants' access to review their credential files. Approximately 75 percent of the respondents were

opposed to candidate access, saying access would make recommendations less valid. The results of surveys after the implementation of the Family Educational Rights and Privacy Act indicated employers in education (Carey, 1977) and principle U.S. corporations (Burnett and Mason, 1975) prefer confidential files over accessible files.

Job Search resources

Job search guides have been published by a growing number of individuals and organizations. Such guides basically state that job hunting is not a simple task, but it is not impossible to find satisfactory employment if the proper preparations are made. The general content of the guides include sections on self-assessment, preparing for a job search, suggestions for letters and resumes, interviewing techniques, identifying and evaluating employers, and assessing the job market.

An abundance of job search guides has been published for persons seeking careers in business and industry. However, published sources of job search guidance for teachers are meager compared to the number of non-teaching job search guidance materials. The most widely distributed job search resource available for teachers is an annual published by the Association for School, College and University Staffing (1978). The annuals are available to teacher education seniors in their respective college and university placement offices. The annual contains job search-related articles contributed by placement officers, professors of education, school administrators, and others. Most of the articles are concerned with the basic aspects of a job search in education:

letters, resume, interviewing, role of the placement office, and the teacher-selection process. The remaining articles present information on job search tactics and techniques, overseas teaching positions, and alternative careers for teachers. A directory of state teacher certification offices is also included.

Flynn incorporated the results of his research (1975) into a job search learning package (1976). The sections of his learning package include: (1) college placement office services, (2) developing a credential file, (3) self-inventory, (4) job search process, (5) evaluating a school district, (6) letter of application and resume, and (7) interview process.

DeSpain (1975) advised seniors to begin their job search at their placement office. Students should give careful attention to the development of their credential files, especially when selecting the individuals who will be writing recommendations. Recommendations should deal with personal qualities, academic abilities, and growth potential. Special attention should also be given to preparing the letter and resume to be used in job search.

Preparing for interviews is another important activity for the teacher education graduate. Before interviewing, DeSpain recommended that applicants (1) critically assess their skills and abilities and (2) become informed about the school district, the community, the position, and recent developments in education. After an interview, the author suggested the candidate send a follow-up letter thanking the interviewer.

Kronnick (1974) begins his job search guide with a word of encouragement for teacher applicants. He acknowledges that the job market for teachers is very competitive; but, good candidates who are geographically flexible, know their teaching skills and competencies, and aggressive in their job search are getting jobs. He offers the reader a systems approach to organizing a job search. His step-by-step approach includes self-assessment, preparations for a job search, identifying vacancies, applying for jobs, and interviewing. With each step, suggestions for improving the quality of a candidate's job search approach are provided.

Kronnick also discusses teaching alternatives for candidates unable to obtain a full-time teaching position. Substituting, mid-year vacancies, and further education are discussed. A more extensive, detailed listing of careers related to work with children has been compiled by Feldman (1978).

Feldman has collected information on many types of jobs serving the needs of children and youth. The jobs are presented in the book by level of education required and range from no formal education required to positions requiring a doctorate. Sixty-two positions in child care, compensatory education, health services, parent education, recreation, and government are described which require a bachelors degree.

Learning Packages

Researchers have been attempting to determine the effectiveness of different teaching methods for fifty years (Dubin and Taveggia, 1968). As each innovation emerged, its utility was compared to established

methods of instruction. The purpose of this section is to review the research related to learning packages.

The introduction of individualized instruction into higher education began with the work of Fred S. Keller (1968) and Samuel Postlethwait et al. (1964). Keller applied the method of individualized instruction to a beginning psychology course. The coursework was divided into thirty units of content taken in numerical order. Before moving on to the next unit, students had to pass a readiness test or perform an experiment to show mastery of each unit.

Postlethwait's method of individualized instruction, which he termed integrated experience, required students in a freshmen biology class to carry out individual work assignments with the aid of audio-tutorial tapes and films. An instructor and assistants provided general direction, motivation, oral quizzing, and individual assistance in large and small group sessions.

The audio-tutorial approach to individualized instruction also included a learning center with individual booths and instructor supervisors for independent study sessions and home study sessions. The purpose of these sessions was to provide for supplementary reading and homework problems.

With the innovations for their respective courses, Keller and Postlethwait established the framework for individualized instruction. The features which distinguish this method of instruction from conventional methods are summarized below.

1. Learning experiences are designed into a multi-faceted, multi-sensory system.
2. A student must demonstrate mastery of a particular unit before proceeding on to new material.
3. Individual student differences in their approach to learning are taken into account by allowing repeated review of material and self-pacing.
4. An instructor plans the course, serves as a resource person for proctors and students, and makes final evaluations.
5. Teaching assistants and/or proctors evaluate student progress on individual units, tutor students when needed, and assist students solve problems.

The initial work of Keller and Postlethwait has prompted investigations into the design and selection of self-instructional materials. In particular, studies have given attention to instructional media design. Allen (1973) made the following generalizations after reviewing the research on media design.

1. When a student is required to respond actively to some stimulus, such as writing or verbalizing a response to a question or direction, his learning will be increased. The mode of response makes little difference; the important thing is that the student respond.
2. It is feasible and useful to direct the learner's attention to particular elements of instructional messages through visual cueing or other attention-attracting devices, such as arrows, different colors, or different type faces.
3. The learning of certain skills may be enhanced by organizing instruction hierarchically to permit establishment

of subordinate skills before teaching those of higher order. Learning could be increased by inserting questions after each small segment of textual material. (pp. 116-117)

An approach to individualized instruction which sequences learning activities, utilizes visual attention-attracting devices, and requires active student responses has been developed. This approach has been referred to as the learning package, sometimes termed a learning activity package. The learning package, according to Jones (1968), is "designed to bring the learner toward the understanding of a single major concept . . . by utilizing a variety of instructional media, subject content, and activities" (p. 179).

The basic concept underlying the learning package is that students will learn better if they are (1) told what it is they are able to do as a result of the learning experience, (2) given a set of learning experiences which help them learn to do what they are expected to do, and (3) are then asked to demonstrate that they can do what is expected (Talbert, 1968, p. 21).

Jones and Talbert generally agree upon the design and content of a learning package. In summary, they suggest the following procedures when developing learning packages.

First, define the primary concept or concepts to be learned. A learning package should be designed around a major concept which may be divided into subconcepts. Each of the subconcepts are then placed in sequential order and become sections of the learning package.

Following the definition of the primary concepts and subconcepts, the objectives of the package and each section within the package, must be stated in behavioral terms. That is, the student must be able to demonstrate what has been learned. The behavioral objectives inform the student (1) what behavior is to be demonstrated, (2) under what conditions the behavior is to be demonstrated, and (3) the acceptable level of performance (Mager, 1961). Jones and Talbert emphasize the importance of establishing the set of objectives because the evaluation of student achievement, the learning activities, and media or other visual presentations must relate to the objectives.

The third procedure to follow in the development of a learning package, is the preparation of three sources of evaluation: (1) a pre-test, related to the behavioral objectives, which measures the students' current knowledge and understanding, (2) self-assessments to provide feedback at appropriate times; and (3) a post-test given at the completion of a section or the learning package, to determine the level of achievement in relation to the objectives.

Defining the basic concept and subconcepts, stating instructional objectives, and developing the sources of evaluation are the three preliminary procedures discussed by both Jones and Talbert. Jones continues his discussion with a fourth and fifth procedure.

The fourth procedure involves developing the activities from which a student learns the content, skills, or concept. Jones suggests that these activities provide the opportunity for decision-making, teacher-

student contact points, and the application of the knowledge or skill acquired to some activity.

Writing the learning package in the learner's terms is Jones' fifth procedure. Additional elements may be included within the text of the materials, such as visual aides; a bibliography of available resources; work sheets; and discretionary use of drawings, anecdotes and cartoons.

Related research on learning packages

Several studies have examined the significance of using learning packages as alternate methods of instruction. Stuck (1968) designed an audio-tutorial learning package unit on school law to be used in a secondary education course for prospective teachers. Students in the control group were taught via the lecture method of instruction; whereas the experimental group of students were taught using audio-tutorial simulation materials. Stuck concluded that the audio-tutorial method was superior to the lecture method.

In an effort to orient teachers to an innovative teaching program, Meeks (1971) compared the use of learning packages with conventional methods of instruction. The experimental group used the learning packages while a control group received instruction via the conventional lecture method. The results for pre and post-test data for both groups indicated the subjects using the learning packages achieved significantly more than the control group subjects.

In another related study, Hoffman used audio-tutorial lessons to teach freshmen engineering students how to use the slide rule. He

compared student performance in this group with student performance in a traditional lecture course. The analyses of data indicated that audio-tutorial instruction increased the performance of the students, especially low achievers.

In a freshman engineering graphics course, Eide tested the use of a series of audio-video taped learning packages as the primary method of instruction. His findings indicated no significant differences between the series of learning packages and the conventional method of lecture and problem-solving. Eide concluded that since the two methods of instruction produced equal levels of student achievement, then it would be feasible to expand the use of the learning packages because of efficiency. That is, more students could be taught for less expenditure of faculty time and salary (Eide, 1973).

Self-instruction in placement

The adaptation of self-instructional principles to career planning and placement has been recommended by Simpson and Harwood (1973). They believe that progressive placement counselors should utilize self-instructional materials and media technology in order to serve students better by increasing the efficiency and the scope of placement office services and activities. Audio-video tape materials, films, computers, programmed instruction, and simulation experiences were suggested for use in disseminating information and assisting students with their career concerns.

As a part of an integrated, coordinated system for a career counseling, planning, and placement center, the use of media has unlimited possibilities. Hale (1974) discussed the application of audio-visual materials to self-instruction in a career planning and placement center:

To the extent that is practical, tape recordings should be made of the career education course lectures to add to the library of other current information about career opportunities. Recruiters and other representatives from business and industry who come to the campus should be asked to engage in taped interviews with faculty and students so these could be used in similar fashion. There is no limit to the wealth of career information that is already available on the campus or through faculty and student connections if it were only captured and organized into a structured career education program utilizing "self-help" audio-tutorial laboratories. (p. 38)

Simpson's monograph (1975) encouraging the development and use of media in career planning programs, provides a description of different media, production techniques, and several examples of media-based programs used in career planning and placement centers. The examples provided include the application of television, slides, audio tapes, and filmstrips to such career planning programs as interview preparation, values clarification, occupational and employer information, career decision-making, descriptions of college majors, and campus resources.

Evaluations of the programs presented in the monograph indicate they were beneficial to students and they free the career counselor's time for other tasks.

Summary

The review of the literature provided an overview of the concept of placement readiness; the development of self-instructional materials,

and learning packages in particular; and the job search procedures and resources in education.

Stevens defines placement readiness as the degree to which an individual can organize and pursue a job search. She suggested that this is an internal factor which may effect a person's success in obtaining satisfactory employment. Surveys of school administrators, beginning teachers, and experienced teachers have indicated the need for job search related instruction. Counseling and job search workshops have been recommended as approaches to be utilized by placement counselors to increase job search readiness.

Simpson and Harwood urged placement counselors to incorporate the use of self-instructional materials and media to improve the scope and variety of placement services. The initial work of Keller and Postlethwait in self-instructional materials has led to the adoption of such materials in several fields of study. However, no evidence of the use of self-instructional learning packages in placement could be identified.

The procedures for developing self-instructional learning packages were reviewed. Based upon these procedures, careful attention was given to defining concepts, objectives, content, activities, and evaluation during the development of the learning packages for this study.

METHODS AND PROCEDURES

The purpose of this investigation was to consider the efficacy of using self-instructional materials for preparing secondary education students for their first job search. The study was designed to determine if two types of self-instructional learning packages were significantly more effective as instructional methods than the traditional mode of job search instruction. The self-instructional materials developed for this study were (1) an audio-tutorial learning package and (2) a manual learning package. The traditional method of instruction used was lecture and class discussion.

This chapter describes the methods and procedures used to prepare the learning packages, and to gather and analyze the data for the study. The chapter has been divided into the following sections: selection of the sample, experimental procedures, preparation of materials, and analyses of data.

Selection of Sample

The sample was composed of Iowa State University students enrolled fall quarter 1978, in the College of Education course Secondary Education 426: "Principles and Issues of Secondary Education." According to the Iowa State University General Catalog, 1977-1979, the topics normally included in Secondary Education 426 are: legal responsibilities, certification, contracts and negotiations, curricular structures, professionalism, and job search procedures. The enrollees in this course

were selected because (1) the course is required of all secondary education students and (2) all students in the course would be exposed to the traditional method of job search instruction. The present job search instruction includes placement office procedures, job application (letters and resume), interviewing, and contracts. A complete list of Secondary Education 426 course topics is presented in Appendix D.

Secondary Education 426, fall quarter 1978, consisted of three afternoon sections: two sections were six weeks in length, with classes meeting six hours per week. The third section was eleven weeks in length, with students meeting three hours per week. Students were assigned to the sections by computer scheduling at the Iowa State University Registrar. The sections were then assigned one of the three treatments by the researcher. The eleven week section (Group I) received the traditional method of job search instruction. One of the six week sections (Group II) was assigned the audio-tutorial learning package in addition to the traditional method. The second six week section (Group III) was given the manual learning package along with the traditional method of instruction.

A total of seventy-two students were enrolled in the three sections. Four students were omitted from the study because either pre-test or post-test data were missing. Group I, taught with the traditional method of instruction only, had 29 students. Group II assigned the audio-tutorial learning package, had 23 students. The manual learning package was assigned to the 16 students in Group III. The course is generally

offered to seniors, but a few upper level juniors were also enrolled fall quarter 1978, and were included in the study.

Experimental Procedures

A pre-test-post-test control group design (Borg and Gall, 1971) was utilized for the purpose of this study. The control group, Group I, received the traditional method of instruction: lecture and class discussion. The experimental groups, Group II (audio-tutorial learning package) and Group III (manual learning package) received one of the two experimental treatments as well as the traditional method of instruction.

Testing was done in two phases. The pre-test was given to all three sections on the second Friday of classes during fall quarter 1978. Selected student characteristic data were collected with the pre-test. Three weeks later, the post-test was administered to each group after all of them had completed the job search instruction.

The subjects in the experimental groups were assigned to treatment groups on the day of the pre-test. Students assigned the audio-tutorial learning package were asked to schedule a time the following week to complete the learning package at the Education Placement Office. Students assigned the manual learning package were given a copy the day of the pre-test. The students in this group were strongly encouraged to complete the manual.

The Iowa State University Committee on the Use of Human Subjects in Research reviewed this project and concluded that the rights and

welfare of the human subjects were adequately protected, that risks were outweighed by the potential benefits and expected value of the knowledge sought, that confidentiality of data was assured and that informed consent was obtained by appropriate procedures.

Preparation of Materials

Learning packages

The information contained in the learning packages represented a composite of the job search procedures and preparations suggested by the Association for School, College, and University Staffing; school district hiring policies and procedures studied by Flynn (1975); and the experience of the Education Placement Office personnel. Each of the learning packages was prepared by first defining the concepts and sub-concepts to be learned, writing the appropriate objectives, and developing the learning activities. Professional graphics were used to highlight important concepts within the text of the manual learning package.

The manual form of the learning packages may be found in Appendix A. A two member panel of experts reviewed initial drafts of the manual and made suggestions for improvement. The basic elements of the manual served as the foundation for the audio-tutorial learning package. The audio-tutorial learning package combined slides, an audio tape, and a workbook. The script for the audio tape was derived from the text of manual learning package. The recording was made in the audio laboratory of the Iowa State University Instructional Resources Center. The slides

of the illustrations were photographed in the Do-It-Yourself Graphics section of the Iowa State Media Resources Center.

Funds for items such as tapes, illustrations, production costs, etc., were supplied by the Education Placement Office and the investigator. Room space for completing the audio-tutorial learning package was furnished by the Education Placement Office. Media equipment for this learning package were borrowed from the Media Resources Center and its satellite equipment station in the College of Education.

Questionnaire

For the purpose of this study, a questionnaire was constructed to measure job search readiness. The objectives and content of the learning packages and the traditional method of instruction served as the basis for developing the Job Search Readiness Questionnaire (JSRQ). The JSRQ (Appendix C) was the test instrument used for both the pre-test and post-test. Affective items were included to assess the students' internalization of the job search process in education and their perceptions of their preparations for their job search. Cognitive items were included on the questionnaire to obtain a measure of the students' knowledge of the job search process and the preparations necessary for a job search in education. The affective questionnaire items were: 1, 5, 8, 9, 11, 12, 16, 20, 21, 22, 23, 25, 26, 29, 31, 35, 36, 37, 38, 39, 41, 45, 47, 49, 51, 53, 54, 56, 57, 58, 59, 61, 62, 65, 69, 70, 71, and 72. The cognitive items on the questionnaire were: 2, 3, 4, 6, 7, 10, 13, 14, 15, 17, 18, 19, 24, 27, 28, 30, 32, 33, 34, 40, 42, 43, 44, 46, 48, 50,

52, 55, 60, 63, 64, 66, 67, and 68. True and false statements were included among the cognitive items. The fifteen false statements were: 2, 4, 6, 10, 13, 14, 15, 32, 34, 40, 42, 43, 50, 52, and 68.

The response framework for each item was based upon the certainty method (Warren, et al., 1969). This method requires the respondent to make two decisions regarding each item: (1) a directional decision (agree or disagree) and (2) a certainty decision (from slightly certain to definitely certain) about the directional decision. Assigning scores to responses is made from a ten-point continuum. As shown below, the responses are assigned numerical values on a continuum from definitely disagree (D5) to definitely agree (A5).

| | | | | | | | | | | |
|------------------|----|----|----|----|----|----|----|----|----|----|
| Response | D5 | D4 | D3 | D2 | D1 | A1 | A2 | A3 | A4 | A5 |
| Numerical values | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

A panel of experts was used to determine content validity of the questionnaire. The panel members were: Dr. Trevor Howe, Director, Education Placement Office; Ms. JoAn Mann, Acting Director, Sciences and Humanities Placement Office; and Dr. Larry H. Ebbers, Assistant Dean, College of Education.

Selected personal characteristics were obtained on the pre-test questionnaire. These characteristics were sex, grade point average, major, minor, coaching, quarter of student teaching, quarter of graduation, and previous job search training (Appendix B).

Pilot study

Pilot studies were conducted to evaluate and improve each learning package and the JSRQ. The JSRQ and the experimental treatments were

administered to sections of Secondary Education 426 during the two summer sessions of 1978. The first summer session section had 20 students enrolled. They were asked to complete a pre-test, the manual learning package, and a post-test. An evaluation form was attached to the post-test questionnaire for the purpose of obtaining student evaluations of the manual learning package. Seven students agreed to meet for an interview to discuss their evaluations of the manual. The twenty students enrolled in the second summer session section of Secondary Education 426 evaluated the audio-tutorial learning package in the same manner as first session students. Twelve students were interviewed and expressed their assessment of the slides, audio tape, and workbook. From the interviews during both summer sessions minor problems were noted and revisions in each of the learning packages were made.

The pilot studies were used to evaluate and revise the Job Search Readiness Questionnaire. An item analysis identified the items consistently marked correct, incorrect, or mixed. During student interviews, each item was critiqued to determine student understanding and perception of item difficulty. The weaker items were either omitted or revised, and the seventy-two item questionnaire was finalized. An estimate of reliability was not attempted at this time. Rather, an estimate of reliability was made using Cronbach's coefficient alpha (Cronbach, 1970) from the actual study's post-test results.

Analyses of Data

The primary objective of the study was to evaluate the effectiveness of different methods of instruction in improving job search readiness,

as measured by pre-test and post-test scores obtained from the Job Search Readiness Questionnaire. This investigation was also concerned with the relationship of certain student characteristics to job search readiness.

Data from the pre-test and post-test were scored and coded by the investigator. The data were placed onto computer cards and processed at the Iowa State University Computation Center. An affective mean score, a cognitive mean score, and a total mean score were utilized for purposes of data comparison among groups and between males and females. The affective mean score consisted of student responses to the thirty-eight affective items on the Job Search Readiness Questionnaire. Student responses to the thirty-four cognitive items on the questionnaire were included in the cognitive mean score. The total mean score was derived from the student responses to all seventy-two items on the questionnaire.

Student characteristics identified for the purpose of this study were: sex, grade point average, major, minor, coaching endorsement, quarter of student teaching, quarter of graduation, and previous job search training. Examination of the data on these characteristics revealed insufficient numbers were available to compare most factors. Sex was the only factor which was determined to be appropriate for further analysis.

To evaluate the effect of the different methods of instruction and sex upon student knowledge and internalization of the job search process, the following hypotheses were formulated.

Hypothesis 1

- a. There is no significant difference in the pre-test affective mean scores among groups.
- b. There is no significant difference in the pre-test affective mean scores between females and males.
- c. There is no significant interaction between group and sex in relation to pre-test affective mean scores.

Hypothesis 2

- a. There is no significant difference in the pre-test cognitive mean scores among groups.
- b. There is no significant difference in the pre-test cognitive mean scores between females and males
- c. There is no significant interaction between group and sex in relation to pre-test cognitive mean scores.

Hypothesis 3

- a. There is no significant difference in the pre-test total mean scores among groups.
- b. There is no significant difference in the pre-test total mean scores between females and males.
- c. There is no significant interaction between group and sex in relation to pre-test total mean score.

Hypothesis 4

- a. There is no significant difference in the post-test affective mean scores among groups.
- b. There is no significant difference in the post-test affective mean scores between females and males.
- c. There is no significant interaction between group and sex in relation to post-test affective mean scores.

Hypothesis 5

- a. There is no significant difference in the post-test cognitive mean scores among groups.
- b. There is no significant difference in the post-test cognitive mean scores between females and males.
- c. There is no significant interaction between group and sex in relation to post-test cognitive mean scores.

Hypothesis 6

- a. There is no significant difference in the post-test total mean scores among groups.
- b. There is no significant difference in the post-test total mean scores between females and males.
- c. There is no significant interaction between group and sex in relation to post-test total mean scores.

A two-way analysis of variance was used to test the first three hypotheses. This permitted the testing of group and sex as main effects and the interaction effect between group and sex. These analyses were used to determine if there were initial significant differences among groups and between sexes that needed to be adjusted. The two-way analysis of variance was also used to test the last three hypotheses pertaining to post-test scores. Where significant differences were evident, the Newman-Keuls studentized range test for unequal sample sizes (Winer, 1971, pp. 185-196 and 216-218) was used.

FINDINGS

The findings for this study are divided into three sections. The first section presents a description of the sample characteristics from data obtained during the pre-test. The second and third sections present the null hypotheses that were tested regarding the pre-test data and post-test data respectively.

Analyses of Sample Characteristics

Data were collected on selected student characteristics for the purpose of determining the relationship of these variables to job search readiness. When the student responses were tabulated, the number of subjects per cell was so small (except for sex), that it seemed undesirable to further subdivide the number of subjects per group beyond the sex distribution. The demographic characteristics, therefore, will be used only for further description of the sample. The descriptors of the sample include: sex of the sample, grade point average, major areas of study, minor areas of study, coaching endorsement, quarter of student teaching, quarter of graduation, and previous job search training.

The composition of the sample descriptors are described in the following manner. Approximately two-thirds of the sample was female and one-third was male. The number and percentage of males and females for each section (group) of Secondary Education 426 are presented in Table 1. Group I had 72.4 percent females and 27.6 percent males. Group II was nearly identical to Group I, with 69.6 percent females

and 30.4 percent males. Approximately 56 percent of Group III were females and 44 percent were males.

Table 1. Number and percent of males and females within groups and the sample

| | Group I (TMI) ^a | | Group II (A-T) ^b | | Group III (M) ^c | | Sample Total | |
|--------|-------------------------------|------|--------------------------------|------|-------------------------------|------|-----------------|------|
| | N | % | N | % | N | % | N | % |
| Male | 8 | 27.6 | 7 | 30.4 | 7 | 43.8 | 22 | 32.4 |
| Female | 21 | 72.4 | 16 | 69.6 | 9 | 56.2 | 46 | 67.6 |

^aTraditional method of instruction (TMI) group in this and all subsequent tables.

^bAudio-tutorial learning package (A-T) group in this and all subsequent tables.

^cManual learning package (M) group in this and all subsequent tables.

Grade point average (GPA) means and standard deviations for groups and sex are recorded in Table 2. Grade point averages for the groups, in descending rank order, were: Group II, 3.02; Group I, 2.95; and Group III, 2.63. The GPA for males was 2.72 and for females, 2.99. Grade point averages for the sample ranged from 2.16 to 3.90. The overall GPA for the sample was 2.90.

Most secondary teaching areas were represented in the sample and are listed in Table 3. The percentages of students in each major area within the sample are as follows: home economics education, 23.5 percent; agriculture education and language arts, 20.6 percent each;

Table 2. GPA means and standard deviations by groups, sex, and sample

| | \bar{X} | S |
|----------------|-----------|------|
| Group I (TMI) | 2.95 | .374 |
| Group II (A-T) | 3.02 | .523 |
| Group III (M) | 2.63 | .402 |
| Males | 2.72 | .374 |
| Females | 2.99 | .472 |
| Sample | 2.90 | .458 |

Table 3. Number and percent of students in majors with groups and the sample

| | Group I (TMI) | | Group II (A-T) | | Group III (M) | | Sample Total | |
|----------------------------|------------------|------|-------------------|------|------------------|------|-----------------|------|
| | N | % | N | % | N | % | | |
| Agriculture Ed | 6 | 20.7 | 3 | 13.0 | 5 | 31.3 | 14 | 20.6 |
| Art Ed | | | 2 | 8.7 | 1 | 6.3 | 3 | 4.4 |
| Home Ec | 14 | 48.3 | 1 | 4.3 | 1 | 6.3 | 16 | 23.5 |
| Language Arts ^a | 1 | 3.4 | 10 | 43.4 | 3 | 18.8 | 14 | 20.6 |
| Math/Science | 4 | 13.8 | 2 | 8.7 | 2 | 12.5 | 8 | 11.8 |
| Music | 1 | 3.4 | 1 | 4.3 | 1 | 6.3 | 3 | 4.4 |
| Physical Ed | 2 | 6.9 | 1 | 4.3 | 2 | 12.5 | 5 | 7.4 |
| Soc/Beh Sci | 1 | 3.6 | 3 | 13.0 | 1 | 6.3 | 5 | 7.4 |

^aEnglish, Foreign Languages, Journalism, Speech.

mathematics/sciences, 11.8 percent; physical education and social/behavioral sciences, 7.4 percent each; art education and music education, 4.4 percent each.

A total of fifteen students (22.1 percent) in the sample indicated they had a teaching minor (Table 4). Approximately thirty percent of the students in Group II indicated they had a teaching minor; whereas Group I had 20.7 percent and Group III had 12.5 percent.

Table 4. Number and percent of students with teaching minors within groups and the sample

| | Group I (TMI) | | Group II (A-T) | | Group III (M) | | Sample Total | |
|-------------------|------------------|------|-------------------|------|------------------|------|-----------------|------|
| | N | % | N | % | N | % | N | % |
| Teaching minor | 6 | 20.7 | 7 | 30.4 | 2 | 12.5 | 15 | 22.1 |
| No teaching minor | 26 | 79.3 | 16 | 69.6 | 14 | 87.5 | 53 | 77.9 |

Eight students in the sample were planning to obtain at least one coaching endorsement. In reviewing Table 5, Group III had the highest percentage (18.8 percent) of students seeking a coaching endorsement, followed by Group I (13.8 percent) and Group II (4.3 percent).

Table 5. Number and percent of students with coaching within groups and the sample

| | Group I (TMI) | | Group II (A-T) | | Group III (M) | | Sample Total | |
|-------------|------------------|------|-------------------|------|------------------|------|-----------------|------|
| | N | % | N | % | N | % | N | % |
| Coaching | 4 | 13.8 | 1 | 4.3 | 3 | 18.8 | 8 | 11.8 |
| No coaching | 25 | 86.2 | 22 | 95.7 | 13 | 81.3 | 60 | 88.2 |

The greatest percentage of students in the sample (Table 6) reported they would be student teaching winter quarter 1979, or spring quarter 1979; followed by fall quarter 1978. Other student teaching quarters were listed as either fall 1979 or winter 1980.

Table 6. Number and percent of students within groups by quarter of student teaching

| | Group I (TMI) | | Group II (A-T) | | Group III (M) | | Sample Total | |
|-------------|------------------|------|-------------------|------|------------------|------|-----------------|------|
| | N | % | N | % | N | % | N | % |
| Fall 1978 | | | 10 | 43.5 | 1 | 6.3 | 11 | 16.2 |
| Winter 1979 | 17 | 58.6 | 5 | 21.7 | 6 | 37.5 | 28 | 41.2 |
| Spring 1979 | 7 | 24.1 | 8 | 34.8 | 5 | 31.3 | 20 | 29.4 |
| Other | 5 | 17.2 | | | 4 | 25.0 | 9 | 13.2 |

Most students in the sample reported an anticipated graduation date of either winter quarter or spring quarter 1979 (Table 7). The largest number of students indicated their graduation date as spring 1979 (41.2 percent), followed by winter quarter 1979 (30.9 percent), summer quarter 1979 (13.2 percent), and fall quarter 1978 (1.5 percent). Anticipated graduation dates during the 1979-80 academic year were reported by 13.2 percent of the sample.

Table 7. Number and percent of students within groups and the sample by quarter of graduation

| | Group I (TMI) | | Group II (A-T) | | Group III (M) | | Sample Total | |
|-------------|------------------|------|-------------------|------|------------------|------|-----------------|------|
| | N | % | N | % | N | % | N | % |
| Fall 1978 | | | 1 | 4.3 | | | 1 | 1.5 |
| Winter 1979 | 10 | 34.5 | 5 | 21.7 | 6 | 37.5 | 21 | 30.9 |
| Spring 1979 | 12 | 41.4 | 14 | 60.9 | 2 | 12.5 | 28 | 41.2 |
| Summer 1979 | 2 | 6.9 | 2 | 8.7 | 5 | 31.3 | 9 | 13.2 |
| Other | 5 | 17.2 | 1 | 4.3 | 3 | 18.7 | 9 | 13.2 |

Students were also asked to indicate any previous job search training that they may have received prior to their enrollment in Secondary Education 426. According to the information in Table 8, 16 percent of the sample reported previous job search training. Among the students with previous training, 7.4 percent indicated they had received

Table 8. Number and percent of students within groups and the sample reporting previous job search training

| | Group I (TMI) | | Group II (A-T) | | Group III (M) | | Sample Total | |
|----------------------------------|------------------|------|-------------------|------|------------------|------|-----------------|------|
| | N | % | N | % | N | % | N | % |
| Home Ec 400 | 1 | 3.4 | 1 | 4.3 | | | 2 | 2.9 |
| Department information | 1 | 3.4 | 4 | 17.4 | | | 5 | 7.4 |
| Education Placement Office | | | | | 1 | 6.3 | 1 | 1.5 |
| Other | 2 | 6.9 | 1 | 4.3 | | | 3 | 4.4 |
| No previous training | 25 | 86.2 | 17 | 73.9 | 15 | 93.7 | 57 | 83.8 |

departmental information, 2.9 percent received instruction from Home Economics 400, 1.5 percent from the Education Placement Office, and 4.4 percent from other sources. The percentage of students within each group with previous job search training was, in rank order: Group II, 26.1 percent; Group I, 13.8 percent; and Group III, 6.3 percent.

Analyses of Pre-Test Data

Students in the three groups were tested prior to job search instruction to determine their initial job search readiness and to ascertain if there were differences among the groups and between sexes. Responses to the items on the Job Search Readiness Questionnaire (JSRQ) were utilized as measures of job search readiness. The questionnaire provided three sets of mean scores for each group and each sex. These were: (1) affective mean scores, (2) cognitive mean scores, and (3) total mean scores. The means for each group and for each sex were analyzed to determine if significant differences existed.

The results will be reported by: (1) stating each hypothesis; (2) presenting the means, standard deviations, and number of subjects which relate to each hypothesis; (3) discussing the statistical findings for each hypothesis; and (4) presenting the statistical analysis pertaining to each hypothesis.

The following research hypotheses were tested using affective, cognitive, and total mean scores as measures of job search readiness for the purpose of comparing groups and sex.

Hypothesis 1

- a. There is no significant difference in the pre-test affective mean scores among groups.
- b. There is no significant difference in the pre-test affective mean scores between females and males.
- c. There is no significant interaction between group and sex in relation to pre-test affective mean scores.

The relevant data for testing this hypothesis are presented in Table 9, which reports pre-test affective mean scores, standard deviations, and distribution of subjects categorized by group and sex.

Table 9. Pre-test affective mean scores, standard deviations, and distribution of subjects categorized by group and sex

| | Group I (TMI) | Group II (A-T) | Group III (M) | Totals |
|---------|--|--|--|--|
| Females | $\bar{X} = 174.76$ SD = 54.40 N = 21 | $\bar{X} = 180.63$ SD = 47.25 N = 16 | $\bar{X} = 182.22$ SD = 59.23 N = 9 | $\bar{X} = 178.26$ SD = 51.90 N = 46 |
| Males | $\bar{X} = 179.87$ SD = 58.56 N = 8 | $\bar{X} = 170.43$ SD = 43.47 N = 7 | $\bar{X} = 168.00$ SD = 57.97 N = 7 | $\bar{X} = 173.09$ SD = 51.69 N = 22 |
| Totals | $\bar{X} = 176.17$ SD = 54.56 N = 29 | $\bar{X} = 177.52$ SD = 49.39 N = 23 | $\bar{X} = 176.00$ SD = 57.17 N = 16 | $\bar{X} = 176.59$ SD = 51.50 N = 68 |

Data from Table 9 revealed that the highest pre-test affective score among groups was 177.52 for Group II, followed by 176.17 for Group I and 176.00 for Group III. Females in the sample recorded a greater affective mean score (178.26) than males (173.09). The overall affective mean score for the sample was 176.59, accounting for approximately 45 percent of the maximum score attainable (380).

A two-way analysis of variance was computed for group and sex pre-test affective mean scores. Table 10 presents the analyses of variance for the main effects group and sex and the interaction effect between group and sex. Data from the table indicated a nonsignificant F-value (.010) was obtained for group and the null hypothesis 1)a was not rejected. There were no significant differences among group pre-test affective mean scores. The analysis of the second main effect for sex provided a nonsignificant F-value (.207) and the null hypothesis 1)b was not rejected. That is, there were no significant differences between male and female pre-test affective mean scores within each group. A nonsignificant F-value of 0.186 supported null hypothesis 1)c that there was no significant interaction effect between group and sex.

These results indicated no evidence of significant differences for group or sex pre-test affective scores or any interaction effects.

Table 10. Two-way analysis of variance for group and sex pre-test affective scores

| Source | DF | Sum of squares | Mean square | F | Significance of F |
|-------------|----|----------------|-------------|------|-------------------|
| Main effect | 3 | | | | |
| Group | 2 | 56.166 | 28.083 | .010 | .990 |
| Sex | 1 | 589.744 | 589.774 | .207 | .650 |
| Interaction | 2 | | | | |
| Group x sex | 2 | 1058.233 | 529.116 | .186 | .831 |
| Error | 62 | 176248.438 | 2842.717 | | |
| Total | 67 | 177733.250 | | | |

Initially, students in each of the three groups appeared to have an equivalent perception of their job search readiness.

Hypothesis 2

- a. There is no significant difference in the pre-test cognitive mean scores among groups.
- b. There is no significant difference in the pre-test cognitive mean scores between females and males.
- c. There is no significant interaction between group and sex in relation to pre-test cognitive mean scores.

The relevant data for testing this hypothesis are presented in Table 11, which reports pre-test cognitive mean scores, standard deviations, and distribution of subjects categorized by group and sex.

Table 11. Pre-test cognitive mean scores, standard deviations, and distribution of subjects categorized by group and sex

| | Group I (TMI) | Group II (A-T) | Group III (M) | Totals |
|---------|--|--|--|--|
| Females | $\bar{X} = 208.29$ SD = 17.44 N = 21 | $\bar{X} = 207.25$ SD = 18.20 N = 16 | $\bar{X} = 203.78$ SD = 18.89 N = 9 | $\bar{X} = 207.04$ SD = 17.66 N = 46 |
| Males | $\bar{X} = 197.62$ SD = 18.38 N = 8 | $\bar{X} = 209.57$ SD = 17.63 N = 7 | $\bar{X} = 206.86$ SD = 9.94 N = 7 | $\bar{X} = 204.36$ SD = 16.07 N = 22 |
| Totals | $\bar{X} = 205.34$ SD = 18.03 N = 29 | $\bar{X} = 207.96$ SD = 17.66 N = 23 | $\bar{X} = 205.12$ SD = 15.24 N = 16 | $\bar{X} = 206.18$ SD = 17.09 N = 68 |

Data from Table 11 indicated that the highest pre-test cognitive mean score among groups was 207.96 for Group II, followed by 205.34 for Group I and 205.12 for Group III. Females in the sample recorded a greater cognitive mean score (207.04) than males (204.36). The overall

cognitive mean score for the sample was 206.18, accounting for approximately 60 percent of the maximum score attainable (340).

The results of the two-way analysis of variance computed for group and sex pre-test cognitive mean scores are presented in Table 12. A nonsignificant F-value (.622) was obtained for group means and null hypothesis 2)a was not rejected. There were no significant differences among group pre-test cognitive mean scores. The analysis of the main effect sex provided a nonsignificant F-value (.145) and null hypothesis 2)b was not rejected. There were no significant differences between male and female pre-test cognitive mean scores. Null hypotheses 2)c was not rejected when a nonsignificant F-value of 1.028 provided supporting evidence that there was no significant interaction effect between group and sex cognitive mean scores.

These results failed to reveal any significant differences for group and sex pre-test cognitive mean scores or any interaction effects. Prior

Table 12. Two-way analysis of variance for group and sex pre-test cognitive scores

| Source | DF | Sum of squares | Mean square | F | Significance of F |
|-------------|----|----------------|-------------|-------|-------------------|
| Main effect | 3 | | | | |
| Group | 2 | 315.143 | 157.571 | .522 | .596 |
| Sex | 1 | 43.780 | 43.780 | .145 | .705 |
| Interaction | 2 | | | | |
| Group x sex | 2 | 621.346 | 310.673 | 1.028 | .364 |
| Error | 62 | 18733.188 | 302.148 | | |
| Total | 67 | 19565.785 | | | |

to job search instruction, therefore, students in the sample appeared to have equivalent knowledge of the job search process.

Hypothesis 3

- a. There is no significant difference in the pre-test total mean scores among groups.
- b. There is no significant difference in the pre-test total mean scores between females and males.
- c. There is no significant interaction between group and sex in relation to pre-test total mean scores.

The relevant data for testing null hypothesis 3 are presented in Table 13, which reports pre-test total mean scores, standard deviations, and distribution of subjects for groups and males and females.

Table 13. Pre-test mean scores, standard deviations, and distribution of subjects categorized by group and sex

| | Group I (TMI) | Group II (A-T) | Group III (M) | Totals |
|---------|--|--|--|--|
| Females | $\bar{X} = 383.05$ SD = 65.71 N = 21 | $\bar{X} = 387.87$ SD = 54.95 N = 16 | $\bar{X} = 386.00$ SD = 70.27 N = 9 | $\bar{X} = 385.30$ SD = 61.71 N = 46 |
| Males | $\bar{X} = 377.50$ SD = 66.11 N = 8 | $\bar{X} = 380.00$ SD = 43.86 N = 7 | $\bar{X} = 374.86$ SD = 64.19 N = 7 | $\bar{X} = 377.45$ SD = 56.46 N = 22 |
| Totals | $\bar{X} = 381.52$ SD = 64.68 N = 29 | $\bar{X} = 385.48$ SD = 50.96 N = 23 | $\bar{X} = 381.12$ SD = 65.68 N = 16 | $\bar{X} = 382.76$ SD = 59.76 N = 68 |

Data reported in Table 13 indicated that the highest pre-test total mean score among the groups was 385.48 for Group II, followed by 381.52 for Group I and 381.12 for Group III. Females in the sample recorded a greater total mean score (385.30) than males (377.45). The overall total

mean score for the sample was 382.76, accounting for 53 percent of the maximum score attainable (720).

Table 14 presents the two-way analysis of variance for pre-test total mean scores using group and sex as main effects. A nonsignificant F-value (.022) was obtained for groups and null hypothesis 3)a was not rejected. There were no significant differences among group pre-test total mean scores. The analysis of the main effect sex resulted in a nonsignificant F-value (.249) and null hypothesis 3)b was not rejected. There were no significant differences between male and female pre-test total mean scores. Null hypothesis 3)c was not rejected when a nonsignificant F-value of 0.010 provided supporting evidence that there was no significant interaction effect between group and sex.

These findings, therefore, failed to reveal any significant differences for group and sex pre-test total mean scores or any interaction effects. Initially, students in the sample appeared to have the same overall level of job search readiness.

Table 14. Two-way analysis of variance for group and sex pre-test total scores

| Source | DF | Sum of squares | Mean square | F | Significance of F |
|-------------|----|----------------|-------------|------|-------------------|
| Main effect | 3 | | | | |
| Group | 2 | 168.567 | 84.284 | .022 | .978 |
| Sex | 1 | 954.930 | 954.930 | .249 | .620 |
| Interaction | 2 | | | | |
| Group x sex | 2 | 73.402 | 36.701 | .010 | .990 |
| Error | 62 | 238016.188 | 3838.971 | | |
| Total | 62 | 239242.875 | | | |

In summary, the results from the tests of the first three hypotheses indicated there were no significant differences in affective, cognitive, and total mean scores among groups and between sexes. In addition, the variables group and sex do not appear to have an interaction effect. Therefore, each of the subjects in the sample, regardless of group or sex, were at approximately the same level of job search readiness prior to job search instruction.

Analyses of Post-Test Data

Following the period of instruction, the JSRQ was administered to each of the three experimental groups. Data from the post-test were utilized to estimate the reliability of the questionnaire. Data were also used to determine if there were significant differences in job search readiness among groups and between sexes after job search instruction.

Estimates of reliability for the two subscale scores (affective and cognitive) and the total score were based upon students' post-test responses to items on the Job Search Readiness Questionnaire. The reliability coefficients for the two subscales and the total questionnaire were: 0.93 for the affective subscale (38 items), 0.79 for the cognitive subscale (34 items), and 0.93 for the total questionnaire (72 items).

Since it was determined that there were no significant differences initially in the three sets of pre-test mean scores among groups and between sexes, the two-way analysis of variance was used to test the

next three hypotheses pertaining to post-test scores. The analyses of post-test data will be presented in the same manner as the pre-test data.

Hypothesis 4

- a. There is no significant difference in the post-test affective mean scores among groups.
- b. There is no significant difference in the post-test affective mean scores between females and males.
- c. There is no significant interaction between group and sex in relation to post-test affective mean scores.

The relevant data for testing this hypothesis are presented in Table 15, which reports post-test affective mean scores, standard deviations, and distribution of subjects categorized by group and sex.

Table 15. Post-test affective mean scores, standard deviations, and distribution of subjects categorized by group and sex

| | Group I (TMI) | Group II (A-T) | Group III (M) | Totals |
|---------|--|--|--|--|
| Females | $\bar{X} = 238.05$ SD = 40.23 N = 21 | $\bar{X} = 341.25$ SD = 15.16 N = 16 | $\bar{X} = 295.00$ SD = 54.12 N = 9 | $\bar{X} = 285.09$ SD = 59.08 N = 46 |
| Males | $\bar{X} = 236.25$ SD = 66.20 N = 8 | $\bar{X} = 317.00$ SD = 26.46 N = 7 | $\bar{X} = 278.43$ SD = 40.21 N = 7 | $\bar{X} = 275.36$ SD = 57.33 N = 22 |
| Totals | $\bar{X} = 237.55$ SD = 47.46 N = 29 | $\bar{X} = 333.87$ SD = 21.86 N = 23 | $\bar{X} = 287.75$ SD = 47.76 N = 16 | $\bar{X} = 281.94$ SD = 58.27 N = 68 |

The highest post-test affective mean score among groups, reported in Table 15, was attained by Group II, with 333.87, followed by Group III with 287.75 and Group I with 237.55. The mean score of Group II was 88 percent of the 380 affective points possible; the mean scores of Group III

and Group I were approximately 75 percent and 65 percent respectively. Data in Table 15 revealed that females attained a higher post-test affective mean (285.09) than males (275.36). In addition, females recorded greater affective mean scores than males within each of the three groups.

The results of the two-way analysis of variance computed for group and sex post-test affective means are reported in Table 16. Null hypothesis 4)a can be rejected because a highly significant F-value (37.673) was obtained. There were significant differences among group post-test affective mean scores. The Newman-Keuls test was used to analyze the mean differences among the groups. The findings from the test indicated that all three group post-test affective means differed significantly. Post-test affective means for males and females were analyzed within each group and the resulting F-value (1.797) was not significant. Thus, there was insufficient evidence to reject null hypothesis 4)b. There were no significant differences between male and female post-test affective mean scores. A nonsignificant F-value (.094) was obtained for interaction effects and null hypothesis 4)c was not rejected. There was no significant interaction between group and sex for post-test affective mean scores.

These results suggest that the addition of the learning packages to the traditional method of instruction had a significant effect upon students' perception of their job search readiness. Among the three groups, the audio-tutorial learning package group's affective scores were

significantly greater than the other groups' scores. The manual learning group had significantly higher affective scores than the traditional method group.

Table 16. Two-way analysis of variance for group and sex post-test affective scores

| Source | DF | Sum of squares | Mean square | F | Significance of F |
|-------------|----|----------------|-------------|--------|-------------------|
| Main effect | 3 | | | | |
| Group | 2 | 210748.750 | 105374.375 | 37.673 | .000** |
| Sex | 1 | 5027.023 | 5027.023 | 1.797 | .185 |
| Interaction | 2 | | | | |
| Group x sex | 2 | 523.095 | 261.547 | .094 | .911 |
| Error | 62 | 173419.063 | 2797.082 | | |
| Total | 67 | 438118.300 | | | |

**Highly significant beyond on the .01 level.

Hypothesis 5

- a. There is no significant difference in the post-test cognitive mean scores among groups.
- b. There is no significant difference in the post-test cognitive mean scores between females and males.
- c. There is no significant interaction between group and sex in relation to post-test cognitive mean scores.

The relevant data for testing null hypothesis 5 are presented in Table 17, which displays post-test cognitive mean scores, standard deviations, and distribution of subjects for groups and sexes.

Table 17. Post-test cognitive mean scores, standard deviations, and distribution of subjects categorized by group and sex

| | Group I (TMI) | Group II (A-T) | Group III (M) | Totals |
|---------|--|--|--|--|
| Females | $\bar{X} = 240.71$ SD = 34.75 N = 21 | $\bar{X} = 281.37$ SD = 26.14 N = 16 | $\bar{X} = 272.33$ SD = 26.57 N = 9 | $\bar{X} = 261.04$ SD = 31.48 N = 46 |
| Males | $\bar{X} = 231.25$ SD = 23.20 N = 8 | $\bar{X} = 286.57$ SD = 26.23 N = 7 | $\bar{X} = 262.86$ SD = 41.75 N = 7 | $\bar{X} = 258.91$ SD = 37.76 N = 22 |
| Totals | $\bar{X} = 238.10$ SD = 24.31 N = 29 | $\bar{X} = 282.96$ SD = 25.68 N = 23 | $\bar{X} = 268.19$ SD = 33.13 N = 16 | $\bar{X} = 260.35$ SD = 33.37 N = 68 |

The highest post-test cognitive mean score among the groups, reported in Table 17, was attained by Group II, with 282.96, followed by Group III with 268.19 and Group I with 238.10. The mean score of Group II represented 83 percent of the 340 cognitive points possible; the mean scores of Group III and Group I were 79 percent and 70 percent respectively. Data in Table 17 revealed that females attained a higher post-test cognitive mean score (261.04) than males (258.91). Within each group, females also attained greater cognitive mean scores than males, except for Group II.

The results of the two-way analysis of variance computed for group and sex post-test cognitive means are presented in Table 18. The rejection of hypothesis 5)a was necessitated because a highly significant F-value (16.967) for group was obtained. This revealed that there were significant differences among group cognitive mean scores. The findings

from the Newman-Keuls tests indicated that the means of Group II and Group III differed significantly from the post-test cognitive mean of Group I. No significant differences in means between Group II and Group III were found, however. Post-test cognitive means for males and females were analyzed within each group and the resulting F-value (.398) was not significant. Thus, there was insufficient evidence to reject null hypothesis 5)b. There were no significant differences between male and female post-test cognitive mean scores. The F-value of 0.465 obtained for interaction effects was nonsignificant and null hypothesis 5)c was not rejected. There was no significant interaction between group and sex for post-test cognitive mean scores.

Table 18. Two-way analysis of variance for group and sex post-test cognitive scores

| Source | DF | Sum of squares | Mean square | F | Significance of F |
|-------------|----|----------------|-------------|--------|-------------------|
| Main effect | 3 | | | | |
| Group | 2 | 25454.770 | 12727.383 | 16.967 | .000** |
| Sex | 1 | 298.917 | 298.917 | .398 | .530 |
| Interaction | 2 | | | | |
| Group x sex | 2 | 698.019 | 349.009 | .465 | .630 |
| Error | 62 | 46507.766 | 750.125 | | |
| Total | 67 | 74601.188 | | | |

**Highly significant beyond the .01 level.

These findings indicated that the method of instruction had a significant effect upon knowledge of the job search process among the students within each learning package group. Both groups receiving additional instruction through the learning packages had significantly greater cognitive scores than the traditional method group.

Hypothesis 6

- a. There is no significant difference in the post-test total mean scores among groups.
- b. There is no significant difference in the post-test total mean scores between females and males.
- c. There is no significant interaction between group and sex in relation to post-test total mean scores.

The relevant data for testing this hypothesis are reported in Table 19, which presents post-test total mean scores, standard deviations, and distribution of subjects categorized by group and sex.

Table 19. Post-test total mean scores, standard deviations, and distribution of subjects categorized by group and sex

| | Group I (TMI) | Group II (A-T) | Group III (M) | Totals |
|---------|--|--|--|--|
| Females | $\bar{X} = 478.76$ SD = 50.51 N = 21 | $\bar{X} = 622.62$ SD = 28.67 N = 16 | $\bar{X} = 567.33$ SD = 71.05 N = 9 | $\bar{X} = 546.13$ SD = 81.20 N = 46 |
| Males | $\bar{X} = 467.50$ SD = 75.25 N = 8 | $\bar{X} = 603.57$ SD = 37.66 N = 7 | $\bar{X} = 541.29$ SD = 59.92 N = 7 | $\bar{X} = 534.27$ SD = 81.45 N = 22 |
| Totals | $\bar{X} = 475.66$ SD = 57.13 N = 29 | $\bar{X} = 616.83$ SD = 32.06 N = 23 | $\bar{X} = 555.94$ SD = 65.62 N = 16 | $\bar{X} = 542.29$ SD = 80.86 N = 68 |

The data in Table 19 revealed that the highest post-test total mean score among groups was attained by Group II, with 616.83, followed by Group III with 555.94 and Group I with 475.66. The mean score of Group II represented 86 percent of the 720 total points possible; the mean scores of Group III and Group I were approximately 75 percent and 65 percent respectively. Females in the sample attained a higher post-test total mean score (546.13) than males (534.27). In addition, females within each group recorded greater total mean scores than males.

The results of the two-way analysis of variance computed for group and sex post-test total means are reported in Table 20. Null hypothesis 6)a was rejected because a highly significant F-value of 26.925 was obtained. The analysis revealed that there were significant differences among group total mean scores. The findings from the Newman-Keuls test indicated that all three group post-test total mean scores differed significantly. Post-test total means for males and females were analyzed and the resulting F-value (1.716) was not significant. Thus, there was insufficient evidence to reject null hypothesis 6)b. There were no significant differences between male and female post-test total mean scores. The F-value (.416) obtained for interaction effects was non-significant and null hypothesis 6)c was not rejected. There was no significant interaction between group and sex for post-test total mean scores.

The evidence from these findings suggests that the method of instruction received resulted in significant differences in total mean scores

among the three groups. The group which received additional instruction via the audio-tutorial learning package had significantly greater total scores than the other two groups. The manual learning package group also attained significantly higher total scores than the traditional method group.

Table 20. Two-way analysis of variance for group and sex post-test total scores

| Source | DF | Sum of squares | Mean square | F | Significance of F |
|-------------|----|----------------|-------------|--------|-------------------|
| Main effect | 3 | | | | |
| Group | 2 | 90182.938 | 45091.469 | 26.925 | .000** |
| Sex | 1 | 2874.278 | 2874.278 | 1.716 | .195 |
| Interaction | 2 | | | | |
| Group x sex | 2 | 1392.459 | 696.229 | .416 | .662 |
| Error | 62 | 103832.125 | 1674.712 | | |
| Total | 67 | 227498.688 | | | |

**Highly significant beyond the .01 level.

In summary, the results from the tests of the last three hypotheses related to post-test scores, indicate there were highly significant differences among the three groups. Significantly greater affective, cognitive, and total mean scores were evident for the two groups receiving instruction with either the audio-tutorial or manual learning

package than the group receiving only the traditional method of class discussion and lecture. The evidence further indicated the audio-tutorial learning package group had significantly higher post-test affective and total scores than the manual learning package group. The cognitive scores of both learning package groups were approximately equal. Within each group, the results indicated that male and female affective, cognitive, and total scores did not differ significantly. No group or sex of subject interaction effects were observed for the three measures of job search readiness.

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Discussion

The importance of job search readiness as a segment of career development has been previously emphasized by Stevens (1960) and Velcich (1976). Flynn (1975) asserted that graduating seniors in education need to be well-prepared to effectively search for a job in a highly competitive job market with increasingly sophisticated selection procedures. The teachers surveyed in Flynn's study also expressed the need for more job search preparation. The preparation given to seniors majoring in secondary education at Iowa State University has traditionally been offered in the course Secondary Education 426: Principles and Issues of Secondary Education and by the Education Placement Office. However, this investigator, as the Administrative Assistant in the Iowa State Education Placement Office, observed that, prior to and even after instruction in Secondary Education 426, many students using the placement office services were vaguely aware of the job search procedures and the function of the placement office. It was apparent seniors lacked knowledge of the job search process in education and were confused about the appropriate job search preparations.

Pre-test data obtained prior to job search instruction indicated that seniors in education needed assistance in becoming more aware and knowledgeable of job search procedures, resources, and preparations. The analysis of the findings (Tables 10, 12, 14) suggest that, initially, job search readiness scores among students in all three groups were

statistically equal, but considerably less than the overall affective (380), cognitive (340), and total (720) scores attainable. Based on the data reported in Tables 9, 11, and 13, most students nearing graduation appear to have a need for improving their job search readiness, especially their internalization of job search procedures in education and organizing the proper job search preparations.

The post-test mean scores presented in Tables 15, 17, and 19, suggest that there remained the need for additional job search assistance particularly for those students receiving only the traditional method of instruction (Group I). However, after receiving job search instruction through one of the learning packages, student's job search readiness scores differed significantly from the traditional method group (Tables 16, 18, and 20). Data indicated that the addition of the audio-tutorial learning package (Group II) to the traditional method of instruction resulted in the highest affective, cognitive, and total scores among all three groups. The higher scores of the audio-tutorial group differed significantly from the traditional method group on all measures of job search readiness. Post-test affective and total means were also significantly higher for the audio-tutorial group than the manual learning package group means for these two measures. No significant differences were found between the cognitive means of the two groups using the learning packages. Significant differences were also found between the affective, cognitive, and total means for the manual learning package group and the traditional method group. Thus, both groups using a type of learning package in addition to the traditional method of instruction

recorded significantly higher job search readiness scores than the group receiving only the traditional method of lecture and class discussion. The evidence implies that, either additional job search information should be included in Secondary Education 426, or the Education Placement Office should expand its job search preparation programs, or both by supplementing the course content and by intensifying placement office programs.

This study was also designed to determine the effects of several student characteristics upon job search readiness. Among these variables, sufficient data were available to analyze only the differences in job search readiness between males and females for each group. Within each group, the data indicate no significant differences in affective, cognitive, or total mean scores between males and females for both the pre-test and post-test. No significant interaction between group and sex was found for any of the pre-test or post-test measures. The evidence regarding no significant difference between male and female pre-test and post-test affective scores is supported by Velchich's (1976) research which indicated that sex of the student did not influence students' perception of their placement readiness.

Although the findings suggest that pre-test and post-test scores did not differ significantly between males and females within each group, observable differences in means did exist. In general, the data indicate that females tended to score higher on both pre-test and post-test measures of job search readiness. Females recorded higher pre-test and

post-test affective means for all groups, with the exception of the males in Group I (traditional method) on the pre-test (Tables 9 and 15). Pre-test cognitive scores for males in Group II (audio-tutorial learning package) and Group III (manual learning package) were slightly higher than female cognitive scores (Table 11). Initially, it appeared that males had a slight, but not significant, tendency to know more about the job search process than females. Females, however, had greater post-test cognitive scores in Group I and Group III (Table 17). On pre-test and post-test total scores, females from all three groups scored higher than males (Tables 13 and 19).

In preparing the materials for this investigation, careful consideration was given to the selection of the method of job search instruction. The learning package method was selected because of several attractive features: (1) it could be used as a teaching aide in Secondary Education 426 and used in the Education Placement Office; (2) it is a self-instructional method; (3) all instruction with the learning packages would be uniform; (4) students could proceed at their own pace; and (5) the audio-tutorial method is a multi-faceted, multi-sensory means of instruction.

The media to be used for the audio-tutorial learning package were also carefully selected. Initially, the use of video cassettes was considered for the audio-tutorial learning package. However, after consulting with the Iowa State University Instructional Resources Center (IRC), the possibility of using video cassettes was abandoned. According

to professionals in the IRC, television as a medium is most appropriately used when motion is involved. Because of the nature of the information to be learned, it was suggested that slides and audio-tape were the most appropriate media for the audio-tutorial learning package.

A number of additional positive features of the learning packages became apparent upon completion of the study. The condensation of all pertinent job search information into the learning packages from available research, education-related job search guides, and the experience of Education Placement Office personnel was a significant accomplishment. Unsolicited student comments supported this observation. Many students from the actual study and the summer pilot studies reported that the step-by-step presentation of job search information in the learning packages answered most of their questions and provided needed direction as they began their job search. In particular, the exercises and checklists within the learning packages received favorable comments from students. These activities were designed, according to Jones (1968) and Talbert (1968), for students to think analytically, draw conclusions, or take some action. The teaching competencies exercise and the sources of teaching vacancies exercise were also well-received by students. The registration checklist and the resume checklist were given favorable comments, as were the sample letters and guidelines included in the packages.

Keller (1968), in his previous work, noted that a frequent criticism of self-instructional materials was the lack of personal contact between

the student and instructor. However, the opposite was true with the audio-tutorial learning package. By having students come to the Education Placement Office to complete the audio-tutorial learning package, more students were introduced to the facilities, resources, and personnel of the office early in their job search. The interaction between the placement office resource person and the students also provided additional opportunities to respond to students' questions and concerns regarding the next steps to take to implement the information presented. The students indicated their readiness to begin the placement office registration process and the development of their letters and resumes.

A final observation concerning the use of learning packages relates to their potential for efficient utilization of faculty resources and Education Placement Office personnel. The learning packages used as teaching aides in Secondary Education 426 would provide the foundation for job search instruction, thereby reducing the amount of time instructors and placement counselors need in order to explain basic job search procedures and preparations. The additional time for the placement office personnel could be used to work with special student problems, to assist students in perfecting their application letters and resumes, to improve students' interviewing skills, and to further develop employer-placement office relations.

The effectiveness of the three methods of job search instruction was measured by the Job Search Readiness Questionnaire (JSRQ). The JSRQ was developed specifically for this study because the existing job

search readiness scales, the Placement Readiness Scale (Stevens, 1960) and the Placement Readiness Rating Scale (Velcich, 1976), measured only the affective realm of job search readiness. The affective items of the JSRQ were designed to measure awareness and perceptions of the job search process and job search preparations. The JSRQ also attempted to measure student knowledge of job search procedures and preparations.

The response framework for the questionnaire items was based on the certainty method. The certainty method technique was selected because (1) it could be used to measure both attitude and knowledge; and (2) it uses fixed alternative and open end response frameworks (Warren, 1969). The certainty method requires two decisions: the first, directional (agree or disagree) and the second, certainty about the directional decision. By requiring two decisions on affective and cognitive items, a ten point continuum resulted. One drawback to this response framework, however, was that each item had to be hand-scored rather than using computer-read answer sheets.

Conclusions

As previously stated, the problem for this study was to determine if there was a more effective method of preparing students for their first job search in education. A secondary area of investigation was the effect of selected student characteristics upon job search readiness. A number of conclusions pertaining to the purposes of this study were made based upon the findings. They are:

1. Prior to job search instruction, upper-level undergraduates majoring in secondary education curricula did not differ significantly among groups and between sexes in their job search readiness. A close review of the pre-test scores indicated that the scores were decidedly low in comparison to the points attainable. Initially, the need was evident for improving students' internalization and knowledge of job search procedures, resources, and preparations.
2. The data obtained after job search instruction indicate that, even though job search readiness among students in the traditional method group was improved, additional instruction was needed. The implications of this finding suggest that Secondary Education 426 instructors and Education Placement Office staff should be providing services with more extensive job search assistance. In particular, the evidence indicated that more attention should be given to: (1) students' attentiveness and perception of the job search process and (2) students' progress toward making job search preparations. Failure to consider the affective realm of job search instruction along with the cognitive, may result in ill-prepared seniors as they search for their first teaching position.
3. The addition of job search instruction through the audio-tutorial and manual learning packages significantly improved job search readiness among the students in these two groups,

when compared to the traditional method group. Based on the evidence, learning packages should be utilized as teaching aides in Secondary Education 426 classes and incorporated into the services offered by the Education Placement Office.

4. The evidence further revealed that students receiving instruction via the audio-tutorial learning package were, in general, the most prepared to begin their job search. This learning package seemed especially effective in increasing students' awareness and perception of job search procedures and resources. In addition, the audio-tutorial learning package appeared to be the most effective in assisting students organize their job search preparations. Therefore, between the two learning packages, the audio-tutorial is recommended as the primary learning package to be utilized in classes and the placement office.
5. Sex of the student did not appear to have a significant influence upon job search readiness. Males and females were approximately at the same level of job search readiness prior to instruction and after instruction within each group.

Recommendations

Based upon the findings and conclusions of this investigation, the following recommendations for further research are suggested:

1. Replication of this investigation to substantiate the use of learning packages as a method of job search instruction and to

improve the validity and reliability of the questionnaire constructed for this study. Any replication of this study should be attempted with a larger sample. In addition, students from other colleges and universities could be incorporated into the sample to provide further evidence for generalization to all teacher education institutions.

2. A longitudinal study to assess and compare the retention, quality of job search preparation, job search success, and possibly, job satisfaction among students receiving job search instruction through learning packages or traditional methods.
3. An investigation to determine if the learning packages alone would provide sufficient job search preparation.
4. Further research to examine the use of learning packages with different subgroups within the student population. For example, are there differences in job search readiness between students preparing in secondary education and students majoring in elementary education before and after job search instruction? Would it be feasible to offer job search instruction to third quarter juniors?
5. Future studies to evaluate the application of learning packages as instructional aides to other placement-related activities. A variety of learning packages would add more depth and thoroughness to placement office resources and services. Could the learning package approach, for example, be effective in assisting teachers consider alternative occupations?

SUMMARY

The purpose of this study was to determine the effectiveness of using learning packages as alternate methods of instruction to prepare secondary education students for their first job search in education. The study was designed to determine if the use of self-instructional learning packages would result in greater student job search readiness than the method of job search instruction employed in the secondary education course "Principles and Issues in Secondary Education," at Iowa State University. The learning packages used in this study were: (a) a manual learning package and (b) an audio-tutorial learning package. The traditional method of instruction included lecture and class discussion. To provide additional information, several student characteristics were selected to determine their effects upon job search readiness. These characteristics were: sex, grade point average, major, minor, coaching, quarter of student teaching, quarter of graduation, and previous job search training.

Subjects for this study were undergraduate students enrolled in the course Secondary Education 426, "Principles and Issues of Secondary Education," at Iowa State University during fall quarter, 1978. This course is required of all secondary education students wherein all students receive job search instruction with the traditional method of lecture and class discussion. Students in the course were assigned to one of three sections by the Iowa State University Registrar. Enrollees in the course were primarily seniors in secondary education, but a small

number of juniors were also enrolled and included in the study. A total of 68 students were enrolled in the three sections.

The purposes of this study required the development of self-instructional materials and a questionnaire to measure job search readiness. The learning package approach to instruction was selected because (1) it could be used as a teaching aid in classes and incorporated into the placement office services and resources; (2) as a self-instructional method, it allows for self-pacing, repeated review of material, and differences in background knowledge; (3) all students would receive the same information; and (4) the learning activities within the learning package require analytical thought, drawing conclusions, and taking action on a task. The preparation of the learning packages followed procedures set forth in the literature.

All materials developed for the learning packages were prepared by the researcher. The text of the manual learning package, along with the learning activities and illustrations, were initially reviewed by a panel of experts. The information presented in the learning packages was condensed from available research, job search guides, and the experience of the Education Placement Office personnel. The media used for the audio-tutorial learning package were selected after consulting with the professional staff in the Iowa State University Instructional Resource Center.

A questionnaire was constructed for the purposes of this study to provide affective, cognitive, and overall measures of students' job

search readiness. The questionnaire and the learning packages developed for the study were evaluated and revised after pilot tests were completed.

A pre-test-post-test control group design was utilized as the experimental procedure for this investigation. The control group, Group I, received job search instruction through the traditional method of lecture and class discussion. The experimental groups, Group II (audio-tutorial learning package) and Group III (manual learning package), received one of the two learning packages as well as the traditional method of instruction. The experiment was conducted over a three week period beginning September 13, 1978. Measures of students' job search readiness were obtained in two phases: (1) a pre-test prior to job search instruction and (2) a post-test following instruction. Data on selected student characteristics were collected at the time of the pre-test.

Analysis of the data from the pre-test and post-test was formally organized by six sets of null hypotheses. The first three sets of hypotheses were associated with group and sex differences and interactions for pre-test affective, cognitive, and total scores. The last three sets were related to differences and interactions in post-test affective, cognitive, and total scores among groups and between sexes.

A two-way analysis of variance was used to test the significance of the hypothesized differences among groups and between sexes. Where significant differences were found among the groups, the Newman-Keuls method identified which groups differed significantly. The following were the major findings of this investigation.

1. For the first three sets of null hypotheses regarding pre-test scores, none were rejected. The findings supported the hypotheses that there were no significant differences in affective, cognitive, and total mean scores among the groups or between sexes. In addition, there was no evidence of interaction effects between group and sex. Thus, prior to job search instruction, students in the sample were at an equivalent level of job search readiness.
2. Findings from the analyses of post-test scores resulted in the rejection of the null hypotheses relative to group affective, cognitive, and total mean scores. Highly significant differences were found for the following group scores.
 - a. Post-test affective mean scores. Group II, which received additional job search instruction through the audio-tutorial learning package, had significantly higher affective scores than Group III and Group I. The manual learning package group (Group III) was found to have significantly greater affective scores than Group I. Thus, both groups receiving additional instruction with one of the learning packages recorded significantly greater affective scores than the traditional method group (Group I).
 - b. Post-test cognitive mean scores. Both groups receiving additional job search instruction via the learning packages had significantly higher cognitive mean scores than the group receiving only the traditional method of instruction.

- c. Post-test total mean scores. The audio-tutorial learning package group, Group II, had significantly higher total scores than Group III and Group I. The manual learning package group (Group III) recorded significantly greater total scores than Group I. Thus, again, both groups receiving additional instruction with one of the learning packages had significantly greater scores than the traditional method group.
3. Analysis of post-test scores for males and females within each instructed group did not result in the rejection of the null hypotheses relative to the significance of differences between sexes. There were no significant differences in affective, cognitive, or total mean scores between males and females.
4. The findings revealed no significant interaction effects between group and sex for post-test scores. Therefore, the null hypotheses regarding interaction effects were not rejected.

Judging from the findings of this investigation, it appears that the use of learning packages may be a viable addition to the method of job search instruction employed in Secondary Education 426 classes. The addition of both learning packages to the traditional method of instruction resulted in significantly greater readiness to begin a job search among the students in these two groups. Furthermore, the evidence suggested that the audio-tutorial learning package may be more effective than the manual learning package in preparing students for a job search

in education. That is, students using the audio-tutorial learning package appeared to have internalized job search information and organized their behavior into a plan of action for a job search more than the manual learning package group. Therefore, the learning packages, especially the audio-tutorial, should be used as teaching aides in Secondary Education 426 classes and should be incorporated into the services offered by the Iowa State University Education Placement Office.

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My appreciation is also extended to my wife, Virginia, for her perseverance and encouragement.

APPENDIX A: MANUAL LEARNING PACKAGE

YOUR JOB SEARCH IN EDUCATION

A SELF-INSTRUCTIONAL LEARNING PACKAGE



PREPARED BY
JAMES ARTHUR
EDUCATION PLACEMENT OFFICE
IOWA STATE UNIVERSITY

**YOUR JOB SEARCH IN EDUCATION:
A Self-instructional Learning Package**

Prepared by:

**James Arthur
Administrative Assistant
Education Placement Office
Iowa State University**

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James Arthur
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► **GENERAL OBJECTIVES:** After the completion of this learning package, the reader will be able to:

1. Understand the job search process in education.
2. Understand the role of the Education Placement Office in the job search process and know its services and resources.
3. Make the appropriate preparations for a job search in education.
 - a. Complete a self-inventory, which includes an assessment of teaching competencies, experiences, goals and geographic preference.
 - b. Develop a job search strategy by preparing letters, resume, credential file, and interviewing techniques.
 - c. Identify sources of job vacancies for teaching options and explore possible alternatives to teaching.
4. Know job application approaches.
5. Know the process for selection of teachers.

► The information in this learning package represents a composite of the preparations and procedures for a job search suggested by the Association for School, College, and University Staffing; school district hiring policies and procedures; and the experience of the Education Placement Office personnel.

► **CLARIFICATION OF TERMS:** Throughout the learning package, the terms hiring personnel, hiring official, employer, superintendent, principal, school district, administrator, and contact person, are used interchangeably to identify the person, persons, or organization which employs teachers.

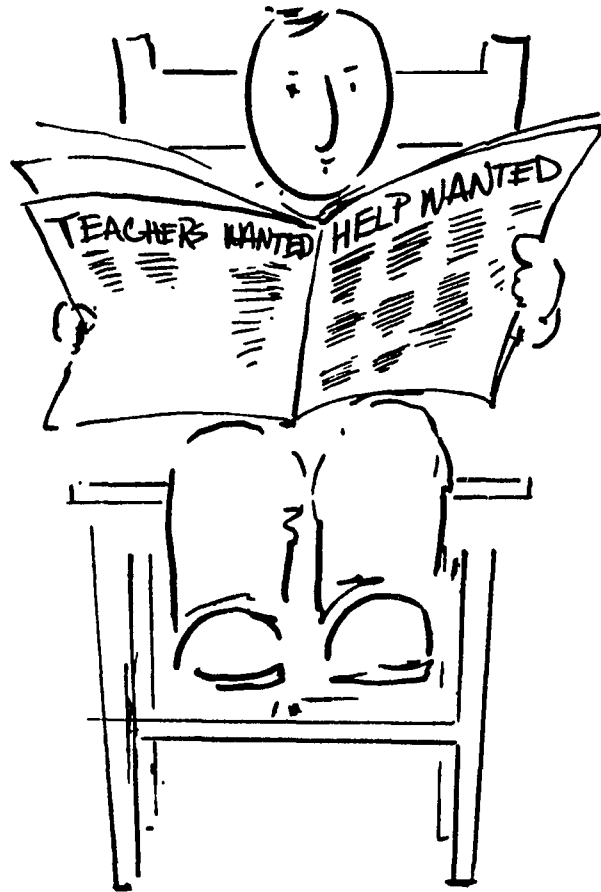
ILLUSTRATIONS: Doug Wilke, Applied Art Department, Iowa State University

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INTRODUCTION

Can I get a teaching job? Perhaps you have asked yourself this question as your graduation date draws closer. The answer to this question depends upon a number of factors, such as staff turnover, school enrollments, your major, and your geographic mobility. Another important factor is how well you prepare for your job search.



What preparations have you made for your job search? Which job search methods and techniques will you develop to communicate your qualifications to hiring officials? How will you apply for teaching positions? ► Please complete Exercise 1 on the next page.

EXERCISE 1

Please check the job search methods and techniques you plan to incorporate into your job search approach.

I PLAN TO...

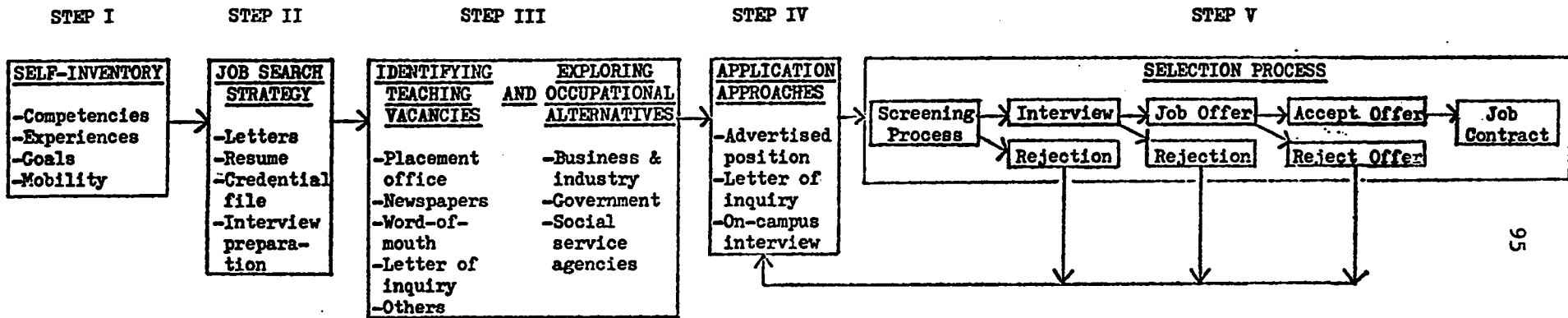
- Register with the Education Placement Office.
- Begin preparing for my job search with a self-inventory.
- Prepare drafts of my letters and resume and have them evaluated by a school administrator or a placement office staff person.
- Receive feedback on my interviewing skills by practicing, or role playing, an interview with a school administrator.
- Obtain recommendations for my credential file from student teaching, professors, advisor, and previous employers.
- Apply for a teaching position with a letter of application, resume, and credentials.
- Answer job vacancy advertisements in the newspaper.
- Apply for jobs listed on placement office vacancy bulletins.
- Ask friends and/or relatives about jobs in their school district.
- Apply directly to the school district with a letter of inquiry.
- Telephone a school district to check on my status in the selection process.
- Visit the school district even though a vacancy does not exist.
- Interview on-campus with school districts through the Education Placement Office.

Each of the job search methods and application procedures listed in Exercise 1 can, and should, be incorporated in your job search approach.

The key to developing your job search approach is understanding the job search process. The job search process presented on the next page includes two phases: a preparation phase and an application and selection phase. Steps I, II and III of the job search process are self-inventory, job search strategy, identifying teaching vacancies and exploring occupational alternatives. These three steps are the preparation phase. The application and selection phase includes application approaches (Step IV) and the selection process (Step V).

PHASE I: PREPARATION

PHASE II: APPLICATION AND SELECTION



Before you proceed with STEP I of the job search process, the services, resources, and registration procedures of the Education Placement Office will be presented. The Education Placement Office is probably the most important source of job search assistance available to you. Please turn the page and learn about the role of the placement office in your search for a teaching position.

EDUCATION PLACEMENT OFFICE

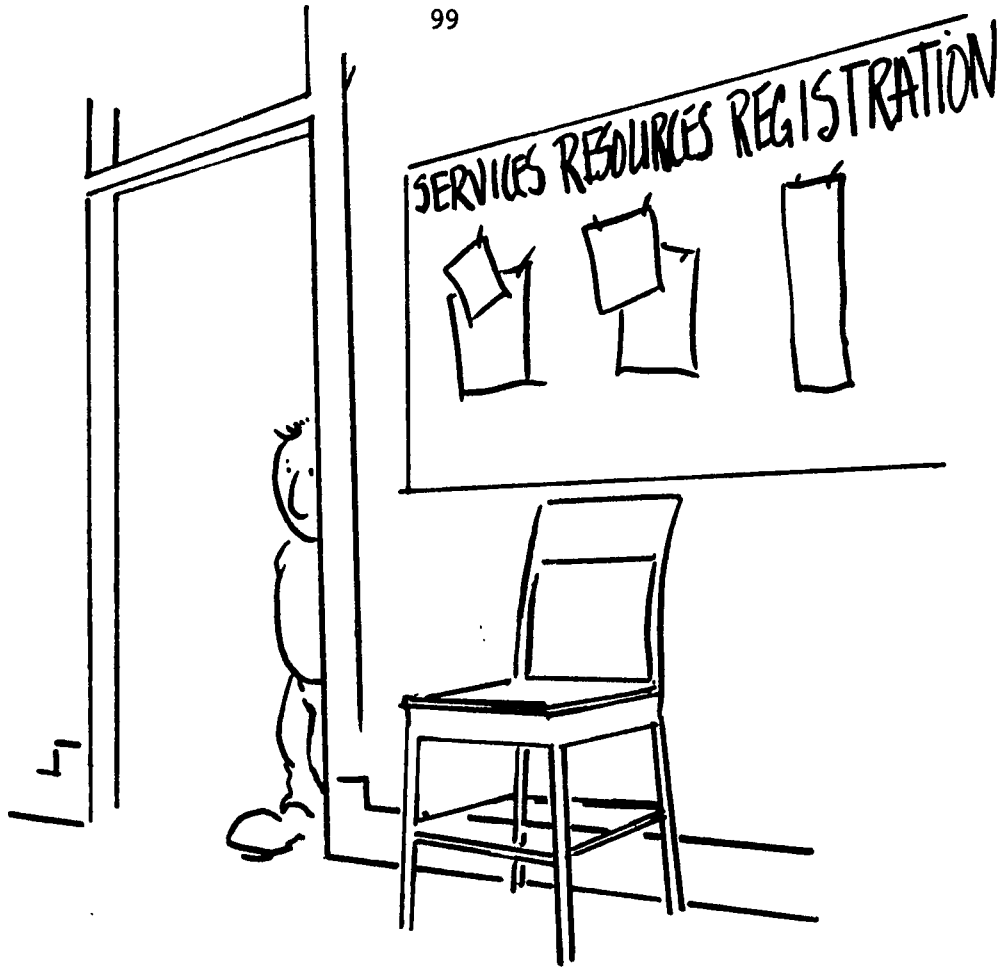
◆ The Education Placement Office

The primary function of the Iowa State University College of Education Placement Office is to assist students and graduates search for a satisfying position in education. The permanent credential file established during a student's senior year is available throughout his or her career in education. The registrant and the placement office share the responsibility for the maintenance of the credential file. The staff and the resources of the office, located in 113 Quadrangle, are available during your job searches for advice and counsel.

▶ Placement Office Services

Each college at Iowa State provides career planning and placement services to help students and graduates secure employment. The Education Placement Office does not "place" individuals as such, but helps candidates identify positions for which they are qualified. The specific services offered by the Education Placement Office include:

1. To discuss any concern or special questions regarding career plans and/or job search procedures.
2. To assist registrants with the development of their letters and resumes.
3. To help each person seeking a teaching position establish and maintain a permanent credential file.
4. To send copies of credentials when requested by registrants and employers.
5. To maintain a master file of all vacancies sent to the placement office
6. To send vacancy bulletins to all registrants.
7. To provide opportunities for on-campus interviewing.
8. To maintain employment information for alternatives to teaching in business, industry, and government.
9. As a member of the Association for School, College, and University Staffing (ASCUS), to assist registrants seek positions out-of-state by identifying an associated university placement office which offers reciprocal placement services.



► Resources

The resources available in the Education Placement Office to all ISU students and graduates include:

- Certification requirements from other states
- Directory of Iowa school districts
- Patterson's American Education, a directory of school districts throughout the U.S.
- Notices of summer employment opportunities
- International school teaching opportunities
- Social service agency directories
- Federal and State government employment information
- Graduate school information
- Job Service of Iowa employment information
- Job search guides
- Resume notebook
- ASCUS Annual
- ASCUS reciprocal placement services
- School district informational brochures
- Calendar of upcoming campus interviews
- Current teaching vacancies from Iowa, the Midwest, and throughout the U.S. in the master files; vacancy bulletins from other placement offices; newspaper vacancies.

► Registration

Most graduates seeking a position in education use the Education Placement Office in their job search for establishing a credential file and receiving the vacancy bulletin. To register with the office, follow the registration checklist below.

Registration Checklist

- Begin the registration process early in your senior year. A spring quarter graduate, for example, should begin the registration process during fall quarter.
- Sign up for an Education Placement Office orientation/registration meeting. This meeting introduces you to the policies and procedures of the placement office and explains the forms in the registration packet.
- Decide on the type of credential file (open or closed) you want to establish.
- Pay registration fee. The registration fee of \$10.00 provides for the vacancy bulletin and up to twenty (20) requests to have a copy of your credential file sent. The vacancy bulletin is mailed to registrants weekly from March 1st to August 31st. The registration fee is effective on an academic year basis, from September 1st to August 31st.
- Return the completed registration forms at least one quarter before you graduate.

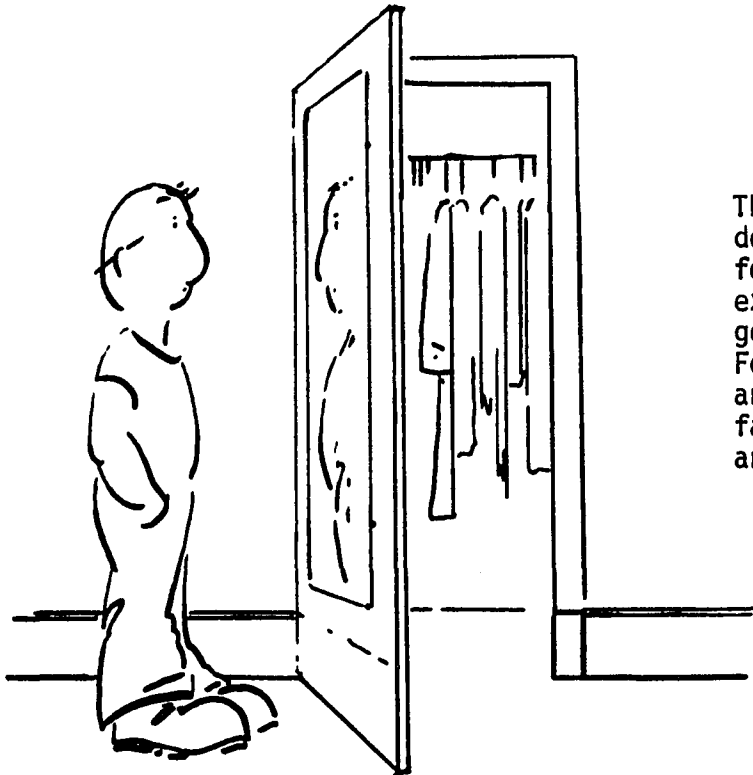
★ Identify and use the services and resources of the placement office related to your job search needs. Now, begin preparing for your job search by turning to page 11 and completing your self-inventory.

STEP I

SELF-INVENTORY

- Competencies
- Experiences
- Goals
- Mobility

A job search begins with a self-inventory. The purpose of your self-inventory will be to review and assess all of the factors that make up the kind of individual you are. A self-inventory is necessary because the results will form the basis for the development of your letters and resume, your search for a job, and the answers to questions asked in an interview.



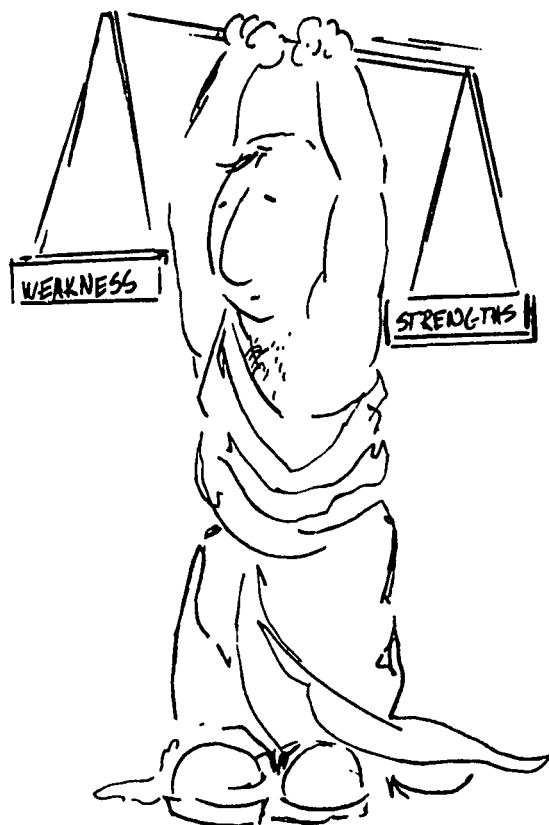
This self-inventory is designed to help you examine four factors: competencies, experiences, career/life goals, and job preferences. For each of these factors, an explanation of the factor will be given and an exercise will follow.

◆ Competencies

The first factor for you to consider in your self-inventory is an assessment of your strengths and weaknesses as a teacher; or to say this more accurately, an assessment of your competencies as a teacher. Competencies, for the purpose of this self-inventory, are teaching skills, functions, or tasks. An assessment of your competencies as a teacher is essential because, for example, a hiring official may ask you to discuss your strong points and, possibly, your limitations. Also, in a letter of application or resume, you may want to emphasize the positive aspects of your qualifications.

► Exercise 2 on page 14 contains a list of teacher skills, functions and tasks. The competencies are a composite list from recent research on teacher competencies.* To complete the exercise, rate yourself on your perception of your competence for each item by checking the appropriate box.

► After completing the exercise, proceed to the discussion on work experience and activities on page 15.



*Raymond Kuehl, The measurement of student teaching performance (unpublished research paper), in James Wood, Analysis of teaching competencies/skills and the time factors involved developing these teaching competencies/skills in the student teaching field experience at ISU, 1978.

EXERCISE 2

On this competency, I rate myself...

| | Very High | Above Average | Average | Below Average | Very Low |
|--|-----------|---------------|---------|---------------|----------|
| Maintaining a positive learning environment | | | | | |
| Individualizing instruction | | | | | |
| Empathy for students | | | | | |
| Presentation of lesson as a stimulus to learners | | | | | |
| Communication skills | | | | | |
| Establishing expectations | | | | | |
| Giving instructions | | | | | |
| Leading question and answer periods | | | | | |
| Use of positive reinforcement | | | | | |
| Managing student behavior | | | | | |
| Identifying student needs | | | | | |
| Building and enhancing pupil's self-concept | | | | | |
| Planning instructional activities and strategies | | | | | |
| Sequencing instruction | | | | | |
| Encouraging student participation in learning activities | | | | | |
| Employing a variety of instructional strategies | | | | | |
| Knowledge of subject area | | | | | |
| Counseling/advising students | | | | | |
| Sensitivity toward student misconception or confusion | | | | | |
| Allowing for different learning styles | | | | | |
| Utilizing instructional materials | | | | | |
| Responsive to cultural, attitudinal, and intellectual differences among students | | | | | |
| Establishing rapport with students | | | | | |
| TOTAL | | | | | |

The competencies you rated above average or very high are those which you will want to emphasize during the job search process. The competencies rated average or below are those which you should attempt to improve during your student teaching experience.



◆ Experiences

Look at the competencies you rated highly in Exercise 2. In what ways have you developed and demonstrated these competencies?

Summer and part-time work, volunteer work, leisure-time activities, and school projects are among experiences and activities in which you may have demonstrated certain skills and abilities. On the surface, a summer job may not be related to teaching. But, this summer job may require competencies that are also required of a teacher. Therefore, you have demonstrated certain competencies and you should emphasize these skills and abilities in your job search.

► To help you identify how you have developed your teaching competencies, complete Exercise 3.

EXERCISE 3

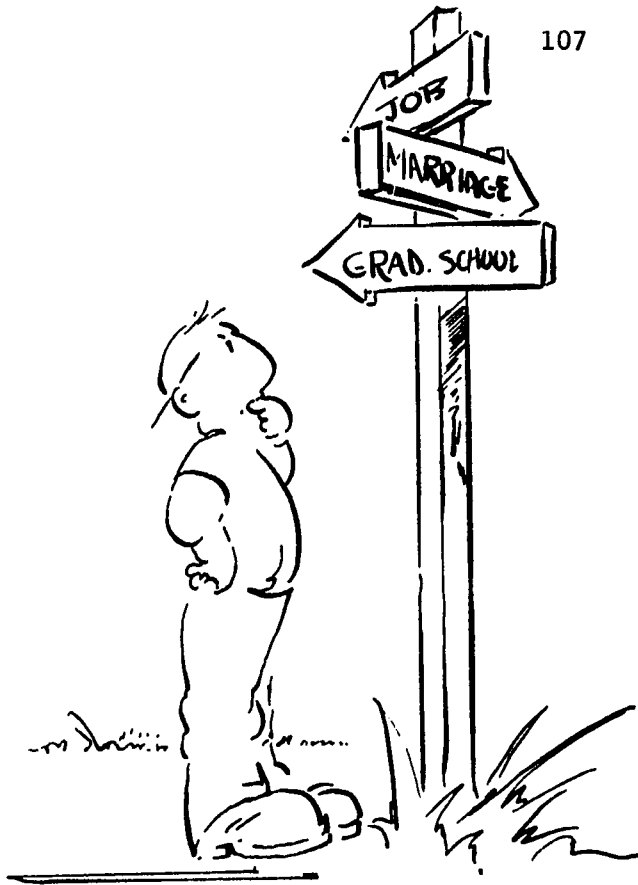
Directions: In the columns below,

- (1) list the three most important competencies from Exercise 2 which you believe you have developed.
- (2) list the work experience, volunteer work, leisure-time activity, or school project for each competency which helped you develop this competency
- (3) list the responsibilities or tasks in which you demonstrated each competency.

| (1) Teaching Competency | (2) Job/Activity | (3) Responsibilities |
|----------------------------|---------------------|-------------------------|
| | | |
| | | |
| | | |

The completion of Exercise 2 and Exercise 3 should help you better understand your teaching competencies and the ways in which you have demonstrated these competencies. The results of these two exercises should form the foundation for your letters, resume, and responses to interview questions.

► Move on to your Career Objectives and Life Plans.



◆ Career Objectives/Life Plans

In addition to an inventory of personal assets, consideration should also be given to your career/life goals and plans. Setting goals and making plans is an on-going process. Although your goals and plans will change throughout your life, a superintendent interviewing you will be interested in your short-range and long-range goals. A common question in an interview is "What are your future plans?" Your response to this question could include career and/or educational plans.

► To help you focus on your goals and plans, complete Exercise 4.

EXERCISE 4



The line above represents your life span. Complete the following instructions:

1. Write in your present age in the appropriate place on the line.
2. Place a 1 on the line where you expect to get your first teaching position.
3. If you expect to change jobs in the future, place a CH on the line where you plan to make the change.
4. Place a G on the line if you plan to begin a graduate degree. The G should be placed on the approximate point when you plan to enter the graduate program.
5. Place a GD where you expect to complete the degree.
6. If marriage will have an effect on your job search approach, place an M when you were married or when you plan to get married.

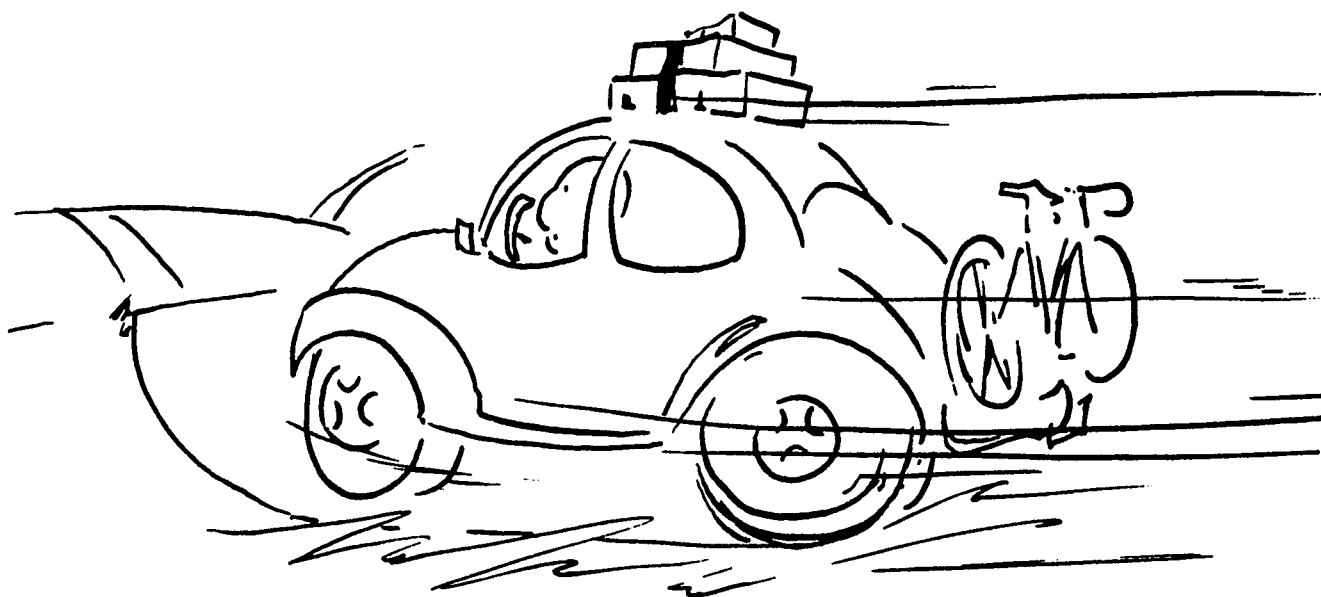
The purpose of this exercise has been to help you clarify your goals and plans. Career goals, educational plans, and marital plans are only three possible objectives or plans. You may want to place additional plans on the line.

► Continue your self-inventory by completing the following section on geographic mobility.

◆ Geographic Mobility

The final factor to consider in your self-inventory is geographic mobility. Do you plan to apply for jobs over a wide geographic area? Or, will you be applying in a relatively small geographic area?

In the competitive job market today it is generally necessary for a teacher to move where the jobs are available. Therefore, you may want to consider teaching positions in as wide a geographic area as possible. But, you may have factors effecting your mobility which confine your job search to a particular geographic area. By confining your geographic area, however, you are probably limiting job opportunities.



•Recent graduates entering the teaching field indicate their geographic preferences in a number of ways:

- Entirely mobile (example: no geographic preference)
- Regional preference (example: Midwest)
- State-wide preference (example: Iowa)
- Section within a state (example: Northeast Iowa)
- Extremely limited mobility (example: Ames, Iowa and driving distance)

•The reason for restricting mobility depends upon the person. For most teachers, geographic mobility is limited by either:

- Family responsibilities
- Spouse's employment
- Preference for a certain state or town
- Preference for a particular region of the country (mountainous vs. seacoast)
- Rural vs. urban preference

►In Exercise 5 consider these factors as they may effect your mobility.

EXERCISE 5

Directions: For each factor, check the effect on your mobility.

| FACTORS | MOBILITY | | | | |
|-----------------------------------|---------------|-------|-----------|----------|------------------|
| | Greatly Limit | Limit | No Effect | Increase | Greatly Increase |
| Family Responsibilities | | | | | |
| Spouse's employment | | | | | |
| Specific state or town preference | | | | | |
| Region of the country preference | | | | | |
| Rural vs. urban preference | | | | | |

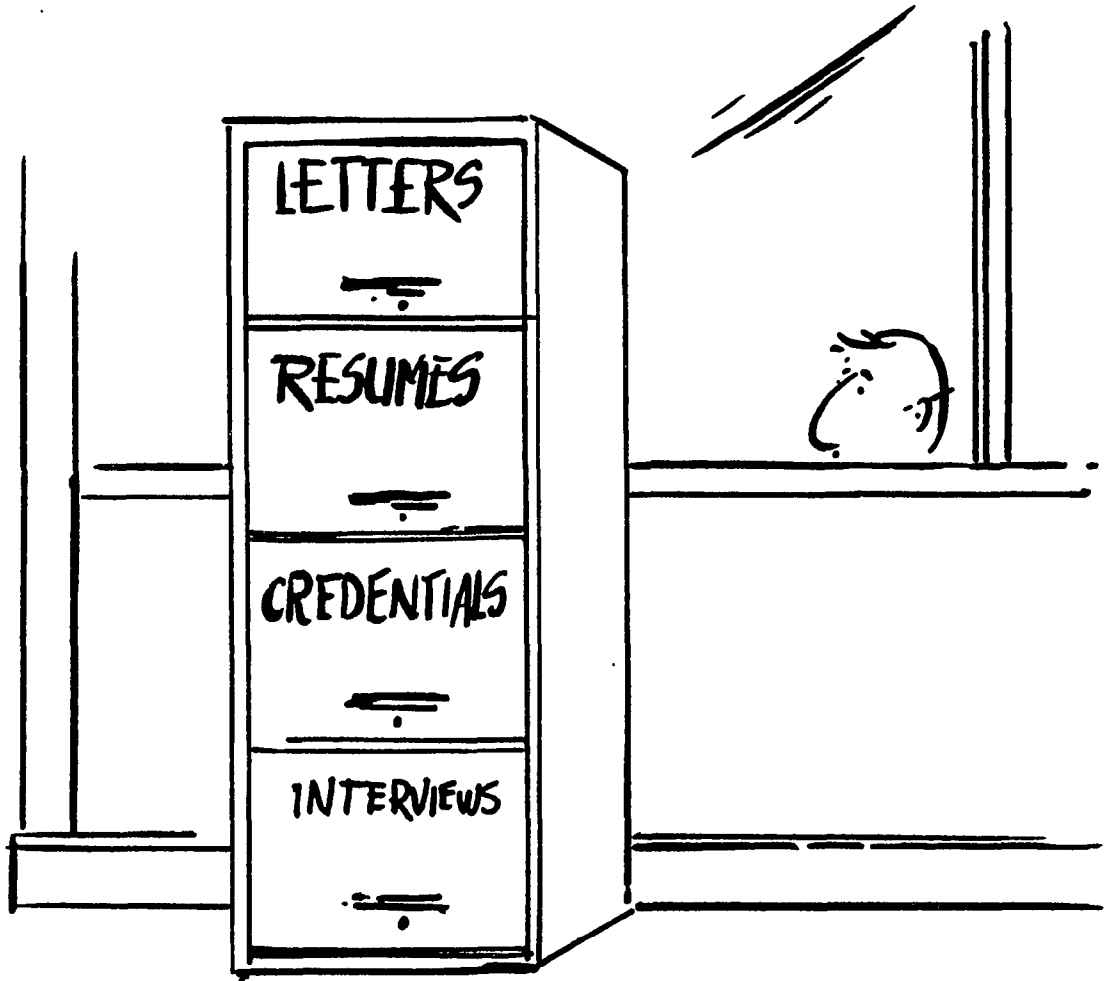
With the completion of this exercise, you should be able to state your geographic preference. Please check your geographic preference:

- ___ A. No geographic preference, completely mobile.
- ___ B. Region of the country (Region: _____)
- ___ C. State-wide preference (State: _____)
- ___ D. Section within a state (Section/state: _____)
- ___ E. Limited geographic preference (Driving distance of: _____)
- ___ F. Other: _____

STEP II

JOB SEARCH
STRATEGY

- Letters
- Resume
- Credential
file
- Interview
prepara-
tion



The self-inventory you completed in STEP I will be the foundation from which you begin to prepare the strategy for your job search in education. Your strategy will communicate your competencies, experiences, activities, goals and plans to employers.

STEP II of the Preparation Phase involves the development of your tools of communication. In a job search, the tools used to communicate your competencies, experiences, and goals are:

- Letters
- Resume
- Credential file
- Interviewing skills

Writing drafts of letters and your resume, developing a credential file, and developing interviewing skills are very important tasks when preparing for a job search. An employer's first contact with you is likely to be through your letter, resume, and credential file. The information contained in these documents will be examined by the employer and only the top candidates will be invited to the school district for an interview. Therefore, your chances for being selected for an interview (and, ultimately the position) will be increased if these documents are neat in appearance and well-prepared.

In STEP II, letters, resume, credential file, and preparation for interviewing are explained and, where applicable, guidelines are given and samples provided. Begin preparing your communication tools with "Letters Used in a Job Search" on the next page.

◆ Letters Used in a Job Search

Effective letter writing is an important part of your job search. The letters you write not only convey your interests and qualifications for a position, they also give the employer an opportunity to assess your attentiveness to detail, grammar, and the overall quality of your work.



The letters discussed in this part of STEP II may be used at any point in your job search. Letter of application, letter of inquiry, and follow-up letter are the three most common types of letters used in a job search. Please remember that these guidelines are only suggestions.

► Letter of application. A letter of application should be sent when you are applying for a position that has been advertised. The purpose of the letter is to indicate your interest in the position and to introduce your qualifications to the employer. An individual letter of application should be written for each job for which you apply. It is important to personalize your letter by relating your experiences, education, and goals to the particular position in which you are interested. Guidelines and a sample letter of application are found on pages 26-27.

► Letter of inquiry. A letter of inquiry may be sent to determine if a teaching vacancy exists. The purpose of this letter is to inquire if the school district has, or anticipates having, a teaching vacancy in your area and to introduce your qualifications to the employer. This letter is not mailed in response to an advertised position.

A letter of inquiry is used primarily by persons to contact school administrators in their geographic area of preference. This letter is especially useful for those persons who are limited to a very small geographic area. Mass mailings of letters of inquiry have not proven to be a very successful use of this letter, however. If you will be using a letter of inquiry, a helpful, but somewhat expensive approach, is to include a self-addressed stamped post card with your letter. On the post card, the employer is asked to check a response (no vacancy, will consider if vacancy develops, send credentials, have vacancy - will interview). Guidelines and sample letter of inquiry are found on pages 28-29.

► Follow-up letter. After any contact with a school administrator, a follow-up letter should be written. For example, a follow-up letter should be written in response to an on-campus interview, an administrator's letter, or an interview at a school district. The content of the letter may inform the administrator of any action you have taken on a certain matter; or, the letter may be thanking the administrator for an interview. The letter is written as a gesture of courtesy and to express continued interest in the position. Guidelines and a sample follow-up letter are found on pages 30-31.

GUIDELINES

Letter of Application

1. Letter style: Block Design. (Block, full block, and semi-block are letter designs. Each sample letter is written in one of these designs. Select the design you prefer.)
2. Name and address of the contact person listed in the vacancy notice.
3. First Paragraph: an opening statement with information regarding the manner in which the applicant learned of the position and a statement indicating the writer is applying for the position.
4. Second Paragraph: refer to academic preparation, certification, teaching interest, student teaching.
5. Third Paragraph: a basic principle of good writing is supporting what you have said; therefore, elaborate on at least one of "additional experiences and activities" by informing the reader how this experience has contributed to your skill as a teacher.
6. Fourth Paragraph: optional; an additional paragraph may be needed to elaborate more on your experiences; or, you could use this paragraph to tell the reader what you have to offer the school district in terms of special skills, instructional approaches, curriculum design, etc.
7. Fifth Paragraph: indicate credentials are being sent if they were requested and indicate availability for an interview.
8. Be sure to sign your name.
9. Letters should be typed on high-quality stationery without errors, obvious erasures, or strikeouts.

Letter of Application

4402 Gilbert
Ames, Iowa 50010

March 31, 1978

Dr. John Gerban, Superintendent
Muncie Community Schools
Muncie, Indiana 47306

Dear Dr. Gerban:

Through your job announcement with the Iowa State Education Placement Office, I was informed of your need for a biology and general science teacher. Please accept this letter as my application for this position at Muncie High School.

As a May 1978 graduate from Iowa State University with a bachelors degree in biology, I will be certified to teach biology, general science, and chemistry. I am also interested in coaching sports and advising other activities. During student teaching, I was responsible for developing lesson plans, class presentations, and conducting laboratory experiments. I taught sections of 9th grade general science and 10th grade biology.

The enclosed resume highlights additional experiences and activities which have contributed to the development of my skills as a teacher. While working three consecutive summers at Ames Hardware, I was given increased responsibilities each summer. At times I was fully in charge of the store when the owner was away for the day. I waited on customers, ordered new stock, entered cash receipts in the ledger, and closed the store at the end of the day. This experience gave me the opportunity to practice some of my skills as a teacher, such as coordinating many activities, keeping detailed records of supplies, and being held accountable to my supervisor for my decisions and actions.

Because I have worked most of the years I have been in college, I have learned to organize my time well and keep up with my assignments. My 3.3 grade point indicates that I am anxious to do my best, and I look forward to the challenge a teacher's schedule demands.

My credentials are being forwarded to you as requested in the job announcement. I am available for an interview at your convenience.

Sincerely,

Pat Applicant

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GUIDELINES

Letter of Inquiry

1. Letter style: Full Block Design.

2. If possible, determine the name of the hiring official for your letter of inquiry. The Education Placement Office has school district directories for Iowa and the United States.

3. First Paragraph: begin with a summary of your academic preparation; type of job desired.

4. Second Paragraph: refer to student teaching and, possibly, other activities and experiences relevant to the position desired.

5. Third Paragraph: refer to your resume and elaborate upon one or more of your experiences.

6. Fourth Paragraph: ask the addressee to take action on your request for information.

7. Fifth Paragraph: indicate your credentials will be sent if the hiring official requests a copy and that you are available for an interview.

8. SPECIAL NOTE: The effect of your letters and resume is enhanced if the color of the paper used is the same.

Letter of Inquiry

2204 Ames Street
Gilbert, Iowa

March 21, 1978

Dr. Kenneth Anton, Superintendent
United Community Schools
Boone, Iowa 50028

Dear Dr. Anton:

When I graduate from Iowa State University in May, 1978, I will be certified in Elementary Education, kindergarten through ninth grade. I have completed a very successful student teaching experience and I am presently seeking a teaching position for the 1978-79 school year.

My student teaching at Fellows Elementary School in Ames included experiences with grades 2 and 3 and grades 5 and 6. In grades 5 and 6, I used my area of concentration in social studies to teach a section on the American Revolution.

Enclosed is my resume, which highlights some of my qualifications. I believe these experiences and activities have contributed to my development as a teacher. For example, I have the academic background and the experience in recognizing individual differences and developing appropriate teaching strategies. A course in reading and my volunteer experience as a tutor, have given me the opportunity to develop these skills.

I am writing this letter to inquire if United Community Schools has, or expects to have, a teaching vacancy at the elementary level. My wife and I plan to live in the Ames - Boone area after graduation. Please write me of any vacancies.

If you wish to receive a copy of my credentials, let me know and I will make arrangements to have a copy sent to you. I am available for an interview at your convenience.

Sincerely,

John Doe

SAMPLE

Follow-Up Letter

April 15, 1978

4402 Gilbert
Ames, Iowa 50010

Dr. John Gerban, Superintendent
Muncie Community Schools
Muncie, Indiana 51111

Dear Dr. Gerban:

I would like to express my appreciation for the courtesy and consideration extended to me during my interview on April 14, 1978. The people I met and the information shared have given me a very positive perception of the schools in Muncie. The student-centered approach to teaching home economics through self-study is impressive, and challenging.

My academic program at Iowa State and my related work experiences have afforded me the opportunity to become involved with various approaches to the curriculum. I believe I would work well with your programs and I am very interested in the position.

I look forward to hearing from you in the near future.

Sincerely,

Jane Applicant

◆ Developing Your Resume

A resume is another important communication tool used by an applicant to inform an employer of his or her qualifications. The resume is a brief account of who you are, where you can be contacted, and what educational and work experiences you have had. Your account should be presented in the best manner possible and in your own unique way.

▶ Uses of the Resume

A resume should be used:

1. When you apply for a job with a letter of application.
2. When you apply for a job with a letter of inquiry.
3. As a source of information in an interview.
4. As a "calling card" when making personal contacts.

A resume and a letter of application or a letter of inquiry, complement each other. A resume highlights education and experience, while a letter informs the reader what has been learned and developed from education and experience. When applying for a teaching position, therefore, a letter and a resume should be sent together.

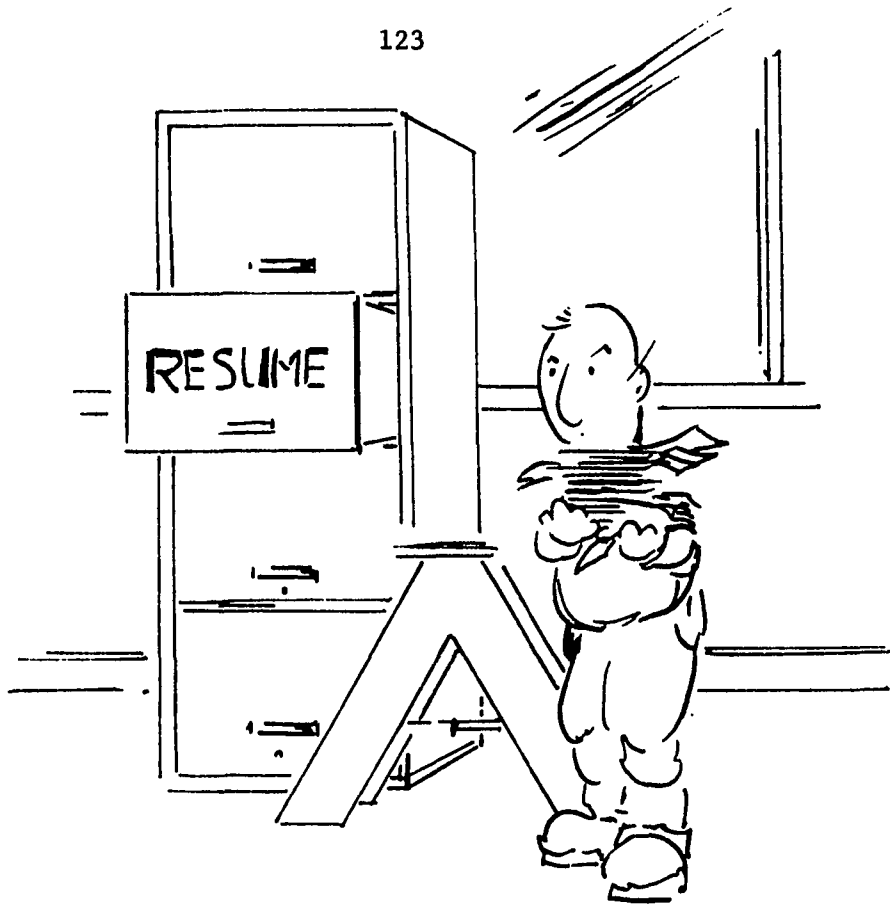
Always bring a resume with you to an interview. If you have a resume available, an interviewer may use it to question you about your background and experiences. You may also want to leave a resume with the interviewer after an on-campus interview.

▶ Resume Format

There is no prescribed formula for a resume format. A person's resume reflects his or her unique qualities. Your resume should present your qualities so they stand out above the other applicants for a job.

The Education Placement Office has a variety of resources available to help you decide on a format for your resume. Books on resume-writing and a notebook containing resumes of ISU education graduates are available in the office. The books and the resume notebook offer suggestions which may be beneficial to you, but your resume is an individual effort.

Although there is no prescribed resume format, the Association for School, College, and University Staffing and the College Placement Council suggest these general guidelines to follow.



General Resume Format Guidelines

1. Type and space neatly to attract the attention of the employer to significant factors.
2. Employers scan resumes; therefore, arrange the contents in easily readable, logical order, using as few words as possible.
3. Unless you have had extensive work experience, limit the resume to one page.
4. When describing job responsibilities, use action words such as planned, assisted, coordinated, developed, supervised.
5. Review and revise a draft before a final copy is made.

★ To help you get started on the construction of your resume, pages 34-37 have a step-by-step resume checklist, sample resumes, and a resume worksheet.

Resume Checklist

Follow these steps when developing your resume. Check each step when completed.

- ___ 1. Examine your competencies, experiences, activities, and goals from your self-inventory.
- ___ 2. Common resume categories are listed below. Read over the list and decide which categories would best present your competencies and experiences to employers. You may want to add additional categories.

Personal Data (name,
address, telephone)

Job Objective

Employment Preference

Education

Professional Preparation

Experience

Summer and Part-Time Work

Volunteer Activities

Pre-Professional
Preparation

Educational Highlights

Honors, Awards,

Scholarships

Special Skills

College Activities

Professional

Associations

- ___ 3. To decide on the format for your resume, read through the sample resumes on pages 35 and 36. Or, read the resume notebook in the Education Placement Office.
- ___ 4. After deciding on resume categories and reading through sample resumes, begin to construct your resume.

To help you get started, the worksheet on page 37 has listed frequently used categories. Complete the worksheet by writing in your personal data, education, experiences, activities, etc.
- ___ 5. Be sure to have a draft of your resume reviewed by a placement officer or school district administrator.

NAME

PRESENT ADDRESS:

PERMANENT ADDRESS:

CAREER OBJECTIVES: to teach home economics at the
secondary level and work with FHA

PROFESSIONAL PREPARATION:

Bachelor of Science degree with major in Home Economics Education
Iowa State University- 1974-1978
Grade Point- 3.75/4.00
Student Teaching- Griswold High School, winter quarter, 1978
Griswold, Iowa 51535

WORK EXPERIENCE:

FHA Leadership Camp Counselor/Education Staff- summers 1976, 1977
responsibilities for this position included: supervising
campers (ages 12-17), developing programs and teaching sessions
on leadership, resource utilization, and individual growth
Swimming Instructor (WSI)/Lifeguard- summers 1974, 1975
Teacher Aid to Home Economics Teacher- 1971, 1972

ACTIVITIES:

Home Economics Education Club- officer for two years, taught
homemaking skills to 4-H members
Phi Upsilon Omicron- organized Founder's Day presentation
American Home Economics Association
American Vocational Association
PEO- officer for two years
Conducted workshops at the Minnesota and Iowa FHA State Conventions
in 1975, 1976, and 1978

HONORS:

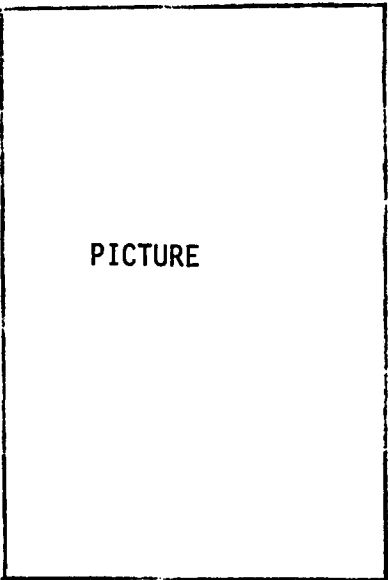
Omicron Nu
Phi Upsilon Omicron
Phi Kappa Phi
Dean's List
Minnesota state FHA President, President-Elect, and District
Officer- some of my responsibilities included: planning and
conducting meetings, workshops and convention, teaching
IMPACT to advisers and FHA members, and presenting FHA to
home economics methods classes at Minnesota universities
Salutatorian
National Honor Society
Family Leader of Tomorrow Award
Outstanding Senior Girl (award given by American Legion)
Scholarships- Luverne Education Association
Luverne Future Homemakers of America

NAME

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UNIVERSITY ADDRESS:

HOME ADDRESS:



EDUCATION:

| | | |
|--|---------------------|-----------|
| Edina West High School Edina, Minnesota | Diploma | 1971-1974 |
| Iowa State University Ames, Iowa | Bachelor of Science | 1974-1978 |

Major: Elementary Education
Area of Concentration: Child Development (Early Childhood Education)

Student Teaching Experience: Third grade and Kindergarten
Bowman Woods Elementary
Linn-Mar Community Schools
Cedar Rapids, Iowa
11/77 - 2/78

Certification: State of Iowa - Kindergarten-Ninth Grade

WORK EXPERIENCE:

| | | |
|---|--|--------------------------|
| Paraprofessional: Edina Public Schools, Edina, MN (1st Grade) | | Summer 1977 |
| Student Aids: Ames Preschool for the Handicapped, Ames, Iowa | | Spring 1977 |
| Teaching Involvement Program: Northwood Elementary, Ames, Iowa (2nd Grade) | | Fall 1976 |
| Senior Counselor: YMCA Day Camp, Edina, MN (3rd-4th Grades) | | Summer 1976 |
| Student Aide: Child Development Labs, Ames, Iowa (Preschool/Kindergarten) | | |
| Playground Director: Edina Park and Recreation, Edina, MN (K-6) | | Summer 1975 |
| Student Aide: Wilson School for the Handicapped, Ames, Iowa (Primary) | | Spring 1975 |
| Sales Clerk: Dayton's Department Store, Edina, MN | | 9/73-5/74 Summer 1977 |
| Volunteer Teaching: Calvary Lutheran Church, Edina, MN (K-1) | | 1973-1974 |

UNIVERSITY ACTIVITIES:

Kappa Delta National Social Sorority (Social Service Chairman, Assistant Pledge Trainer,
Panhellenic Representative, Intramural Sports)
Pi Kappa Alpha Little Sisters Organization
Kappa Lambda Elementary Education Organization

HONORS:

Kappa Delta Pi National Honorary (Membership Chairman)

HOBBIES AND INTERESTS:

All sports, traveling, camping, sewing

CREDENTIALS:

Available upon request

RESUME WORKSHEET

Name

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Personal Data

Present
Address

Permanent
Address

Telephone (Area Code & No.)

Telephone (Area Code & No.)

Job
Objective:

Colleges Attended:

College Information

Student Teaching (School, Location, Grades, Subjects)

Employment:

Employment Information

Honors, Activities and Organizations

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◆ Developing Your Credential File

Your credential file, along with your letter of application (or letter of inquiry) and resume, is another source of information used by employers in their consideration of your application. The credential file contains a personal data form and recommendations. These forms and other registration forms should be obtained from the Education Placement Office at least two quarters prior to graduation.

▶ Personal Data Form. The personal data form in your credential file contains information regarding personal data, education, work experience, and courses taken. This standardized form is sent to employers as a cover sheet with your recommendations.

▶ Recommendations. The most important part of your credential file will be your recommendations discussing your preparation, performance, and potential as a teacher. Who will you ask for recommendations?

Please list four people you plan to ask for a recommendation.

- 1.
- 2.
- 3.
- 4.

A recent survey of superintendents indicates certain preferences in regards to the recommendations in credential files. In order of importance, superintendents prefer recommendations from the following:

1. Student teaching cooperating and supervising teachers
2. Instructors and advisors from academic preparation
3. Supervisors from education-related work experiences
4. Supervisors from other work experiences

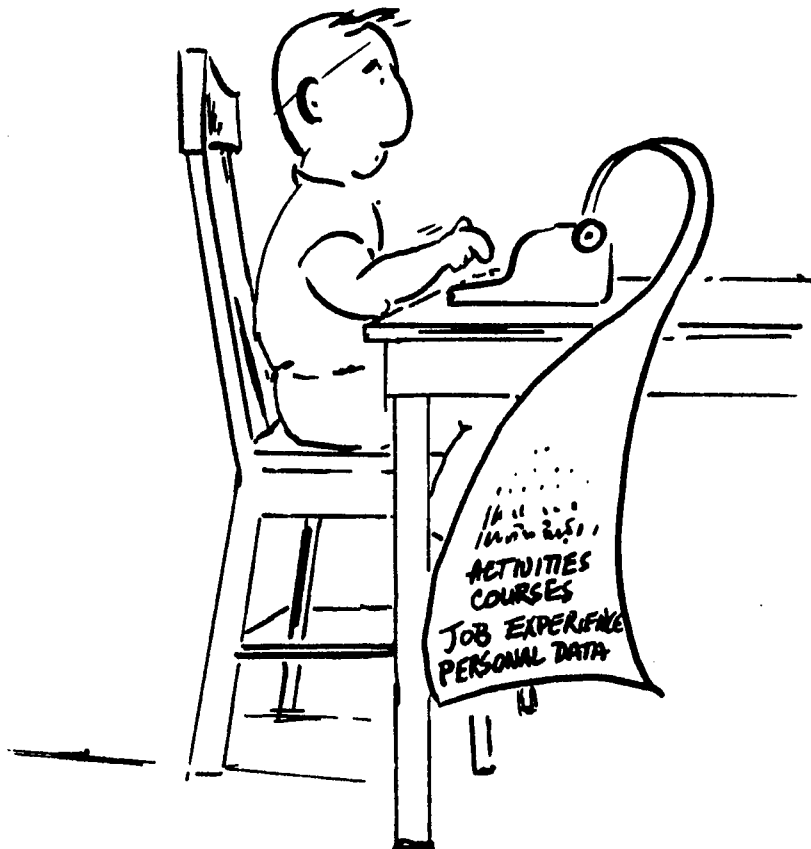
Were the four people you listed above among those preferred by superintendents? You may have noticed that character references (from high school counselors, friends of the family, clergy) were not considered as important.

★ **SPECIAL NOTE:** You will be responsible for the distribution of the recommendation forms to the people writing your recommendation. It will also be your responsibility to make certain these recommendations are sent to the placement office for your file.

► Family Educational Rights and Privacy Act of 1974. In accordance with the Family Educational Rights and Privacy Act (FERPA), two types of credential files are available. When you pick up your registration packet at the Education Placement Office, you will be asked if you want to establish an "open" file or a "closed" file. That is, you may establish a file in which you can read the recommendations in the file. This is an open, accessible credential file. The open file is one in which you maintain your right of access under the FERPA.

A closed file is one in which you waive your right of access to read the recommendations in your file. The closed file is also called a confidential file.

Before making the decision on which type of file you wish to establish, you should consider the advantages and disadvantages of each type of file. You are free to select the option you believe is best for you, but school administrators indicate they prefer the closed file. It has been the experience of the Education Placement Office that superintendents perceive a lack of candidness in what is written for an open file recommendation. Also, you may discover that some people will not write a recommendation for a person who has access to read the recommendation.



◆ Preparing For Interviews

Your letter, resume, and credential file are the basic tools of communicating your qualifications to an employer. These communication tools are used to attract the interest and attention of a hiring official to the point where you will be selected for an interview.

An interview is the opportunity for you to present your qualifications in person to the employer. Your responses to questions and your performance in the interview will likely make the difference on whether or not you are offered the position. Therefore, it is very important for you to plan for interviews and practice interviewing.

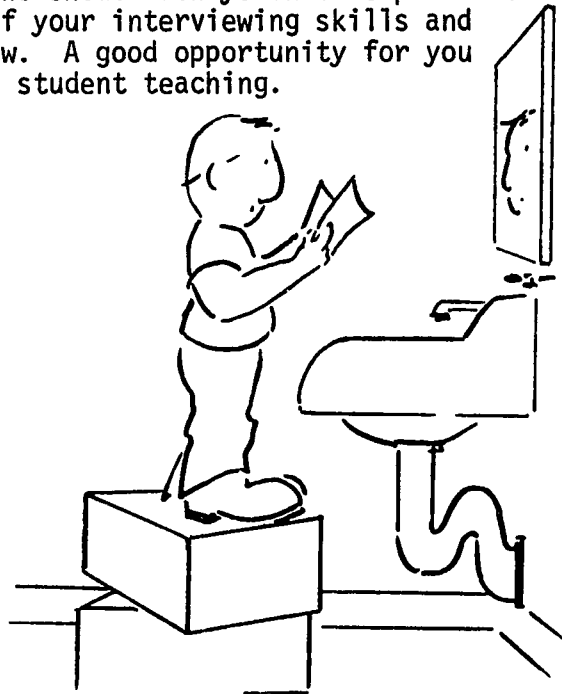
► Planning. As a part of your job search strategy, preparation for interviewing involves planning for interviews. Planning includes:

1. Knowing the kinds of questions asked of a teacher candidate.
2. Preparing your list of questions to ask.
3. Knowing positive performance factors.
4. Research into school district.

When you begin planning for interviews, the Interview Planning section on pages 41 and 42 should be helpful.

► Practice. Preparing for interviews should always include practice. The best way to get an understanding of your interviewing skills and performance is to practice an interview. A good opportunity for you to practice an interview may be during student teaching.

You may wish to ask the principal or superintendent where you are student teaching to interview you as if you were applying for a job. That is, role play an interview. The benefit of this exercise will be to get an evaluation of how well you answered questions and performed in the mock interview. The administrator helping you may also give you suggestions, such as what questions to expect in an interview, how to best present (sell) yourself, and the factors the interviewer is looking for in a good candidate.



Interview Planning

1. Experience indicates that the following are commonly asked questions in an interview:

What rationale will you use when grading?
What ideas do you have for instructional techniques?
How do you propose to handle discipline problems?
Would you prefer to work with below average, average, above average, or all ranges of children and why?
Would you be concerned with your students' out-of-class activities and why?

The questions above are a small sample of the questions you could be asked in an interview. In the space below, list additional questions you think you should be prepared to answer.

2. An interviewer will always give you an opportunity to ask questions. You should come to the interview prepared to ask relevant questions. A few suggestions are listed below.

What is the relationship between the community and the school like?
What is the philosophy, or mission of the school district?
Will I be expected to get involved with extra-curricular activities? If so, is there additional compensation?
What is the enrollment trend of the district?
On what criterion are teachers evaluated?
Are teachers represented by a collective bargaining unit?

You may have your own list of questions. List some of them in the space below.

3. An interviewer will listen critically to your responses and observe your behavior during an interview. Performance factors to be aware of include:

Express yourself clearly
Maintain eye contact with the interviewer
Be relaxed, tactful, confident
Wear appropriate attire

In an interview, what factors in your responses and behavior would you be concerned about? List these performance factors.

4. When preparing for an interview, you should investigate the school district and community for your own interests, but also to be prepared to ask pertinent questions in the interview. The following questions are intended to assist you in researching a school district.

What is the reputation of the school district?
What is the condition of the physical facilities?
Is the community population increasing, holding steady, or decreasing?
How well has the community financially supported the schools?
Is adequate housing available?

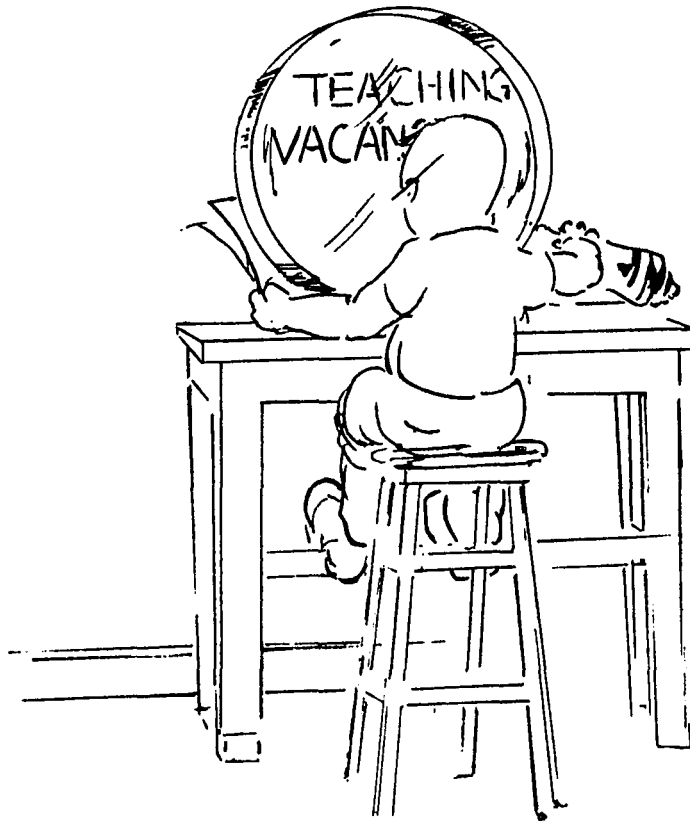
You may be seeking additional information about a community and its schools, please use the space below to add to the list above.

► Information about school districts can be obtained from:

1. The community's Chamber of Commerce
2. The Education Placement Office
3. Asking friends and/or relatives

STEP III

| <u>IDENTIFYING</u> <u>TEACHING</u> <u>VACANCIES</u> | <u>AND</u> | <u>EXPLORING</u> <u>OCCUPATIONAL</u> <u>ALTERNATIVES</u> |
|---|------------|--|
| -Placement office | | -Business & industry |
| -Newspapers | | -Government |
| -Word-of- mouth | | -Social service |
| -Letter of inquiry | | agencies |
| -Others | | |



STEP III will help you identify sources of job vacancies for the teaching options you plan to consider. STEP III also suggests possible occupational alternatives to teaching. In recent years, teachers with certain majors and/or with limited geographical mobility have not been able to obtain a full-time teaching position. Therefore, you may need to investigate occupational alternatives in conjunction with your search for a teaching position.

◆ Sources of Teaching Vacancies

As part of the preparation for your job search, you must decide which teaching options you will consider and identify the sources of jobs for these options. A number of teaching options exist for teachers.

▶ Employers of teachers include:

- Public school districts
- Private/parochial schools
- Area Education Agencies (AEA)
- International schools
- State schools
- Federal schools

There are a number of sources an applicant can utilize to identify teaching vacancies for each of these employers. You should investigate and use the sources of job vacancies applicable to the teaching options you are considering. Several sources of teaching vacancies are identified on page 46.

Sources of Teaching Vacancies

- Education Placement Office (EPO). The Education Placement Office primarily receives teaching vacancies from Iowa and the surrounding states; however, a small number of vacancies are received from beyond the Midwest. All teaching positions sent to the placement office are available in the office files. A weekly vacancy bulletin is sent to registrants from March 1st to August 31st each year. The placement office also posts vacancy bulletins from other university placement offices and job announcements from international schools. Directories of school districts in Iowa and throughout the United States are among the resources in the office.
- Newspapers (NP). The want-ad section of some newspapers list teaching vacancies. Newspapers listing teaching positions of interest to most Iowa State graduates are the Des Moines Register and the Omaha World-Herald. The World-Herald is available in the Education Placement Office.
- Letter of Inquiry (LOI). As discussed in STEP II, letters of inquiry are used to inquire if a school district has a teaching vacancy.
- Word-of-Mouth (WOM). Teaching positions can be identified by asking friends and relatives if they know of an opening in their school district.
- Departmental Offices (DO). A number of departments on campus receive vacancies directly from employers. Occasionally, the Education Placement Office will send a vacancy to a department when a position needs to be filled in a short period of time. Check with your department's office to locate these vacancies, if applicable.
- State and Federal Government Announcements (SFG). State and Federal government agencies hire teachers through eligibility registers. Contact the Iowa Job Service and the Federal Civil Service Commission for special application procedures.
- Direct Personal Contact (DPC). Contacting a superintendent directly by telephone or personal visit is used, at times, by teachers who are limited geographically. Although surveys of superintendents indicate that this is not a favorable approach, this can be used to identify part-time and substituting positions as well as full-time positions.

► Each of the sources of vacancies listed above can and should be used to identify jobs. What teaching options will you consider? Have you identified sources of job vacancies or these options? Please complete Exercise 6 on the next page.

EXERCISE 6

Directions: Write in your top two teaching options and check the sources of job vacancies you will use for each option.

Option #1 _____

- ___ Education Placement Office
- ___ Newspapers
- ___ Letter of Inquiry
- ___ Word-of-Mouth
- ___ Departmental Offices
- ___ State and Federal Government Announcements
- ___ Direct Personal Contact

Option #2 _____

- ___ Education Placement Office
- ___ Newspapers
- ___ Letter of Inquiry
- ___ Word-of-Mouth
- ___ Departmental Offices
- ___ State and Federal Government Announcements
- ___ Direct Personal Contact

★ If you have any questions about your teaching options or the sources of job vacancies, stop by the Education Placement Office.

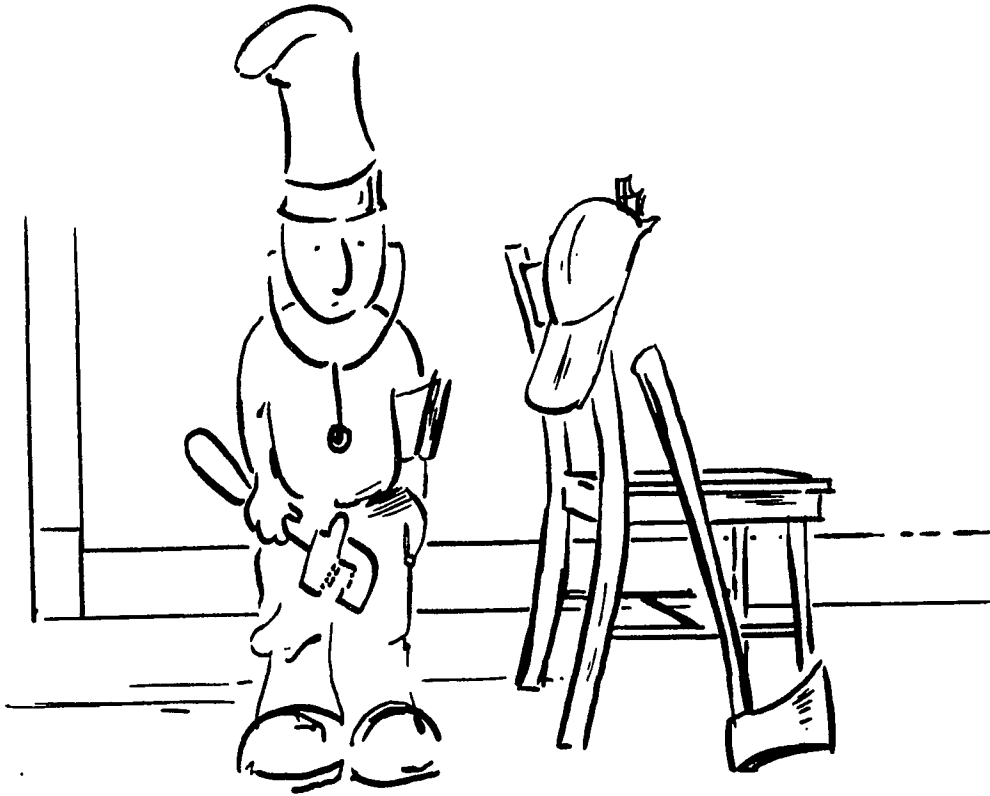
◆ Occupational Alternatives

The final consideration in the preparation for your job search is exploring occupational alternatives. What will you do if you cannot find a teaching job? It may be wise for you to begin thinking about alternative occupations right now.

For the past two years, 20-25% of the graduating seniors registered with the Education Placement Office indicated they were employed in non-teaching occupations in business, industry, government, and social service agencies. A sample of the non-teaching positions accepted by elementary and secondary teachers are listed below.

| <u>Elementary</u> | <u>Secondary</u> |
|---|-----------------------------------|
| Houseparent, drug treatment house | Production supervisor |
| Dental assistant | Meat buyer |
| Bank teller | Extension agent |
| Retail sales clerk | Magazine art coordinator |
| Social worker | Farming |
| Peace Corps | Technical writer |
| State Youth Worker | Management trainee |
| Payroll clerk | Food service supervisor |
| Real estate sales | Athletic equipment sales |
| 4-H Council | TV station music librarian |
| Insurance sales | Police officer |
| Substance abuse counselor | Activities specialist-handicapped |
| Also, laborer, carpenter, waitress, auto leasing, secretary | Newspaper copywriter |
| | YMCA program director |
| | Lab technician |
| | Psychiatric aide |
| | Halfway house counselor |
| | Newspaper advertising rep. |
| | Secretary |
| | Auto service manager |
| | Sales engineer |
| | Peace Corps |

Know of other jobs? Write in non-teaching jobs you may wish to consider.



► **Qualifications.** Do you qualify? In most instances, yes! The persons who are working in these positions have received the same basic education as you have. The employers for these positions are seeking persons with *communication skills, leadership qualities, program planning abilities, problem-solving abilities, and the ability to work with people.* Refer back to your self-inventory. Do you not have these same skills, abilities, and qualities?

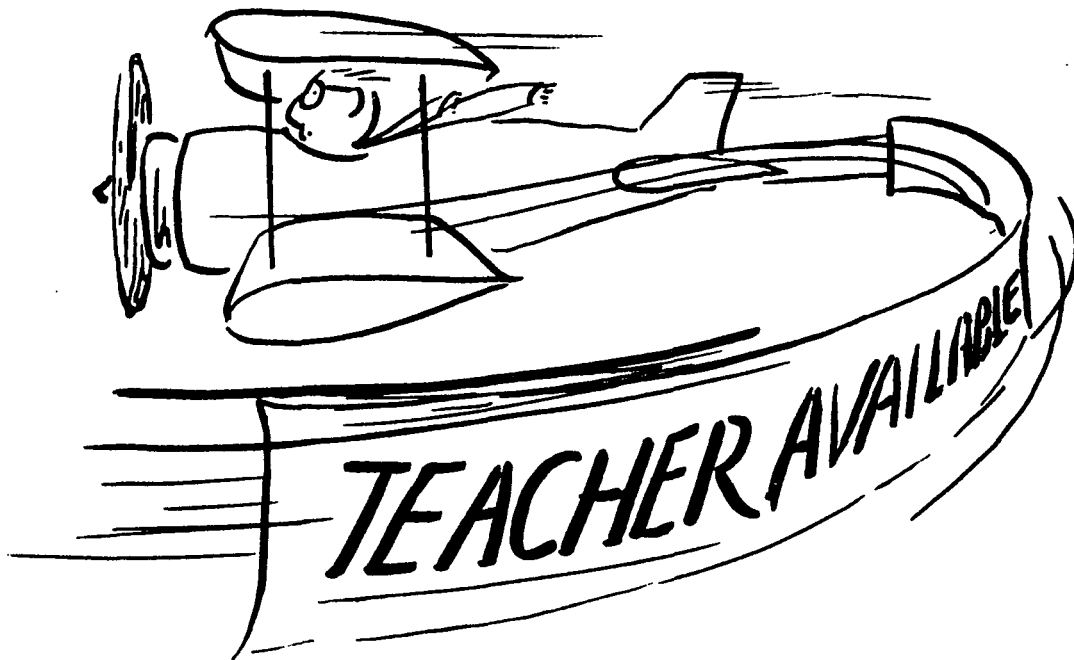
► **Resources.** For occupational information regarding alternatives to teaching, refer to the ISU college placement offices, Dictionary of Occupational Titles, Occupational Outlook Handbook, New Careers For Teachers, occupational library in the Sciences and Humanities Placement Office, faculty, persons working in areas of interest.

STEP IV

APPLICATION
APPROACHES

- Advertised position
- Letter of inquiry
- On-campus interview

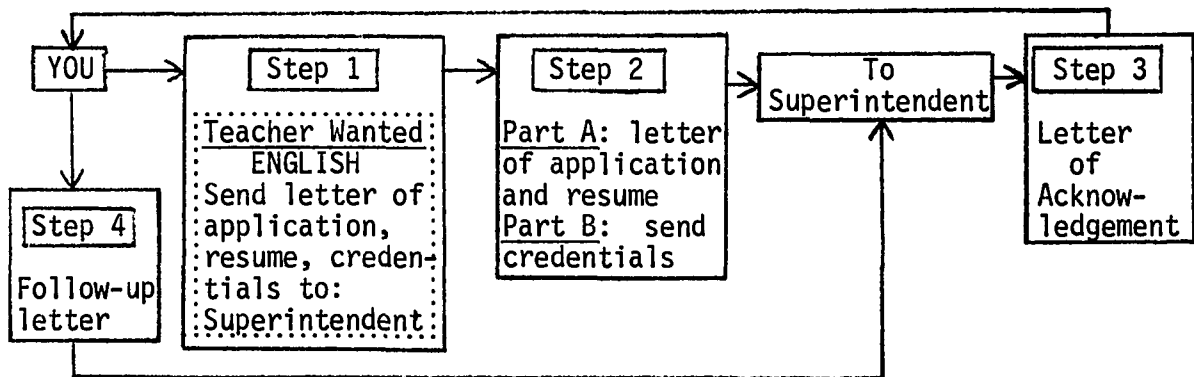
Three general approaches may be used to apply for a teaching position. When applying for jobs, a candidate may use any one or all of the following application approaches: (1) advertised vacancy approach, (2) letter of inquiry approach, or (3) the on-campus interview approach. The presentation of these approaches will include a brief description of the approach and an outline of procedures.



◆ Approach I: Advertised Vacancy

Applying for a position that has been advertised in one of your sources of teaching vacancies (STEP III) is probably the most common approach. Also, a survey of superintendents indicates a general consensus that the preferred approach is to receive applications when a position has been advertised. Further, the survey indicated that the preferred procedure for this approach is for the applicant to apply for the position by sending a letter of application, resume, and credentials.

To apply for a position that has been advertised, follow these procedures:



→ Step 1. When a teaching position has been advertised in the Education Placement Office vacancy bulletin or the newspaper, read the announcement thoroughly and follow the application instructions given by the person listed as the contact person. In the announcement for this English position, for example, the contact person is requesting applicants to send letter of application, resume and credentials. But, some announcements may simply state, "Interested persons apply to..." In this case, send letter of application and resume and ask if credentials are needed.

→ Step 2, Part A. To apply for the advertised position, send a letter of application and your resume to the contact person listed in the announcement.

Part B. At the same time you send the letter of application and resume, write to the Education Placement Office to have a copy of your credentials sent to the contact person. In your letter of application, be sure to mention that you are having your credentials sent.

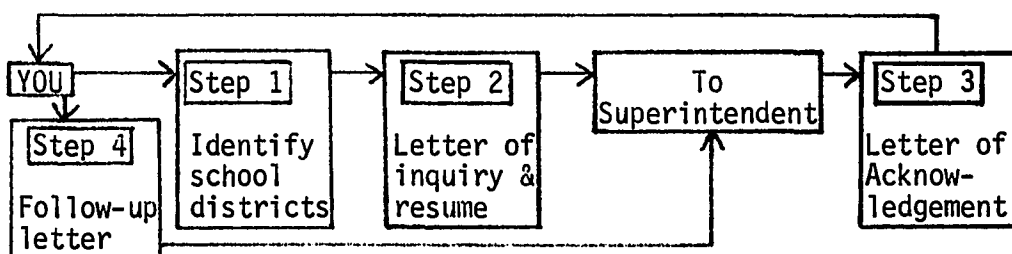
→ Step 3. Many superintendents will respond to your application by sending you a letter of acknowledgement. In this letter, the receipt of your application materials is acknowledged. The superintendent may also ask for additional application materials, such as transcripts and/or the completion of an application form. If credentials were not asked for in the position announcement, this letter could request that a copy of your credentials be sent.

➔ Step 4. If the contact person sends you a letter of acknowledgment, you should send a follow-up letter. In the follow-up letter, thank the person for considering you as an applicant for the position, and possibly, comment on your interest in the position. Also, if the contact person requested additional application materials, state the action you have taken on the requests. For example, indicate that you have completed the application form and it is enclosed.

◆ Approach II: Letter of Inquiry

This approach is used by many applicants who are geographically restricted or who have certain preferences on where they want to teach (such as small towns vs. large urban areas). A letter of inquiry and your resume are sent to a school district to inquire if there is a teaching vacancy in your subject area. The letter of inquiry was discussed in STEP II on page 25 and an example was given on page 29.

To apply for a job with a letter of inquiry, follow these procedures:



➔ Step 1. Identify school districts within your area of preference. When sending letters of inquiry, address the letter with the superintendent's or personnel director's name; rather than "Dear Sir" or "Dear Personnel Director." To help you with names and addresses, the Education Placement Office has the following directories:

- Patterson's American Education, a directory of public school districts, private schools, and parochial schools in the United States.
- Iowa Educational Directory, a directory of Iowa school districts and Area Education Agencies.

➔ Step 2. Send your letter of inquiry and resume to the administrator you have identified as the appropriate contact person at the school district. A copy of your credentials is not ordinarily sent at the same time as the letter and resume. You should ask the administrator if he/she is interested in receiving your credentials.

➔ Step 3. The difficulty with the letter of inquiry approach is getting a response from the administrators you have written to. Sending a letter of inquiry does not always guarantee a response from the administrator. However, if a superintendent or personnel director writes back to you, the letter will probably acknowledge receipt of your letter and resume and respond to your inquiries. The letter of acknowledgement may also ask for additional application materials, such as credentials or the return of an application form.

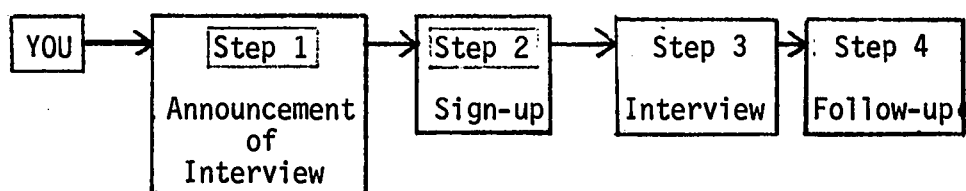
➔ Step 4. When a letter of acknowledgement is sent to you, follow-up with a letter thanking the administrator for his/her response. Also, inform the person of any action you have taken concerning requests for additional application materials.

★ ADDITIONAL NOTE: The letter of inquiry is only the initial contact you will have with a particular school district. If you will be restricted to a small geographic area, you will need to follow-up this initial contact with additional letters and, possibly, telephone calls and appointments. Use discretion, however, with your subsequent contacts with the school district to avoid being too overbearing or aggressive.

◆ Approach III: On-Campus Interview

The Education Placement Office arranges on-campus interviews with school districts in Iowa and surrounding states. Where the initial contact with the advertised vacancy and letter of inquiry approaches were with paper, the initial contact with the on-campus approach is face-to-face.

Follow the procedures below to apply for a position by interviewing with a school district on-campus:



➔ Step 1. Candidates interested in on-campus interviews should refer to one or more of the sources listed below for scheduled interviews.

- Iowa State Daily: scheduled interviews are announced in the Daily two weeks prior to the interview date.

- Education Placement Office vacancy bulletin: announcements of upcoming interviews are placed on the weekly vacancy bulletin mailed to registrants.

- Education Placement Office: announcements of interviews are posted in the office.

➔ Step 2. Sign-up for interviews at the Education Placement Office.

➔ Step 3. Come to the Education Placement Office at least 10 minutes prior to your scheduled interview. Dress appropriately. Follow the preparation suggestions given in STEP II.

➔ Step 4. After the interview, take any action requested by the interviewer, such as sending credentials or completing an application form. Write a follow-up letter thanking the interviewer and informing him or her of your action in response to their requests.

▶ Additional Application Procedures



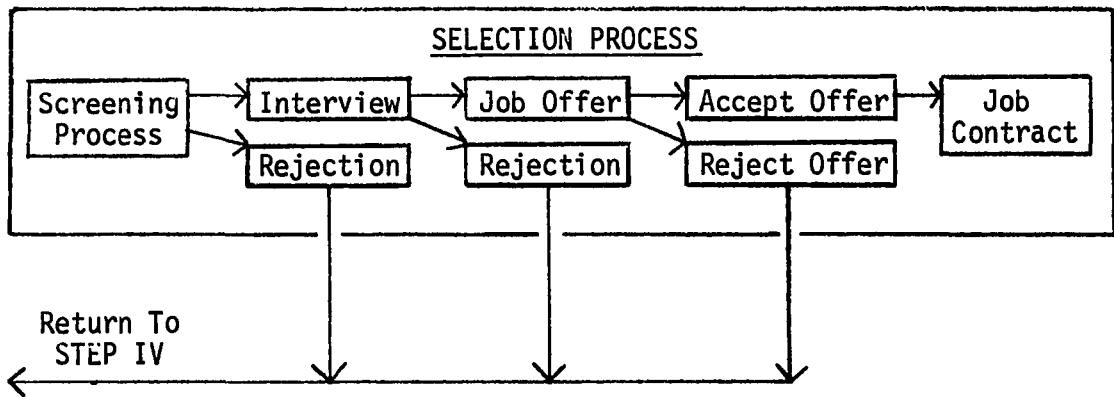
▶ Telephone calls. Telephone calls to administrators are appropriate when clarification is needed concerning the responsibilities of the position and to clarify application procedures. A telephone call can also be used to inquire if all of your application materials have been received. But, frequent telephone calls may not be looked upon favorably by administrators.

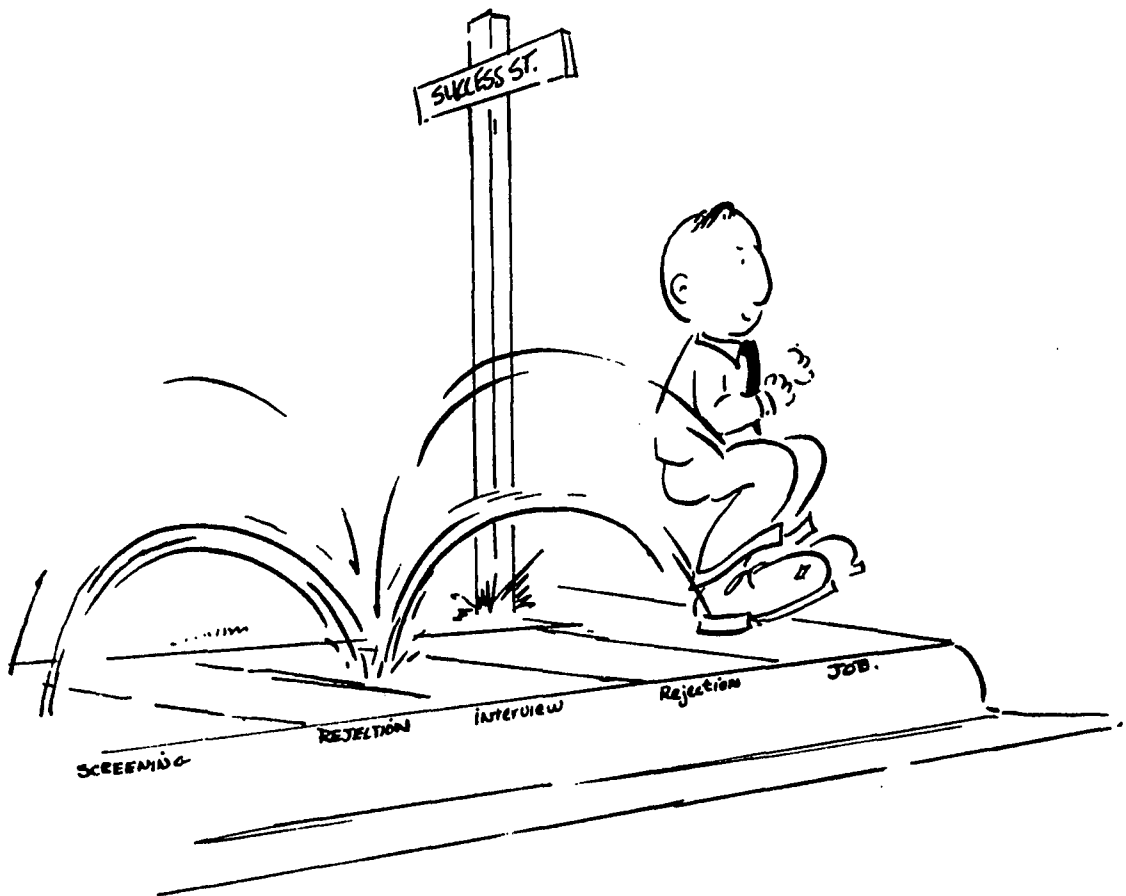
▶ Transcripts. Superintendents primarily require applicants to send letters of application, resumes, and credentials when applying for a teaching position. However, a copy of your transcript of grades may also be asked for as a part of the application process.* If a transcript is asked for, it would be requested in one of the following ways:

1. Job announcement. In Approach I, the advertisement could have said, "Send letter of application, resume, credentials, and a copy of your transcript to..."
2. Letter of acknowledgement. In a letter acknowledging receipt of your application materials, the superintendent or personnel director could also request that you send transcripts.
3. Application form. Depending upon the school district, the application form may have a statement requesting a transcript.

* Send transcripts only when they are requested by the school district. A copy of your transcript can be obtained from the Registrar's Office, Beardshear Hall.

STEP V





The final step of the job search process is SELECTION. As you can see from the flowchart for STEP V on the preceding page, the selection process begins with the **Screening** of applicants' letters, resumes, credentials, and any other application materials. Generally, the screening will eliminate all but a small number of candidates who are invited to the school district for an **Interview**. (Some school districts, however, will attempt to interview all applicants if the number applying is not too great.)

Those applicants not being interviewed will probably receive a **Rejection** letter. When applying for teaching positions, rejection from further consideration is to be expected.

An **Interview** will result in either a **Job Offer** or a **Rejection**. When you are offered the position after an interview, you will need to decide whether to **Accept the Offer** or **Reject the Offer**. If you have other interviews in the near future or if you are awaiting an offer from another school district, be honest and explain your situation. A school administrator will generally allow a few days for your decision.

Accepting a **Job Offer** subsequently leads to signing a **Job Contract**. Sections 279.12, 279.13, and 294.1 of the School Laws of Iowa are concerned with teacher contracts. Important points to remember about teacher contracts in Iowa are listed below.

Teacher Contracts

1. A teacher must have a teaching certificate before being employed by a school district.
2. Contracts with teachers must be in writing. Verbal assurances by administrators cannot be construed as definite offers of employment.
3. The contract must be signed by the teacher and the board president and be filed with the board secretary before the teacher begins teaching duties.
4. The school district's Board of Education hires all teachers and makes all contracts. (The board has responsibility for hiring teachers; administrators can only recommend teachers for employment.)
5. Any beginning teacher is on a two-year probationary period.

◆ Conclusion

No one can guarantee that you will get a teaching job as a result of your completion of this learning package. But, by being well prepared for your job search, you will be increasing your chances. Therefore, you are encouraged to follow the job search process: complete a self-inventory, develop your job search strategy, identify sources of teaching vacancies, know and use all application approaches, understand the selection process, and make use of the services and resources of the Education Placement Office.

GOOD LUCK IN YOUR JOB SEARCH!

APPENDIX B: PRE-TEST STUDENT INFORMATION FORM

The Education Placement Office is interested in an assessment of your perception of your knowledge, understanding and preparation for a job search in education. I understand that my responses will be kept strictly confidential and reported in group form.

Date

Signature of Participant

The data will be analyzed by using the following group classifications: sex, GPA, major, quarter of student teaching, quarter of graduation, and previous job search training. Please complete each number below by checking the appropriate response or supplying the information.

1. Male Female
2. Overall grade point average _____
3. a. Major _____
 b. Minor _____
 c. Coaching areas (if applicable) _____
4. Quarter of student teaching:
 Fall quarter, 1978
 Winter quarter, 1978-79
 Spring quarter, 1979
5. Quarter of graduation:
 Fall quarter, 1978
 Winter quarter, 1978-79
 Spring quarter, 1979
 Summer Session, 1979
6. Previous job search training:
 I have completed Home Economics 400.
 I have received departmental job search information.
 I have attended an Education Placement Office orientation/
 registration meeting.
 Other training (explain: _____)
 No previous job search training.

APPENDIX C: JOB SEARCH READINESS QUESTIONNAIRE

JOB SEARCH READINESS QUESTIONNAIRE

Directions

Job search readiness is defined as the knowledge of the job search process and the development and completion of the preparations necessary for seeking a position in a person's chosen field. The statements on the following pages are designed to assess your knowledge and understanding of the job search process and your preparation for a job search in education.

Please read each statement and circle the "A" if you agree with the statement or circle the "D" if you disagree with the statement. Then, please indicate your degree of certainty in your decision by selecting the appropriate number from 1 to 5, where

- 1 = Slightly certain
- 2 = Somewhat certain
- 3 = Certain
- 4 = Very certain
- 5 = Definitely certain

| | | <u>Slightly certain</u> | | | <u>Definitely certain</u> | |
|--|--------|-----------------------------|---|---|-------------------------------|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. I understand the job search process for a position in education. | A D | | | | | |
| 2. The Education Placement Office will send my resume when requested by an employer. | A D | | | | | |
| 3. A self-inventory is the basis for your job search preparation. | A D | | | | | |
| 4. The only situation in which a follow-up letter should be sent is after an interview. | A D | | | | | |
| 5. I plan to have my interviewing skills evaluated by a hiring official. | A D | | | | | |
| 6. The Education Placement Office will send the proper forms to the persons I plan to ask for recommendations. | A D | | | | | |
| 7. School administrators prefer "closed" credential files. | A D | | | | | |
| 8. I have thought about how well I will perform in an interview. | A D | | | | | |

| | | <u>Slightly certain</u> | | | <u>Definitely certain</u> | | |
|-----|---|-------------------------|---|---|---------------------------|---|---|
| 9. | I plan to have a draft of my resume evaluated for its quality. | A D | 1 | 2 | 3 | 4 | 5 |
| 10. | Transcripts should always be sent to a school district when applying for a teaching job. | A D | 1 | 2 | 3 | 4 | 5 |
| 11. | I have decided on the type of credential file (open or closed) I will establish. | A D | 1 | 2 | 3 | 4 | 5 |
| 12. | I am aware of the preparations I need to make for my job search in education. | A D | 1 | 2 | 3 | 4 | 5 |
| 13. | The school district superintendent makes the final decision to hire a teacher. | A D | 1 | 2 | 3 | 4 | 5 |
| 14. | For a Spring quarter graduate, the best time to register with the placement office is early spring quarter. | A D | 1 | 2 | 3 | 4 | 5 |
| 15. | The Education Placement Office job vacancy bulletin is sent to registrants year-round. | A D | 1 | 2 | 3 | 4 | 5 |
| 16. | I have thought about the contents of my letter of application (or letter of inquiry). | A D | 1 | 2 | 3 | 4 | 5 |
| 17. | A letter of inquiry is especially useful for persons limited to a small geographic area for their job search. | A D | 1 | 2 | 3 | 4 | 5 |
| 18. | A resume should be sent with a letter of application. | A D | 1 | 2 | 3 | 4 | 5 |
| 19. | Once established, a credential file will always be on file at the Education Placement Office. | A D | 1 | 2 | 3 | 4 | 5 |
| 20. | I know who will be the best people to ask for recommendations. | A D | 1 | 2 | 3 | 4 | 5 |
| 21. | I understand the role of the Education Placement Office in my job search. | A D | 1 | 2 | 3 | 4 | 5 |
| 22. | I have prepared questions to ask in an interview. | A D | 1 | 2 | 3 | 4 | 5 |

| | | <u>Slightly certain</u> | | | <u>Definitely certain</u> | |
|-----|---|-------------------------|---|---|---------------------------|-----|
| 23. | I am considering an alternative occupation if I cannot obtain a teaching position. | A D | 1 | 2 | 3 | 4 5 |
| 24. | A letter of application and a resume should be sent when applying for an advertised position. | A D | 1 | 2 | 3 | 4 5 |
| 25. | I have written a draft of the letter(s) I will use in my job search. | A D | 1 | 2 | 3 | 4 5 |
| 26. | I understand the selection process for teachers. | A D | 1 | 2 | 3 | 4 5 |
| 27. | In Iowa, a person must have a valid teaching certificate before being employed as a full-time teacher by a school district. | A D | 1 | 2 | 3 | 4 5 |
| 28. | The Education Placement Office registration fee pays for services on an academic year basis (September 1st - August 31st). | A D | 1 | 2 | 3 | 4 5 |
| 29. | I have begun making preparations for my job search in education. | A D | 1 | 2 | 3 | 4 5 |
| 30. | An "open" credential file is one in which I can read the recommendations in the file. | A D | 1 | 2 | 3 | 4 5 |
| 31. | I have identified positive performance factors which will help me during an interview. | A D | 1 | 2 | 3 | 4 5 |
| 32. | A resume is included in a person's credential file at the Education Placement Office. | A D | 1 | 2 | 3 | 4 5 |
| 33. | Generally, credentials should be sent only when requested by an employer. | A D | 1 | 2 | 3 | 4 5 |
| 34. | The selection process begins with interviews. | A D | 1 | 2 | 3 | 4 5 |
| 35. | I know how to apply for a job in education. | A D | 1 | 2 | 3 | 4 5 |
| 36. | I am aware of the job search resources available in the Education Placement Office. | A D | 1 | 2 | 3 | 4 5 |

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certain

- | | | <u>Slightly
certain</u> | | | <u>Definitely
certain</u> | |
|-----|--|-----------------------------|---|---|-------------------------------|-----|
| 37. | If an interviewer asked what my future plans were, I could answer confidently. | A D | 1 | 2 | 3 | 4 5 |
| 38. | I have defined my geographic area of preference in which I will seek a teaching position. | A D | 1 | 2 | 3 | 4 5 |
| 39. | I have assessed my competencies as a teacher. | A D | 1 | 2 | 3 | 4 5 |
| 40. | The letter of inquiry approach is the most effective approach to use when applying for teaching jobs. | A D | 1 | 2 | 3 | 4 5 |
| 41. | I have written a draft of my resume. | A D | 1 | 2 | 3 | 4 5 |
| 42. | An Education Placement Office credential file includes a resume, transcript, and teaching certificate. | A D | 1 | 2 | 3 | 4 5 |
| 43. | School administrators consider character references to be very important recommendations. | A D | 1 | 2 | 3 | 4 5 |
| 44. | The Family Educational Rights and Privacy Act gives a registrant the right of access to read the recommendations in his/her credential file. | A D | 1 | 2 | 3 | 4 5 |
| 45. | I have identified the sources of job vacancies for the teaching options I will consider. | A D | 1 | 2 | 3 | 4 5 |
| 46. | To apply for an advertised teaching position, I will send a letter of application, resume, and if requested, my credential file. | A D | 1 | 2 | 3 | 4 5 |
| 47. | I believe I have made all the appropriate preparations for my job search in education. | A D | 1 | 2 | 3 | 4 5 |
| 48. | In Iowa, the school district board of education hires all teachers. | A D | 1 | 2 | 3 | 4 5 |
| 49. | I know the regulations which govern teacher contracts in Iowa. | A D | 1 | 2 | 3 | 4 5 |
| 50. | The Education Placement Office will send transcripts when requested by a registrant. | A D | 1 | 2 | 3 | 4 5 |

Slightly
certainDefinitely
certain

- | | | <u>Slightly
certain</u> | | | <u>Definitely
certain</u> | |
|-----|---|-----------------------------|---|---|-------------------------------|-----|
| 51. | I can list five competencies that I possess as a teacher. | A D | 1 | 2 | 3 | 4 5 |
| 52. | Sending letters to school administrators to ask if they have job vacancies has proven to be a successful job application approach. | A D | 1 | 2 | 3 | 4 5 |
| 53. | I have decided on the categories (Education, Work Experience, etc.) for my resume. | A D | 1 | 2 | 3 | 4 5 |
| 54. | I have obtained the Education Placement Office registration forms. | A D | 1 | 2 | 3 | 4 5 |
| 55. | An applicant should have a resume available during an interview. | A D | 1 | 2 | 3 | 4 5 |
| 56. | I have had a draft of my letter of application for teaching jobs evaluated for its effectiveness. | A D | 1 | 2 | 3 | 4 5 |
| 57. | I understand my rights under the Family Educational Rights and Privacy Act. | A D | 1 | 2 | 3 | 4 5 |
| 58. | I have a good idea of what types of questions to expect in an interview. | A D | 1 | 2 | 3 | 4 5 |
| 59. | I have considered the advantages and disadvantages of the options available with the Family Educational Rights and Privacy Act. | A D | 1 | 2 | 3 | 4 5 |
| 60. | In Iowa, teacher contracts must be in writing. | A D | 1 | 2 | 3 | 4 5 |
| 61. | I have identified the Education Placement Office services which will afford me the assistance I need for my job search. | A D | 1 | 2 | 3 | 4 5 |
| 62. | I can list three activities or work experiences which have contributed to the development of my abilities as a teacher. | A D | 1 | 2 | 3 | 4 5 |
| 63. | A resume should be sent with a letter of inquiry. | A D | 1 | 2 | 3 | 4 5 |
| 64. | School administrators consider recommendations from student teaching supervising and cooperating teachers as the most important references in your credential file. | A D | 1 | 2 | 3 | 4 5 |

Slightly
certainDefinitely
certain

- | | | <u>Slightly
certain</u> | | | <u>Definitely
certain</u> | |
|-----|---|-----------------------------|---|---|-------------------------------|-----|
| 65. | I have had my performance in an interview evaluated. | A D | 1 | 2 | 3 | 4 5 |
| 66. | A telephone call to a hiring official is appropriate when inquiring about your status during the selection process. | A D | 1 | 2 | 3 | 4 5 |
| 67. | In Iowa, any beginning teacher is required to be on probation. | A D | 1 | 2 | 3 | 4 5 |
| 68. | When sending letters of inquiry to administrators, your credential file should always be sent in conjunction with the letter. | A D | 1 | 2 | 3 | 4 5 |
| 69. | I have returned the Education Placement Office registration forms. | A D | 1 | 2 | 3 | 4 5 |
| 70. | I plan to have a draft of the letter(s) I will use in my job search evaluated for its (their) quality. | A D | 1 | 2 | 3 | 4 5 |
| 71. | I have identified all of the teaching options open to me. | A D | 1 | 2 | 3 | 4 5 |
| 72. | I know what information should be included on a resume. | A D | 1 | 2 | 3 | 4 5 |

**APPENDIX D: COURSE TOPICS FOR SECONDARY EDUCATION 426: PRINCIPLES
AND ISSUES OF SECONDARY EDUCATION**

Listed below are the topics which are typically presented in the course Secondary Education 426: Principles and Issues of Secondary Education.

Alternatives to teaching: Upward Bound, Teacher Corps, Peace Corps (Action)
Legal aspects of teaching (liability)
Discipline (administrative and staff responsibilities)
Certification
Human Relations Component
Contracts, tenure
Salaries, fringe benefits
Job applications (letters and resumes)
Placement office services
Teacher guidance responsibilities
Teacher-community relations
Accrediting agencies
Merit rating
Professional organizations
Teacher ethics
Extra-curricular responsibilities for teachers
Controversial issues in the classroom (teaching and handling of)
Nongraded schools
Religion and the school
Interviewing procedure and behavior
Drug education/problems in secondary schools
Teaching the culturally disadvantaged/different
Flexible-modular scheduling
Differentiated staffing
Boards of education, in-service programs
Accountability, performance contracting, education malpractice
Supreme Court rulings
Student rights
Confidentiality of records
Negotiations/collective bargaining in education
Career education
Vandalism
Minimum competency testing
Mainstreaming