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Some nonprofessional part-time jobs held by male elementary school teachers in San Joaquin County, California

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College of the Pacific
Stockton, Calif.

SOME NONPROFESSIONAL PART-TIME JOBS HELD 2
BY MALE ELEMENTARY SCHOOL TEACHERS IN
SAN JOAQUIN COUNTY, CALIFORNIA

A Thesis
Presented to
the Faculty of the School of Education
College of Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
William Frederick Berck Jr.

June 1956

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Part-time employment on the part of male elementary teachers has been a means by which several of the investigator's acquaintances have supplemented their teaching salaries. The existence of these cases has prompted the writer to study the situation in San Joaquin County to find the extent to which male elementary teachers were taking part-time nonprofessional employment. The study also attempted to find the reasons governing each teacher's decision to take a part-time job.

I. THE PROBLEM

Statement of the problem. This investigation is concerned with the extent to which male elementary teachers of San Joaquin County were holding nonprofessional part-time jobs and why.

Objectives. It is hoped that the data secured in this study will serve to accomplish the following objectives:

- start → 1. To determine the extent to which male elementary teachers in San Joaquin County were holding part-time nonprofessional jobs.

2. To determine the specific reasons for male elementary teachers taking nonprofessional part-time jobs.

Delimitation of the problem. The study surveyed the occupational practices of seventy-five male elementary teachers professionally employed within the school districts of San Joaquin County. The elementary school districts in which the teachers were employed had an average daily attendance of less than two thousand pupils. This limitation excluded the male elementary teachers of Stockton Unified School District, Lodi Elementary Schools, and Tracy Elementary Schools. In all, thirty elementary school districts in San Joaquin County were included in the survey.

A complete survey of any problem concerned with salaries and financial demands of seventy-five individual cases includes many factors, but this study dealt only with two, namely, the frequency of cases involved in part-time nonprofessional work and the reasons for nonprofessional work.

II. DEFINITIONS OF TERMS USED

Nonprofessional. Throughout the report of this investigation, the term "nonprofessional" shall be interpreted as meaning any work for which pay was received, other than teaching. Work that was related to teaching, such as tutoring, shall not be considered "nonprofessional."

Part-time. Any work that was not considered a person's full-time vocation or occupation shall be referred to as "part-time" work or as a "part-time" job. Work that a teacher may have done during the summer months, on week-ends, vacation periods or after-school hours shall be referred to as "part-time" work. Any work that a teacher did which was considered nonprofessional shall be considered "part-time" work.

Dependent. Any person who depended upon the teacher in question for one-half or more of his or her support shall be known as the teacher's "dependent." A teacher's wife, child, parent, or relative who received one-half or more of his or her support from the teacher's income is classified as a "dependent." If a teacher's wife works at a full-time job, she also shall be considered a "dependent."

Gross income. All the income of the teacher interviewed, including professional salary, part-time salary, and income from investments, shall be considered the teacher's "gross income." A teacher's wife's salary, if any, shall not be considered part of the teacher's "gross income."

CHAPTER II

REVIEW OF THE LITERATURE

It was found that most of the discussion in the literature pertaining to part-time nonprofessional employment of teachers was written between World War II and 1955. A survey was made of possible references pertaining to the field of inquiry between the years of 1924 and 1955 with the expectation of being able to compare the data of this study with data of previous studies. Nothing was discovered preceding 1944 that would prove of value for that purpose. The existence of an increasing amount of literature during the past decade may be attributed to an increasing number of men teaching in the elementary schools.

Unruh¹ sent out a questionnaire to seven hundred men teaching in St. Louis City and St. Louis County of Missouri. Only 336 replies were received. Of the replies received, forty-three were from elementary teachers, fifty were from junior high school teachers and 243 were from senior high school teachers. The questionnaire was not sent to administrative or supervisory personnel. The types of income reported indicated that 8 per cent lived on their salaries

¹ Adolph Unruh, "Can Men Afford to Teach," Phi Delta Kappan, 33:138-9, 141, November, 1951.

33 per cent had supplementary work or an independent income, and 59 per cent had supplemented their incomes by after-school work, vacation jobs, a working wife or any combination of the above mentioned types of income except an independent income. The questionnaires also yielded the following pertinent information:

Forty-three per cent of the total income of the men in elementary schools came from sources other than teaching.

For junior high school men, 38 per cent of the total income was derived from sources other than regular salaries and for men in the senior high schools the figure was 32 per cent. Thirty-four per cent of the total income of all the men teachers reporting did not come from teaching.²

In reference to the effects of part-time employment the study further stated:

Fifty-two per cent of the men reported that they felt their work detracted from their effectiveness in teaching, while 36 per cent felt that the work they did would not decrease their efficiency in teaching.³

Unruh pointed out that the parents who want better opportunities for their children must underwrite those opportunities. "The education system which is equal to the challenge of these times will occupy the full time of professional people."⁴

² Ibid., p. 139.

³ Ibid.

⁴ Ibid.

Frazier pointed out that part-time employment of teachers is not only a current problem. Writing in 1944 he mentioned that:

About 81 per cent of the rural and village teachers for whom data were available in 1937 spent most of their summer working with or without pay, at their own or their parent's homes; or in attendance at summer school. The percentage who are employed is much higher now.⁵

Anderson⁶ conducted a survey of city superintendents in Wisconsin, during the school year 1946-1947, to discover what school board policies had been made concerning part-time employment of teachers. The number of negative responses illustrated in his report showed that 81.5 per cent of the superintendents responding knew of no action on the part of their school board, either in favor or against part-time employment of teachers. He supported part-time employment of teachers on the following grounds:

Many teachers cannot, and do not depend solely on their income from teaching for a livelihood. Although teacher's salaries generally have improved, they have failed to keep pace with the rapid increase in the cost of living. Inadequate salaries have forced many teachers, especially married men, to obtain extra jobs to supplement their income.⁷

⁵ B. W. Frazier, "Summer Employment," Education for Victory, 2:16-17, May 20, 1944.

⁶ S. A. Anderson, "School Board Policies Concerning Teacher's Part-time Employment," American School Board Journal, 118:50, February, 1949.

⁷ Ibid.

In the conclusion of Anderson's report he recommended that school boards should not restrict the practice of part-time employment as long as it does not interfere with the teacher's efficiency.

Whitman⁸ pointed out that many teachers have had to seek part-time employment at many kinds of jobs in order to supplement their income. He observed that the teacher's pay problem, however, was not one of a great homogeneous mass, but a problem of individual cases. These cases vary considerably in family status and financial responsibility.

The National Education Association Journal⁹ suggested the following policies on teachers working as tutors outside of school hours:

1. Any tutoring arrangement between a teacher and a student should be approved by an appropriate school authority.
2. A teacher, before entering into a tutoring arrangement with a student in another class, should consult with the student's teacher.
3. A teacher should not engage in tutoring where it will interfere with his effectiveness as a teacher.

⁸ H. Whitman, "A New Way to Pay Teachers," Colliers, 136:102-5, September 30, 1955.

⁹ "Teacher Tutoring," National Education Association Journal, 42:300, May, 1953.

4. Any tutoring arrangement should conform with specification 10 of the Fourth Principle of the code Code of Ethics which provides that a teacher will engage in no employment which affects adversely his professional status or impairs his standing with students, associates, and the community.¹⁰

The Ethics Committee of the National Education Association¹¹ recognized the fact that many teachers have found it necessary to seek part-time employment to supplement their teaching salaries. Sections nine and ten of the Fourth Principle of the organization's Code of Ethics require that a teacher will:

9. Accept no compensation from producers of instructional supplies when one's recommendations affect the local purchase or use of teaching aids.

10. Engage in no gainful employment, outside of his contract, where the employment affects adversely his professional status or impairs his standing with students and the community.¹²

The Nation's Schools¹³ conducted a poll of a sampling of the nation's superintendents concerning their opinions on ethics involved in out-of-school jobs for teachers. In reply to a question regarding the ethics of a teacher selling instructional items to his pupils, 14 per cent considered

¹⁰ Ibid.

¹¹ "Selling Encyclopedias," National Education Association Journal, 43:50, January, 1950.

¹² Ibid.

¹³ "Ethics involved in out-of-school jobs for teachers," Nation's Schools, 55:6, April, 1955.

such an action ethical conduct, while 86 per cent considered the action unethical. Sixty-one per cent considered it ethical for a teacher to sell to people in the community who are not parents of pupils he teaches while 39 per cent replied that this action would be unethical. In reply to the following question, "Do you consider it ethical for teachers to give private instruction to the pupils or to tutor for pay while employed by a public school system?"¹⁴ Sixty-eight per cent answered yes and 32 per cent answered no.

Zinn¹⁵ reported in his unpublished master's thesis that 151 of the 205 male teachers replying to his questionnaire stated that they were working outside of the classroom. He concluded that:

Teachers must maintain a level of living determined by educational and occupational background. In order to develop and maintain such a standard men teaching in the schools today find it essential to supplement this income by working outside the classroom.¹⁶

The materials found relating to this study were all in periodical literature and one unpublished Master's Thesis.

¹⁴ Ibid.

¹⁵ Marvin H. Zinn, "To What Extent are the Men Teachers of Southern Alameda County Working Outside of Teaching and Why?" (unpublished Master's Thesis, San Francisco State College, San Francisco, 1955).

¹⁶ Ibid., p. 33.

No references were found in books which seemed pertinent to the study.

Summary. Five of the studies reported in this chapter pointed out that many male elementary teachers have taken part-time nonprofessional jobs to supplement their professional salaries. None of the studies reported in this chapter attempted to determine the teachers' reasons for their part-time employment. Anderson suggested that many teachers have been forced to obtain extra jobs because of inadequate salaries.

The Ethics Committee of the National Education Association has adopted specific policies concerning tutoring by teachers and has incorporated in their Code of Ethics statements concerning part-time employment of teachers.

CHAPTER III

PROCEDURES OF THE STUDY

The first step was to plan the study. Objectives of the study were selected. The interview method was chosen as the means for gathering the data, rather than a questionnaire, to insure as complete a response from a limited sampling as possible and to aid the writer in gaining a better understanding of the problem.

The problem area was limited to seventy-five male elementary teachers from the county school districts of San Joaquin County with an average daily attendance of less than two thousand pupils. This limitation was made because of the proximity of the writer to the area and because the writer is employed as an elementary teacher in the area. The limitation of seventy-five teacher interviews was made in order that this study could be compared with a similar study to be conducted with seventy-five teachers in another county in the southern part of California.

Seventy-five of the eighty-five men teaching in the above schools were interviewed. The teachers interviewed were chosen on the basis of availability and their proximity to the writer.

An interview schedule was prepared, see appendix, as a guide in collecting the data for the study. A trial

sampling of the initial draft of the interview schedule was conducted to determine the usefulness of the instrument. Twelve samplings were made. The results of these samplings were examined and the interview schedule was revised to eliminate apparent deficiencies. Those questions which seemed to be of no value were eliminated from the initial draft and the revised interview schedule was presented to the investigator's Thesis Committee Chairman for approval.

After obtaining approval, the interviews were conducted to gather the data. Fifty-three of the interviews were conducted by personal contact with the individuals. Thirty-six of these interviews were conducted in the homes of the individuals interviewed. The remaining seventeen interviews made by personal contact were conducted at chance meeting of the individuals, either at professional meetings or at school functions. Twenty-two of the interviews were conducted by telephone because of the travel and time requirements involved in interviewing those men.

The next step was to assemble the data from the interviews into a usable form. The responses to each question on the interview schedule were tabulated and arranged in tables for future use. As the study proceeded it became apparent to the investigator that the data gained from the interviews was deficient in three categories.

1. It was not determined whether the teacher who had held nonprofessional employment worked during the summer months only, during weekends and holidays only, after school hours and evenings only, or any combination of these. The teachers interviewed were asked if they had worked within the last year, but not when.
2. The extent to which working wives were supplementing the family income was not determined. The teachers interviewed were asked if their wives worked, and if so, what kinds of work they did. However, the working wives' salaries were not questioned.
3. It was not determined whether the teachers who were teaching their first year in their present position had made a major move, as from another part of the state, including the establishment of a new residence. The teachers interviewed were asked the states in which they were previously employed. However, if the reply was California, no further investigation was made.

A survey was made of literature related to the field of inquiry. A summary of the findings of this survey has been reported in Chapter II.

CHAPTER IV

RELATIONSHIPS OCCURRING AMONG THE DATA

This chapter is concerned with the responses made by the male elementary teachers interviewed for this study. The responses are discussed in terms of the status of the teachers interviewed, the professional and nonprofessional incomes reported, the types of nonprofessional part-time employment held, relationships occurring among the data, ethical considerations involved in part-time nonprofessional employment, and comparison with previous studies. The responses were guided by the use of the interview schedule previously mentioned which is to be found in Appendix A.

I. AGE OF TEACHERS INTERVIEWED

The age of the male elementary teachers interviewed ranged from twenty-one years to sixty years. Table I shows the distribution and frequency of the teachers' ages. The mean age of the men interviewed was 30.96 years. The distribution of the ages shows a mode of twenty-nine years and a median of twenty-nine years. The mean age of men holding outside jobs was found to be 29.44 years. The mean age of men not holding outside employment was 32.09 years.

TABLE I

THE AGES OF MALE ELEMENTARY TEACHERS INTERVIEWED

Ages		Number of Teachers
21	. . . . .	1
22	. . . . .	1
23	. . . . .	1
24	. . . . .	6
25	. . . . .	1
26	. . . . .	3
27	. . . . .	4
28	. . . . .	8
29	. . . . .	15
30	. . . . .	4
31	. . . . .	7
32	. . . . .	6
33	. . . . .	1
34	. . . . .	4
35	. . . . .	3
36		
37	. . . . .	1
38	. . . . .	1
39	. . . . .	2
40		
41		
42	. . . . .	1
43		
44	. . . . .	1
45		
46	. . . . .	2
47		
48	. . . . .	1
-		
-		
60	. . . . .	1
Total		75

Mode - 29.00 Median - 29.00 Mean - 30.96

Table II shows the mean ages of the men interviewed grouped according to family status. This table also shows the mean ages of the teachers who have held part-time employment during the last year, the mean ages of teachers who have not held part-time employment during the last year, and the mean ages of teachers who have not held part-time employment since beginning teaching.

Summary. The teachers who did not hold part-time employment during the last year were 2.65 years older than those who did hold part-time employment during the same period and 1.44 years older than the teachers who have not worked since beginning teaching. There does not seem to be a significant difference between the ages of the teachers who had held part-time employment and the ages of the teachers who had not held part-time employment. It may be pointed out that the youngest teacher and the oldest teacher interviewed, ages twenty-one and sixty respectively, had not held part-time employment since beginning teaching. It seems significant also that the childless teachers with non-working wives and no part-time employment were 18.34 years older than the childless teachers with working wives and no part-time employment. This was the only difference found between the ages in each family status group.

TABLE II
MEAN AGES OF TEACHERS INTERVIEWED

	Teachers not married	Teachers married -wife not working- Children No Children	Teachers married -wife working- Children No Children	Total
Age of Teachers	25.71	29.44	38.00	37.62 28.44 30.96
Age of Teachers having outside employment during the last year	26.00	29.46	30.66	35.00 26.75 29.44
Age of Teachers not having outside employment during the last year	25.50	29.45	49.00	36.40 27.80 32.09
Age of Teachers who have not had out- side employment since beginning teaching	23.67	28.89	49.00	34.67 26.67 30.65

II. FAMILY STATUS OF TEACHERS INTERVIEWED

Only seven of the male elementary teachers interviewed were not married. Of the sixty-eight married teachers interviewed, fourteen had no children, nineteen had one child, twenty-three had two children, ten had three children, one had four children, and one had five children. The children's ages ranged from less than one year to nineteen years. The mean age of the children was 4.72 years, the median age three years, and the mode one year or younger.

Table III shows the number of cases involved in part-time employment in each of the family status groups given. Seven of the teachers interviewed were not married. Of the forty-six married teachers whose wives were not working, forty-one had children and five had no children. The remaining twenty-two married teachers stated that their wives were working. Thirteen of the latter had children and nine had no children.

Fifty-five of the teachers interviewed declared that they had held part-time employment since beginning their teaching careers. Of these, forty-two had children and thirteen were either not married or were childless. Twenty of the teachers interviewed had not held a part-time job since beginning to teach.

TABLE III

NUMBER OF TEACHERS INVOLVED IN PART-TIME NONPROFESSIONAL EMPLOYMENT

	Teachers not married	Teachers married -wife not working- Children No Children	Teachers married -wife working- Children No Children	Total
Cases	7	41	5	75
Teachers holding part-time jobs within the last year	3	28	3	41
Teachers holding part-time jobs since beginning teaching	4	32	3	55
Teachers who have never held a part-time job since beginning teaching	3	9	2	20

Forty-one of the teachers interviewed stated that they had held nonprofessional part-time jobs during the last year. Thirty-one of these cases had children and ten of the cases were either not married or childless.

Table IV shows the percentage of teachers involved in part-time nonprofessional jobs. Nine per cent of the teachers interviewed were not married. Sixty-two per cent of the teachers interviewed were married and their wives were working. Twenty-nine per cent of the teachers interviewed were married with their wives working. Seventy-two per cent of the teachers interviewed had children and 28 per cent were either childless or not married.

Seventy-three per cent of the teachers interviewed stated that they had held nonprofessional jobs since beginning their teaching careers. Fifty-five per cent of the teachers interviewed declared that they had held nonprofessional jobs during the last year. The percentage of teachers in each category in Table IV holding part-time jobs during the last year ranged from 23 per cent to 68 per cent. Two significant differences were shown here. First, 68 per cent of the married teachers with children and wives who were not working had held part-time jobs during the last year, while only 23 per cent of the married teachers with children and wives who were working had held part-time jobs during that time.

Secondly, 60 per cent of the married teachers without children and wives who were not working had held part-time jobs during the last year, while only 44 per cent of the married teachers with working wives and no children had held part-time jobs during that period.

Table IV also shows that more childless married teachers with working wives had held part-time jobs during the last year than married teachers with children and working wives.

Married teachers whose wives were not working had an average of 3.02 children, while married teachers whose wives worked had an average of 2.69 children. The number of children of the married teachers with non-working wives corresponds to the larger per cent of those teachers who have held part-time jobs.

Summary. Nine per cent of the teachers interviewed were not married and 91 per cent were married. Sixty-eight per cent of the married teachers reported that their wives did not work and 32 per cent of the married teachers reported that their wives worked. More married teachers with children and wives who were not working had held part-time jobs during the last year than married teachers with children and wives who were working. More childless married teachers with working wives had held part-time jobs during the last year than married teachers with working wives and children. Married teachers whose wives were not working had more children than married teachers whose wives were not working.

TABLE IV

PER CENT OF TEACHERS INVOLVED IN PART-TIME NONPROFESSIONAL EMPLOYMENT

	Teachers not married	Teachers married -wife not working- Children	No Children	Teachers married -wife working- Children	No Children	Total
Cases	9	55	7	17	12	100
Teachers holding part-time jobs within the last year	43	68	60	23	44	55
Teachers holding part-time jobs since beginning teaching	57	78	60	77	66	73
Teachers who have never held a part-time job since beginning teaching	43	22	40	23	34	27

III. PROFESSIONAL STATUS OF TEACHERS INTERVIEWED

Table V indicates the number of years that the teachers interviewed had spent in the profession. Table V also shows the number of men who have held part-time employment at each experience level. It may be noted that less than one-fifth of the men interviewed had more than five years experience in the profession. It was evident that fewer first year teachers had held part-time employment. Since the interviews for this study were made during the months of October, November, and December, it can be assumed that the four first-year teachers who reported part-time employment were working or had worked, at after-school or week-end jobs. None of the first-year teachers had held summer jobs since beginning teaching. Their teaching careers began after the summer period.

Table V shows that teachers with two, four, five, six, or seven years of experience were more apt to have held part-time employment than the other teachers interviewed. The mean number of years experience for the teachers who had held part-time employment during the last year was four years. The mean number of years experience for teachers who had not held part-time employment during the last year was 3.82 years.

Table VI shows the number of years that the teachers interviewed had served in their present positions and the

number of teachers holding part-time employment during the last year at each level. A greater proportion of second year teachers held part-time employment during the last year than teachers at any other experience level.

Thirty-three of the teachers interviewed were teaching their first year in their present position and fifteen of these had held part-time employment during the last year. Thus, one-fifth of the teachers interviewed were serving their first year in their present position and had held part-time employment during the last year.

Summary. Fewer of the first year teachers had held part-time jobs than teachers with two or more years of experience. Table V showed that teachers whose professional experience ranged from two to seven years were more apt to have held part-time jobs than the other teachers interviewed. Seventy-two per cent of the teachers who were teaching their second year in their present position had held part-time jobs during the last year than teachers at any other experience level. Twenty per cent of the teachers interviewed were serving their first year in their present position and had held part-time jobs during the last year.

TABLE V
NUMBER OF YEARS TEACHING EXPERIENCE OF
MALE ELEMENTARY TEACHERS INTERVIEWED

Number of Years Taught including current year	Number of Teachers	Number of Teachers who held part-time employment during the previous year
1	16	4
2	13	10
3	12	6
4	10	7
5	10	6
6	6	4
7	3	2
8	0	
9	0	
10	2	1
11	0	
12	0	
13	0	
14	0	
15	0	
16	2	1
17	1	0
Totals	<u>75</u>	<u>41</u>

Distribution according
to years taught.

Mean	3.92	4.00
Median	3.00	4.00
Mode	1.00	2.00

TABLE VI
NUMBER OF YEARS TAUGHT IN PRESENT POSITION
BY MALE ELEMENTARY TEACHERS INTERVIEWED

Number of Years taught in present position including current year	Number of Teachers	Number of Teachers who held part-time employment during the previous year
1	33	15
2	18	13
3	12	8
4	5	2
5	3	1
6	2	1
7	0	
8	1	0
9	0	
10	1	1
Totals	<u>75</u>	<u>41</u>

Distribution accord-
ing to years taught.

Mean 2.27 2.24
Median 2 3
Mode 1 1

IV. INCOME OF TEACHERS INTERVIEWED

The professional salaries of the teachers interviewed ranged from \$3,400 to \$5,300. The frequency and distribution of these salaries are illustrated in Table VII. The frequency of cases is shown in two colors to indicate the number of cases that held part-time employment during the last year. It was found that the fewest cases of part-time employment for any salary bracket were at the extreme low end of the range of salaries. The smallest proportionate number of cases of part-time employment were within the income range of \$3,400 to \$3,699. It is important to draw attention to data previously reported concerning first-year teachers. It was reported that very few of the first-year teachers had held part-time employment. The first-year teachers mentioned were the same found in this low income bracket. It should be mentioned that the three highest salaries in Table VII were paid to teachers who also serve in an administrative capacity.

Twenty-two teachers interviewed reported that their wives were supplementing the family income by working. Ten of the working wives reported were teachers and the remaining twelve worked at various forms of employment. Seven of the twenty-two teachers with working wives had held part-time employment during the last year.

Thirteen teachers reported that they had additional

income from investments. This income ranged from ten dollars a year to \$2,400 a year. Six of these teachers reported that they had held part-time employment during the last year.

Fifty-five of the seventy-five teachers interviewed reported that they had supplemented their income with non-professional part-time employment since beginning their teaching careers. Forty-one reported that they had held a part-time nonprofessional job within the last twelve months.

The range of part-time nonprofessional salaries is shown in Table VIII. One teacher reported a part-time salary of minus \$4,000 due to a business venture that failure. This figure has been omitted from Table VIII because of the disproportionate effect it would have on the mean salary. This is the only omission made from the reported figures.

The mean part-time nonprofessional salary was \$866. The median salary was \$600 and the mode was \$500.

TABLE IX shows that on the whole the mean professional salaries of teachers who held part-time jobs were higher than those who had no part-time employment. The mean part-time salaries of the teachers with part-time jobs ranged from \$500 to \$1,008.

Married teachers with children and nonworking wives made the highest part-time salaries and had the highest mean gross income. The mean gross income of all the teachers

TABLE VII

THE PROFESSIONAL SALARIES OF TEACHERS INTERVIEWED WHO HAD
HELD PART-TIME JOBS AND WHO HAD NOT HELD PART-TIME JOBS

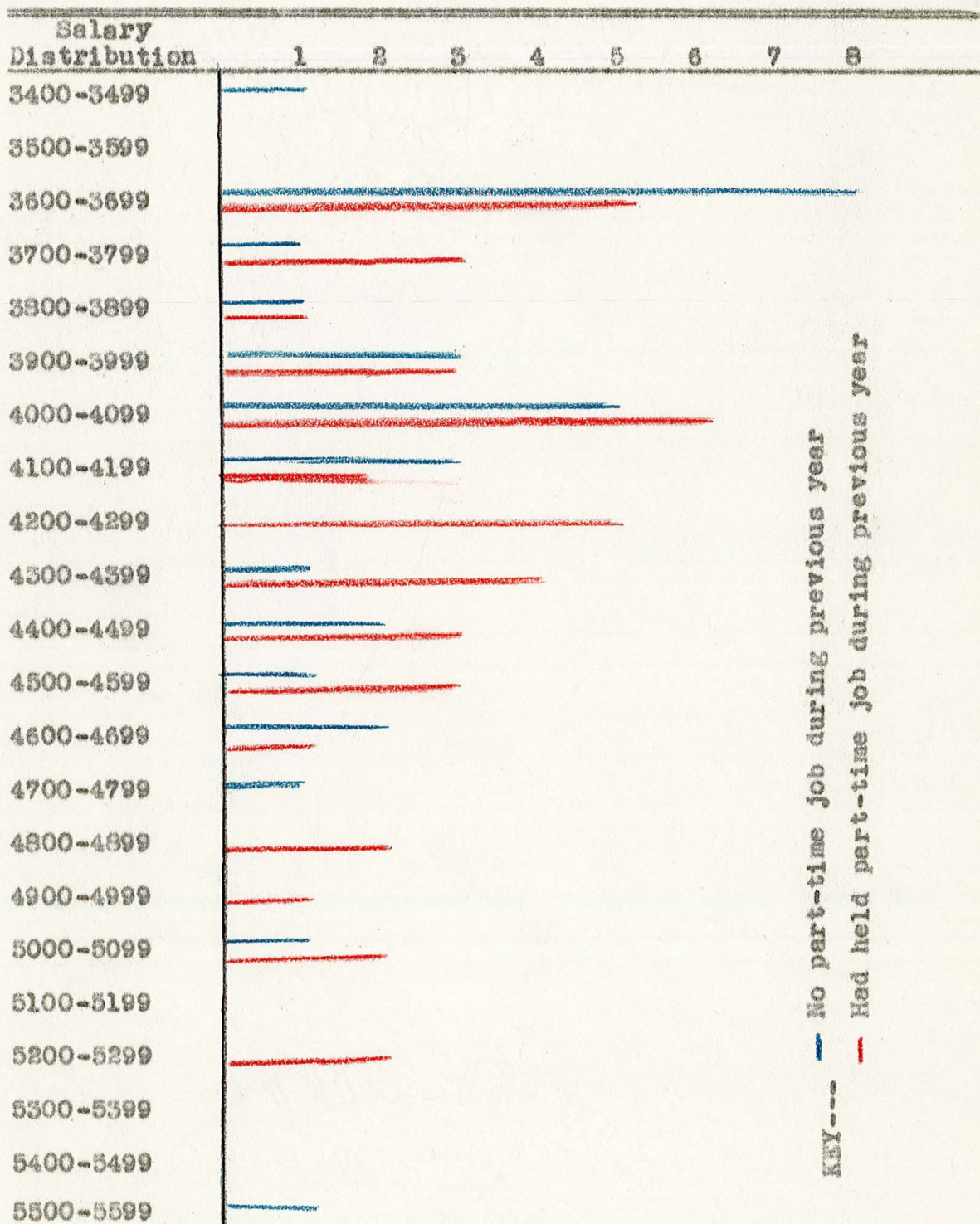


TABLE VIII
PART-TIME NONPROFESSIONAL SALARIES
OF TEACHERS INTERVIEWED

Annual Part-time Salaries	Number of Cases
\$1-99	1
100-199	5
200-299	2
300-399	4
400-499	2
500-599	5
600-699	3
700-799	4
800-899	2
900-999	1
1000-1999	8
2000-2999	1
3000-3999	2
4000-4999	-
5000-5999	1
	Total cases - 41
<u>Distribution</u> - - - -	Mean \$ 866.
	Median \$600.-\$ 699.
	Mode \$1,000-\$1,999.

TABLE IX
MEAN PART-TIME AND PROFESSIONAL SALARIES

	Teachers not married	Teachers married -wife not working- Children No Children		Teachers married -wife working- Children No Children		Total
Salaries of Teachers interviewed	\$3957	\$4141	\$4150	\$4306	\$4244	\$4166
Salaries of Teachers who did not have part-time jobs	\$3838	\$3922	\$3800	\$4353	\$4328	\$4088
Salaries of Teachers who had part-time jobs	\$4116	\$4233	\$4383	\$4200	\$4150	\$4224
Part-time salary per part-time wage earner (41)	\$ 566	\$1008	\$ 566	\$ 500	\$ 575	\$ 866
Gross Income of Teachers interviewed including income from investments and annuities	\$4200	\$4910	\$4490	\$4438	\$4554	\$4691

interviewed was \$4,891 with a range of from \$3,400 to \$9,200. Unmarried teachers had the lowest mean gross income. The mean gross income of teachers with children and non-working wives was \$4,910.

In response to question thirteen of the interview schedule, see Appendix A, "Would you perform these nonprofessional jobs if your salary were higher?" Twenty-five teachers responded affirmatively, twenty-eight teachers responded negatively, and twenty-two gave no response. Twenty-three of the teachers responding in the affirmative qualified their answers when asked, "Why?" after the above question. The responses were as follows: break the monotony, community pressure, demand, enjoyment, interest, like the type of work, more money, need to keep busy, recreation, and relaxation.

In response to question fourteen of the interview schedule, "Do you work for reasons other than salary?" Sixteen teachers responded affirmatively. Their reasons were as follows: broadened horizons, change, community responsibility, contact with people, cultural and creative outlet, experience, interest, like the work, new interests, recreation, and relaxation.

Summary. Although married teachers with children and nonworking wives had the lowest mean professional salary of

all the groups of married teachers, they had the highest mean part-time salary and the highest mean gross income. The smallest proportionate number of cases of part-time employment were within the income range of \$3,400 to \$3,699. The mean professional salary of teachers who held part-time jobs was higher than the mean professional salary of teachers who had no part-time job. One-third of all the teachers interviewed stated that they would continue to work if their salaries were higher.

V. TYPES OF PART-TIME NONPROFESSIONAL EMPLOYMENT IN WHICH TEACHERS INTERVIEWED PARTICIPATED

The teachers interviewed reported thirty-four different kinds of employment in which they had taken part at some time. These are listed in Table X with the frequency of responses. Apparently those teachers who had held part-time nonprofessional jobs had held more than one kind of job. The mode of distribution of the occupations listed in Table X centers on three responses; Recreation director, salesman, and anything. The diversified nature of the responses seems to show that most kinds of part-time nonprofessional employment are acceptable to this group of male teachers. None of the occupations reported by the teachers interviewed could be considered unethical employment for otherwise professionally employed elementary teachers.

Table XI shows the preferences for part-time employment which were reported by forty-three of the teachers interviewed. The diversification of interests shown in Table X is once again evident. The most frequent response is sales which is reported as a preference by eight of the teachers interviewed.

Sixty-three teachers interviewed reported knowledge of a demand for teachers part-time employment in the occupational fields listed in Table XII. Twelve teachers reported no knowledge of any demand for part-time employment of teachers. The list of part-time jobs in Table XII shows a majority of seasonal occupations, most of which are summer-time activities. Many of the occupations listed are ones which the teacher interviewed had held previously and had definite knowledge.

Twenty-one teachers reported that they worked within their teaching communities. Thirty teachers stated that they worked outside of their teaching communities. Five teachers stated that they worked both within and outside their teaching communities. Nineteen teachers did not state where they had worked. Some of the areas where teachers had worked were Stockton, Lodi, Manteca, Modesto, Ripon, and Oakland.

TABLE X

KINDS OF PART-TIME EMPLOYMENT TEACHERS INTERVIEWED HAD HELD

Kind of Work	Frequency
Agriculture	1
Agricultural Inspection	2
Anything	9
Anything with a pencil	1
Barber	1
Biologist	1
Canneries	4
Camp Leaders	1
Choir Directors	1
Church Worker	1
Construction Worker	3
Electronics	1
Grocery Clerk	1
Hospital Attendant	1
Insurance Inspector	1
Land Leveling	2
Life Guard	1
Musician	2
Office Worker	1
Orchestra Work	2
Photographer	1
Piano Teacher	1
Post Office Clerk	2
Quality Control Supervisor	1
Recreation Director	9
Salesman	9
Service Station Attendant	3
Set Designer	1
Summer Work	3
Surveying	1
Swimming Club Operator	1
Swimming Instructor	1
Vocalist	1
Warehouseman	1

TABLE XI

PREFERENCES FOR PART-TIME EMPLOYMENT REPORTED BY
TEACHERS INTERVIEWED

Kind of Work	Frequency
Accounting	1
Agriculture	2
Agricultural Inspection	1
Anything but common labor	2
Any work that is a diversion	1
Art	1
Athletics	1
Barber	1
Biologist	1
Cannery	2
Church Work	1
Driving Used Cars for Dealer	1
Easy Jobs	1
Engineering	2
Grocery Clerk	1
Insurance Inspector	1
Manual Labor	1
Musician	2
Office Work	1
Orchestra Work	2
Outdoor Work	2
Post Office Clerk	1
Radio, T.V., or Stage	1
Recreation	2
Sales	3
School Activities	1
Service Station Attendant	1
Swimming Club Operator	1
Swimming Instructor	1

TABLE XII

PART-TIME EMPLOYMENT FOR WHICH TEACHERS ARE IN
DEMAND REPORTED BY TEACHERS INTERVIEWED

Kind of Work	Frequency
Agricultural Inspection	7
Can Companies	1
Canneries	15
Civic Service	3
Civil Service Jobs	1
Lumber Mills	1
Office Workers	2
Recreation	16
Salesman	36
Seasonal	6
Social Work	1
State Highway Department	1
Summer Camps	4
Summer Resorts	1
Sunday School Teachers	1
Supervisory Capacity in Industry	1
Time Keepers	1
Tutoring	5
Service Station Attendants	7

VI. PROFESSIONAL ETHICS INVOLVED IN PART-TIME NONPROFESSIONAL EMPLOYMENT

Questions fifteen through nineteen of the interview schedule, see Appendix A, were formulated and used with the intention of gaining an understanding of the ethical considerations involved in part-time nonprofessional employment of male elementary teachers. During each interview the writer attempted to lead the teacher interviewed into a discussion of the professional ethics involved in part-time employment. The most frequent opinion expressed by the teachers interviewed was that it should not be necessary for members of the teaching profession to supplement their income by part-time employment, but, since such a condition exists there seems to be no other alternative.

A review of the literature pertaining to this study revealed that the school boards in some communities have placed restrictions on the part-time employment of teachers in their schools. Ten of the teachers interviewed in this study stated that their school board had made a statement concerning part-time nonprofessional employment of teachers. None of the statements made by school boards reported by teachers interviewed had restricted all part-time employment, but rather, certain specific situations such as the sale of encyclopedias to parents of school children and the sale of

instructional supplies to children. Sixty-five of the teachers interviewed had no knowledge of any statements made by their school boards concerning part-time employment.

Thirty-three teachers felt that it would be permissible for an administrator to hold a nonprofessional part-time job. An additional sixteen felt that the administrator of large school would not have the time for part-time employment, but the administrator of a three or four teacher school would not be too busy to seek part-time work. The forty-nine teachers mentioned above did not mention whether this part-time employment could or could not take place during the school year.

Unruh¹⁵ reported that 52 per cent of the mean replying to his questionnaire stated that they felt their part-time employment detracted from their effectiveness in teaching. Thirty-six per cent of the teachers replying to Unruh's questionnaire felt that the part-time work they did would not decrease their efficiency in teaching. In this study 17 per cent of the male elementary teachers interviewed stated that their part-time employment detracted from their teaching. Twenty per cent reported that their part-time employment had no effect on their teaching and 37 per cent stated that their part-time employment helped them to do a better job of teaching.

¹⁵ Unruh, op. cit., p. 139.

Table XIII indicates that the teachers who felt that part-time employment had an adverse effect on their teaching were generally younger, made higher part-time salaries, had lower professional salaries, had a greater number of dependents, had less tenure in their present positions, and had fewer number of years of experience as teachers than the teachers who reported a beneficial effect or no effect from part-time employment on teaching. The fact that the teachers who felt that part-time employment had an adverse effect on teaching had relatively higher part-time salaries indicates that they worked a longer period of time than the others. Younger less experienced teachers apparently found it more difficult to teach and hold part-time jobs than did their seniors.

The investigator felt during the interviews that the responses made above might have been different had a questionnaire been used to gather this data. It seemed to the investigator that a majority of the teachers reporting part-time employment attempted to justify their part-time work to the writer, although no justification was requested. The data in Table XIII, however, tends to indicate that any rationalizations that may have been made by the teachers interviewed did not seem to affect their opinions of the effect of part-time employment on their teaching.

TABLE XIII

COMPARISON OF MEAN FACTORS INVOLVED IN THE INTERVIEWED TEACHERS' OPINIONS
OF THE AFFECT OF PART-TIME NONPROFESSIONAL EMPLOYMENT ON THEIR TEACHING

Factor	Teachers who felt that part-time work had an adverse effect on teaching	Teachers who felt that part-time work had a beneficial effect on teaching	Teachers who felt that part-time work had no effect on teaching
Age	30.5	32.4	30.3
Part-time salary	\$815.00	\$576.00	\$530.00
Professional salary	\$4087.00	\$4249.00	\$4380.00
Number of depend- ents	2.83	2.33	2.30
Number of years in present teaching position	1.83	2.74	2.35
Number of years teaching experience	2.75	4.74	4.30
Total responses	12	27	17

Forty-four of the teachers interviewed attended summer school, either full or part-time, during the summer of 1955. Seventeen of these men held part-time jobs while they were attending summer school and two had held part-time jobs during the last year. Twenty-two of the teachers who had attended summer school stated that they would have worked during the summer if they had not attended summer school. Only five of the teachers who attended summer school reported that they would not have worked if they had not attended summer school and all five teachers reported either that their wives worked or that they had an outside source of income from investments. Thirty-one teachers reported that they did not attend summer school during the summer of 1955. Of these, twenty-two had held part-time jobs during the year and six had either a working wife or an outside source of income from investments. Only four of the teachers interviewed who had not attended summer school had no other income than their professional salaries.

Summary. The teachers interviewed generally expressed the opinion that it should not be necessary for teachers to supplement their professional salaries, but, since such a condition exists there seems to be no other alternative. In no instance had a teacher's school board restricted an interviewed teacher's nonprofessional employment. Approximately two-thirds of the teachers interviewed stated that it would be permissible

for the administrator of a small school to hold part-time employment. The teachers who reported that part-time employment had an adverse effect on teaching were generally younger and less experienced than the teachers who reported no effect or a beneficial effect on teaching from part-time employment. The teachers interviewed generally did one of two things during the summer of 1955. They either went to summer school or worked at nonprofessional jobs. Half of the teachers who attended summer school stated that they would have worked if they had not attended summer school and 17 reported that they did both.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the extent to which male elementary teachers in San Joaquin County were holding part-time nonprofessional employment and the reasons for their part-time employment. Of the seventy-five teachers interviewed, 55 per cent reported that they had held nonprofessional jobs during the last year and 73 per cent stated that they had held nonprofessional part-time jobs since beginning their teaching careers.

I. THE EFFECT OF AGE ON PART-TIME EMPLOYMENT PRACTICES

Summary. The difference in the mean ages between the teachers who held part-time jobs and those who did not was slight. Only five of the teachers interviewed reported that their ages were greater than forty, yet two of the five held part-time jobs. The mean age of teachers who did not hold part-time jobs was only 2.65 years greater than the mean age of teachers who did hold part-time jobs. The youngest teacher and the oldest teacher, ages twenty-one and sixty respectively, had not held part-time jobs since beginning teaching, but their ages did little to affect the mean ages involved.

Conclusion. Age does not have an effect on a teacher's

decision to seek part-time employment.

II. THE EFFECT OF FAMILY STATUS ON PART-TIME EMPLOYMENT PRACTICES

Summary. The greatest number of teachers holding part-time jobs were those teachers who had children. Teachers with children and nonworking wives made up the largest group of the part-time employed. It seemed evident that teachers with children and no outside income, other than their professional salaries, found it more necessary than the others to seek part-time employment. Teachers with children and working wives apparently found it the least necessary to take outside employment. Perhaps the latter spent their extra time caring for their children while their wives worked.

Teachers with nonworking wives and children had a greater mean number of dependents and held a greater number of part-time jobs than the other teachers interviewed. It seemed evident that the demands of a family increase the probability of a teacher's acceptance of part-time employment.

Only three teachers with non-working wives and two or more children reported that they had no outside income and had held no part-time jobs during the last year. All three of these teachers stated that they had attended summer school the previous summer but would have worked had they not.

Conclusion. The sole responsibility of a family with two

or more children is a reason for male elementary teachers taking nonprofessional part-time employment.

III. THE EFFECT OF PROFESSIONAL STATUS ON PART-TIME EMPLOYMENT PRACTICES

Summary. There did not seem to be a significant difference between the mean number of years of teaching experience of the teachers interviewed who had held part-time employment during the last year and the mean number of years of teaching experience of the teachers interviewed who had not held part-time employment during the last year. It seemed significant that 72 per cent of the teachers serving their second year in their present positions had held nonprofessional jobs during the last year. The incidence of part-time employment at this level was greater than at any other level of experience in present position. Table V showed that teachers with two, four, five, six, or seven years of experience in the teaching profession were more likely to have held part-time employment during the last year than the other teachers interviewed. It was not determined whether teachers teaching their first year in their present position had made a major move to their teaching areas which might have increased their financial obligations.

Conclusion. The length of a teacher's tenure in his present position or the number of years he has taught does not

seem to affect the probability of his taking nonprofessional part-time employment.

IV. THE EFFECT OF INCOME ON PART-TIME EMPLOYMENT PRACTICES

Summary. It was shown in Table VIII that teachers who had a professional salary of \$4,000 or more were more likely to have part-time jobs than teachers who made less than \$4,000. However, teachers with salaries less than \$4,000 were generally first year teachers who would possibly have worked if the pressures of first year teaching were not so great. Twenty-two of the teachers interviewed reported that their wives were working. However, the significance of the working wives' salaries was not determined. It was found that teachers whose wives were not supplementing the family income were more likely to have part-time nonprofessional employment than those whose wives were working.

The mean gross income of the teachers interviewed was \$4,691. However, this figure is considerably higher than the median income of the group, indicating that several of the teacher's gross incomes were a great deal higher than the group mean.

The data tends to indicate that the average teacher's professional salary was not sufficient to take care of his financial demands. Although twenty-five teachers stated that they

would continue to hold part-time jobs if their salaries were higher, twenty-eight responded that they would not and twenty-two preferred not to state their preference.

Conclusion. Teachers with a professional salary of \$4,000 or more are more likely to hold part-time jobs than teachers with professional salaries of less than \$4,000.

V. PROFESSIONAL ETHICS INVOLVED IN PART-TIME EMPLOYMENT PRACTICES

Summary. None of the teachers interviewed reported that their school board had restricted their part-time employment practices. Some school boards had asked their teachers to refrain from selling encyclopedias and teaching materials. This request did not affect the employment practices of the teachers interviewed since none were engaged in such activities.

There were few teachers interviewed who exhibited any compunction towards part-time employment on the part of male elementary teachers. Instead, there seemed to exist among the teachers interviewed a feeling that part-time employment on their part was a natural manner in which to solve their financial problems.

The teachers who reported that part-time employment had an adverse effect on teaching were generally younger and less experienced than the teachers who reported no effect or a

beneficial effect on their teaching from part-time employment. The data seemed to show that any rationalizations that may have been made by the teachers interviewed concerning part-time employment did not affect their opinions of the effect of part-time employment on their teaching.

Forty-four of the teachers interviewed attended summer school the previous summer. Of these, one-half reported that they would have worked if they had not attended summer school. Of the thirty-one teachers who reported that they had not attended summer school, twenty-two had held part-time jobs. It was not determined whether the teachers who worked rather than attend summer school were neglecting a part of their professional growth.

The investigator felt that the teachers who were holding part-time jobs were attempting to achieve a standard of living that was expected of them by their community, yet somewhat beyond the scope of their teaching salaries.

Conclusion. No professionally unethical practices were found to exist among the occupational practices of the male elementary teachers interviewed.

In summary, the following conclusions were drawn from the data obtained in this survey:

1. That a teacher's age, tenure in his present position, and years of teaching experience had little or no

effect on a teacher's decision to hold a nonprofessional part-time job.

2. That the sole responsibility of a family with two or more children and an income greater than \$4,000 increased the probability of a teacher's acceptance of part-time non-professional employment.
3. That the more inexperienced a teacher was the more likely he was to feel that outside nonprofessional employment harmed his effectiveness as a teacher.
4. That no professionally unethical practices were found to exist among the occupational practices of the male elementary teachers interviewed.

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APPENDIX

INTERVIEW SCHEDULE

1. Are you the sole support of your family? _____
2. Does your wife work? _____ What does she do? _____
3. Number of dependents. _____ Age of children. _____
4. What is your present age? _____
5. Number of years taught? _____ Number of years in present position _____ Location of last position (State) _____
6. What is your salary? _____ (Professional)
7. Do you have any other source of income? _____
8. Have you ever held a nonprofessional job since you began teaching? _____ Within the last year? _____
9. What particular job or jobs do you limit yourself to? _____ Any preference for certain jobs? _____
10. Do you work within or outside your community? _____
11. What jobs, if any, would you say that teachers are in demand for? _____
12. How much did you make in your nonprofessional jobs last year? _____
13. Would you perform these nonprofessional jobs if your salary were higher? _____ Why? _____
14. Do you work for reasons other than salary? _____
15. Has a statement ever been made by your board as to their attitude on teachers accepting nonprofessional jobs? _____
16. How would you feel about administrators accepting nonprofessional jobs? _____
17. Do you feel that your nonprofessional jobs help you to do a better or worse job in teaching, or have no effect on your teaching at all? _____
18. Did you attend Summer School this summer? _____
19. Would you have worked if you did not attend Summer School? _____