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Teacher supplementary employment at the junior and senior high school level in Chesterfield County, Virginia June, 1967-May, 1968

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TEACHER SUPPLEMENTARY EMPLOYMENT
AT THE JUNIOR AND SENIOR HIGH SCHOOL LEVEL
IN CHESTERFIELD COUNTY, VIRGINIA
JUNE, 1967 - MAY, 1968.

A Thesis
Presented to
The Graduate Faculty of
The University of Richmond

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

Francis Wayne Poates

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VIRGINIA

July, 1968

APPROVAL SHEET

The undersigned, appointed by the Chairman of the
Department of Education, have examined this thesis by

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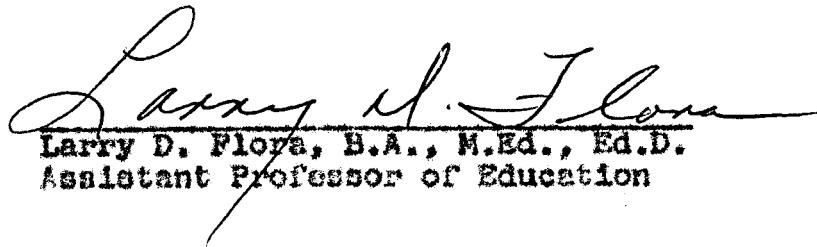
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CHAPTER I

I. THE PROBLEM

Statement of the problem. The purposes of this study are (1) to determine what percentage of the teachers employed in the intermediate and senior high schools in Chesterfield County, Virginia, are engaged in supplementary employment; (2) to determine whether those holding supplementary jobs feel there is a significant effect on one's ability to accomplish the activities associated with the regular job; (3) to determine the percentage of individuals engaged in supplementary jobs who have endeavored to grow professionally during the year; (4) to classify groups relative to those studied as to

- (a) age
- (b) sex
- (c) number of dependents
- (d) marital status
- (e) salary
- (f) need for supplementary employment
- (g) type of employment
- (h) summer vs. regular term supplementary employment
- (i) teaching experience

Importance of the study. Educational leaders recognize that a large number of public school teachers are engaged in some type of employment other than their regular teaching positions. This employment may be in a second

school job or a job outside of the school environment. The results of this supplemental job may be beneficial to the individual's daily activities, or they may be detrimental to these activities as they relate to the training of boys and girls. The quality of teaching and leadership inside and outside of the classroom could be influenced if the involvement takes place during the regular school term. It is during this period that a teacher's activities should be directed toward the art of teaching and professional growth. Supplementary employment could precipitate both good and bad public relations for the individual and for the school system, particularly if the second job is found to be in the unskilled labor classification. A supplemental job during the regular school term would seemingly infringe upon the time teachers have to improve their personal and professional growth. School administrators and the public must also consider the possible detriment to the total school program if many highly qualified and interested persons do not choose an educational career which is so poorly paid that a second job is necessary to meet the continued increase in the cost of living. When this point is considered, the entire educational system suffers by default.

II. DEFINITIONS OF TERMS USED

Teacher. The term "teacher" refers to those persons employed by the school board in a teaching position. It does not include principals, or administrative or supervisory personnel.

Supplementary employment. Supplementary employment refers to any employment from which a teacher has income other than from his regular teaching assignment.

Supplementary income. Supplementary income is considered to be any income derived from employment other than regular teaching income.

School work. This is supplementary employment within the Chesterfield County School System.

Outside work. This term refers to supplementary employment other than supplementary employment within the Chesterfield County School System.

Marital status. This term refers to the marital status of the teacher at the time of completion of the questionnaire. If one should be married at the time of completion of the questionnaire, he or she would be a married teacher for the year so far as this study is concerned.

III. HOW THE PURPOSE OF THE STUDY WAS ACCOMPLISHED

In order to accomplish the purpose established for this study, an attempt has been made to answer the following questions:

1. What percentage of the teachers in the intermediate and senior high schools of Chesterfield County are engaged in supplementary employment.
2. What effect supplementary employment has on one's ability to accomplish the duties associated with the regular teaching position.
3. What percentage of individuals involved in a supplementary job have endeavored to grow professionally during the year.
4. What characteristics, if any, identify those teachers engaged in supplementary employment relative to age, sex, number of dependents, marital status, salary, need for and type of supplementary employment, summer vs. regular term supplementary employment, and teaching experience.

IV. SCOPE OF THE STUDY

To reveal significant data relative to teacher supplementary employment, a study of this type must cover a period of at least one year. One complete school term and summer was arbitrarily decided to be of sufficient length to include in the study. The study included all public school teachers employed at the junior and senior high school level in Chesterfield County, Virginia.

V. COLLECTION OF THE DATA

Data relative to the problem of teacher supplementary

employment was collected from the Research Division of the National Education Association and from the American Educational Research Journal and the Peabody Journal of Education.

The most feasible and expeditious medium through which information relative to teacher supplementary employment was the questionnaire. The questionnaire was so designed that one could readily supply the information requested. It was divided into five parts, one of which related to each of the questions listed in the purpose of the study. Part one of the questionnaire related to personal information. Part two, concerned with supplementary employment, was divided into two sub-sections: supplementary employment during the summer of 1967 and supplementary employment during the regular 1967-68 school term. Part three listed a series of reasons for supplementary employment with space for other reasons to be supplied if none in the list was applicable. Other questions related to professional growth and teacher attitudes toward the effect supplementary employment has on the performance of regular school duties.

The questionnaire was forwarded to 604 teachers, including all regular full-time teachers in the intermediate and senior high schools in Chesterfield County. A letter of explanation, requesting cooperation accompanied the ques-

tionnaire. The questionnaire was completed and returned by 374 teachers, a response of 61.9 per cent.

It seemed that the number of responses was an adequate percentage of the total to give significant data and to justify certain conclusions.

Teachers' responses to each question were sorted by age, sex, marital status, supplementary employment during the regular 1967-68 school term, supplementary employment during summer 1967, highest degree held, salary, residence, teaching experience and professional growth. They were compiled in appropriate tables as reported in Chapters III and IV.

CHAPTER II

REVIEW OF THE LITERATURE

Throughout the nation, to supplement salaries, individuals work at second jobs in addition to their primary occupation. For the general public, the Census Bureau has found that about one worker in twenty has some employment other than his primary job.¹

For men teaching school below the college level, the Census Bureau found that one out of five had supplementary employment. For women teachers the rate was one in forty. One should not disregard the fact that many of the women teachers were married and that home management, although not "gainful employment," represents the equivalent of a second job held by a male teacher.²

The high rate of supplementary employment in teaching reflects two factors: the comparatively short hours of teaching during the day and the desire to achieve a level of living consonant with their professional status.

The story of teacher supplementary employment is not new. The stereotype of the American school teacher is rather firmly fixed in the minds of the public. The status

¹Jacob Schiffman, "Multiple Job Holders in May 1962", Monthly Labor Review, 86:516, (May, 1963).

²Ewald Turner, "Moonlighting Over the Chalkboard", National Education Association Journal, 51:29, (April, 1962).

of the teacher is that of a public servant. This, perhaps, accounts for the relative complacency with which the public views teacher efforts to make ends meet by finding supplementary employment.

Boards of education are reluctant to restrict a teacher's summer activities, and generally they have adopted a hands-off policy relative to this problem. In a Michigan study it was found that less than one teacher in ten holding a second job reported that his school district had a policy or rule to discourage the professional staff from supplementing the regular school salary. Approximately 45 per cent replied that their school districts "did not care." Forty per cent stated they did not know what their districts thought about supplementary employment. Six per cent reported that the school administration encouraged outside employment.³

In Michigan, increased cost of living appears to account primarily for teacher supplementary employment. The Michigan study (Table I) showed that 36 per cent of the total number of teachers engaged in supplementary employment did so for that reason. Of those earning outside income, 40 per cent reported that their 1960-61 school contracts were for salaries of less than \$5,000. Only 30 per cent of the remaining number who returned questionnaires

³Willia Norris and Stanley E. Hecker, "Are Michigan Educators Moonlighters?" Michigan Educational Journal, 39:4, (May, 1962).

TABLE I
 REASONS FOR EMPLOYMENT "OUTSIDE" OF
 PUBLIC SCHOOL EMPLOYMENT
 MICHIGAN SCHOOL DISTRICTS, 1960-61

<u>Reason</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Increased Cost of Living	44%	22%	36%
Desire for Improved Living Standard	28	11	22
Other Reasons	10	22	14
Contributed to Teaching Competence	5	15	9
Financial Emergency	6	11	8
Possible Retirement Work	3	6	4
Ease of Obtaining Job	2	6	3
Teaching does not give outlet	1	4	2
Possible Leaving of Teaching	1	3	2

Source: Willa Norris and Stanley E. Hecker, "Are Michigan Educators Moonlighters?" Michigan Educational Journal, Vol. 39, (May, 1962).

indicated that they earned less than \$5,000 per year under the basic 1960-61 contract. This study was based on responses to a questionnaire mailed to a sampling of 2,904 Michigan educators. Sixty-two per cent, or 1,802, of the questionnaires were completed and returned. Almost two-thirds of these who responded were women (64.2 per cent). Of these 1,158 women responding, 731 were married; of the 644 men responding, 547 were married. Twenty-eight per cent of the respondents, or 515 (355 men and 160 women), indicated they had earned income from supplementary employment during the period July 1, 1960, to June 30, 1961. Sixty-five per cent of those engaged in supplementary employment were assigned to secondary schools. The residence pattern of educators engaged in outside employment did not differ from the group not having outside employment.⁴

Significant differences in replies were observed when respondents were divided into those who held supplementary jobs in the summer only and those who held supplementary jobs during the school year. The ratio of regular session respondents who indicated an adverse effect on school work was three times greater than that among those who held second jobs only in the summer.⁵

⁴Ibid., p.2.

⁵Ibid., p.4.

The Michigan study reported 25 per cent of holders of second jobs had no dependents, whereas 48 per cent said they had one, two, or three dependents. Non-second job holders indicated that almost 60 per cent had no dependents, while only 35 per cent had one, two, or three dependents.

In West Virginia a study showed that nearly two-thirds of the male secondary public school teachers worked at second jobs during some part of the 1962-63 school year. This study covered 301 male secondary teachers in one county including the city of Charleston. Among the jobs represented were ambulance driver, exterminator, janitor, service station attendant, bus driver, parking meter repairman, gardener, and store detective.⁶

Those teachers who worked second jobs on a year-round basis earned an average of \$1,745 for 791 hours of work. Those who worked only during the winter earned an average of \$1,048 for 359 hours of extra work. Those who worked in the summer earned an average of \$1.49 per hour. The average annual income from all types of second jobs was \$1,152. This was just enough to raise the total earnings of these teachers to the national average salary for men teachers.⁷

⁶Betty Joe Lambert, "Moonlighting in Kanawha County", National Education Journal 54:21, (December, 1965).

⁷Ibid., p. 21.

The main reason indicated by the West Virginia teachers for supplementary employment was "to improve standard of living." Of those responding 91 per cent indicated that supplementary employment interfered with their professional growth. The study also indicated that 83 per cent of those who were employed in more than one position were married and had an average of 3.3 dependents. Only 69 per cent of those not engaged in supplementary employment were married, and these had an average of 2.2 dependents.⁸

A study in Georgia indicated that approximately 25 per cent of the teachers held supplementary jobs for income during the 1963-64 school year. It was found that 57.9 per cent of the male respondents as compared with 15.5 per cent of the female respondents held second jobs. This study also indicated that the proportion of teachers with two jobs decreased as age increased. For instance, there were 37.9 per cent of those under 25 years of age as compared to 14.5 per cent of those over 54 years of age who reported a supplementary job.⁹ The salary scale of these teachers also increased, thereby reducing the need for supplementary employment.

⁸Ibid., p. 21.

⁹Dayne M. Smith and Bernice Cooper, "Study of Moonlighting by Public School Teachers," American Educational Research Journal, 4:52, (January, 1967).

In New York a questionnaire was administered to several classes of graduate students enrolled in courses in education for the Master's Degree. They were professional teachers in the city or environs of Rochester, New York. Returns were received from 76 males and 86 females, a total of 162 experienced teachers. In responding to the question, "Do you work at other things than teaching?" 45 per cent of the men and 12 per cent of the women answered in the affirmative. Forty per cent of the men and 6 per cent of the women indicated that this supplementary work was necessary in order to support their families. Of the group indicating supplementary employment, 49 per cent of the men supported two or more dependents.¹⁰

The research division of the National Education Association, in a nation-wide study, found that the size of the school district appears to have no effect on the tendency for teachers to have supplementary employment during the school year. (Table II, page 14).

The table indicates that about twenty per cent of the teachers in large, medium-sized, and small districts

¹⁰Orlo L. Derby, "Teachers and Work Outside of Teaching", Peabody Journal of Education, George Peabody College, Nashville, Tennessee, 45:107-8, (September, 1967).

TABLE II
 PER CENT OF TEACHERS WHO
 HAVE EXTRA EMPLOYMENT 1960-61

TYPE OF EXTRA EMPLOYMENT	STRATUM 1/ <u>a</u> METROPOLITAN AREA	STRATA/ <u>b</u> 2-5	ALL STRATA
During School Year:			
A second school job	9.8%	6.7%	7.1%
A job outside school	12.3	16.4	15.9
Total having employment besides teaching	20.0	20.5	20.4
No second job	80.0	79.5	79.6
During Summer, 1960:			
A second school job	8.5	7.4	7.5
A job outside school	16.6	22.7	22.0
Total having one or more jobs besides teaching	22.6	28.0	27.3
No second job	77.4	72.0	72.7
Summer or School Year:			
Total having at least one of the four types of employment	28.9	34.4	33.8
Average Annual Salary	\$6,400	\$5,099	\$5,264

Source: National Education Association, "Profile of the Metropolitan Teacher," Research Bulletin, Vol. 40, No. 3, (October, 1962), p. 69.

- a Stratum 1 refers to school districts of 50,000 or more pupils each.
- b Strata 2-5 refers to school districts of less than 50,000 pupils.

have supplementary jobs. The trend indicates that as the median annual teaching salary decreases, the tendency for teachers to have summer jobs increases. It is also indicated that all teachers who have second jobs are more likely to work for an employer other than the school district. It should be noted, however, that this tendency is less for metropolitan area teachers than for teachers in general. It should also be noted that there are fewer married teachers employed in metropolitan area schools than in all other school systems. (Table III, page 16). This may be one reason for the increased number of teachers engaged in supplementary employment in smaller school districts.

In 1966 the National Education Association conducted a study entitled "The Status of the American School Teacher" by means of a questionnaire sent to a scientifically chosen probability sample of 2,600 teachers. A response of 92.7 per cent affirmed the interest of teachers in the study. The per cent of response by men and women teachers was almost identical in distribution by region, school level, and size of school system with those reported in census type national studies.¹¹

The median salary for all men classroom teachers for the year 1965-66 was \$6,300, whereas the mean salary was

¹¹National Education Association, Research Division, "The American Public School Teacher, 1965-66," Research Report 1967-R4. (Washington, D. C., The Association, 1967), p. 6.

TABLE III
 PERSONAL CHARACTERISTICS OF
 PUBLIC SCHOOL TEACHERS, 1960-61

ITEM	STRATUM 1	STRATA 2-5	ALL STRATA
Median Age in years	43	41	41
Sex:			
Men	28.1%	31.8%	31.3%
Women	71.9	68.2	68.7
Total	100.0%	100.0%	100.0%
Marital Status:			
Single	26.4%	21.7%	22.3%
Married	60.1	69.2	68.0
Widowed or Divorced	13.5	9.1	9.7
Total	100.0%	100.0%	100.0%
Median Number of Children	1	1	1

Source: National Education Association, "Profile of the Metropolitan Teacher," Research Bulletin, Vol. 40, No. 3, (October, 1962), p. 67.

- a Stratum 1 refers to school districts of 50,000 or more pupils each.
- b Strata 2-5 refers to school districts of less than 50,000 pupils.

\$6,639. The median salary for all women classroom teachers was \$5,700 as compared to a mean salary of \$6,077. (Table IV, page 19). The salary figure shown excludes extra pay for additional school duties. The mean salary for systems with pupil enrollments of 25,000 or more was \$6,970.¹²

Fifty-three per cent of all teachers responding to the study indicated some income other than their regular teacher salaries. Conversely, approximately 47 per cent received no income from sources other than their regular teacher salary. (Table V, page 20).

Table V also indicates that 76.0 per cent of men and 29.8 per cent of women teachers reported extra income earned from sources other than regular teacher salary during the period covered by the study.

Nearly 33.0 per cent of all teachers responding reported summer jobs. The percentage of men engaged in supplementary employment during the summer was 58.1 per cent as compared to 20.4 per cent of the women teachers who reported summer jobs. Over 28 per cent of those teachers responding to the study earned extra income during the school year. Of the number of teachers having supplementary income during the school year, 57.3 per cent were men and 15.1 per

¹²Ibid., p. 32.

TABLE IV
SALARY AS CLASSROOM TEACHER, 1965-66

<u>Salary interval</u>	All re- porting	Men	Women
Number of teachers reporting	2,265	712	1,553
Below \$4,000	3.0%	1.7%	3.8%
\$ 4,000-\$4,999	16.3	12.1	18.3
5,000- 5,999	32.1	26.6	34.5
6,000- 6,999	20.2	22.2	19.3
7,000- 7,999	12.5	15.8	11.1
8,000- 8,999	8.2	9.9	7.5
9,000- 9,999	4.5	6.4	3.6
10,000 or more ...	3.1	5.2	2.1
	<u>99.9%</u>	<u>99.9%</u>	<u>100.2%</u>
Median salary	\$5,900	\$6,300	\$5,700
Mean salary	6,253	6,639	6,077

SOURCE: National Education Association, Research Division, "The American Public School Teacher, 1965-66," Research Report 1967-R4, (Washington, D. C., The Association 1967) p. 32.

TABLE V
SOURCES OF EXTRA INCOME

<u>Sources of ex- tra income</u>	<u>All re- port- ing</u>	<u>Men</u>	<u>Women</u>
Number of teachers re- porting	2,344	730	1,614
Summer 1965 earnings			
Job in own school sys- tem	11.6%	20.5%	7.6%
Outside job	18.4	38.2	9.4
Federal program	4.6	5.5	4.2
Any or all of the above	32.1	58.1	20.4
School year 1965-66 ex- tra earnings			
Extra pay for extra du- ties in school pro- gram	17.2	36.4	8.5
School work other than the foregoing	5.8	12.5	2.9
Outside job	10.1	22.1	4.6
Any or all of the above	28.2	57.3	15.1
Summer and/or school year earnings, one or more types of extra jobs ...	44.2	76.0	29.8
Nonsalary income--divi- dends, rents, interests, royalties, etc.	16.9	20.7	15.2
Extra income from earnings or nonsalary sources or both	53.0	81.2	40.3

SOURCE: National Education Association, Research Division, "The American Public School Teacher, 1965-66," Research Report 1967-R4, (Washington, D. C., The Association 1967) p. 33.

cent were women. Many teachers responded that they did extra work both in the summer and in the school year. This category included 39.4 per cent of the men and 5.7 per cent of the women.¹³

Table VI shows a distribution of extra income from various sources received by teachers included in the 1965-66 study. Teachers who worked in their own school systems received a mean average of \$608. This was less than 10 per cent of the average for the school year for all teachers. (Table IV). Those who reported outside earnings in the summer received about a third more, on the average, than those who worked in their own school systems. The gap between median and mean earnings was wide in the outside summer jobs, where the median was \$500 and the mean, \$817. It should be noted that almost one-fourth of those reporting such jobs earned \$1,000 or more.

Extra pay for extra duties during the school year also resulted in relatively small earnings. The median of \$300 was less than 5 per cent of the average annual salary for all teachers, and the mean of \$392 was barely 6 per cent of the annual salary.

Table VII gives additional details relative to the

¹³Ibid., p. 33.

TABLE VI

AMOUNTS OF EXTRA INCOME RECEIVED BY
TEACHERS FROM VARIOUS SOURCES, 1965-66

Income interval	Earnings in summer 1965			Earnings in school year 1965-66		Employment income, both summer and school year	Nonsalary income (dividends, rents, etc.)
	In own school system	Outside work	All types of employ-ment ^{a/}	Extra pay for extra duties	All types of employ-ment ^{b/}		
Number reporting income of type indicated	269	415'	730	384	627	1,005	397
Below \$100	4.8%	6.5%	4.0%	15.6%	12.1%	6.1%	24.2%
\$100-199	7.4	8.2	6.2	17.2	15.2	10.0	10.6
200-299	6.3	9.2	6.7	14.8	12.4	6.7	9.6
300-399	10.8	9.4	7.9	9.9	8.1	6.8	7.3
400-499	12.3	7.0	9.7	13.0	10.5	8.3	4.3
500-599	11.5	11.1	11.4	5.2	5.3	8.2	4.5
600-699	16.0	9.2	11.4	7.0	5.7	6.8	3.8
700-799	6.3	5.8	6.4	4.4	3.8	5.1	3.8
800-899	8.6	5.1	6.7	2.9	3.5	4.3	3.0
900-999	4.5	4.6	5.8	1.8	3.0	4.3	2.3
1,000 or more	11.5	24.1	23.8	8.1	20.3	...	...
1,000-1,499 .....	...	...	...	...	...	14.4	9.3
1,500-1,999 .....	...	...	...	...	...	8.4	3.5
2,000-2,499 .....	...	...	...	...	...	4.3	3.8
2,500-2,999 .....	...	...	...	...	...	1.9	1.0
3,000 or more .....	...	...	...	...	...	4.7	9.1
	100.0%	100.2%	100.0%	99.9%	99.9%	100.3%	100.1%
<u>All reporting</u>							
Median income	\$540	\$500	\$600	\$300	\$400	\$600	\$350
Mean income	608	817	801	392	636	979	959
<u>Men</u>							
Number reporting ..	150	270	414	257	404	545	151
Median income .....	...	\$700	\$750	\$400	\$528	\$1,000	...
Mean income .....	...	995	987	482	832	1,366	...
<u>Women</u>							
Number reporting ..	119	145	316	127	223	460	246
Median income .....	...	...	\$500	...	\$190	\$430	...
Mean income .....	...	...	557	...	281	519	...

^{a/} Includes columns 2 and 3, and income from federal programs, reported by 103 teachers.

^{b/} Includes column 5, and income from other types of work in school system, reported by 129 teachers, and outside jobs, reported by 219 teachers.

SOURCE: National Education Association, Research Division, "The American Public School Teacher, 1965-66," Research Report 1967-R4, (Washington, D. C., The Association 1967), p. 34.

TABLE VII
 TYPES OF WORK IN
 EARNING EXTRA INCOME

<u>Type of work</u>	<u>All re- porting</u>	<u>Men</u>
<u>Job in Own system, summer 1965</u>		
Number reporting	272	150
Teaching or tutoring	79.0%	...
School maintenance work .	5.5	...
Curriculum work	5.5	...
School recreation group .	4.4	...
Supervision	1.8	...
Programming	0.4	...
Miscellaneous	3.3	...
	99.9%	
<u>Outside job, summer 1965</u>		
Number reporting	431	279
Recreation work	23.7%	22.6%
Sales and retail work ...	15.5	14.0
Clerical-secretarial	11.8	5.0
Teaching or tutoring	9.3	6.5
Building trades	8.8	13.6
Farming	4.6	6.5
Military service	1.4	2.2
Miscellaneous	24.8	29.7
	99.9%	100.1%
<u>Extra duties for extra pay in own system, school year 1965-66</u>		
Number reporting	403	266
Coaching, recreation, athletics	55.6%	70.3%
Drama, music	11.4	10.9
Administration, super- vision	7.2	6.0
Work with student teachers	6.0	1.1
Special school duty	5.7	2.3
Club sponsor	5.5	3.4
Publications	3.7	2.3
Miscellaneous	5.0	3.8
	100.1%	100.1%

SOURCE: National Education Association, Research Division, "The American Public School Teacher, 1965-66," Research Report 1967-R4, (Washington, D. C. The Association 1967), p. 35.

type of supplementary employment teachers were engaged in during the summer 1965. Teaching or tutoring was the primary job in which 79 per cent of the teachers were engaged within the school system. Fifty-one per cent of those who worked at outside summer jobs were in recreation programs, sales, or clerical work. Thirteen per cent of the men worked in the building trades. Of those who performed extra duties for pay during the 1965-66 school year, almost 56 per cent of all reporting participated in an athletic or recreation program. Over 70 per cent of the men were involved in this type of job.

Table VIII gives the age distribution for the teachers responding to the 1965-66 study. Three percentage distributions are given in the table, one for all teachers, one for men, and one for women. The median age for men is 33.0 years and the mean age is 35.0 years. For women the median age is 40.0 years and the mean age is 40.5 years. The teaching staff of the secondary schools was comprised of 54.2 per cent men and 45.8 per cent women.

The 1965-66 study conducted by the Research Division of the National Education Association reported the following information relative to the family status of teachers in general.¹⁴

¹⁴Ibid., p. 39.

TABLE VIII
AGE OF TEACHERS

<u>Years of age</u>	<u>All report- ing</u>	<u>Men</u>	<u>Women</u>
Number of teachers reporting	2,301	725	1,576
Under 25 years	16.2%	11.0%	18.6%
25-29	17.7	27.6	13.2
30-34	11.8	18.2	8.9
35-39	11.0	14.8	9.2
40-44	8.2	11.4	6.7
45-49	9.3	6.8	10.5
50-54	9.0	4.3	11.1
55-59	10.2	3.4	13.3
60-64	5.6	2.3	7.1
65-69	1.0	0.1	1.4
70 or more .....	...	...	0.1
	100.0%	99.9%	100.1%
Median	36.0	33.0	40.0
Mean	38.7	35.0	40.5

SOURCE: National Education Association, Research Division, "The American Public School Teacher, 1965-66," Research Report 1967-R4, (Washington, D. C., The Association 1967), p. 37.

TABLE IX

EVALUATION OF PROFESSIONAL GROWTH ACTIVITIES
DURING THE YEARS 1964-66

Activity participated in during past three years	Percents based on all 2,344 reporting		Percents based only on those reporting the activity			
	Great contri- bution	Total re- porting the ac- tivity	Number report- ing	Great contri- bution	Some contri- bution	Little or no contri- bution
Educative travel (other than sabbatical leave)	11.6%	28.5%	668	40.7%	41.5%	17.8%
Workshop sponsored by school system						
During school year	11.3	58.8	1,378	19.2	60.2	20.6
During summer	5.2	21.0	492	24.8	44.3	30.9
Curriculum committee	6.4	34.2	802	18.7	57.9	23.4
Committee or assignment other than curriculum	6.3	40.8	956	15.4	59.1	25.5
Faculty meetings	11.0	84.5	1,980	13.0	59.2	27.8
University extension courses	13.4	32.8	769	40.8	44.5	14.7
College courses on campus						
During school year						
Education courses	11.6	35.2	825	33.0	44.6	22.4
Other than education	14.8	34.7	813	42.7	39.5	17.8
During summer						
Education courses	15.7	35.5	832	44.2	36.9	18.9
Other than education	16.7	33.3	781	50.2	34.2	15.6
Professional growth activities sponsored by professional association ..	10.3	43.9	1,029	23.4	58.1	18.5
Professional reading on own initiative	32.2	77.7	1,821	41.5	56.0	2.6
Educational television programs	10.2	48.6	1,139	21.0	62.3	16.7

SOURCE: National Education Association, Research Division, "The American Public School Teacher, 1965-66," Research Report 1967-R4, (Washington, D. C., The Association 1967), p. 31.

of the quality of work in the classroom.

Teachers in the 3-9 year experience category show a greater interest in enrolling in college courses--almost 80 per cent. (Table X, page 29). More than 50 per cent of all teachers reported some type of college study. Nearly 76 per cent of all men, as compared to 67.6 per cent of all women, enrolled in a college study during the period.

"Opportunity in position" could account for the greater percentage of men enrolled in college study. The current trend in teacher salary scales provides supplements for those teachers who show evidence of formal professional growth. The study also indicated that 36.9 per cent of secondary school men teachers have been awarded a master's or higher degree as compared with 25.7 per cent of secondary school women teachers.

TABLE X
 COLLEGE STUDY DURING PRECEDING THREE YEARS
 REPORTED BY TEACHERS WITH THREE OR MORE YEARS
 OF EXPERIENCE

<u>Groups of teachers</u>	<u>Number reporting</u>	<u>Reporting any type of college study</u>	<u>Taking courses during school year (including extension)</u>	<u>Taking courses during summer</u>
All teachers reporting	1,902	70.2%	58.6%	48.6%
Men	598	75.9	62.5	57.7
Women	1,304	67.6	56.8	44.5
Elementary-school	1,023	67.4	57.2	44.5
Secondary-school	879	73.6	60.3	53.5
3-9 years' experience	842	79.7	67.2	58.6
10-19 years' experience	559	69.8	56.5	46.7
20 or more years' experience	501	54.9	46.5	34.1

SOURCE: National Education Association, Research Division, "The American Public School Teacher, 1965-66," Research Report 1967-R4, (Washington, D. C., The Association 1967), p. 31.

CHAPTER III

PROCEDURES AND RESULTS OF THE STUDY

As stated in Chapter I, a questionnaire was sent to all public school teachers employed at the junior and senior high school level in Chesterfield County, Virginia. A copy of this questionnaire is included in the appendix.

Questionnaires were sent to 604 teachers. Of the 374 teachers who responded to the questionnaire 172 were engaged in some type of supplementary employment during the period June, 1967 - May, 1968.

Of the men teachers responding, 73.8 per cent had supplementary employment of some nature during the period covered by the study. Likewise, 32.8 per cent of the women teachers had supplementary employment. Of the total number of teachers responding, 46.0 per cent had supplementary employment.

The results of the question relative to annual salary are presented in Table XI, page 31.

Examination of the data in Table XI shows that 85.5 per cent of the men and 87.8 per cent of the women who had supplementary employment received an annual teaching salary less than \$7,000. The table also shows that the annual salary of 51.2 per cent of those teachers was in the \$5,000-\$6,000 range. It should also be stated at this point that

TABLE XI

SALARY RANGE OF 172 PUBLIC SCHOOL TEACHERS OF
CHESTERFIELD COUNTY, VIRGINIA, WHO HAD SUPPLEMENTARY
EMPLOYMENT DURING THE PERIOD JUNE, 1967 - MAY, 1968

<u>Teaching Salary</u>	<u>Men</u>	<u>%</u>	<u>Women</u>	<u>%</u>
\$3500-4000	-	-	-	-
\$4000-5000	1	1.1	-	-
\$5000-6000	36	40.0	48	58.5
\$6000-7000	40	44.4	24	29.3
\$7000-8000	13	14.4	10	12.2
\$8000-9000	0	-	0	e
Total Reporting	90	99.9	82	100.0

the effective buying income per household in Chesterfield County for the year 1965 was \$9,239.¹⁶

The fundamental requisite to good schools is a high quality of teacher personnel. Obtaining and retaining good teachers is related in the long term to what they can be paid. With a few exceptions the public will get the quality for which it is willing to pay. Teacher salaries may be considered more than an element of teacher welfare; they should also be considered as a part of community, state and national welfare. The teacher, like other respected citizens in a community, must be able to meet the economic demands placed upon him. He may be genuinely interested in his work, but it is difficult for him to put forth his maximum professional effort when his income is insufficient to provide for his essential needs. Salaries must be higher than the subsistence level if the teacher is to obtain his proper status and dignify professional teaching. The teacher must be able to maintain a standard of living commensurate with his preparation and at least equal to that of other cultured members of the community.

The reasons given by teachers for supplementary employ-

¹⁶Virginia Education Association, "1965 Effective Buying Income per Household with 1966-67 Salary Schedules for Teachers and 1964-65 Cost of Education per Pupil ADA," VEA Research Service, Bulletin VEA-R47, Richmond, Va. (July, 1966).

ment are presented in Table XII, on page 34.

Of the teachers responding, 49.4 per cent indicated that they had supplementary employment in order to improve living standards. "To provide bare essentials" was the reason given by 29.1 per cent. Thirteen or 7.6 per cent indicated financial emergency as the reason for supplementary employment.

To finance education was the reason given by 29 or 16.9 per cent. Of the respondents, 5.8 per cent indicated that supplementary employment contributed to teacher confidence. Thirteen or 7.6 per cent indicated that supplementary employment served as an outlet from teaching.

Of those responding to the questionnaire, no responses were received for retirement work as a reason for supplementary employment. This was understandable since the median age for all teachers who had supplementary employment was 27.1 years and mean age was 31.1 years. (Table XXII, page 51).

Only 5 or 2.9 per cent of the teachers responding indicated leaving of teaching as a reason for supplementary employment.

Space labeled "Other Reasons" was provided for the teachers to indicate any reason not listed in the questionnaire. Only two teachers made comments in this category. One stated that he wished to finance trips, and the other wanted to have "something to do."

TABLE XII

REASON GIVEN BY 172 PUBLIC SCHOOL TEACHERS OF
CHESTERFIELD COUNTY, VIRGINIA FOR SUPPLEMENTARY EMPLOYMENT

Reason	Number Checking This Item	Percentage
To improve living standards	85	49.4
To provide bare essentials	50	29.1
Financial emergency	13	7.6
Finance education	29	16.9
Contributing to teacher confidence	10	5.8
Outlet from teaching	13	7.6
Possible retirement work	-	-
Possible leaving of teaching	5	2.9
Ease of obtaining a job	1	0.6
Other reasons	2	1.2

Many teachers checked more than one item as a reason for supplementary employment.

Table XIII, page 36, gives data relative to the area of residence of teachers who had supplementary employment. It is significant that 104 or 60.5 per cent of the teachers reside in Chesterfield County. The fact that Chesterfield County is highly industrialized and is located adjacent to a metropolitan area greatly influences the availability of employment opportunities to interested teachers.

This portion of the study will be concerned with those teachers who find it necessary to seek summer employment in addition to regular employment during the school year.

Table XIV, page 37, shows data on the type of job reported by respondents as sources of income beyond their annual salaries for full-time teaching during the summer of 1967. By combining similar items, the total was reduced to 18 types of work. The jobs were recorded in the tabulation for "job in school system" and "job outside the school system." Some of the work was done on a regular schedule, other jobs were held irregularly. It was found that 145 teachers, or 84 per cent of the total number of teachers having supplementary employment, worked during the summer. The number also represents 38.8 per cent of all teachers who responded to the questionnaire.

TABLE XIII

DISTRIBUTION OF 172 PUBLIC SCHOOL TEACHERS OF
 CHESTERFIELD COUNTY, VIRGINIA, WHO HAD SUPPLEMENTARY
 EMPLOYMENT DURING THE PERIOD JUNE, 1967-MAY, 1968
 ACCORDING TO AREA OF RESIDENCE

<u>Location</u>	<u>Number</u>	<u>%</u>	<u>Men</u>	<u>%</u>	<u>Women</u>	<u>%</u>
Richmond	33	19.2	15	16.7	18	22.0
Chesterfield Co.	104	60.5	59	65.6	45	54.9
Other City	13	7.6	6	6.7	7	8.5
Other County	<u>22</u>	<u>12.8</u>	<u>10</u>	<u>11.1</u>	<u>12</u>	<u>14.6</u>
Total	172	100.1	90	100.1	82	100.0

TABLE XIV

TYPES OF WORK ENGAGED IN BY 145 PUBLIC SCHOOL
TEACHERS OF CHESTERFIELD COUNTY, VIRGINIA
IN EARNING SUPPLEMENTARY INCOME DURING THE
SUMMER OF 1967

Type Work	Total Number	%	Men	%	Women	%
<u>Job In The School System</u>						
Teaching or Tutoring	49	67.1	21	72.4	28	63.6
Driver Education	3	4.1	3	10.3	-	-
Secretarial & Clerical	11	15.1	-	-	11	25.0
Curriculum Work	2	2.7	1	3.4	1	2.3
Red Cross	1	1.4	-	-	1	2.3
Recreation	2	2.7	1	3.4	1	2.3
U.S. Govt. Programs	4	5.5	2	6.9	2	4.5
School Maintenance	1	1.4	1	3.4	-	-
Total Number	73	100.0	29	99.8	44	100.0
<u>Job Outside The School System</u>						
Teaching or Tutoring	7	8.8	3	5.3	4	17.4
Sales & Retail	18	22.5	15	26.3	3	13.0
Secretarial & Clerical	10	12.5	2	3.5	8	34.8
Recreation	16	20.0	14	24.6	2	8.7
Motel Work	1	1.3	1	1.8	-	-
U.S. Government	1	1.3	-	-	1	4.3
Factory Work	1	1.3	-	-	1	4.3
Banking	2	2.5	1	1.8	1	4.3
Camp Counselor	1	1.3	-	-	1	4.3
Hospital	1	1.3	-	-	1	-
Building Trades	7	8.8	7	12.3	-	-
Military Service	4	5.0	4	7.0	-	-
Bus or Truck Driver	4	5.0	4	7.0	-	-
Research	2	2.5	2	3.5	-	-
Miscellaneous	5	6.3	4	7.0	1	4.3
Total Number	80	100.4	57	100.1	23	99.7

Note: Some teachers held more than one job.

The study shows that many of the job titles represent unskilled or semi-skilled labor. It is difficult to realize that these are the jobs that teachers often find themselves forced to accept in order to continue teaching and support their families at the same time.

The job category with the greatest number of reported jobs is teaching or tutoring during the summer of 1967 within the school system. For those reporting, 72.4 per cent were men and 63.6 per cent were women. It should be noted that all responses under this heading represent extension of the teachers' regular work into summer programs.

Sales and retail work received the highest response for work outside the school system. Twenty-six per cent of the men and 13.0 per cent of the women were engaged in this type of work.

Recreation received the second highest response for work outside the school system. Twenty per cent of those having jobs outside the school system were engaged in recreation.

Table XV, page 39, shows a distribution of income received by teachers from supplementary employment during the summer, 1967.

Teachers who worked in the school system received a

TABLE XV

INCOME RECEIVED BY 145 PUBLIC SCHOOL TEACHERS OF
CHESTERFIELD COUNTY, VIRGINIA FROM SUPPLEMENTARY
EMPLOYMENT DURING THE SUMMER, 1967

Income Interval	School Work		Outside Work		School and Outside Work	
		%		%		%
0-99	-	-	1	1.3	1	0.7
100-199	2	2.9	1	1.3	3	2.1
200-299	2	2.9	4	5.3	6	4.1
300-399	-	-	4	5.3	4	2.8
400-499	1	1.4	3	4.0	4	2.8
500-599	3	4.3	10	13.3	13	9.0
600-699	10	14.3	8	10.7	18	12.4
700-799	4	5.7	8	10.7	12	8.3
800-899	37	52.9	9	12.0	46	31.9
900-999	3	4.3	4	5.3	7	4.8
1000-1499	5	7.1	17	22.7	22	15.2
1500-1999	1	1.4	2	2.6	3	2.1
2000-2499	2	2.9	1	1.3	3	2.1
2500-2999	-	-	-	-	-	-
3000-3499	-	-	1	1.3	1	0.7
3500-3999	-	-	1	1.3	1	0.7
4000-4999	-	-	1	1.3	1	0.7
Number Reporting	70	100.1	75	99.7	145	100.2
Median	834		780		824	
Mean	806		941		895	

Note: Some teachers had supplementary income from more than one category.

median income of \$834 and mean income of \$806. Those who reported outside earnings in the summer received a median income of \$780 and a mean income of \$941. It should be noted that 23 or approximately one-third of the respondents received \$1000 or above for outside summer work. This explains the gap between the median and mean wage for this group. Teachers who worked during the summer received salaries which were more than 10 per cent of their annual teacher salary. The salary in Chesterfield County for teaching in summer is \$800. This is the reason why over 50 per cent of the summer salaries fell in the \$800-\$899 range.

Table XVI, page 41, reveals data relative to the types of work engaged in by 105 teachers as sources of income beyond their regular salaries during the school term, 1967-68. This figure represents 61.0 per cent of all teachers having supplementary employment. Of the total number of respondents 69.9 per cent were men and 30.1 were women. The ratio of men to women having supplementary employment during the school term is 3.3 to 1. Of the teachers responding, 65.9 per cent of the men and 50 per cent of the women worked in athletic and recreation programs within the school system. This again is an extension of the teachers' regular work after school hours in extra curricular programs for which pay supplements are provided by the school board.

TABLE XVI

TYPES OF WORK ENGAGED IN BY 105 TEACHERS OF
CHESTERFIELD COUNTY, VIRGINIA, IN EARNING
SUPPLEMENTARY INCOME DURING THE 1967-68 SCHOOL TERM

<u>Type Work</u>	<u>Number</u>	<u>%</u>	<u>Men</u>	<u>%</u>	<u>Women</u>	<u>%</u>
<u>Job in School System:</u>						
Athletics & Recreation	38	61.3	29	65.9	9	50.0
Driver Education	6	9.7	6	13.6	-	-
Band, YMCA, Drama	5	8.1	4	9.1	1	5.6
Census	5	8.1	4	9.1	1	5.6
Stage Repair	1	1.6	1	2.3	-	-
Teaching or Tutoring	7	11.3	-	-	7	38.9
Total Number	62	100.1	44	100.0	18	100.1
<u>Job Outside School System:</u>						
Recreation	2	3.9	2	5.7	-	-
Sales & Retail	8	15.7	7	20.0	1	6.3
Clerical & Secretarial	3	5.9	1	2.9	2	12.5
Teaching or Tutoring	12	23.5	7	20.0	5	31.3
Building Trades	3	5.9	3	8.6	-	-
Waitress	2	3.9	-	-	2	12.5
Social Work	1	2.0	-	-	1	6.3
Church Music	6	11.8	2	5.7	4	25.0
Writing	4	7.8	4	11.4	-	-
Military	2	3.9	2	5.7	-	-
Miscellaneous	8	15.7	7	20.0	1	6.3
Total Number	51	100.0	35	100.0	16	100.2

Note: Some teachers held more than one job.

Of those responding to jobs outside the school system during the school term, 23.5 per cent were involved in teaching. These teachers were instructors in various night and adult education programs which were being conducted in the area.

Of those responding to sales and retail work, 20.0 per cent were men and 6.3 per cent were women.

Of the jobs listed by those responding to work outside the school during the school year, 47.1 per cent were in the unskilled or semi-skilled job classification. The miscellaneous group comprised 15.7 per cent of this figure. Job titles that were combined and listed under miscellaneous included bus drivers, photographer, dance instructor, motel clerk, cook, service station attendant, and radio announcer.

The study reveals that of all teachers responding to the questionnaire, 28.1 per cent had supplementary employment during the school term. One hundred five teachers or 61.0 per cent of all teachers having supplementary employment did so during the school term.

Table XVII, page 43, shows a distribution of income received by teachers from supplementary employment during the school term, 1967-68.

The teachers who worked within the school system received a median salary of \$364. The mean salary for

TABLE XVII

INCOME RECEIVED BY 105 PUBLIC SCHOOL TEACHERS OF
CHESTERFIELD COUNTY, VIRGINIA FROM SUPPLEMENTARY EMPLOYMENT
DURING THE SCHOOL TERM, 1967-1968

Income Interval	School Work		Outside Work		School and Outside Work	
		%		%		%
0-99	2	3.4	2	4.3	4	3.8
100-199	2	3.4	5	10.9	7	6.7
200-299	19	32.2	3	6.5	22	21.0
300-399	10	16.9	2	4.3	12	11.4
400-499	6	10.2	3	6.5	9	8.6
500-599	4	6.8	4	8.7	8	7.6
600-699	4	6.8	2	4.3	6	5.7
700-799	-	-	-	-	-	-
800-899	1	1.7	3	6.5	4	3.8
900-999	2	3.4	5	10.9	7	6.7
1000-1499	3	5.1	4	8.7	7	6.7
1500-1999	3	5.1	5	10.9	8	7.6
2000-2499	3	5.1	3	6.5	6	5.7
2500-2599	-	-	1	2.2	1	1.0
3000-3499	-	-	1	2.2	1	1.0
3500-3999	-	-	-	-	-	-
4000-4999	-	-	3	6.5	3	2.9
Number Reporting	59	100.1	46	99.9	105	100.2
Median	364		766		482	
Mean	587		1183		848	

Note: Some teachers had supplementary income from more than one category.

this group was \$587. It should be noted that 29 or 49.1 per cent of the respondents reported income between \$200 and \$399. This group included most of the athletic coaches who drew supplementary income. At the upper level, 9 or 15.3 per cent reported income of \$1000 or more. This group included driver education teachers who taught before school in the morning and in the afternoon after school closed.

The median salary for those who had supplementary employment outside the school system was \$766 and the mean salary was \$1183.

Table XVIII, page 45, shows the distribution of wages received by teachers for supplementary employment during the summer and during the school year.

The median wage was \$887 and the mean wage was \$1156. Table XVIII reveals that 41.7 per cent of all teachers having supplementary employment had income of \$1000 or above during the period covered by the study.

Table XIX, page 46, shows the distribution of total family income of the 172 teachers who have supplementary employment. The table is broken down into married men and women and single men and women. Those teachers who were widowed, separated, or divorced were included under the heading "Other."

TABLE XVIII

TOTAL INCOME RECEIVED BY 172 PUBLIC SCHOOL TEACHERS
OF CHESTERFIELD COUNTY, VIRGINIA FROM SUPPLEMENTARY
EMPLOYMENT DURING THE PERIOD JUNE, 1967-MAY, 1968

<u>Income Interval</u>	<u>Number</u>	<u>Percentile</u>
0-99	1	0.6
100-199	6	3.5
200-299	10	5.8
300-399	4	2.3
400-499	6	3.5
500-599	4	2.3
600-699	15	8.7
700-799	12	7.0
800-899	32	18.6
900-999	10	5.8
1000-1499	34	19.8
1500-1999	18	10.5
2000-2499	9	5.2
2500-2999	2	1.1
3000-3499	4	2.3
3500-3999	2	1.1
4000-4999	<u>3</u>	<u>1.7</u>
Number Reporting	172	99.8
Median	887	
Mean	1156	

Note: Some teachers had supplementary income from more than one category.

TABLE XIX

TOTAL FAMILY INCOME FROM SALARIES OF 172 PUBLIC SCHOOL
TEACHERS OF CHESTERFIELD COUNTY, VIRGINIA, WHO HAD
SUPPLEMENTARY INCOME DURING THE PERIOD MAY, 1967-JUNE, 1968*

Income Interval	<u>MARRIED</u>				<u>SINGLE</u>				(a)	
	Men	%	Women	%	Men	%	Women	%	Other	%
4500-4999	-	-	-	-	1	6.3	-	-	-	-
5000-5999	9	12.5	4	10.5	10	62.5	24	63.2	3	37.5
6000-6999	13	18.1	-	-	3	18.8	8	21.1	4	50.0
7000-7999	8	11.1	2	5.3	2	12.5	6	15.8	1	12.5
8000-8999	2	2.8	-	-	-	-	-	-	-	-
9000-9999	4	5.6	1	2.6	-	-	-	-	-	-
10000-10999	5	6.9	-	-	-	-	-	-	-	-
11000-11999	16	22.2	6	15.8	-	-	-	-	-	-
12000-12999	16	8.3	4	10.5	-	-	-	-	-	-
13000-13999	3	4.2	6	15.8	-	-	-	-	-	-
14000-14999	6	8.3	5	13.2	-	-	-	-	-	-
15000-15999	-	-	5	13.2	-	-	-	-	-	-
16000-16999	-	-	2	5.3	-	-	-	-	-	-
17000-17999	-	-	1	2.6	-	-	-	-	-	-
18000-18999	-	-	2	5.3	-	-	-	-	-	-
Number Reporting	72	100.0	38	100.1	16	100.1	38	100.1	8	100.0
Median	10,000		13,332		5,700		5,792		6,249	
Mean	9,555		12,736		5,890		6,026		6,250	

a - Includes those teachers who are widowed, separated or divorced.

* - This table does not include non-salary income.

It should be noted that of those responding, 84.1 per cent of the men and 50 per cent of the women were married. Table XX, page 48, shows that 43.6 per cent of all teachers responding had one or more dependents other than themselves.

Of the married respondents 50.1 per cent of the men and 18.4 per cent of the women had a total family income of less than \$10,000. All teachers in the single or other classification had total salary incomes of less than \$8,000.

One is reminded that these professional people are working and living in an area in which the average family buying income is above \$9,200.

The mean family income for married teachers was \$9,555 for men and \$12,736 for women. The \$3,181 gap is explained by the fact that the women are married to men either at the top of the teacher salary scale or to men outside the teaching field for which the monetary reward is greater.

The median family income for single men was \$5,700 and the mean family income was \$5,890. For single women the median was \$5,792 and the mean was \$6,026.

TABLE XX

NUMBER OF DEPENDENTS OTHER THAN SELF OF
 172 PUBLIC SCHOOL TEACHERS OF CHESTERFIELD COUNTY, VIRGINIA
 WHO HAD SUPPLEMENTARY EMPLOYMENT DURING PERIOD
 JUNE, 1967-MAY, 1968

<u>Item</u>	<u>All Teachers</u>	<u>%</u>	<u>Men</u>	<u>%</u>	<u>Women</u>	<u>%</u>
None	97	56.4	41	45.6	56	68.3
One	31	18.0	22	24.4	9	11.0
Two	23	13.4	13	14.4	10	12.2
Three	15	8.7	11	12.2	4	4.9
Four or more	<u>6</u>	<u>3.5</u>	<u>3</u>	<u>3.3</u>	<u>3</u>	<u>3.7</u>
Total	172	100.0	90	99.9	82	100.1

In the questionnaire a space was provided for respondents to check whether or not their spouse worked. Of the married teachers responding, 60 per cent of the men and 86.8 per cent of the women indicated that their spouse worked full time.

Table XXI, page 50, shows marital status of teachers responding to the questionnaire.

Of the 172 teachers involved in supplementary employment, 80 per cent of the men and 46.3 per cent of the women were married.

The age distribution of teachers responding to the questionnaire is presented in Table XXII on page 51.

Of those responding, 21.1 per cent of the men and 39.0 per cent of the women fall in the age group of 21-24 years. Almost 39 per cent of the men and 26.8 per cent of the women are in the age group of 25-29 years. A closer study shows that 62.8 per cent of all teachers engaged in supplementary employment in Chesterfield County are under 30 years of age.

This may be explained by the fact that these teachers have from one to less than eight years of teaching experience. It is the group of young teachers which is found at the lower end of the salary scale. They would be expected to have a greater need for supplementary income.

TABLE XXI
MARITAL STATUS

Percentage distribution of 172 public school teachers of Chesterfield County, Virginia, who had supplementary employment during the period June, 1967-May, 1968 relative to marital status.

	<u>Classification</u>	<u>Number</u>	<u>Percentage</u>
Men:	Married	72	80.0
	Single	16	17.8
	Widowed, Divorced, Separated	2	2.2
	Total Men	<u>90</u>	<u>100.0</u>
Women:	Married	38	46.3
	Single	38	46.3
	Widowed, Divorced, Separated	6	7.3
	Total Women	<u>82</u>	<u>99.9</u>

TABLE XXII

AGE DISTRIBUTION OF 172 PUBLIC SCHOOL TEACHERS
OF CHESTERFIELD COUNTY, VIRGINIA, WHO HAD
SUPPLEMENTARY EMPLOYMENT DURING THE PERIOD
JUNE, 1967-MAY, 1968

<u>Age</u>	<u>Number</u>	<u>%</u>	<u>Men</u>	<u>%</u>	<u>Women</u>	<u>%</u>
21-24	51	29.7	19	21.1	32	39.0
25-29	57	33.1	35	38.9	22	26.8
30-34	24	14.0	15	16.7	9	11.0
35-39	12	6.9	7	7.8	5	6.1
40-44	10	5.8	5	5.6	5	6.1
45-49	8	4.7	4	4.4	4	4.9
50-54	4	2.3	2	2.2	2	2.4
55-59	3	1.7	1	1.1	2	2.4
60-64	2	1.2	1	1.1	1	1.2
65-69	1	0.6	1	1.1	-	-
Total	<u>172</u>	<u>100.0</u>	<u>90</u>	<u>100.0</u>	<u>82</u>	<u>99.9</u>
Median Age	27.1		27.7		26.0	
Mean Age	31.1		31.6		30.6	

Of those responding, the median age for men was 27.7 years and for women the median age was 26.0 years. The mean age for men was 31.6 years and for women the mean age was 30.6 years.

The results of the question on teaching experience in the questionnaire are presented in Table XXIII, on page 53. Of all teachers responding, 47.1 per cent are found in 1-3 year grouping. This includes 42.2 per cent of the men and 52.4 per cent of the women teachers. For both men and women, as age and experience increases, the number involved in supplementary employment decreases.

This further substantiates that teachers seek supplementary income while on the lower end of the salary scale. Once experience and a higher salary has been gained, the need for supplementary employment decreases in proportion to length of experience. The gain of a working spouse also helps to alleviate the need for supplementary income.

It should be pointed out that only 25 respondents with ten or more years of experience had supplementary employment. The figure represents 13.9 per cent of the total number of teachers who responded, as having supplementary employment.

Replies were obtained concerning the effect of supplementary employment on regular school duties from 145 teachers

TABLE XXIII

DISTRIBUTION OF 172 PUBLIC SCHOOL TEACHERS OF
CHESTERFIELD COUNTY, VIRGINIA, WHO HAD SUPPLEMENTARY
EMPLOYMENT DURING THE PERIOD JUNE, 1967-MAY, 1968
ACCORDING TO YEARS OF TEACHING EXPERIENCE

<u>Years Experience</u>	<u>Number</u>	<u>%</u>	<u>Men</u>	<u>%</u>	<u>Women</u>	<u>%</u>
1-3	81	47.1	38	42.2	43	52.4
4-6	45	26.2	28	31.1	17	20.7
7-9	22	12.8	13	14.4	9	11.0
10-19	19	11.0	11	12.2	8	9.8
20-24	5	2.9	0	-	5	6.1
Total	<u>172</u>	<u>100.0</u>	<u>90</u>	<u>99.9</u>	<u>82</u>	<u>100.0</u>
Median Exp.	3.33		3.75		2.9	
Mean Exp.	5.5		5.3		5.7	

who held second jobs. This information was tabulated and presented in Table XXIV on page 55.

Only nine respondents indicated a great adverse effect as a consequence of holding a second job. Twenty-eight, or 19.3 per cent indicated little adverse effect. It is interesting to note that 28.3 per cent of the respondents indicated that the holding of a second job produced a favorable effect toward their regular duties. Of those who responded, almost three of every four teachers responding, replied that the holding of a second job had no adverse effect or a favorable effect on regular assigned school duties.

One respondent indicated that supplementary employment had a great adverse effect on home and family life, but except for being tired it did not effect school duties.

Table XXV, page 56, shows a listing of professional growth activities in which 140 of the teachers having supplementary employment were engaged during the period June, 1967-May, 1968. Of all teachers having supplementary employment, 81.4 per cent indicated some evidence of professional growth. Of the 140 teachers 68.5 per cent either attended summer school or completed night or extension courses. Some teachers responded to both items. Opportunity for advancement could account for the strong interest of teachers enrolling in college courses. It was previously established that 62.8 per cent of the teachers having supplementary employment

TABLE XXIV
 THE OPINION OF 145 TEACHERS AS TO THE
 EFFECT SUPPLEMENTARY EMPLOYMENT HAS ON REGULAR SCHOOL DUTIES

<u>Degree</u>	<u>Number Checking This Item</u>	<u>Percentage</u>
Great adverse effect	9	6.2
Little adverse effect	28	19.3
No adverse effect	67	46.2
Favorable effect	41	28.3
Total	<u>145</u>	<u>100.0</u>

Note: Not every teacher engaged in supplementary employment indicated a response to this item. The table indicates those who answered the question.

TABLE XXV

PROFESSIONAL GROWTH AS REPORTED BY 140 PUBLIC SCHOOL
TEACHERS OF CHESTERFIELD COUNTY, VIRGINIA DURING THE
PERIOD JUNE, 1967-MAY, 1968

<u>Activity</u>	<u>Total</u>		<u>Men</u>		<u>Women</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Attended summer school	38	27.1	27	71.0	11	29.0
Completed night or extension courses	58	41.4	39	67.2	19	32.8
Attended non-required workshops	29	20.7	19	65.5	10	34.5
Educational Travel	15	10.7	7	46.7	8	53.3

Note: Not every teacher having supplementary employment indicated a response to this question. The table indicates those who answered the question.

were less than 30 years of age (Table XXII, page 51). It is this age group of teachers that one expects to improve in professional growth, particularly if they plan to continue working the educational field.

One question on the questionnaire reads: "Has supplementary employment interfered with your professional growth?" A response to this question was made by 111 teachers who had supplementary employment, 56 men and 55 women. Of these, 41.1 per cent of the men and 18.2 per cent of the women responded "yes" to the question. This points to the fact that more teachers would become involved in professional growth activities if time were available. In this respect the adverse effect of supplementary employment is again brought into focus.

The study showed that of the 172 teachers engaged in supplementary employment, 92.4 per cent had been awarded a Bachelor's Degree. The Master's Degree had been awarded to 6.4 per cent of the respondents.

CHAPTER IV

SUMMARY AND CONCLUSIONS

This survey was accomplished by sending a questionnaire to 604 public school teachers employed in the junior and senior high schools of Chesterfield County, Virginia. A response was received from 374 of the 604 teachers. Of this number, 172 teachers had some type of supplementary employment during the period June, 1967-May, 1968.

The primary purpose of a study of the problem of teacher-supplementary employment is to determine the reasons for and the extent of its practice. When questioned about supplementary employment among teachers of the division, the administration will usually answer by saying that teachers have a second job in order to improve living standards or to meet financial crises. The administration will not be able, however, to tell what percentage of teachers are engaged in supplementary employment or the effect that supplementary employment has on the total school program.

In a society such as that found in America, a contract does not limit the activities of either party beyond the fulfillment of its specific terms. In all areas of endeavor, private or public, the proportion of a party's time required

by the contracted obligation varies, and in both areas questions as to adequacy of performance have to be solved by law, personal integrity, or ethical standards. The question of freedom, however, beyond the fulfillment of the contract is constant and is cherished as an individual right.

It is not surprising to find that some teachers engage in what seems to be an accepted practice of earning on the side, or in what is commonly called "moonlighting." The moral principle involved is the same as in all areas of work; the individual must fulfill the obligation of the contract, written or implied, for which he is being paid; and beyond that he is free to use his surplus energy in pursuits of his own choice.

If one were to speculate as to the basic causes for the general practice of seeking ways to supplement primary income, he would mention several inter-related aspects of life in our society today. First, there is the drift toward materialism with its emphasis upon wealth and things money can buy. Second is the wide recognition of material wealth as a status symbol in America today. A third influence, which is particularly applicable to the teaching profession in Chesterfield County, is a basic income less than adequate to maintain the standard of living expected of and desired by teachers. The salaries of teachers

provide less income than that received by persons of comparable and often less education and training. This is true even after consideration is given to recent increases in teaching salaries in Chesterfield County.

The present survey simply reports the facts as given by the teachers themselves. It makes no attempt to assess the effect of supplementary employment upon the quality of teaching. Responses of teachers indicated that supplementary employment had little adverse effect on the performance of regular school duties. The question of moral right is one to be decided by each teacher for himself along with the issue of whether or not the public condones or sanctions it. The teachers must also decide individually whether one's earning a few extra dollars during the school year jeopardizes one's professional future.

The means of securing the information for this study was a questionnaire, a copy of which is in the Appendix.

In answering the questionnaire, some teachers might have been reluctant to state why they were engaged in and the extent of their supplementary employment for fear of restrictive action by the school board. This may have been the basic reason for the low total percentage of response to the questionnaire. To avoid this difficulty, the questionnaire was made impersonal, and the identity of respon-

dents was not requested.

In determining the extent of and reasons for supplementary employment in Chesterfield County, certain influences seem to have prevailed throughout the period covered by the study. The identification of trends relative to those involved in supplementary employment as to age, sex, number of dependents, marital status, type of employment, teaching experience, salary, etc., has been presented in Chapter III. Tables were included to substantiate all data discussed in the chapter.

Examination of the data contained in Table XI, page 31, showed that 41.1 per cent of the men and 58.5 per cent of the women teachers who were engaged in supplementary employment during the period June, 1967-May, 1968, received an annual teacher-salary below \$6,000. Table XVIII, page 45, showed that the median income received by all teachers from supplementary employment was \$887. This was in excess of 14 per cent of the annual teaching salary received by the group.

The mean family salary for married men during the period was \$9,555. The mean family income for women was \$12,736. The figures given include income from supplementary employment. The figures are slightly in excess of \$9,237, which is the average effective buying income per household in Chesterfield County.

The data relative to total income of single teachers presents a picture in reverse of that previously indicated for married teachers. The mean total income from salary for men was \$5,890 and for women the figure was \$6,026.

The practice of supplementary employment very likely would not cease if salaries were greatly increased in Chesterfield County. It would be continued by the desire for increasingly higher standards of living.

Summary of specific findings. From this study, certain conclusions are evident.

1. A study of literature dealing with teacher supplementary employment revealed much research concerning the amount of supplementary employment, with all writers indicating the desire to improve living standards as the underlying reason for it.

2. In order of frequency, the three principal reasons given by teachers for supplementary employment were to improve living standards, to provide bare essentials, and to meet financial emergencies.

3. In order of frequency, the three principal types of supplementary employment during the summer were teaching, sales and retail, and recreation.

4. In order of frequency, the three principal types of supplementary employment during the school term were athletics and recreation, teaching and tutoring, and sales and retail.

5. As age and teaching experience increased, the frequency of those involved in supplementary employment decreased.

6. Of all men teachers responding to the questionnaire, 73.8 per cent were engaged in supplementary employment at some time during the period of the study.

7. Of all women teachers responding to the questionnaire, 32.8 per cent had supplementary employment at some time during the period of the study.

8. Of all teachers responding to the questionnaire, 46.0 per cent had supplementary employment at some time during the period of study.

9. There was little evidence to indicate that supplementary employment adversely affected teacher professional growth during the period of the study. Of all teachers responding 68.5 per cent indicated attendance at summer school and/or the completion of night or extension courses.

10. Teachers in general indicated that supplementary employment had little or no adverse effect on the performance of regular duties and responsibilities within the school.

Recommendations: As a result of this study of teacher supplementary employment in Chesterfield County, Virginia, the investigator presents the following recommendations for consideration:

1. Salary schedules should continue to rise in order to eliminate the need for outside work by teachers. The total task of the teacher is too vital to the youth of Chesterfield County for it to be lethargized by the compulsion toward supplementary employment.

2. Chesterfield County should effect additional studies of supplementary employment, the objective of which should be to determine the effect of supplementary employment on the school system, particularly as it pertains to the education of boys and girls.

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A P P E N D I X

Letter Accompanying the Questionnaire Sent to Junior and Senior High School Teachers in Chesterfield County.

To The Classroom Teacher:

During the coming weeks I plan to work on the topic "Teacher Supplementary Employment at the Junior and Senior High School Level in Chesterfield County" for a Master's thesis at the University of Richmond. This project has been developed with the approval and advice of Dean Overton of the University of Richmond. It has been endorsed by Dr. Robert T. Anderson, Assistant Superintendent, Chesterfield County Schools.

Will you cooperate in this investigation by completing the attached questionnaire at your earliest convenience and return it to your principal who will in turn forward it to me.

No teacher or school will be identified in the results of the study. It is not necessary to sign your name. Your complete objectivity in answering the questions will be greatly appreciated. Thank you for your cooperation.

Sincerely yours,

Francis W. Poates

TEACHER SUPPLEMENTARY EMPLOYMENT AT THE JUNIOR AND SENIOR
HIGH SCHOOL LEVEL IN CHESTERFIELD COUNTY, VIRGINIA
QUESTIONNAIRE

PART I Please fill in the blank:

- (1) Age _____ (2) Sex _____ (3) Marital Status _____
- (4) No. dependents: Children _____ Other _____
- (5) 1967-68 Teacher salary: Check one (6) Degree held _____
(exclude pay for extra duties)
\$4500-\$5000 _____ \$6000-\$7000 _____
\$5000-\$6000 _____ \$7000-\$8000 _____
- (7) Does your spouse work? _____ (8) Spouses' salary _____
- (9) Residence: Richmond _____ Chesterfield County _____ Other: City _____
County _____
- (10) No. years teaching experience: Chesterfield _____ Other _____

PART II

Do you have a supplementary job? Yes _____ No _____
(any employment from which you have income other than your
teacher salary.)

A. Employment during summer 1967 Yes _____ No _____

School work: (e.g., summer school teaching; school repair jobs;
playground supervisor; driver education, etc.
in Chesterfield system)

Type work _____ Total Wages _____ Hrs. per week _____

Outside work: (e.g., salesman; recreation director; counselor;
teaching outside Chesterfield system, etc.)

Type work _____ Total wages _____ Hrs. per week _____

B. Employment during school term 1967-68 Yes _____ No _____
(extra pay for extra duties e.g. coaching, athletic director,
driver education, teaching, within the school system)

Type work _____ Total wages _____ Hrs. per week _____

Outside work: (e.g., salesman, cab driver, teaching, service
station, construction, real estate, etc.
outside school employment)

Type work _____ Total wages _____ Hrs. per week _____

PART III Reasons for supplementary employment: Check one:

To improve living standard	_____	Outlet from teaching	_____
To provide bare essentials	_____	Possible retirement work	_____
Financial emergency	_____	Possible leaving of teaching	_____
Finance education	_____	Ease of obtaining job	_____
Contributing to teacher confidence	_____	Other: (Specify)	_____

PART IV Professional Growth during period June, 1967-May, 1968.
Check one.

Attended summer school	_____	Cost to you	_____
Completed night or ext. courses	_____	Cost to you	_____
Attended non-required workshops	_____	Cost to you	_____
Educational travel	_____	Cost to you	_____

Has supplementary employment interfered with your professional growth?
Yes _____ No _____

PART V Your opinion as to what effect supplementary employment has on your regular school duties. (Check one).

Great adverse effect	_____	No adverse effect	_____
Little adverse effect	_____	Favorable effect	_____

VITA

Francis Wayne Poates was born in Woodford, Virginia, on May 11, 1931. He is the son of Louise Fraughnaugh Poates and Orie Henry Poates.

Mr. Poates received his high school diploma from Courtland High School, Courtland, Virginia, in 1948. He received a Bachelor of Arts Degree in Economics from Randolph-Macon College, Ashland, Virginia, in 1952. In September, 1952, he entered the United States Air Force for a period of four years and six months. In September, 1958, he entered the teaching profession as a teacher of Mathematics at Thomas Dale High School, Chester, Virginia. After completing two years of teaching, he worked for a steel construction company in Courtland, Virginia. In September, 1961, Mr. Poates returned to Chesterfield County as a Chemistry teacher at Manchester High School. In 1963 he accepted a position with the Virginia State Department of Agriculture. In September, 1965, he returned to Chesterfield County as the Assistant Principal of Elkhardt Intermediate School, which position he now holds.

Mr. Poates is a member of Courtland Baptist Church, Courtland, Virginia. He is a member of the Chesterfield Education Association and the Virginia Education Association. Mr. Poates is married to the former Edith Louise Frame of Quinton, Virginia. They have one child, a son.

Mr. Poates began his graduate work at the University of Richmond in 1963.