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## Perceptions of benefits/problems of part-time employment on the job performance of secondary teachers of agricultural education

Connie McClung Scarbrough  
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**Perceptions of Benefits/Problems of Part-time Employment  
On the Job Performance of Secondary Teachers of Agricultural Education**

Connie McClung Scarbrough

Thesis submitted to the  
College of Agriculture, Forestry and Consumer Sciences  
at West Virginia University  
in partial fulfillment of the requirements  
for the degree of

Master of Science  
in  
Agricultural Education

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## **ABSTRACT**

### **Perceptions of Benefits/Problems of Part-time Employment On the Job Performance of Secondary Teachers of Agricultural Education**

Connie McClung Scarbrough

The purpose of the study was to examine the self-perceived potential benefits and/or problems of part-time employment on the job performance of secondary teachers of Agricultural Education. The population consisted of 108 agricultural educators who held teaching positions during the 2000-2001 school year in West Virginia, Ohio, and Kentucky and were employed within a 150-mile radius of Ripley, West Virginia. A descriptive research design was used for the study. There have been no studies conducted as to the number of agricultural educators involved in part-time employment and to what extent they are involved. Many have questioned the feasibility of a teacher performing their duties while moonlighting. A major finding of the research was that there are strong feelings as to the benefits and problems associated with these activities and that over 50% of agricultural teachers were involved in some kind of part-time employment. Hands-on education has always been a cornerstone of the total agricultural program. Agricultural educators are experiencing benefits, as well as problems, associated with this personal "hands-on" approach to educating students.

Dedicated to Oscar J. Harris and Michael T. Kubina who were my  
Agricultural teachers at Ripley High School. The lives you have  
touched in a positive way are impossible to number.

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## CHAPTER I

### INTRODUCTION

The agriculture industry continues to be America's largest employer. Past innovators in the fields of agriculture were cognizant of the importance of this industry in the development and success of the nation and of the need for young people to be trained to fill vacancies in this vital industry.

With the passage of the Smith-Hughes Act in 1917, agricultural education was incorporated into the curricula of secondary public schools for the purpose of establishing students in agriculture or agribusiness. In recent years, agriculture has evolved to include many specialized areas of farming and agribusiness. While the curriculum has changed, the basic elements of the agricultural education program; classroom/laboratory instruction, supervised agricultural experience programs, and FFA, for the most part, have remained the same.

According to Phipps and Osborne (1988) in their Handbook on Agriculture Education in Public Schools, the agricultural education program should include a balanced mixture of the following parts to be successful. It should include classroom activities such as exploration of supervised agricultural experience programs and problem-solving techniques, which will direct students into realistic and profitable production or agribusiness experience programs. The program was designed to allow the teacher to spend time supervising students during initiation of agricultural experience programs and subsequent visits to increase scope and quality.

It is also important, for the agricultural education teacher to allocate time for participation in organizations such as FFA and Young Farmers Associations. In West Virginia, a "total" program of agriculture education includes teaching Young and Adult Farmer courses throughout the year.

The job of the agricultural educator includes a variety of activities, and much time must be given to the satisfactory completion of these designated elements of the program. Teachers, teacher educators, state supervisors, and even administrators have questioned the feasibility of an agricultural educator performing his/her teaching responsibilities, as well as engaging in part-time farming and/or agribusiness enterprises.

### Problem Statement

Because teacher educators, state supervisors, administrators, and to some degree, the general public perceive teaching secondary school agricultural education as a full-time profession, it is important to establish the degree to which agricultural education teachers are engaged in part-time employment activities. In addition to the level of involvement in part-time employment, it is important to establish their perceptions of the benefits and problems associated with these activities. A review of literature failed to produce research on the number of high school agricultural educators involved in part-time employment in West Virginia, Ohio, and Kentucky. Through association with peers, the researcher has developed some personal opinions on the level of involvement and teachers' perceptions of the benefits and problems associated with part-time employment. It is essential that these opinions be validated with empirical research. The perceptions of teachers based on whether they are involved in part-time employment and the benefits and problems associated with these activities is an issue that needs to be addressed through research.

### Purpose of the Study

The purpose of the research was to determine secondary agricultural educators' opinions on the benefits and problems associated with multiple occupational endeavors involving the teaching responsibilities of the agricultural education instructor and practical part-time farming,

agribusiness, and/or other employment activities. Another aspect of the research was to identify the number of agricultural educators who were engaged in other part-time employment pursuits and to identify the nature of these endeavors.

### Objectives of the Study

The primary objective of the research was to determine how West Virginia, Kentucky, and Ohio agricultural educators employed within a 150 mile radius of the Ripley, WV area perceive the benefits and problems of part-time farming, agribusiness, and/or other employment endeavors on professional job performance.

Secondary objectives include:

1. Identify the number of agricultural educators engaged in part-time farming, agribusiness, and/or other employment endeavors in West Virginia, Ohio, and Kentucky.
2. Determine the extent to which agricultural teachers supplement their income by means of part-time farming, agribusiness, and/or other employment enterprises.
3. Ascertain the degree to which part-time employment impacts an agriculture teacher's personal life.
4. Determine the influences on various components of the teacher's job as perceived by those same instructors when the teacher is employed in part-time farming, agribusiness, and/or other employment pursuits.

### Limitations of the Study

The study was limited to West Virginia, Kentucky, and Ohio secondary agricultural educators who held positions teaching during the 2000-01 school year. The study was further limited to teachers employed in a 150-mile radius of the Ripley, West Virginia area. The data

collection efforts were limited to self-reported perceptions of the effects of farming, agribusiness, and/or other employment involvement on job performance of the agricultural educator.

### Definitions

The following terms are important to the understanding of concepts discussed in this study:

**Part-time employment:** refers to employment endeavors that are in addition to a full-time career, including year-round and seasonal activities. It was assumed that teaching secondary agricultural education was the full-time career.

**Moonlighting:** the holding of a second job in addition to a regular one (Merriam Webster Dictionary 1999).

**Multiple job holding:** These are employed persons who had either two or more jobs as a wage and salary worker, were self-employed and held a wage and salary job, or worked as an unpaid family worker and also held a wage and salary job (Bureau of Labor Statistics 1999).

## CHAPTER II

### REVIEW OF LITERATURE

Moonlighting is commonly understood as holding a second job in addition to a regular one (Webster, 1999). The Bureau of Labor Statistics goes beyond the dictionary definition in describing moonlighting by calling the practice ‘Multiple Jobholding’ (1999). According to the Bureau of Labor Statistics, over seven million Americans work at more than one job. Most of the existing research makes one of two basic assumptions about why people moonlight. The reasons for moonlighting are because they need to (financial explanation) or because they want to (enjoy variety and challenges) (Betts, 2000).

Many teachers moonlight. In fact, approximately 15% of public school teachers in the US hold more than one job during the academic year (Bobbitt, 1988, 1990). There are countless journal articles on the subject from teachers who have had to supplement their income. For many teachers, moonlighting is an economic necessity. Dedication to their students and a love of teaching inspire them to remain in the field, but they have trouble making ends meet (Ladestro, 1990). In contrast to this article, another reported that farmers often need to moonlight in nonfarm jobs in order to remain in the business (Daly, 1981). In Moonlighting Professionals: A Study of Full-Time Teachers and Their Part-Time Work, Carroll (1994) found that moonlighters tend to be younger, better educated, and less satisfied with current employment than other teachers. In several studies, results suggest that moonlighting is an attempt to raise living standards (Pearson, 1994). Traditionally teachers’ jobs have been conducive to the moonlighting lifestyle. They have many days off during the school year and in most cases, their summers are free. Their daytime hours are for the most part fairly regular, thus affording the would-be moonlighter the chance to take an evening job with another set of regular hours.

Teachers have relatively low paying jobs, compared to other professionals, and this also sets the stage for a moonlighting scenario. Although salaries are part of moonlighting's attractiveness to teachers, the occasional and short-lived character of many moonlighting spells suggests that teachers often take second jobs in order to meet short-term cash flow problems (Ballou, 1995). For other teachers, financial need is not the only reason for holding a second job (Ballou, 1995).

Moonlighting studies as they relate to classroom performance are also abundant. Two recent studies suggest there are very different views on the subject. A series of surveys of Texas teachers has consistently found that a majority of those who moonlighted regarded it as detrimental to their teaching (Henderson & Schlesinger, 1988). However, in another study, only nine percent of respondents to Raftel and Groff (1990) said that moonlighting impaired their teaching performance. Estimates from another study found no support for the view that moonlighting teachers spend substantially less time preparing lessons and grading papers than their colleagues (Ballou, 1995).

A profession is defined as a calling requiring specialized knowledge and academic preparation (Webster, 1999). Further, it is a principal employment. As teachers desire to be called professionals, do their secondary employment endeavors take away from this image of a professional? Moonlighting is said to detract from professionalism, thereby making it more difficult to attract capable persons into teaching (Bell & Roach, 1988). Outside employment reduces the time teachers have to read professional journals, attend conferences, and otherwise keep up with developments in their fields (Boyer, 1983).

When a teacher moonlights in their chosen area of study, such as an accounting teacher being a tax preparer or an auto-body instructor with a car repair business outside of the school system, where are the lines drawn? Do people view this as a natural extension of the teacher's



work at the school, or is it viewed as an interference? Do they see it as a validation of their teaching or a conflict of interest?

According to 1997 Census of Agriculture data, there were 10,627 operators of farms in West Virginia whose principal occupation was employment of a non-agricultural nature (Glickman, 1997). There has been much written on the subject of part-time farming, but little has been reported on the job performance of teachers of agriculture who engage in farming and/or agribusiness endeavors in addition to their teaching responsibilities.

Part-time farming has come to be recognized as a permanent component of the agricultural structure of developed countries (Gasson, 1986). A special issue of Cooperative Farmer Magazine devoted to part-time farming reported that:

The part-time farmer probably lives within 50 miles of a small city where he [sic] works; needs off-farm income of about \$40,000 to play the game; and typically spends about \$7,000 annually on expenses except land which he may own or rent cheaply, probably from a family member. He hopes to make a profit, prays to break even, and usually gets out to cut his losses if neither happens. (Graham, 1988, p. 3)

Although this paints a rather negative picture of the part-time agriculturist, it is, however, correct to assert that many part-time farmers and/or agribusiness persons possess valuable skills and competencies that make running these operations profitable.

The job of the vocational agriculture teacher is to incorporate a combination of technical knowledge, marketable skills, and profit making practices into the total program of instruction, which will produce students who are proficient to a degree that will allow for their establishment in production or an off-farm agricultural operation. Smith (1950) reports his findings by stating:

We insist in vocational education that 'learning to do' results from 'doing' or guided participation. Shall we assume that this principle is as directly applicable in the training of teachers as it is in the preparation of a student for farming? (p. 51)

Teachers of agricultural education, because of the program's vocational framework, must impart the ability to perform various skills to their students. These acquired skills assist students in becoming proficient in the operation of supervised occupational experience programs. Many teachers of agricultural education are both teaching farming and working at farming. Do these situations, however, provide for a satisfactory combination? Employers have concerns when it comes to job performance, conflicts of interest, employer resources, and dangerous and controversial activities. As far as job performance is concerned, in some situations concerning multiple job holders' attitudes were actually better in moonlighters than non-moonlighters (Betts, 2000). Though employers may be able to see the possible harmful effects of multiple job holding endeavors, do their employees take stock of their lifestyle? If they do conduct these self-evaluations, are their personal findings enough to cause them to reevaluate their primary job duties and, in this case, provide their school board and students with the level of performance they deserve to receive?

A study by Harper (1991) was conducted with head teacher educators and state supervisors of agricultural education in the 48 contiguous states. The participants in this study identified twenty-two benefits and forty-two problems associated with part-time farming on the job performance of agricultural education teachers who engage in these activities. The head teacher educators and state supervisors rated the problems associated with part-time employment in farming or agribusiness higher than they did the benefits.

### Summary of Literature Review

Although about 5 percent of all U.S. workers hold second jobs, 300,000 teachers or seventeen percent of America's 2 million teachers, were employed outside the school system during the school year. According to Alley and Ballenger (1990), moonlighting adversely affects teacher recruitment, job stress, and teacher efficacy. Within this chapter, the research related to teacher moonlighting activities and agricultural educators' job performances have been explored. There was no current information concerning the number of agricultural educators who moonlight, the type of employment endeavors in which they participate, and if their job performance was harmed or enhanced as a result of the multiple job holdings. Since it is unlikely that these teachers would assess these variables on their own, the only way to determine the answers to these questions is to conduct research in this area of study.

## **CHAPTER III**

### **METHODOLOGY**

#### Population

The target population of the study was high school agricultural educators in West Virginia, Ohio, and Kentucky who were teaching during the 2000-01 school year. The population was further limited to those teaching within a 150-mile radius of Ripley, West Virginia. Lists were secured from State Supervisors and all teachers within this area were identified. It was determined that Ohio had a much larger number of agriculture teachers per district than those in the same area of West Virginia and Kentucky. Since the study was self-funded, and cost restraints were a factor, the decision was made to take a random sample of teachers from Ohio. A random sample procedure was used which included every third person from the census of secondary agricultural education teachers in Ohio's Regions 8 and 10, to include an accessible population similar to the number of teachers used in Kentucky and West Virginia. The accessible population was 108 secondary agricultural education teachers; 35 from West Virginia, 34 from Kentucky, and 38 from Ohio.

#### Instrumentation

The questionnaire items used in this study were based on a list of benefits and problems of part-time employment of secondary agricultural education teachers identified by teacher educators and state supervisors (Harper, 1991). Part one of the questionnaire inquired about perceptions of the benefits and problems associated with part-time employment by secondary agricultural educators. Part two of the questionnaire collected demographic information of each participant such as state, age, and gender.

The questionnaire was examined for content validity by faculty members at West Virginia University. The instrument was pilot tested using the West Virginia Agricultural Education Association's (WVAEA) Program and Policy Committee. The committee is made up of teacher educators at West Virginia University, state supervisors, state officers of the WVAEA, and presidents and/or vice-presidents representing each WVAEA region in West Virginia. A Cronbach's alpha reliability coefficient was calculated using data from questionnaires completed by the Program and Policy Committee members. The reliability coefficient of this instrument was .97. A copy of the instrument used in this study can be found in Appendix B. Requirements of the Human Subjects Review Board of West Virginia University were met.

### Research Questions

The following research questions were developed to guide the research:

1. How many secondary agricultural education teachers were involved in part-time employment activities?
2. In what types of employment activities are secondary agricultural education teachers involved?
3. What are the demographic characteristics of secondary agricultural educators?
4. What are the perceptions of agricultural educators on problems and benefits of agricultural educators being involved in part-time employment?
5. How do these perceptions differ based upon the various demographic characteristics?

### Research Design

A descriptive research design was selected to collect the data necessary to answer the research questions. "Descriptive data is usually collected by using observation, interviews, and questionnaires. Descriptive studies range from simple surveys to studies that present explicit

statements about the relationships between variables which approach the level of the explanatory hypothesis one finds in experimental research” (VanDalen, 1979, p. 285). “Descriptive research methodology provides for the generation of large amounts of data in a limited time frame” (Kaplin, 1991, p. 24).

### Data Collection Procedures

A cover letter (Appendix A) was developed that explained the purpose of the study and gave directions for completing and returning the questionnaire. The letter was signed by the researcher and her advisor with a stamped, self-addressed envelope to facilitate the prompt return of the questionnaire.

The cover letter explained the research study, why their participation was important, instructions for returning the completed survey, assurance of confidentiality, and a non-obligation statement. Surveys were coded for the purpose of sending reminder post cards. Procedures for administering mail questionnaires as recommended by Dillman (1978) were followed to increase the response rate. The final survey was color-coded by state. To thank respondents for completing the survey and to expedite the return, a sharpened pencil personalized to say “Thank you for your time” was included.

Two weeks after initial surveys were mailed, a reminder post card (Appendix C) was sent to each non-respondent. A follow-up letter (Appendix D) and a second questionnaire were mailed to all non-respondents two weeks after the reminder post card. Early and late respondents were tracked during the data collection process.

### Analysis of Data

Returned questionnaires were visually verified and entered in an Excel spreadsheet. The data were transferred to the personal computer version of the Statistical Package for the Social

Sciences (SPSS). Data analysis procedures included frequencies and means to describe the population. Analysis of variance statistical procedures were used to determine differences among the population on key demographic variables including age, involvement in part-time production agriculture, involvement in part-time agribusiness, involvement in other part-time employment, years teaching experience, and length of teaching contract.

#### Use of Findings

Findings from this study will be provided to the West Virginia University Library and to teacher educators and State Supervisors in West Virginia, Ohio and Kentucky. Based upon the results of this study, interested persons will be able to ascertain the extent to which agricultural educators are involved in part-time employment activity and to their perceptions on the benefits and problems associated with part-time employment.

## CHAPTER IV

### FINDINGS

The purpose of the study was to determine secondary agricultural education teachers' perceptions of the benefits and/or problems of part-time employment on the job performance of high school agricultural education teachers. The study was limited to secondary agricultural educators in West Virginia, Ohio, and Kentucky who were located within a 150-mile radius of Ripley, West Virginia. To accomplish this goal, 108 teachers were surveyed using the questionnaire in Appendix B.

The primary objective of the research was to determine how West Virginia, Kentucky, and Ohio agricultural educators employed within a 150 mile radius of the Ripley, WV area perceive the benefits and problems of part-time farming, agribusiness, and/or other employment endeavors have on professional job performances.

Secondary objectives include:

1. Identify the number of agricultural educators engaged in part-time farming, agribusiness, and/or other employment endeavors in West Virginia, Ohio, and Kentucky.
2. Determine the extent to which agricultural teachers supplement their income by means of part-time farming, agribusiness, and/or other employment enterprises.
3. Ascertain the degree to which part-time employment impacts an agriculture teacher's personal life.
4. Determine the influences on various components of the teacher's job as perceived by those same instructors when the teacher is employed in part-time farming, agribusiness, and/or other employment pursuits.



### Survey Return Information

The accessible population consisted of 108 secondary agricultural educators in West Virginia, Ohio, and Kentucky. Seventy-three questionnaires (68%) were returned. Of the 73 questionnaires returned, four were unusable. The final set of useable surveys numbered 69 (63.9%).

The cover letter and questionnaire were initially mailed on January 18, 2001. Fifty-three secondary agricultural educators completed and returned the questionnaire. Reminder post cards were mailed two weeks later. The post cards yielded no returns. A follow-up letter and a second questionnaire were mailed on February 8, 2001. From this mailing, 20 additional questionnaires were returned. A summary of the response rate by state and phase of data collection is presented in Table 1.

The data obtained from the questionnaire were reviewed and entered into a Microsoft Excel spreadsheet. The data were analyzed using the Statistical Package for Social Sciences for Windows (SPSS). Data analysis procedures included frequencies and means to describe the population. Analysis of variance statistical procedures were used to determine differences among the population on key demographic variables. The level of significance was set a priori at  $p < 0.05$ .

Analyses of variance were used to compare early and late respondents' perceptions of each of the benefits and problems associated with part-time employment by secondary agricultural education teachers. No significant differences were found between the groups on any of the perceived benefits or problems; therefore, generalizations made included the entire population of the study.

Table 1

Number of Surveys or Reminders and Associated Response Rate by State Following Each Phase of Data Collection.

State	Total Number Mailed	Responses Early	Responses Late	Response Rate
West Virginia	35	32	0	91%
Kentucky	34	8	11	56%
Ohio	38	13	9	58%
TOTAL	108	53	20	68%

The strategy of mailing a second questionnaire along with the follow-up letter increased the response rate. A reminder card was sent in between the two survey mailings, however no responses were returned from this effort. Since comparisons between teachers who were involved in part-time employment in addition to their regular agricultural teaching duties and those who were not involved in part-time employment were planned, an ample number of responses was needed from those engaged in these other pursuits. Of the 69 useable questionnaires, 41 of the respondents (59%) were employed in part-time employment endeavors, which supplemented between 1-10% of their total income. A breakdown of the supplemented income totals is found in Table 3.

The questionnaire was composed of a list of benefits and problems associated with part-time employment previously identified by teacher educators and state supervisors in a study conducted by Harper (1991). Participants were asked to rate each benefit and problem with the following scale: strongly disagree, disagree, no effect, agree, or strongly agree

Data analysis procedures included frequencies and means to describe the population. Analysis of variance statistical procedures were used to determine differences among the population on key demographic variables. The significance level was set a priori at .05.

### Demographic Data

Sixty-three of the respondents (92%) were male, while five (7.4%) were female. Thirty-seven respondents (54.4%) were over the age of 40 with seven of the respondents (7.4%) still teaching after the age of 65. Fifty respondents (74.0%) had over 10 years teaching experience while seventeen (25%) had taught over 25 years.

Forty respondents (59.7%) were engaged in part-time employment activities. Thirty-five respondents (51.5%) were involved in production agriculture endeavors. Twelve respondents (17.6%) were involved in agribusiness occupations. Seven respondents (10.3%) were involved in other non-agriculture employment. It should be noted that some teachers were involved in more than one category of part-time employment, therefore the total number of teachers involved in part-time employment is less than the total of those involved in part-time production agriculture, agribusiness, and other employment activities.

Of those respondents who moonlighted, however, nineteen respondents (46.3%) reported the part-time employment accounted for only 1-10% of their gross income. Respondents from Kentucky generated the highest percentage of their gross income from their part-time activity with five (41.7%) respondents receiving 25-50% of their gross income from their part-time endeavors. Overall, there were seven respondents (17.1%) involved in part-time employment earning 11-25% of gross, while nine respondents (22.0%) earned at least 25-50% of their income from part-time employment endeavors.

Twenty respondents (48.8%) reported working between 11 and 20 hours per week in their part-time employment. Twelve respondents (29.3%) reported working between 21 and 30 hours per week in their part-time employment. Two respondents (8.4%) reported working in excess of 30 hours per week in their part-time employment.

Twenty-six respondents (38.2%) had a teaching contract less than 12 months. There were three teachers (4.4%) employed on a 9-month contract. Forty-two teachers (61.8%) were on 12-month contracts. Kentucky had the largest percentage of 12-month contracts with 13 (81.3%).

Thirty-two teachers (47.8%) were employed in a one-teacher department. Six teachers (9.0%) reported working in a six-teacher department. The data are reported in Tables 2 and 3.

Table 2

Demographic Characteristics of Respondents Reported by State

	Total		Kentucky		Ohio		West Virginia	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<b>Gender</b>								
Male	63	92.6	14	87.5	20	90.9	29	96.7
Female	5	7.4	2	12.5	2	9.1	1	7.4
<b>Age</b>								
21-25 years	6	8.8	0	0	2	9.1	4	13.3
26-30 years	6	8.8	0	0	1	4.5	5	16.7
31-35 years	6	8.8	2	12.5	1	4.5	3	10.0
36-40 years	10	14.7	4	25.0	3	13.6	3	10.0
41-45 years	13	19.1	2	12.5	6	27.3	5	16.7
46-50 years	10	14.7	4	25.0	1	4.5	5	16.7
51-55 years	9	13.2	4	25.0	1	4.5	4	13.3
Over 65 years	5	7.4	0	0	5	22.7	0	0
Missing	3	4.4	0	0	2	9.1	1	3.3
<b>Department</b>								
1 teacher	32	47.8	6	37.5	11	52.4	15	50.0
2 teachers	16	23.9	3	18.8	4	19.0	9	30.0
3 teachers	10	14.9	5	31.3	0	0	5	16.7
4 teachers	2	3.0	1	6.3	1	4.8	0	0
5 teachers	1	1.5	1	6.3	0	0	0	0
6 or more teachers	6	9.0	0	0	5	23.8	1	3.3

Table 2 (Continued)

	Total		Kentucky		Ohio		West Virginia	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<b>Teaching Experience</b>								
Less than one year	4	5.9	2	12.5	0	0	2	6.7
1-5 years	9	13.2	0	0	4	18.2	5	16.7
6-10 years	5	7.4	2	12.5	0	0	3	10.0
11-15 years	10	14.7	3	18.8	4	18.2	3	10.0
16-20 years	11	16.2	3	18.8	4	18.2	4	13.3
21-25 years	12	17.6	3	18.8	3	13.6	6	20.0
More than 25 years	17	25	3	18.8	7	31.8	7	23.3
<b>Teaching Contract</b>								
12 months	42	61.8	13	81.3	9	40.9	20	66.7
11 months	11	16.2	0	0	6	27.3	5	16.2
10 months	9	13.2	1	6.3	4	18.2	4	13.3
9 months	3	4.4	0	0	3	13.6	0	0
Other	3	4.4	2	12.5	0	0	1	3.3
<b>Years Part-time Employment</b>								
Less than one year	1	2.4	0	0	0	0	1	5.9
1-5 years	5	12.2	2	16.7	2	16.7	1	5.9
6-10 years	2	4.9	0	0	1	8.3	1	5.9
11-15 years	6	14.6	2	16.7	3	25.0	1	5.9
16-20 years	1	2.4	0	0	0	0	1	5.9
21-25 years	6	14.6	2	16.7	1	8.3	3	17.6
More than 25 years	20	48.8	6	50.0	5	41.7	9	52.9

Table 3

Demographic Data as it Relates to Involvement in Part-Time Employment

	Total		Kentucky		Ohio		West Virginia	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Part-time Employment – All Types								
No	27	39.7	4	25.0	10	45.5	13	43.3
Yes	41	60.3	12	75.0	12	54.5	17	56.7
Part-time Agriculture Employment								
No	33	48.5	5	31.3	12	54.5	16	53.3
Yes	35	51.5	11	68.8	10	45.5	14	46.7
Part-time Agribusiness Employment								
No	56	82.4	14	87.5	19	86.4	23	76.7
Yes	12	17.6	2	12.5	3	13.6	7	23.3
Part-time Other Employment								
No	61	89.7	15	93.8	20	90.9	26	86.7
Yes	7	10.3	1	6.3	2	9.1	4	13.3
Percentage of Gross Income								
1-10 %	19	46.3	3	25.0	6	50.0	10	58.8
11-25%	7	17.1	2	16.7	4	33.3	1	5.9
25-50%	9	22.0	5	41.7	1	8.3	3	17.6
51-75%	5	12.2	2	16.7	0	0	3	17.6
76% or more	1	2.4	0	0	1	8.3	0	0
Hours Part-Time Employment per Week								
1-10 hours	7	17.1	1	8.3	2	16.7	4	23.5
11-20 hours	20	48.8	7	58.3	4	33.3	9	52.9
21-30 hours	12	29.3	4	33.3	5	41.7	3	17.6
31-40 hours	1	2.4	0	0	0	0	1	5.9
40 hours or more	1	2.4	0	0	1	8.3	0	0

Perceived Benefits and Problems of the Agricultural Education Program which Result from the Teacher's Part-time Employment

The benefits to the agricultural education program which result from the teacher's part-time employment as perceived by secondary school agricultural educators were analyzed and ranked (Table 4). Respondents agreed that all 12 items were beneficial to the program as represented by a mean of 3.54 or greater. The highest ranking benefits were "teachers develop new knowledge and skill" (4.37), "teachers gain experience" (4.27), "provides work experience" (4.22), "overcome financial needs – low salaries" (4.16), "source of instructional examples" (4.08), and "teachers stay up-to-date" (4.01)."

The teacher's perceptions of problems associated with part-time employment were also analyzed and ranked (Table 5). The items considered to be the greatest problems were: "forces teachers to make judgments about time usage" (4.02), "conflict of interest – using agricultural education facilities" (3.87), "can become a second full-time job" (3.79), "lack of time to spend with family" (3.76), and "time not available when greatest need arises" (3.74). Twenty-four of the problems had a mean score greater than 3.00. Fifteen of the problems had a mean score less than 3.00. The five items ranked the lowest by respondents (disagreement on the fact that the item was a problem) were "teachers teach content of part-time employment" (2.20), "results in a poor instructional program" (2.52), "tarnishes the professional image of agricultural education teachers" (2.53), "teacher loses broader perspective of agriculture" (2.61), and "decreased importance of agricultural education" (2.67).

Comparison of Perceived Benefits to the Agricultural Education Program Which Result from the Teacher's Part-time Employment by Involvement in Part-time Production Agriculture

Analyses of variance were used to determine if differences existed between the perceptions of the benefits to the agricultural program when compared by those individuals involved in part-time production agriculture and those who were not involved in part-time agriculture occupations (Table 4). Significant differences existed between the groups on each of the following twelve items: “teachers develop new knowledge and skill,” “teachers gain experience,” “provides work experience,” “overcome financial needs–low salaries,” “source of instructional examples,” “teachers stay up-to-date,” “broadens outlook about agriculture,” “keeps teacher aware of industry problems,” “means to validate course content,” “cultivates student employment opportunities,” “enhances teacher confidence,” and “helps attitude–prevents burn-out.” In each of the twelve items agricultural educators involved in part-time production agriculture rated the benefit higher than did their non part-time agricultural educator counterparts.

Comparison of Perceived Problems of the Agricultural Education Program which Result from the Teacher's Part-time Employment, According to Involvement in Production Agriculture

Analyses of variance were used to determine if differences existed between the perceptions of the benefits to the agricultural program when compared by those individuals involved in part-time production agriculture and those who were not involved in part-time agriculture occupations (Table 5). Significant differences existed in the perceptions of agricultural education involved in part-time production agriculture and those who were not involved in part-time agriculture occupations on the following items: “a cause of relationship problems with school officials,” “lack of time to devote to FFA activities,” “time not available



Table 4

Perceived Benefits to the Agricultural Education Program which Result from the Teacher's Part-time Employment, According to Involvement in Part-time Production Agriculture

Benefits	Overall Mean N=68	Involvement		F-Value
		No N=33	Yes N=35	
Teachers develop new knowledge and skill.	4.37	4.18	4.55	4.15*
Teachers gain experience	4.27	4.05	4.50	4.71*
Provides work experience.	4.22	3.91	4.52	14.66**
Overcome financial needs—low salaries.	4.16	3.94	4.38	4.05*
Source of instructional examples.	4.08	3.70	4.47	14.11**
Teachers stay up-to-date.	4.01	3.70	4.33	5.92*
Broadens outlook about agriculture.	3.97	3.57	4.35	13.75**
Keeps teacher aware of industry problems.	3.94	3.57	4.29	7.90**
Means to validate course content	3.91	3.57	4.23	10.25**
Cultivates student employment opportunities.	3.77	3.48	4.05	5.98*
Enhances teacher confidence.	3.56	3.12	4.00	9.83**
Helps attitude—prevents burnout.	3.54	2.90	4.14	16.75**

\*F-value significant at .05

\*\*F-value significant at .01

Rating scale: 1-Strongly disagree, 2-Disagree, 3-No effect, 4-Agree, 5-Strongly agree

when greatest need arises,” “causes teaching to become part-time employment,” “emergencies must be handled regardless of school commitments,” “decline in dedication to teaching,” “demonstrates that teaching is not a full time commitment,” “encourages part-time agriculture programs,” “alienation if teacher operates a competing agribusiness,” “conflict of interest – using agricultural education facilities,” “public image problem – double dipping,” “problem – working for the school or themselves,” “image of agricultural teaching less important than other teaching areas,” “teacher loses broader perspective of agriculture,” “teachers teach content of part-time

employment,” “difficult to serve two masters,” “reduces teaching contracts for all agriculture teachers,” “school administrators recognize programs as part-time,” and “administrators question if SAE visits are real.” Agricultural educators involved in part-time employment rated each of the twenty-one problems lower than their non part-time agricultural education counterparts. The agricultural educators involved in part-time production agriculture perceived the items less of a problem than teachers not involved in part-time production agriculture. The reader should note that the “not involved in production agriculture” included teachers who were not involved in part-time employment as well as those who were involved in part-time agribusiness and other part-time occupations.

Table 5

Perceived Problems of the Agricultural Education Program which Result from the Teacher's Part-time employment, According to Involvement in Production Agriculture

Problems	Overall Mean N=68	Involvement		F-Value
		No N=33	Yes N=35	
Forces teachers to make judgments about time usage.	4.02	4.15	3.88	1.88
Conflict of interest - using agricultural education facilities.	3.87	4.21	3.53	6.26*
Can become a second full-time job.	3.79	3.79	3.79	0.00
Lack of time to spend with family	3.76	3.94	3.58	1.70
Time not available when greatest need arises.	3.74	4.06	3.41	6.48*
Relationships with students that could become public relations problems.	3.45	3.62	3.27	1.78
Lack of time to devote to FFA Activities.	3.42	3.88	2.94	9.25**
Lack of time to supervise students.	3.41	3.69	3.15	3.63
Lack of time to teach Young/Adult Farmers.	3.38	3.63	3.13	3.06
Abuse of summer (extended) employment.	3.37	3.70	3.06	4.74*

Table 5 (Continued)

Problems	Overall Mean <u>N</u> =68	Involvement		F-Value
		No <u>N</u> =33	Yes <u>N</u> =35	
Emergencies must be handled regardless of school commitments.	3.36	3.56	2.97	6.62*
Hinders lesson planning	3.34	3.58	3.12	2.68
Lack of time to attend in service/professional activities	3.29	3.59	3.00	3.93
Alienation if teachers operate competing agribusiness.	3.25	3.65	2.85	7.69**
Difficult to serve two masters.	3.25	3.55	2.97	4.34*
Concern about time spent away from official duties.	3.25	3.42	3.09	1.25
Less contact with other staff and students in the school system.	3.21	3.66	2.80	8.58**
Teacher not willing to provide community and industry services.	3.13	3.33	2.94	1.69
Prevents doing both jobs well.	3.11	3.39	2.82	3.05
Lack of time for advisory committee meetings.	3.11	3.41	2.82	3.66
Causes teaching to become part-time employment.	3.09	3.55	2.64	8.92**
Encourages part-time agriculture programs.	3.06	3.27	2.85	5.95*
Problem-working for the school or themselves.	3.06	3.56	2.56	11.36**
Reduced teaching contracts for all agricultural education teachers.	3.06	3.47	2.69	6.44*
Competition with others seeking employment.	3.00	3.21	2.79	2.53
Public image problem—double dipping.	2.97	3.32	2.61	5.30*
Conflict of interest—hiring students.	2.96	3.41	2.50	8.42**
Cause relationship problems with school officials.	2.93	3.41	2.44	12.49**
School administrators recognize programs as part-time.	2.92	3.29	2.59	5.68

Table 5 (Continued)

Problems	Overall Mean <u>N=68</u>	Involvement		F-Value
		<u>N=33</u> No	<u>N=35</u> Yes	
Image of agricultural education teaching less important than other teaching areas.	2.91	3.23	2.50	6.45*
Administrators question if SAE visits are real.	2.91	3.24	2.59	4.94*
Causes a halt in FFA activities during the summer.	2.90	3.21	2.60	3.89
Decline in the dedication to teaching.	2.85	3.24	2.45	5.95*
Demonstrates that teaching is not a full time commitment.	2.82	3.33	2.30	8.88**
Poor community involvement by teacher.	2.73	3.00	2.47	3.16
Decreased importance of agriculture education.	2.67	3.00	2.53	2.40
Teacher loses broader perspective of agriculture.	2.61	3.00	2.26	7.43**
Tarnishes the professional image of agriculture teachers.	2.53	2.73	2.34	1.68
Results in a poor instructional program.	2.52	2.81	2.24	3.66
Teachers teach content of part-time employment.	2.20	2.48	1.94	5.67*

\*F-value significant at .05

\*\*F-value significant at .01

Rating scale: 1-Strongly disagree, 2-Disagree, 3-No effect, 4-Agree, 5-Strongly agree

Comparison of Perceived Benefits of the Agricultural Education Program which Result from the Teacher's Part-time Employment, According to Involvement in Part-time Agribusiness

Analyses of variance were used to determine if differences existed between the perceptions of the benefits to the agricultural education program by those involved in part-time agribusiness endeavors and those who were not involved in part-time agribusiness occupations. Significant differences existed on the mean score of two benefits "teachers stay up-to-date" and "enhances teacher confidence." In both situations, those teachers involved in agribusiness

endeavors had a lower mean score than the teachers not involved in part-time agribusiness employment. The teachers involved in part-time agribusiness occupations did not view the items as much of a benefit as those not involved in agribusiness occupations (Table 6). The reader should note that the “not involved in agribusiness” included teachers who were not involved in part-time employment as well as those who were involved in part-time production agriculture and other part-time occupations.

Table 6

Perceived Benefits to the Agricultural Education Program which result from the Teacher’s Part-time Employment, According to Involvement in Agribusiness

Benefits	Overall Mean N=68	Involvement		F-Value
		No N=56	No N=12	
Teachers develop new knowledge and skill	4.37	4.45	4.00	3.15
Teachers gain experience	4.28	4.33	4.00	1.39
Provides work experience	4.22	4.26	4.00	1.20
Overcome financial needs – low salaries	4.16	4.19	4.00	0.39
Source of instructional examples	4.09	4.18	3.64	3.35
Teachers stay up-to-date	4.01	4.18	3.18	8.50*
Broadens outlook about agriculture	3.97	4.00	3.82	0.34
Keeps teacher aware of industry problems	3.94	4.02	3.55	1.72
Means to validate course content	3.91	3.96	3.63	1.23
Cultivates student employment opportunities	3.78	3.84	3.45	1.38
Enhances teacher confidence	3.57	3.70	2.91	3.99*
Helps attitude – prevents burn-out	3.55	3.65	3.00	2.12

\*F-value significant at .05

\*\*F-value significant at .01

Rating scale: 1-Strongly disagree, 2-Disagree, 3-No effect, 4-Agree, 5-Strongly agree

Comparison of Perceived Problems of the Agricultural Education Program which Result from the Teacher’s Part-time Employment, According to Involvement in Part-Time Agribusiness

Analyses of variance were used to determine if differences existed between the perceptions of problems to the agricultural education program by those involved in part-time agribusiness endeavors and those who were not involved in part-time agribusiness occupations. The only item which was significantly different was “results in a poor instructional program”. Teachers who were involved in agribusiness endeavors rated the problem higher with a mean score of 3.25 while those not involved employment rated the same problem lower at 2.36. Teachers involved in part-time agribusiness viewed the item as a problem while those not involved in part-time agribusiness did not view it as a problem (Table 7). The reader should note that the “not involved in agribusiness” included teachers who were not involved in part-time employment as well as those who were involved in part-time production agriculture and part-time other occupations.

Table 7

Perceived Problems of the Agricultural Education Program which Result from the Teacher’s Part-time Employment, According to Involvement in Agribusiness

Problems	Overall Mean N=68	Involvement		F-Value
		No N=56	Yes N=12	
Forces teachers to make judgments about time usage	4.02	4.00	4.08	0.10
Conflict of interest—using agricultural education facilities	3.87	3.84	4.00	0.19
Can become a second full-time job	3.79	3.72	4.08	1.14
Lack of time to spend with family	3.76	3.69	4.08	1.21
Time not available when greatest need arises	3.74	3.69	4.00	0.78

Table 7 (Continued)

Problems	Overall Mean  N=68	Involvement		F-Value
		No N=56	Yes N=12	
Relationships with students that could become public relations problems	3.45	3.45	3.45	0.00
Lack of time to supervise students	3.42	3.34	3.75	1.23
Lack of time to devote to FFA Activities	3.42	3.44	3.33	0.07
Lack of time to teach Young/Adult Farmers	3.38	3.34	3.55	0.28
Abuse of summer (extended) employment.	3.37	3.32	3.58	0.43
Emergencies must be handled regardless of school commitments.	3.36	3.35	3.41	0.02
Hinders lesson planning	3.35	3.28	3.67	1.14
Lack of time to attend in service/professional activities	3.29	3.28	3.33	0.02
Alienation if teachers operate competing agribusiness	3.25	3.18	3.58	1.06
Difficult to serve two masters.	3.25	3.20	3.50	0.67
Concern about time spent away from official duties.	3.25	3.21	3.42	0.26
Less contact with other staff and students in the school system.	3.21	3.15	3.50	0.78
Teacher not willing to provide community and industry services.	3.13	3.07	3.42	0.75
Prevents doing both jobs well	3.11	3.06	3.33	0.41
Lack of time for advisory committee meetings	3.11	3.02	3.50	1.43
Causes teaching to become part-time employment	3.09	3.00	3.50	1.44
Encourages part-time agriculture programs	3.06	3.11	2.83	0.40
Working for the school or themselves questions.	3.06	3.13	2.75	0.80
Reduced teaching contracts for all agricultural education teachers.	3.06	3.02	3.25	0.30
Competition with others seeking employment.	3.00	3.05	2.75	0.78
Public image problem—double dipping	2.97	3.00	2.83	0.16
Conflict of interest—hiring students,	2.96	3.02	2.67	0.65
Cause relationship problems with school officials	2.93	2.95	2.83	0.08

Table 7 (Continued)

Problems	Overall Mean  N=68	Involvement		F-Value
		No N=56	Yes N=12	
School administrators recognize programs as part-time.	2.92	2.87	3.17	0.58
Image of agricultural education teaching less important than other teaching areas.	2.91	2.89	3.08	0.22
Administrators question if SAE visits are real.	2.91	2.89	3.00	0.07
Causes a halt in FFA activities during the summer.	2.90	2.86	3.08	0.29
Decline in the dedication to teaching	2.85	2.80	3.08	0.43
Demonstrates that teaching is not a full time commitment.	2.82	2.74	3.17	0.80
Decreased importance of agriculture education	2.76	2.75	2.83	0.05
Poor community involvement by teacher.	2.73	2.80	2.42	0.94
Teacher loses broader perspective of agriculture.	2.61	2.49	3.17	3.42
Tarnishes the professional image of agriculture teachers.	2.53	2.52	2.58	0.03
Results in a poor instructional program	2.52	2.36	3.25	5.54*
Teachers teach content of part-time employment	2.21	2.14	2.50	1.35

\*F-value significant at .05

\*\*F-value significant at .01

Rating scale: 1-Strongly disagree, 2-Disagree, 3-No effect, 4-Agree, 5-Strongly agree

Comparisons of Perceived Benefits to the Agricultural Education Program which Result from the Teacher's Part-time Employment, According to Involvement in Other Employment

Analyses of variance were used to determine if differences existed between the perceptions of benefits to the agricultural education program by those involved in other employment endeavors and those who were not involved in other part-time occupations. The two groups were significantly different on two benefits. The teachers who were involved in other (non-farm) employment rated "source of instructional examples" and "teachers stay up-to-



date” lower than teachers not involved in part-time employment activities. Teachers who were involved in other (non-farm) employment saw the items as less of benefit than teachers not involved in other part-time occupations (Table 8). The reader should note that the “not involved in other occupations ” included teachers who were not involved in part-time employment as well as those who were involved in part-time production agriculture and part-time agribusiness occupations.

Table 8

Perceived Benefits to the Agricultural Education Program which Result from the Teacher’s Part-time Employment, According to Involvement in Other Employment Endeavors

Benefits	Overall Mean N=68	Involvement		F-Value
		No N=61	Yes N=7	
Teachers develop new knowledge and skill	4.37	4.43	3.86	3.60
Teachers gain experience	4.28	4.34	3.71	3.49
Provides work experience	4.22	4.26	3.86	1.96
Overcome financial needs – low salaries	4.16	4.21	3.71	1.85
Source of instructional examples	4.09	4.16	3.43	4.30*
Teachers stay up-to-date	4.01	4.12	3.14	5.29*
Broadens outlook about agriculture	3.97	4.00	3.71	0.58
Keeps teacher aware of industry problems	3.94	4.02	3.29	2.85
Means to validate course content	3.91	3.97	3.43	2.28
Cultivates student employment opportunities	3.78	3.83	3.29	1.92
Enhances teacher confidence	3.57	3.65	2.86	2.71
Helps attitude – prevents burn-out	3.55	3.58	3.29	0.28

\*F-value significant at .05

\*\*F-value significant at .01

Rating scale: 1-Strongly disagree, 2-Disagree, 3-No effect, 4-Agree, 5-Strongly agree

Comparisons of Perceived Problems to the Agricultural Education Program which Result from the Teacher's Part-time Employment, According to Involvement in Other Employment

Analyses of variance were used to determine if differences existed between the perceptions of problems to the agricultural education program by those involved in other employment endeavors and those who were not involved in other part-time occupations. No significant differences were found between teachers involved in other employment and those who were not engaged in other part-time employment (Table 9).

Table 9

Perceived Problems of the Agricultural Education Program which Result from the Teacher's Part-time Employment, According to Involvement in Other Employment Endeavors

Problems	Overall Mean N=68	Involvement		F-Value
		No N=61	Yes N=7	
Forces teachers to make judgments about time usage	4.02	4.00	4.14	0.19
Conflict of interest—using agricultural education facilities	3.87	3.85	4.00	0.10
Can become a second full-time job	3.79	3.78	3.86	0.03
Lack of time to spend with family	3.75	3.75	3.86	0.06
Time not available when greatest need arises	3.73	3.69	4.14	1.10
Relationships with students that could become public relations problems	3.45	3.45	3.42	0.00
Lack of time to supervise students	3.42	3.43	3.29	0.10
Lack of time to devote to FFA Activities	3.42	3.47	3.00	0.80
Lack of time to teach Young/Adult Farmers	3.38	3.40	3.14	0.31
Abuse of summer (extended) employment.	3.37	3.39	3.14	0.25
Emergencies must be handled regardless of school commitments.	3.36	3.39	3.14	0.22
Hinders lesson planning	3.35	3.34	3.43	0.04

Table 9 (Continued)

Problems	Overall Mean  N=68	Involvement		F-Value
		No N=61	Yes N=7	
Lack of time to attend in service/professional activities	3.29	3.33	3.00	0.44
Alienation if teachers operate competing agribusiness	3.25	3.21	3.57	0.52
Difficult to serve two masters.	3.25	3.26	3.14	0.07
Concern about time spent away from official duties.	3.25	3.25	3.29	0.01
Less contact with other staff and students in the school system.	3.21	3.17	3.57	0.64
Teacher not willing to provide community and industry services.	3.13	3.13	3.14	0.00
Lack of time for advisory committee meetings	3.11	3.10	3.14	0.01
Prevents doing both jobs well	3.10	3.11	3.00	0.47
Causes teaching to become part-time employment	3.09	3.07	3.29	0.17
Encourages part-time agriculture programs.	3.06	3.12	2.57	1.00
Working for the school or themselves questions.	3.06	3.05	3.14	0.03
Reduced teaching contracts for all agricultural education teachers.	3.06	3.03	3.29	0.22
Competition with others seeking employment.	3.00	3.03	2.71	0.54
Public image problem—double dipping	2.97	2.97	3.00	0.00
Conflict of interest—hiring students,	2.96	2.93	3.14	0.15
Cause relationship problems with school officials	2.93	2.90	3.14	0.24
School administrators recognize programs as part-time.	2.92	2.90	3.14	0.25
Image of agricultural education teaching less important than other teaching areas.	2.91	2.89	3.14	0.21
Administrators question if SAE visits are real.	2.91	2.90	3.00	0.04
Causes a halt in FFA activities during the summer.	2.90	2.90	2.86	0.01
Demonstrates that teaching is not a full time commitment.	2.81	2.80	3.00	0.12
Decline in the dedication to teaching	2.78	2.79	2.71	0.08

Table 9 (Continued)

Problems	Overall Mean	Involvement		F-Value	
		N=68	No		Yes
			N=61		N=7
Decreased importance of agriculture education	2.76	2.77	2.71	0.01	
Poor community involvement by teacher.	2.73	2.77	2.42	0.46	
Teacher loses broader perspective of agriculture.	2.61	2.55	3.14	1.63	
Tarnishes the professional image of agriculture teachers.	2.53	2.52	2.57	0.01	
Results in a poor instructional program	2.52	2.47	3.00	1.19	
Teachers teach content of part-time employment	2.21	2.16	2.57	1.11	

\*F-value significant at .05

\*\*F-value significant at .01

Rating scale: 1-Strongly disagree, 2-Disagree, 3-No effect, 4-Agree, 5-Strongly agree

#### Comparisons of Perceived Benefits and Problems of the Agricultural Education Program which

#### Result from the Teacher's Part-time Employment, According to Teaching Experience

Analyses of variance were used to determine if differences existed between the perceptions of benefits and problems to agricultural education programs relative to their years of teaching experience. There were no significant differences between the years of teaching experience and respondents rating of benefits and problems of part-time employment (Tables 10 and 11)

Table 10

Perceived Benefits of the Agricultural Education Program which Result from the Teacher's Part-time Employment, According to Years of Teaching Experience

Benefit	Total N=68	<1year N=4	1-5 N=9	6-10 N=5	11-15 N=10	16-20 N=11	21-25 N=12	>25yrs N=17	F-value
Teachers develop new knowledge and skills	4.38	4.33	4.11	4.20	4.56	4.45	4.50	4.35	0.35
Teacher gain experience	4.28	4.25	4.11	4.20	4.22	4.45	4.50	4.18	0.30
Provides work experience	4.22	4.00	4.00	4.20	4.00	4.36	4.50	4.24	0.67
Overcome financial needs-low salaries	4.16	3.75	4.00	3.60	4.22	4.54	4.25	4.18	0.80
Source of instructional examples	4.08	4.00	3.88	4.40	3.89	4.18	4.50	3.88	0.80
Teachers stay up-to-date	4.01	4.00	3.33	3.75	4.22	4.09	4.42	4.00	0.93
Broadens outlook about agriculture	3.97	3.00	3.78	3.80	4.22	4.27	4.41	3.65	1.82
Keeps teacher aware of industry problems	3.94	3.33	3.56	4.00	4.00	4.27	4.00	3.94	0.48
Means to validate course content	3.93	3.00	3.78	4.00	4.00	4.18	4.08	3.88	0.83
Cultivates student employment opportunities	3.80	4.00	3.78	3.40	4.00	4.00	3.75	3.71	0.31
Enhances teacher confidence	3.59	3.33	3.22	3.20	4.11	3.72	3.75	3.47	0.58
Helps attitude, prevents burn-out	3.54	2.67	3.11	3.80	3.67	3.00	4.08	3.75	1.04

\*F-value significant at .05

\*\*F-value significant at .01

Rating scale: 1-Strongly disagree, 2-Disagree, 3-No effect, 4-Agree, 5-Strongly agree

Table 11

Perceived Problems of the Agricultural Education Program which Result from the Teacher's Part-time Employment According to Years of Teaching Experience

Problem	Total N=68	<1year N=4	1-5 N=9	6-10 N=5	11-15 N=10	16-20 N=11	21-25 N=12	>25yrs N=17	F-value
Teachers must make judgement on time usage	4.02	4.25	4.00	3.50	4.00	4.00	4.09	4.06	0.32
Conflict of interest - using agricultural education facilities.	3.85	3.50	4.11	3.20	3.80	4.09	3.50	4.13	0.80
Can become a second full-time job	3.78	4.25	2.89	3.00	4.00	4.18	3.91	3.88	2.11
Lack of time to spend with family	3.74	4.00	3.44	3.00	3.90	3.82	3.55	4.00	0.63
Time not available during greatest need	3.73	3.50	3.75	2.75	3.80	4.09	3.82	3.69	0.78
Relationships with students/public relations problems.	3.44	3.00	3.88	3.00	3.00	3.27	3.67	3.69	1.04
Lack of time for supervision of students	3.40	4.33	2.88	2.75	3.70	3.64	3.09	3.50	1.21
Lack of time to devote to FFA activities	3.40	4.75	3.43	3.25	3.70	3.55	2.91	3.13	1.22
Lack of time to teach young-adult farmers	3.37	4.00	3.44	3.00	3.33	3.64	3.18	3.25	0.37
Abuse of summer (extended) employment	3.37	3.00	2.78	2.60	3.50	3.73	3.58	3.53	0.99
Emergencies must be handled regardless	3.35	4.00	3.67	2.00	3.50	3.64	3.09	3.25	1.19
Hinders lesson planning	3.34	4.50	3.00	3.00	3.60	3.64	3.18	3.06	1.30
Lack of time to attend inservice activities	3.28	3.66	3.00	3.25	3.30	3.55	3.00	3.38	0.30
Difficult to serve two masters	3.25	3.50	3.67	3.20	3.20	3.27	3.00	3.18	0.31
Concern about time spent away from official duties.	3.25	3.25	3.56	3.20	2.90	3.45	3.58	2.94	0.56
Alienation if teachers operate competing agribusiness	3.24	3.00	3.78	3.40	2.80	3.45	2.50	3.63	1.63

Table 11 (Continued)

Problem	Total N=68	<1year N=4	1-5 N=9	6-10 N=5	11-15 N=10	16-20 N=11	21-25 N=12	>25yrs N=17	F-value
Less contact with other staff and students in the school system.	3.21	3.33	3.89	2.60	2.70	3.55	3.08	3.18	1.06
Teacher not willing to provide community and industry services.	3.12	3.00	3.22	3.00	2.90	3.18	3.17	3.19	0.08
Lack of time for advisory committee meetings	3.09	4.00	2.89	2.50	3.10	3.45	2.91	3.06	0.61
Prevents doing both jobs well	3.08	4.50	2.67	3.00	3.70	3.09	3.00	2.63	1.63
Causes teaching to become part-time	3.08	3.75	3.00	3.00	3.20	3.36	2.73	2.94	0.42
Reduced teaching contracts for all agriculture teachers.	3.06	3.67	3.11	3.40	2.70	2.91	2.83	3.30	0.44
Encourages part-time agricultural education programs	3.03	4.25	3.56	2.50	2.70	3.09	2.55	3.06	1.22
Problem-working for school or for themselves	3.03	3.50	3.33	3.00	2.30	3.09	3.33	2.94	0.80
Competition with others seeking employment	3.00	3.25	3.22	2.80	2.60	2.91	3.17	3.06	0.40
Public image problem-double dipping	2.96	2.75	3.11	3.40	2.50	3.00	2.92	3.06	0.33
Conflict of interest- employing students	2.94	2.75	2.78	3.20	2.10	3.27	3.08	3.19	0.90
School administrators recognize programs as part-time	2.92	3.00	3.67	3.40	2.22	3.18	2.82	2.65	1.46
Causes relationship problems with school officials	2.91	3.25	3.00	2.80	2.80	2.73	3.08	2.88	0.15
Administrators question if SAE visits are real	2.91	3.25	2.75	3.20	2.50	2.91	3.25	2.82	0.44
Causes a halt in FFA activities during the summer.	2.90	3.50	3.33	3.00	2.30	3.36	2.75	2.65	1.03
Image of agricultural education teaching less important than other areas.	2.88	4.25	2.56	2.80	2.40	3.18	2.75	2.94	1.07

Table 11 (Continued)

Problem	Total N=68	<1year N=4	1-5 N=9	6-10 N=5	11-15 N=10	16-20 N=11	21-25 N=12	>25yrs N=17	F-value
Decline in the dedication to teaching	2.83	2.75	2.78	3.00	3.00	3.09	2.55	2.75	0.18
Demonstrates that teaching is not full time commitment	2.78	3.50	3.22	2.50	2.30	3.27	2.45	2.63	0.80
Decreased importance of agriculture education.	2.74	2.67	2.56	3.00	2.50	3.00	2.42	3.00	0.43
Poor community involvement by teacher	2.71	3.33	2.22	3.20	2.20	2.91	2.67	2.94	0.91
Teacher loses broader perspective of agriculture	2.61	3.00	3.00	2.40	2.80	2.55	2.50	2.41	0.38
Results in a poor instructional program	2.53	3.00	2.22	2.50	2.20	3.55	2.09	2.44	1.93
Tarnishes the professional image of agricultural education teachers	2.53	3.25	2.56	2.40	2.60	2.91	2.50	2.12	0.72
Teachers teach content of part-time employment.	2.21	2.25	2.56	2.40	2.40	1.82	1.92	2.29	0.77

\*F-value significant at .05

\*\*F-value significant at .01

Rating scale: 1-Strongly disagree, 2-Disagree, 3-No effect, 4-Agree, 5-Strongly agree



Comparisons of Perceived Benefits/Problems of the Agricultural Education Program which Result from the Teacher's Part-time Employment, According to Length of Teacher Contract

Analyses of variance were used to determine if differences existed between the perceptions of benefits and problems to the agricultural education program compared to the length of the teacher contract. Significant values were found in the following benefits: “teachers gain experience”, “source of instructional examples,” “keeps teacher aware of industry problems”, “cultivates student employment opportunities” and “enhances teacher confidence.” In each of the benefits, teachers currently working on a nine-month employment contract rated the benefits lower than their counterparts on 12, 11, 10, and other teaching contractual categories.

Significant differences were found in the following problem categories: “competition with others seeking employment”, “public image problem,-double dipping”, “administrators question if SAE visits are real” and “encourages part-time agriculture programs”. The teachers on nine-month contracts rated these problems significantly higher than their counterparts on 12, 11, 10, and “other” teaching contracts (Tables 12 and 13).

Table 12

Perceived Benefits of the Agricultural Education Program which Result from the Teacher's Part-time Employment, According to Teacher Contract

Benefits	Overall Mean N=68	12 month N=42	11 months N=11	10 months N=9	9 months N=3	Other N=3	F-value
Teachers develop new knowledge and skills	4.38	4.37	4.63	4.38	3.33	4.67	1.84
Teacher gain experience	4.28	4.33	4.54	4.12	2.66	4.66	3.60*
Provides work experience	4.22	4.26	4.18	4.25	3.33	4.67	1.45
Overcome financial needs-low salaries	4.16	4.12	4.18	4.38	3.67	4.67	0.55
Source of instructional examples	4.08	4.17	4.27	3.88	2.33	4.67	3.94**
Teachers stay up-to-date	4.01	4.07	3.81	4.13	3.00	4.67	1.04
Broadens outlook about agriculture	3.97	3.95	4.18	4.12	2.67	4.33	1.83
Keeps teacher aware of industry problems	3.94	4.09	3.72	4.13	2.00	4.00	3.00*
Means to validate course content	3.93	3.93	4.09	4.00	2.67	4.67	2.39
Cultivates student employment opportunities	3.80	3.93	3.72	4.00	2.00	3.67	3.19*
Enhances teacher confidence	3.59	3.61	3.91	4.00	1.33	3.33	3.51*
Helps attitude, prevents burn-out	3.54	3.55	3.72	3.63	2.33	3.67	0.62

\*F-value significant at .05

\*\*F-value significant at .01

Rating scale: 1-Strongly disagree, 2-Disagree, 3-No effect, 4-Agree, 5-Strongly agree

Table 13

Perceived Problems of the Agricultural Education Program which Result from the Teacher's Part-time employment According to Teaching Contract

Problem	Overall Mean <u>N=68</u>	12 month <u>N=42</u>	11 months <u>N=11</u>	10 months <u>N=9</u>	9 months <u>N=3</u>	Other <u>N=3</u>	F-value
Teachers must make judgement on time usage	4.01	4.05	4.10	3.67	4.50	4.00	0.61
Can become a second full-time job	3.78	3.80	3.80	3.33	4.50	4.33	0.82
Lack of time to spend with family	3.73	3.78	3.80	3.11	5.00	4.00	1.40
Time not available during greatest need	3.73	3.78	3.80	3.22	4.50	4.00	0.81
Relationships with students/public relations problems.	3.43	3.44	3.27	3.33	4.00	4.00	0.42
Lack of time for supervision of students	3.39	3.40	3.70	3.11	3.00	3.33	0.36
Lack of time to devote to FFA activities	3.39	3.41	3.70	3.22	3.50	2.67	0.39
Lack of time to teach young-adult farmers	3.37	3.33	3.50	3.25	4.00	3.33	0.20
Abuse of summer (extended) employment	3.37	3.48	2.82	3.22	4.33	3.33	1.11
Emergencies must be handled regardless	3.35	3.41	2.80	3.33	4.00	4.00	0.77
Hinders lesson planning	3.34	3.20	3.90	3.44	4.00	2.67	1.21
Lack of time to attend inservice activities	3.28	3.35	3.30	3.11	4.00	2.33	0.67
Difficult to serve two masters	3.25	3.24	2.73	3.44	4.00	4.00	1.26
Concern about time spent away from official duties.	3.25	3.36	2.55	3.22	3.67	4.00	1.33
Conflict of interest – using agricultural education facilities.	3.23	3.88	3.73	3.56	4.67	4.00	0.55

Table 13 (Continued)

Problem	Overall Mean <u>N=68</u>	12 month <u>N=42</u>	11 months <u>N=11</u>	10 months <u>N=9</u>	9 months <u>N=3</u>	Other <u>N=3</u>	F-value
Less contact with other staff and students in the school system.	3.21	3.17	2.82	3.56	3.33	4.00	0.73
Teacher not willing to provide community and industry services.	3.12	3.10	2.73	3.44	4.00	3.00	0.80
Lack of time for advisory committee meetings	3.09	3.13	3.10	3.11	3.00	2.67	0.09
Prevents doing both jobs well	3.07	3.05	3.60	2.78	4.50	1.67	1.98
Causes teaching to become part-time	3.07	3.27	2.40	3.11	3.00	2.67	0.95
Reduced teaching contracts for all agriculture teachers.	3.06	3.10	2.18	3.44	4.33	3.33	2.35
Alienation if teachers operate competing agribusiness	3.03	3.36	3.00	3.00	3.33	3.00	0.29
Problem-working for school or for themselves	3.02	3.07	2.45	2.78	4.67	4.00	2.25
Competition with others seeking employment	3.00	3.07	2.27	2.89	4.33	4.00	3.24*
Public image problem-double dipping	2.95	3.07	2.64	2.11	5.00	3.00	3.47*
Conflict of interest- employing students	2.94	2.67	3.00	3.44	5.00	3.00	2.67
School administrators recognize programs as part-time	2.92	3.05	2.18	3.00	4.00	2.67	1.81
Causes relationship problems with school officials	2.91	2.98	2.45	2.89	4.00	2.50	1.06
Administrators question if SAE visits are real	2.91	2.95	2.00	3.22	4.33	3.33	3.05*
Causes a halt in FFA activities during the summer.	2.90	3.02	2.27	3.11	4.00	1.67	2.12

Table 13 (Continued)

Problem	Overall Mean <u>N=68</u>	12 month <u>N=42</u>	11 months <u>N=11</u>	10 months <u>N=9</u>	9 months <u>N=3</u>	Other <u>N=3</u>	F-value
Image of agricultural education teaching less important than other areas.	2.88	2.90	2.09	3.56	4.00	2.00	2.32
Decline in the dedication to teaching	2.83	2.93	2.30	3.00	4.50	1.67	1.85
Demonstrates that teaching is not full time commitment	2.78	2.83	2.40	3.22	3.50	1.67	0.92
Encourages part-time agricultural education programs	2.76	3.24	2.10	3.33	4.00	1.67	2.85*
Decreased importance of agriculture education.	2.74	2.71	2.64	3.00	3.33	2.00	0.45
Poor community involvement by teacher	2.71	2.76	2.45	2.56	3.33	3.00	0.37
Teacher loses broader perspective of agriculture	2.61	2.56	2.45	3.00	3.33	2.00	0.80
Results in a poor instructional program	2.53	2.53	2.50	2.78	3.00	1.67	0.52
Tarnishes the professional image of agricultural education teachers	2.53	2.45	2.36	3.33	2.67	1.67	1.48
Teachers teach content of part-time employment.	2.21	2.24	1.91	2.67	2.00	1.67	1.04

\*F-value significant at .05

\*\*F-value significant at .01

Rating scale: 1-Strongly disagree, 2-Disagree, 3-No effect, 4-Agree, 5-Strongly agree

### Summary of Research Findings

The research was designed to determine specific demographic information about the respondents. The responses revealed that the group studied were predominately male, with nearly 75% of the respondents having 10 or more years of teaching experience. Over 50% were engaged in part-time farming, had at least a 12-month contract, and were over 40 years old. In addition to the demographic data, the teachers responding rated benefits and problems associated with part-time employment. The respondents who were involved in multiple jobholding were more likely to rate the benefits higher than those not engaged in part-time employment. These same teachers rated the problems associated with part-time employment lower than their counterparts who did not engage in moonlighting.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to determine the perceptions of high school agricultural educators as it relates to the benefits and problems associated with part-time employment. The participants in the study were those teachers employed during the 2000-2001 school year within a 150-mile radius of Ripley, West Virginia. The accessible population was 108 secondary agricultural education teachers; 35 from West Virginia, 34 from Kentucky, and 38 from Ohio.

The importance of secondary agriculture educators staying current has been stressed as an essential part of secondary agriculture since its formation. Teachers who do not stay current with new trends and technologies in agriculture will be doomed to teach only agriculture history (Harper, 1991).

The primary objective of the research was to determine how West Virginia, Kentucky, and Ohio agricultural educators employed within a 150 mile radius of the Ripley, WV area perceive the benefits and problems of part-time farming, agribusiness, and/or other employment endeavors have on professional job performances.

Secondary objectives include:

1. Identify the number of agricultural educators engaged in part-time farming, agribusiness, and/or other employment endeavors in West Virginia, Ohio, and Kentucky.
2. Determine the extent to which agricultural teachers supplement their income by means of part-time farming, agribusiness, and/or other employment enterprises.
3. Ascertain the degree to which part-time employment impacts an agriculture teacher's personal life.

4. Determine the influences on various components of the teacher's job as perceived by those same instructors when the teacher is employed in part-time farming, agribusiness, and/or other employment pursuits.

The survey instrument was an adaptation of a questionnaire developed by Harper (1991) which included 22 benefits and 42 problems identified by state supervisors and head teacher educators in agricultural education. Part two of the survey consisted of demographic variables such as age, gender, and other information. Characteristics of early and late respondents were compared and no significant differences were found between groups.

### Summary of Findings

Characteristics of the groups were as follows: Over 92% of the respondents were male, while nearly 8% were female. There were 54.4% of the respondents over the age of 40 with a surprising 7.4% of the respondents still teaching after the age of 65. Nearly 74% of those surveyed had over 10 years teaching experience while 25% had taught over 25 years. Fifty-nine percent of the respondents were engaged in part-time employment activities. Of those 59% who moonlighted, almost half reported the part-time employment accounted less than 1-10% of their gross income (46.3%). There were 17% involved in part-time employment earning 11-25% of their gross income, while 22% were earning at least 25-50% of their income from other employment endeavors. Less than forty percent of the respondents had a contract less than 12 months. There were 4.4% employed on a 9-month contract. Forty-eight percent of the respondents were employed in a one-teacher department.

The findings were predictable in that teachers who were involved in multiple jobholding, especially in part-time production agriculture, were more likely to rate the benefits higher than their counterparts who were not engaged in part-time employment. Not surprisingly, the



teachers who were involved in part-time production agriculture were more likely to rate the problems associated with multiple job holding lower than their counterparts who did not engage in part-time employment.

Participants were invited to comment on their perceptions and they offered some very interesting “food for thought.” Some of the comments praised the beneficial aspects such as:

- I feel your best agricultural programs are run by teachers who are involved in agriculture. Teachers who are working in the field that they are teaching will have more respect from students and people in the community than teachers using only a textbook.
- My farm has no effect on my job performance. Agriculture is a dynamic industry, if you don't stay current, you get left behind!
- My farm has provided a good source of information and practical education opportunities for my students and myself. This information has enhanced my instruction in the classroom.
- Teachers having hands on experience is as important as students having supervised experience programs.

Others were guarded in their beliefs that conflict of interest issues can and do arise. For instance:

- Any teacher whether in agriculture or another field must always be aware of the possibility of a conflict of interest. A teacher has to make sure he/she stays within the guidelines of his/her job. If anything takes a second seat, it should be the “secondary employment.”
- The answers to some of the questions listed depends on the individual agriculture teacher and the type of part-time employment. I have seen such situations be beneficial in some

cases; and a hindrance in others. Nevertheless, an agricultural education teacher's main focus and responsibility should be being an agricultural science teacher/FFA advisor.

- Many of the questions have broader perspectives involved than can be answered. I believe teachers can abuse the primary responsibilities with outside employment. I also believe that teachers can and should be allowed to do both and they can be done successfully.

### Conclusions

Based upon the results of this study, the following conclusions were drawn:

1. Over half of teachers of high school agriculture were engaged in part-time employment.
2. Teachers engaged in part-time employment in production agriculture rated the benefits of the multiple job holding higher than those not engaged in production agriculture.
3. Nearly half of the agriculture teachers who moonlight receive a modest compensation for their effort (1-10% of gross income).
4. Over half of agriculture teachers were over the age of 40 with some still teaching after the age of 65.
5. Over half of agriculture teachers agree or strongly agree on the problems associated with "lack of time" (to spend with family, to devote to FFA activities, to supervise students, and to teach young/adult farmer classes).
6. Significant numbers (over 75%) reported perception of conflict of interest issues (using agricultural education facilities and part-time employment can become a second full-time job).
7. Only about 60% of agricultural education teachers had a 12-month contract.

### Implications

The review of literature and the results of the study yielded support for the idea that there are important benefits to those who moonlight and teach agricultural education. However, there are negative connotations associated with those who engage in multiple job holding. Positive public relations are important for the success of any program. There is a stigma attached to these activities that may be difficult to overcome. Even when the school systems do not hire teachers of agriculture to teach for 12 months, do they have a right to make the teacher feel less professional when he or she attempts to supplement their income with part-time employment? Furthermore, if they do engage in part-time employment, what will these teachers have to sacrifice in terms of personal time, public perception, or success of their agriculture programs?

### Recommendations

Based on the results of this investigation the following recommendations are proposed by the researcher:

1. Further research should be conducted to determine how school administrators perceive the benefits and problems associated with part-time employment by agricultural educators.
2. Agricultural educators who are engaged in part-time employment need to be made aware of the conflict of interest issues that can arise and take care to make sure their programs do not suffer because of their involvement.
3. Teaching contracts should be lengthened to include 12-month employment for every teacher of agriculture education so that student programs will be monitored year round and FFA programs will not suffer.

4. As the average age of agriculture teachers is increasing, there will be more need for new teachers to replace those who retire. Recruitment by teacher educators at Universities needs to be emphasized to be able to meet these future needs. As one teacher (who was called out of retirement to teach) noted in the comments: “Vo-Ag” teaching is an asset to the community, we need help to keep the programs in progress. Many school systems are dropping this program and the result will weaken United States Agriculture.
5. Educational experience compensatory incentives need to be provided to teachers involved in part-time employment such as continuing education requirements are mandatory for all teachers. As one teacher noted when asked about his views on part-time farming in particular, he stated “Part-time farming is very expensive and time-consuming inservice”

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**APPENDICES**



**APPENDIX A**

Cover Letter to Secondary Agricultural Teachers



West Virginia University

College of Agriculture, Forestry and Consumer Sciences

January 18, 2001

Dear Agriculture Science Teachers:

There are many benefits, as well as problems, for teachers of Agriculture Education involved in part-time employment. For example, a teacher will benefit from the experience, knowledge, and skills acquired as a result of a part-time farming or agribusiness venture. On the other hand, part-time employment has the potential to create time management issues that could affect SAE supervision and participation in FFA activities.

I am conducting a self-funded study to determine the level of importance teachers in West Virginia, Ohio, and Kentucky place on selected benefits and problems associated with part-time employment as they relate to high school agriculture programs and the career of the teachers involved. Your opinions are vital to the usefulness of this study. The results of the study will be used to prepare a thesis that will complete my Masters Degree Program at West Virginia University in Agricultural and Environmental Education.

Although time is of the essence, especially this time of year, please take a few minutes to complete the enclosed questionnaire. After you complete the questionnaire, you may offer comments that will also prove helpful in the study. Be assured that all information will be held completely confidential. Your participation is voluntary and, of course, should you choose to leave a question blank, feel free to do so.

Please complete the enclosed questionnaire and return it to me by February 1st. For your convenience, a stamped, self-addressed envelope is enclosed.

Thank you in advance for your cooperation.

Sincerely,

Carmie M. Scarbrough  
Agriculture Science Teacher  
Ripley High School

Harry N. Boone, Jr.  
Assistant Professor  
Agricultural and Environmental Education

Phone: 304-293-4832  
Fax: 304-293-3752  
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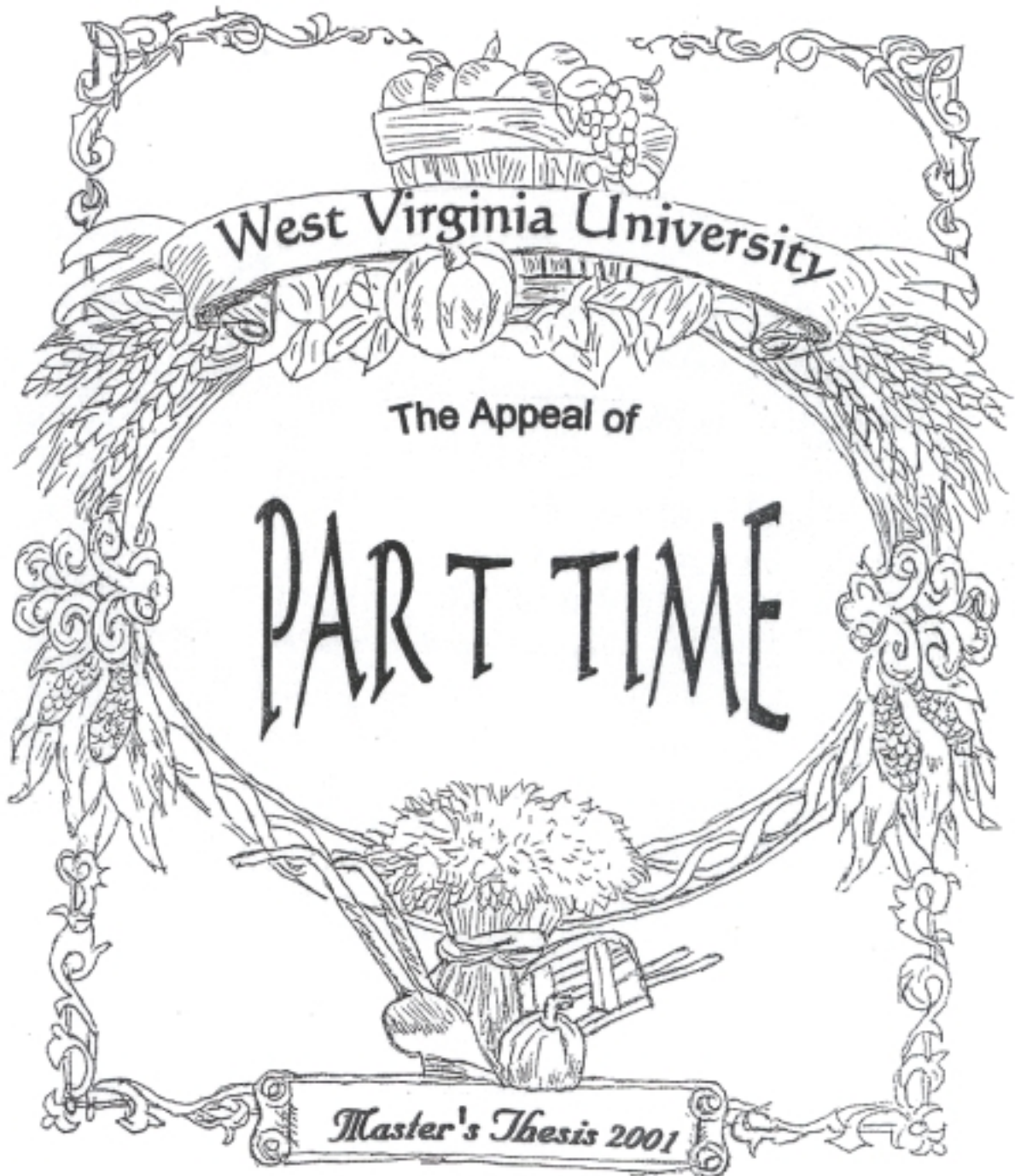
Division of Resource Management

PO Box 6108  
Morgantown, WV 26506-6108

4 Equal Opportunity/Affirmative Action

**APPENDIX B**

Survey Instrument



*Thank you for choosing to complete this questionnaire. Rate the statements according to your beliefs concerning part-time employment by teachers of agriculture education. Circle the degree to which you agree or disagree to the statements in each category. Also, please complete the background information at the end of the survey instrument.*

*When finished, place in the return envelope and send back to my address.*

*Please turn the page.*

<i><b>BENEFITS</b></i>	Strongly Agree	Agree	Disagree	Strongly Disagree	Has no effect
<p><i>Tell to what degree you agree or disagree with the following statements about part-time employment on an agriculture educator's job performance.</i></p> <p><i>Part-time employment:</i></p> <p>Enhances confidence in teacher on part of day students /adult class members.</p> <p>Cultivates employment opportunities for the students.</p> <p>Allows teachers an opportunity to gain experience in agriculture industry.</p> <p>Allows teachers the opportunity to develop new knowledge and skills.</p> <p>Causes teachers to stay up-to-date in the field of agriculture.</p>	1	2	3	4	5
<p><i><b>TEACHING ENHANCEMENT</b></i></p> <p>Provides a source of concrete examples; keeps instruction relevant.</p> <p>Provides work experience which could be helpful in teaching new skills.</p> <p>Provides a means for teachers to validate the content of their courses.</p> <p>Makes teachers more aware of agriculture industry problems.</p> <p>Helps keeps the teacher aware of personnel hiring, problems, and needs.</p> <p>Helps keep the teacher familiar with government programs and regulations.</p> <p>Enhances the development of better management skills/business techniques.</p> <p>Causes the teacher to be better able to stay current with language of profession.</p> <p>Causes the teacher to realize the expectations some employers would have for employees entering agricultural occupations.</p> <p>Helps the teacher apply "theory" into practice.</p>	1	2	3	4	5

<p><b>BENEFITS</b></p> <p><i>Tell to what degree you agree or disagree with the following statements about part-time employment on an agriculture educator's job performance.</i></p> <p><i>Part-time employment:</i></p>	Strongly Agree	Agree	Disagree	Strongly Disagree	Has no effect
<p><b>FARM BUSINESS FOR LAB OR FIELD TRIP</b></p>					
<p>Allows the teacher to use own business for field trips and student SAE's.</p>	1	2	3	4	5
<p>Can provide access to farm as a laboratory.</p>	1	2	3	4	5
<p><b>PERSONAL AND FINANCIAL</b></p>					
<p>Can lead to personal satisfaction.</p>	1	2	3	4	5
<p>Provides a supplemental income to allow teachers to stay in the profession (particularly programs with less than 12 month employment).</p>	1	2	3	4	5
<p>Helps overcome the financial needs caused by low teacher salaries.</p>	1	2	3	4	5
<p>Helps attitude, prevents burnout, and relieves stress.</p>	1	2	3	4	5
<p>Broadens own outlook about agriculture.</p>	1	2	3	4	5

<p><b>PROBLEMS</b></p> <p><i>Tell to what degree you agree or disagree with the following statements about part-time employment on an agriculture educator's job performance.</i></p> <p><i>Part-time employment:</i></p>	Strongly Agree	Agree	Disagree	Strongly Disagree	Has no effect
<p><b>TIME</b></p>					
Hinders lesson planning.	1	2	3	4	5
Results in a lack of time for supervision of students.	1	2	3	4	5
Results in a lack of time to teach Young/Adult farmer classes.	1	2	3	4	5
Results in a lack of time to devote to FFA activities.	1	2	3	4	5
Results in a lack of time to attend in-service and professional development activities.	1	2	3	4	5
Prevents doing both jobs well which will lead to burnout.	1	2	3	4	5
Results in a lack of time to attend advisory committee meetings.	1	2	3	4	5
Results in a lack of time to spend with family.	1	2	3	4	5
Does not always make time available when the greatest need arises.	1	2	3	4	5
Forces teachers to make priority judgments-cannot be in two places at the same time.	1	2	3	4	5
Results in poor instructional program because teacher will not develop a community based program.	1	2	3	4	5
<p><b>PART-TIME EMPLOYMENT BECOMES MAJOR FOCUS</b></p>					
Can become a second full-time job.	1	2	3	4	5
Can cause teaching to become the part-time employment. (Program gradually but surely dies).	1	2	3	4	5
Emergencies must be handled regardless of school commitments.	1	2	3	4	5
Contributes in a decline in the dedication to teaching.	1	2	3	4	5
Demonstrates to the community that teaching is not a full time commitment.	1	2	3	4	5
Encourages part-time agriculture programs, particularly in small or budget stressed schools.	1	2	3	4	5
<p><b>CONFLICT OF INTEREST</b></p>					
Can cause alienation with potential supporters if teachers operate agribusinesses, which compete with others in the community.	1	2	3	4	5
Can cause conflict of interest if teachers are using agriculture education facilities and students to accomplish tasks related to outside employment.	1	2	3	4	5



<p><b>PROBLEMS</b></p> <p><i>Tell to what degree you agree or disagree with the following statements about part-time employment on an agriculture educator's job performance.</i></p> <p><i>Part-time employment:</i></p>	Strongly Agree	Agree	Disagree	Strongly Disagree	Has no effect
<p><b>CONFLICT OF INTEREST</b> (continued)</p>					
<p>Can cause a conflict of interest if teachers are employing agriculture education students in part-time employment endeavors.</p>	1	2	3	4	5
<p>Can create an image that the teacher is "double dipping".</p>	1	2	3	4	5
<p>Can affect relationships with students if product sold or promoted to students causes public relations problems.</p>	1	2	3	4	5
<p>Can create competition with others seeking employment.</p>	1	2	3	4	5
<p>Can cause problems in keeping the public informed as to when the teacher is working for the school board or for themselves.</p>	1	2	3	4	5
<p><b>COMMUNITY SERVICES SUFFERS</b></p>					
<p>Results in poor community involvement by the teacher, which weakens community support.</p>	1	2	3	4	5
<p>Can result in the teacher not being willing to provide additional community and industry services.</p>	1	2	3	4	5
<p>Decreases importance of agriculture education such as the instructor's role in the community.</p>	1	2	3	4	5
<p>Can cause relationship problems with school officials.</p>	1	2	3	4	5
<p>Develops a community image of agriculture teaching as being less important than other areas of teaching with full-time instructors.</p>	1	2	3	4	5
<p><b>PROGRAM NARROWS</b></p>					
<p>Causes teacher to lose the broader perspective of agriculture because of personal involvement.</p>	1	2	3	4	5
<p>Results in teachers teaching only to the content of part-time employment subject matter.</p>	1	2	3	4	5
<p><b>PROFESSIONAL IMAGE</b></p>					
<p>Tarnishes the image of agriculture education teachers as professionals (Professionals don't moonlight).</p>	1	2	3	4	5
<p>May cause problems because it is difficult to serve two masters.</p>	1	2	3	4	5
<p><b>SUMMER EMPLOYMENT</b></p>					
<p>Can result in the abuse of summer (extended) employment.</p>	1	2	3	4	5
<p>May result in reduced teaching contracts for all agriculture teachers.</p>	1	2	3	4	5

<p><b>PROBLEMS</b></p> <p><i>Tell to what degree you agree or disagree with the following statements about part-time employment on an agriculture educator's job performance.</i></p> <p><i>Part-time employment:</i></p>	Strongly Agree	Agree	Disagree	Strongly Disagree	Has no effect
<p><b>ADMINISTRATIVE CONCERNS</b></p>					
<p>Can result in less contact with other staff and students in the school system</p>	1	2	3	4	5
<p>Causes a halt in FFA activities during the summer.</p>	1	2	3	4	5
<p>May cause school administrators to recognize programs as only part-time when teachers have other employment.</p>	1	2	3	4	5
<p>Administrators continually question if SAE visits are "real" or if the time is being used for the business.</p>	1	2	3	4	5
<p>Can cause concern from school officials about time spent away from official duties.</p>	1	2	3	4	5

### Background Information

Please answer the following questions. Please be assured that all information will be held completely confidential.

1. I teach agricultural education in:

- Kentucky
- Ohio
- West Virginia

2. Years of high school agriculture teaching experience

- less than one
- 1 to 5 years
- 6 to 10 years
- 11 to 15 years
- 16 to 20 years
- 21 to 25 years
- more than 25 years

3. My high school agriculture teaching contract is for:

- 12 months
- 11 months
- 10 months
- 9 months
- Other (specify) \_\_\_\_\_

4. Gender

- Male
- Female

5. Age

- 21 to 25 years
- 26 to 30 years
- 31 to 35 years
- 36 to 40 years
- 41 to 45 years
- 46 to 50 years
- 51 to 55 years
- 56 to 60 years
- 61 to 65 years
- Over 65 years

6. Number of teachers in department

- 1             4  
 2             5  
 3             6 or more

7. Are you employed (including self-employment) in any endeavor other than your job as an agriculture education teacher?

- Yes (please continue with questions 8-11)  
 No

For the purpose of answering questions 8-11, please assume that your agriculture science teaching position is your primary occupation and that your other employment is your secondary occupation.

8. My secondary employment involves: (Check all that apply.)

- Production agriculture (farming)  
 Agribusiness  
 Non-agriculture endeavor.  
Please specify \_\_\_\_\_

9. How many years have you been involved in this secondary employment?

- less than one  
 1 to 5 years  
 6 to 10 years  
 11 to 15 years  
 16 to 20 years  
 21 to 25 years  
 more than 25 years

10. What percentage of your gross income is generated through this second employment?

- 0%  
 1 to 10 %  
 11 to 25 %  
 26 to 50 %  
 51 to 75 %  
 76% or more

11. On an average throughout the entire year, how many hours per week do you devote to your second employment endeavor?

- 0 to 10 hours  
 11 to 20 hours  
 21 to 30 hours  
 31 to 40 hours  
 more than 40 hours



**APPENDIX C**

Follow-Up Post Card

Dear Selected Teachers:

A short time ago, you received a questionnaire designed to determine the level of importance teachers in West Virginia, Ohio, and Kentucky place on selected benefits and problems associated with part-time employment as they relate to high school agriculture programs and the career of the teachers involved.

As of today, I have not received your response. If our paths crossed in the mail and you have already returned the questionnaire, thank you very much! If you have not completed the survey, please take a few minutes of your valuable time, complete the survey, and return it in the stamped, self-addressed envelope that was provided. If you misplaced the survey, or it was not delivered to you, please e-mail me at [cdewhurst@access.k12.wv.us](mailto:cdewhurst@access.k12.wv.us) and I will send you another packet. You may also call me at Ripley High School (304) 372-7355, M-F between 8am and 4pm.

Your response is vital to the success of this research. I sincerely appreciate your cooperation and assistance.

Connie McClung Scarbrough

**APPENDIX D**

Follow-Up Letter



February 8, 2001

Dear Selected Teachers:

A short time ago, you received a questionnaire designed to determine the level of importance teachers in West Virginia, Ohio and Kentucky place on selected benefits and problems associated with part-time employment as they relate to the high school programs and the career of the teachers involved.

As of today, I have not received your response. If our paths crossed in the mail and you have already returned the questionnaire, please take a few minutes of your valuable time, complete the survey, and return it in the stamped, self-addressed envelope. Please do not hesitate to provide this important information. The deadline for this summary is soon approaching. If you could return the survey by March 2, 2001, your response will be counted.

Your response is vital to the success of this research. I sincerely appreciate your cooperation and assistance.

Sincerely,

Connie McClung Scarbrough  
Agricultural Educator  
Ripley High School

**APPENDIX E**

Comments

**COMMENTS**

1. Opinions are a result of working with Ag. Teachers whom have one or more secondary jobs.
2. Some good thought provoking questions. It would be interesting to see what administration feel about some questions that would apply.
3. Teachers having hands on experience is as important as students having supervised experience programs.
4. Ag. Teachers with secondary jobs should keep it separate. No hiring of students, no use of school equipment or time. I feel conflict can arise when this line is crossed as private and public jobs should never influence each other. I did this for seven years and it worked out fine.
5. Remember: Confidential
6. Would spend more time with my part-time job if I did not work so far from home. This does help with community problems though since I don't compete with any of them. Nice survey.
7. I answered the questions as it has relate to the program at my school and my involvement in part time work.
8. I answered these from my own perspective: How owning a grocery store and teaching agriculture has been a partnership for me in my years of teaching-It may be different for someone in another locality. Thanks for asking and for the wonderful comments.
9. Due to the lack of part time forestry jobs it is nearly impossible to be a part time educator and forestry worker. This has influenced my answers.
10. Good luck with your research!
11. I guess work ethics is more at hand here than pros and cons-"does" and "may." Should an Ag. teacher sacrifice his personal interest, family, and happiness to the Ag. Ed. cause? No. Should an Ag. teacher give an honest day's work for an honest day's pay? Yes.
12. I took over family farm after my father passed away last March.
13. A very thorough questionnaire.
14. My farm has provided a good source of information and practical education opportunities for my students and myself. This information has enhanced my instruction in the classroom.
15. Some questions prejudice the answers by their wording. Especially questions that start with "Can..." Example: under "Summer Employment" "Can result in the abuse of summer (extended) employment." Secondary employment is unlikely to cause abuse so the answer should be disagree, "but" the "Can" suggests the possibility. It is possible? Yes! If the

teacher allows it to! I should have answered “agree” if entirely truthful, because while I do not believe it to be a problem it is possible! Similarly, many teachers should answer “agree” even if they believe it is OK. On balance, I have found more benefits than negatives in owning and operating a farm on the side.

16. Any teacher whether in Ag. or another field must always be aware of the possibility of a conflict of interest. A teacher has to make sure he stays within the guidelines of his/her job. If anything has to take a second seat it should be the “secondary employment.”
17. Although I have farmed and taught for many years, I have always tried to keep the two occupations separate. The biggest problems not fully addressed in the survey are: 1) Lack of energy after a number of 70 hour weeks. 2) Lack of pay which necessitates that a professional act in a non-professional manner in order to support his/her family in a suitable manner.
18. The answers to some of the questions listed depends on the individual Ag. Teacher and the type of part-time employment. I’ve seen such situations be beneficial in some cases; and a hindrance in others. Nevertheless, an Ag. teacher’s main focus and responsibility should be being an agricultural science teacher/FFA advisor.
19. It is no concern of others if I farm. Ag. teachers should never be singled out for part-time employment.
20. Agriculture teachers are employed by school systems not owned by them. We are entitled to do anything with our “free” time that we choose. The character of an individual is not determined by whether or not he/she has part time employment. How many hours per week are employers entitled to beyond those for which compensation is given?
21. My farm has no effect on my job performance. Agriculture is a dynamic industry, if you don’t stay current you get left behind!
22. It was difficult for me to answer the questions because teaching is my full-time job.
23. Many of the questions have broader perspectives involved than can be answered. I believe teachers can abuse the primary responsibilities with outside employment. I also believe that teachers can and should be allowed to do both and they can be done successfully. I do however realize that there can be abuse that relates to this.
24. I feel your best Ag. programs are run by teachers who are involved in agriculture. Teachers who are working in the field that they are teaching will have more respect from students and people in the community than teachers using only a textbook.

**VITA**

## VITA

November 13, 1960	Born: Hammond, Indiana
May 1978	High School Graduation Ripley High School Ripley, West Virginia
May 1980	Associate Degree Horticulture Potomac State College of WVU Keyser, West Virginia
August 1984	Bachelor of Science in Agriculture Education West Virginia University Morgantown, West Virginia
August 1984-July 1986	Agricultural Education Teacher Barboursville High School Barboursville, West Virginia
July 1986-Present	Agricultural Education Teacher Ripley High School Ripley, West Virginia
May 13, 2001	Master of Science in Agriculture Education West Virginia University Morgantown, West Virginia

### Accomplishments:

Honorary Chapter Degrees from Barboursville, Ripley, and Mason County Vocational Chapters  
 Agriscience Teacher of the Year for West Virginia-1990  
 Honorary State FFA Degree – 1991  
 Honorary American Degree – 1994  
 President of the West Virginia Agriculture Educators Association – 1996  
 Currently serving as Vice-President