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Jessica Renae Greggs
Stephen F Austin State University, drjessicagreggs@gmail.com

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TEACHER MOONLIGHTING: A PERCEPTIONAL STUDY FROM LOUISIANA

by

Jessica Renae Greggs, B.A., M.Ed.

Presented to the Faculty of the Graduate School

Stephen F. Austin State University

In Partial Fulfillment

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For the Degree of

Doctor of Education

STEPHEN F. AUSTIN STATE UNIVERSITY
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TEACHER MOONLIGHTING: A PERCEPTIONAL STUDY FROM LOUISIANA

by

Jessica Renae Greggs, B.A., M.Ed.

APPROVED:

_____
Ali Hachem, Ph.D., Dissertation Chair

_____
Freddie L. Avant, Ph.D., Committee Member

_____
Brian Uriegas, Ed.D., Committee Member

_____
Michael Walker, Ph.D., Interim Chair, Department
of Human Services and Educational Leadership

_____
Marc Guidry, Ph.D., Associate Provost

ABSTRACT

Moonlighting is a common practice for many teachers due to the need for supplemental income. This study was designed to narrate the effects moonlighting had on teachers in Northwest Louisiana. Through a series of online interviews, teachers shared their narrative regarding the effects moonlighting had on their personal and professional lives. The study took a constructivist phenomenological approach using primary data along with descriptive, non-experimental research to collect information about the participants' lived experiences with teacher moonlighting. A narrative analysis was utilized to generate codes then organize them into themes, and to construct and compare the narrative findings. The results of the study demonstrated that while moonlighting educators do share similar experiences, there were also specific details that were unique to each individual. This study reported similarities, differences, and additions to existing literature.

ACKNOWLEDGEMENTS

To Jailynn Renee', my heartbeat and motivation for every good thing I have ever tried to accomplish: Thank you so much for believing in me and for admiring me so. I'm so grateful GOD blessed me to be your mom! Thank you for giving me just the motivation I needed to keep going all the times when I was close to giving up!

To Mommy Dearest: Thank you for being everything I needed in this endeavor and my support when I needed it the most.

To my bestest friend evs, Alicia: Thank you for being my best friend. Thank you for always encouraging me, even when you thought I was crazy to take on such a huge task like this. Thank you for being here for the journey even though it kept me from doing absolutely nothing with you for close to 5 years. Thank you for believing in me even when I began to not believe in myself.

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To Cohort 20: I will never fully understand how you all saw my strength at times when I felt my weakest. For all of the love and support you all showed me in the last six years, I will forever be grateful. FINALLY, I can join the group of doctors!

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Finally, thank you to the teachers who shared their experiences with me. We all know we are not educators because of the money, but now more will know how hard we truly work for the money.

DEDICATION

To Mr. Lilton Greggs, Sr.,

Daddy, I am still getting my lessons out (as you would say)! You always did brag about me being the only grandbaby who would do her homework no matter what. I made it my mission to always do my homework and make good grades in school. All because of what you saw in me before I was able to realize it for myself. You would be so proud of me, too! I have had so many distractions, adversities, and obstacles that tried to get in my way! But no matter what, I finished this! Thank you for instilling in me the importance of an education. I love you and miss you terribly, Daddy! Keep smiling down on me! I know you're watching still. I bet you're going around Heaven bragging about your baby granddaughter! Rest in Heaven, Daddy.

To anyone who has ever been told you can't do something, I leave you with this: "Don't ever let someone tell you that you can't do something. You got a dream, you gotta protect it. When people can't do something themselves, they are going to tell you that you can't do it. You want something, go get it. Period."

~ Will Smith ~

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Introduction to the Study

Introduction

The purpose of this chapter was to situate the study's research problem, purpose, and questions within the existing lived culture of the problem and the literature of relevance. This chapter discusses the deteriorating economic status of teachers, the reasons for those deteriorating changes, the adverse effects of the changes, and the coping mechanisms teachers and schools have put into place because of said changes.

Background of the Problem

This section will discuss deteriorating economic status of teachers and the adverse effects felt because of it.

The Historically Deteriorating Economic Status of Teachers

The economy of the United States is one that rises and falls continually. In the last decade, this economy has seen more decline than increase. Lately, however, the United States' economy broke away from its decade-long slough showing growth since the financial crisis and recession (Trevisani, 2018). Consequentially, there are still people in the United States who live in poverty. Although the national poverty rate is declining each year, 13% of the United States' population had an annual income below the poverty level in 2018 (Benson & Bishaw, 2019). Louisiana's poverty rate also raises some

concern. While the percentage of people in Louisiana living in poverty has slightly decreased, the state remains one of the poorest in the country. Data released from the Census Bureau, show that 19% of Louisiana residents lived below the poverty line in 2018. This was a 1% decrease from the 20% of 2017. In contrast, the 2018 national average was only 12%. There were only seven states in the United States that had a poverty rate of less than 10% at that time. However, Louisiana's poverty rate ranked the third highest in the nation, only behind Mississippi and New Mexico (The Associated Press, 2019). "While the economy has gradually recovered from the 2008 recession, many middle-class workers still haven't seen their earnings rebound" (Mulhere, 2018, para. 5). Included in the group of middle-class workers whose salaries have not rebounded from the recession are teachers (Mulhere, 2018).

In the United States, teachers' salaries have increased from an average of $8,626 (current dollars) in 1970 to an average of $58,590 in 2017. This was a 2% decrease from the 1999-2000 school year (National Center of Education Statistics, 2017). Fast forward to the 2018-2019 school year, the average classroom teacher's salary was estimated to be $61,730, an increase of 12% from the 2009-2010 school year. Notably, by the 2016-2017 school year, the national average salary for a starting public-school teacher was $38,617. This salary fell far below the overall average salary of $50,359 for a bachelor's degree graduate across all fields (Carrig, 2018). Of all the 50 continental United States, Louisiana ranks 17th for starting teacher's salaries. The average salary for a new teacher in Louisiana is currently $40,128 (Sentell, 20199). However, some teachers are required

to have a master's degree as well, depending on the district. Even in those instances, teachers still frequently earn far less than other professionals with similar education levels (Mulhere, 2018). In 2017, at the national level, teachers earned 19% less than professionals with similar skills and education (National Education Association, 2018). Looking back at 1994, public-school teachers in the United States earned 2% less per week than comparable employees. Twenty-one years later, that percentage had increased by 15% (Allegretto & Mishel, 2016). By 2017, public-school teachers were making 19% less than the salaries of comparable workers (Reilly, 2018a). That said, for the 2017-2018 school year, the average salaries of teachers in Louisiana with five years of experience were as follows: Bachelor Degree- $45,509; Master Degree - $47,069, Master Degree + 30- $49,329, Educational Specialist-50,163, Doctorate- $50,773, and all degrees - $46,087. This caused Louisiana to be ranked 41st among the 50 states when it came to average salaries of teachers with five years of experience (Frolich, 2018). This was a drop from the 34th rank of 2016 (Sentell, 2019).

While there has been a significant increase in teachers' salaries throughout the years, it is important to take into account the effects of price inflation. The Department of Education indicates that the country's three million full-time public-school teachers (from grades kindergarten through high school) are currently experiencing some of the worst wage stagnation. Public school teachers earn "less on average, in inflation-adjusted dollars than they did in 1990" (National Education Association, 2018, p. 1). For every increase in teachers' salaries that has occurred over the last decade, inflation has eroded

most of those gains. "Over the past decade, the average classroom teacher salary has increase 15% but after adjusting for inflation, the average salary actually decreased by $1,824 or 3%" (National Education Association, 2018, p. 1). Based on adjustments for inflation, there were 39 states in which the average teacher earned less in 2016 than they did in 2010. Louisiana was among those 39 states (Mulhere, 2018). In 1970, teachers in Louisiana had an average adjusted-for-inflation annual salary of $7,069. By 2017, this salary was $50,000 (National Center for Education Statistics, 2017). The actual average salary the state's teachers received in 2017 matched the estimated average annual salary for the 2012-2013 school year. This was a 5% increase from 1999-2000 (National Center of Education Statistics, 2017). Yet, when the annual salaries are adjusted for inflation, teachers in Louisiana have only received a raise of about 1% in the past 15 years. This can account for the 9% pay cut teachers in Louisiana have experienced since 2009 (Chang, 2018). Simply put, Louisiana is a state that has not ensured that teacher salaries keep up with inflation. In 2010, the average teacher salary was $53,763. When the cost of living is taken into account, the adjusted salary became $59,671. Just six years later, Louisiana's average teacher salary was $46,733 which cost of living adjusted the salary to $51,868 (Sikes, 2018). When inflation and the cost of living are taken into account, it is evident that teacher pay in Louisiana continues to decrease.

Reasons for the Deteriorating Economic Status of Teachers

Causes for economic decline on the federal and state level stem from the financial struggles the nation and the states experienced following the Great Recession. While

there has been great economic recovery since the Great Recession, several states are still struggling to find financial resources (Mulhere, 2018). The recession and the ending of federal fiscal aid devastated states' budgets. While federal aid did provide state and local governments with additional funding, the funding was not substantial enough to cover the entire lost state and local revenues (Center on Education Policy, 2019). Furthermore, all of the states were confronted with declining tax revenues and state constitutions requiring balanced budgets. Many states had to make a choice whether to cut spending, raise revenue, and/or draw on spending reserves. At least 34 states plus the District of Columbia chose to implement spending cuts to K-12 education in response to the recession (Center of Education Policy, 2019). The school though, relied on states for about half of their funding. Therefore, when the states provided less funding, spending was drastically cut, especially since the local districts were unable to cover the gap (Partelow et al., 2018).

In attempts to salvage their economies, many state politicians chose to slash away taxes (Burnette, 2018; Mantel, 2018). Unfortunately, even as revenue began to rebound following the recession, states made spending cuts including cutting income tax rates, and this weakened their main revenue source for supporting schools (Leachman et al., 2017; Partelow et al., 2018). During the same time, property tax revenues fell due to the housing crisis (Mantel, 2018; Center on Education Policy, 2019). Furthermore, with the decline in property values, property taxes also led to lower local revenues for education (Center on Education Policy, 2019). This caused a large majority of the states to cut

school funding (Allegretto & Mishel, 2018). Most states still have not restored their education funding to pre-recession levels (Chang, 2018). However, it is not just weak state economies that caused spending cuts. There were state legislatures that utilized spending cuts to finance the tax cuts given to the wealthy and corporations (Allegretto & Mishel, 2018). These spending cuts that the vast majority of states made in response to the declining tax revenue and draining budget reserves hurt families and reduced necessary services. The state services cut due to the declining revenue included health care, services to the elderly and disabled, K-12 education, and higher education. The underlying effect of these cuts was a deepening of states' economic problems because families and businesses had less to spend (Johnson et al., 2011).

Between 2008 and 2016, there was a shift of burden regarding education funding nationwide. Within those eight years, the local governments found their share of school funding rising from 43.7% to 44.5% nationwide. Meanwhile, states' burden fell from 48.3% to 47.4%. This shift of burden led local school districts in the wrong direction because of property wealth variations. The more school districts began to rely on local property taxes, the greater chance there were for the gap in education spending to widen between rich and poor districts (Mantel, 2018). Although there has been a national average of 1.7% increase of local property tax revenue between the 2007 and 2016, the increase has not been enough to keep up with the student enrollment increases and state spending cuts (Center on Education Policy, 2019).

The inconsistency with funding has caused many states to experience budget problems. Because states are still dealing with budget crises and state lawmakers are pushing tax cuts for businesses and corporations, public school teachers are still waiting to receive the raises needed to allow them to keep up with inflation (Chang, 2018). There are some states which rely on funding formulas in efforts to provide more money to lower-income districts. However, those formulas often fall short to leveling the playing field (Mantel, 2018). The value of teacher salaries (adjusted for inflation) decreased in a majority of the states.

Central to the issues surrounding teacher salaries is the fact that there are growing funding inequities among the states (Miles & Katz, 2018). Additionally, public investment in K-12 schools is critical for the U.S. economy to offer broad opportunities. Yet, public investment has experienced a dramatic decline in several states over the last decade. Investments, along with a combination of other outside factors—weak revenues, rising education costs and state policy choices—serve as the basis of why many states have recently selected to make deep spending cuts in education in an attempt to close their budget shortfalls (Leachman et al., 2017).

Specifically in Louisiana, there has been a struggle to find revenue to use in order to increase educational funding. This is primarily due to the industries', such as oil companies, inability to improve the state's economy. Because of the reduced revenue, Louisiana does not have as much funding available for educational spending (Mulhere, 2018). The most recent data shows the national per-pupil funding is $11,762. For the

2016 school year, Louisiana fell short of the national average only spending $11,038 (Education Spending, 2018). Additionally, basic state aid that is typically used to help with teachers' salaries has been frozen for the last 10 years as the total education spending per student never rose higher than $11,500 within the 10-year period (Sentell, 2019; Education Spending, 2018). While Louisiana did experience spending cuts in public health, elderly/disabled aid, higher education, and state workforce, Louisiana has not cut any funding to K-12 education (Johnson et al., 2011). The Louisiana Constitution protects K-12 education funding by requiring a formula through which the state distributes aid to public schools (Office of the Governor, 2016). Although recurring budget issues have caused teachers' salaries to fall below the national average, Louisiana was able to hit the target for the 2008 financial year. Unfortunately, teacher salaries once again fell below the average in 2013. This decline led Governor John Bel Edwards to propose boosting teachers' pay by $1,000. The goal is to reach the educational board benchmark by 2022 (Sentell, 2019).

Additionally, the privatization of education indirectly affects the funding public schools receive. This is due to the neoliberal ideologies that advocate the new privatized forms of schooling. Neoliberalism finds fault with public schools and blames the schools for the inequalities created by an unregulated market. Due to this belief, the public is made to fear the possibility of a declining American economy if public schools are not fixed. Neoliberalism has become synonymous with democracy, economic stability, accountability, and school choice (Baltodano, 2012).

For many neoliberals, vouchers and charter schools are ideal routes to privatize education. Advocates of privatization of schools emphasize the large number of public schools that fail to make Adequate Yearly Progress (AYP) is proof privatization of schools is needed (Adamson & Galloway, 2019). Often the schools who fail to meet AYP are in working class communities. As a result, these schools are shut down, become reconstituted, and are offered for sale because they could not meet the intended academic improvements. Consequentially, these schools become charter schools that are managed by non-profit charter management organizations or for-profit businesses (Baltodano, 2012).

Across the entire United States, school privatization directly impacts about 7% of all students. The state of California is currently the largest contributor of charter schools with 9% of its 6.2 million students enrolling in charter school during the 2016-2017 school year. Within a 10-year period starting with the 2005-2006 school year and ending with the 2015-2016 school year, along with Washington, D. C., the following states doubled their charter school enrollments: Delaware, California, Utah, Texas, Oregon, Louisiana, Rhode Island, and Nevada (Adamson & Galloway, 2019). Similar to traditional public schools, charter schools are primarily funded by public money. The amount of public funds a charter school receives is determined by the number of students enrolled. Therefore, when a student enrolls in a charter school, that child's public funds follow him or her. Defenders of traditional public schools argue that charter schools are taking money away from public schools. However, advocates of charter schools argue

that overall, school districts receive funds to educate a certain number of students. Therefore, when the number of students enrolled in a district declines due to those students enrolling in a charter school, logically the funding for those students should also decline. A Ball State University analysis of charter school funding in 24 states found that the difference between public school funding and charter school funding averaged 19%, which amounted to about $2,247 per pupil (Shen & Berger, 2011).

Adverse Effects of a Deteriorating Economy on Education

Due to the slow economic recovery after the recession, educational spending budget cuts affected school districts, teachers, and students in several ways. From reduction in force to students receiving subpar instruction, some of these effects are still felt today. Not only does budget cuts hurt the quality of education students receive, it also cripples school districts' ability to hire teachers.

Adverse Effects of Economic Changes on Teachers. The recession in mid-2008 caused several school districts to cut teachers and other employees. Most of these teacher layoffs occurred between 2009 to 2012 (Partelow & Baumgardner, 2016). While there was federal support to education spending through the American Recovery and Reinvestment Act of 2009 and the Education Jobs and Medicaid Assistance Act of 2010, by mid-2012, school districts had cut 351,000 jobs nationwide (Partelow & Baumgardner, 2016; Leachman et al., 2017). School districts were also forced to reduce pay and cancel contracts with suppliers and other businesses. Although the number

continues to decrease, there is still a deficit of 135,000 jobs compared to 2008 (Leachman et al., 2017).

An effect of teacher pay issues was the backlash states and school districts received from teachers. These issues caused teachers in Colorado, Mississippi, North Carolina, and West Virginia to stage protests, walkouts, and strikes. In February 2018, teachers in West Virginia organized an illegal strike protesting the stagnant salaries and rising health-care costs across the state. The teachers' efforts amounted in just a 5% pay hike. Teachers in other states soon followed suit demanding better pay and increases in school funding (Burnette, 2018; Cheng et al., 2019). Unforeseen effects of these protests had a wide impact. Many teachers across the country ran for office. Additionally, the protests renewed the long-standing debate over whether teachers are underpaid, should receive performance-based pay, and if increases in education spending truly does improve student achievement (Mantel, 2018).

As of 2015, teacher salaries and benefits covered about 80% of per-pupil expenditures (Partelow et al., 2018). Because teacher salaries make up a large majority of public education spending, cuts to education budgets restrict districts from expanding their teaching staff and maintaining competitive wages. There have been 39 states whose average teacher's salary has declined relative to inflation between the 2010 and 2016 school year. This and low teacher pay are two primary factors for the shortages of qualified teachers in many school districts (Leachman et al., 2017). Another issue school districts face is teacher turnover once qualified teachers are hired. The United States

experience an annual average rate of 8% in teacher turnovers. There are several reasons for the teacher turnovers. While most teachers leave the profession due to difficult working conditions and lack of administrative support, about 20% of teachers leave because of low pay (Exstrom, 2018). Low teacher pay consequentially affects student achievement. When teachers receive fair compensation and are supported in their growth as professionals, overall student achievement becomes more successful (Miles & Katz, 2018).

Although inflation-adjusted per-pupil spending has continuously increased within the last three decades, little went towards true salary increases for teachers. Average inflation-adjusted teacher salaries have remained mostly stagnant since the 1990s, with salaries actually declining in most states recently. Unfortunately, the current average teacher salaries in many states will not even cover the basic needs of a family (Katz et al., 2018). In 2018, more than half of all states' average teacher salaries were less than the family living wage. Using the Massachusetts Institute of Technology's living wage measurement for all family compositions with a single earner and one or more children, Education Resource Strategies found that in more than half of the states, the average teacher salary would not provide an adequate minimum living wage. The minimum living wage was determined by the income needed to cover basic expenses for a family including food, housing, childcare, transportation, medical costs, and other pertinent expenses (Johnson et al., 2011). In 35 of the states, teachers with 10+ years of experience who served as head of household in a family of four qualified for multiple public

assistance programs to make ends meet. Most of these 35 states were also those that cut education funding after the recession. These states also had additional similarities. The similarities included: twice as many teacher shortages in subjects and grades that should have been easy to staff; the average teacher turnover rate was 54% higher than states whose teacher salaries was more than 10% above the living wage; and the states had more than twice the percentage of uncertified teachers and a 50% higher rate of novice teachers (Miles & Katz, 2018).

Adverse Effect of Economic Changes on School Districts. There are multiple ways teacher salaries affect school districts. One downside to teacher salaries is the shortages of elementary and secondary school teachers in each school district. These shortages affect the quality of education that students receive each school year (Imazeki, 2005). School districts face teacher shortages due to the inability to retain teachers. The teacher vacancies cause school districts to increase class sizes and/or hire substitute teachers or persons with emergency credentials who are less than qualified to provide the quality of education students deserve (Partelow et al., 2018). Additionally, school districts find it hard to hire better qualified teachers due to salary schedules that equalize pay for all teachers regardless of level of education or subject taught (Imazeki, 2005). Furthermore, the declining salaries and underfunded schools are often considered causes of a decline in the number of college students enrolling in teacher preparation programs. Since 2008, enrollment of college students into teacher preparation programs has decreased by 39% (Partelow et al., 2018). Thus, the number of teacher applicants for

teacher certification is declining. U.S. college students enrolling in teacher certification

programs went from 684,000 in 2011 to 419,000 in 2015. That decline is the cause of the

increasing number of long-term crisis substitutes, emergency or provisionally certified

teachers, and unfilled vacant positions, especially in low-income and rural communities

(Miles & Katz, 2018).

Since school districts rely heavily on state funding, cuts to educational funding

force school districts to reduce educational services, try to raise additional funds to

recover the reduced funding, or both (Leachman et al., 2017). One way local districts try

to raise additional funds is by raising local property taxes. However, the recession caused

property values to decline tremendously. Thus, school districts found it difficult to raise

local property taxes. Following the recession, property tax revenue only grew about 1.7%

above inflation each year through 2016. This minimal growth was not enough to cover

the declining state support and residing student enrollment nationwide (Leachman et al.,

2017). Consequentially, school districts are not receiving the financial support needed to

attract and retain qualified teachers, reduce class sizes, and expand the availability of

high-quality early education. Instead, budget cuts increase the risk of decreasing schools'

ability to develop creative intelligence of the next generation of workers (Leachman et

al., 2017). Budget cuts to education spending also affects students' overall academic

experience. This includes the condition of the school building, courses offered to

students, and the type of teachers in the classroom (Partelow et al., 2018). Although

additional instructional opportunities through extended learning can improve student

achievement, budget cuts make those opportunities very difficult. Some states were forced to reduce student learning time due to cuts in educational spending. For example, the state of Arizona once eliminated full-day kindergarten by opting for half-day kindergarten programs and required parents to pay a fee for the full-day kindergarten service (Leachman et al., 2017). Not only were kindergarten programs affected by post-recession budget cuts, but so were preschool programs. By 2016, most states had restored preschool funding per student; however, the funding was significantly less. Nevada, for example, reduced Pre-K per-pupil state funding by 39.5% or $1,448 between 2008 and 2016 (Leachman et al., 2017).

As recent as 2015, K-12 funding per student still was below pre-recession levels for that school year. A total of 29 states had a lower amount of state funding per student for the 2015 school year than in the 2008 school year, prior to the recession (Burnette, 2018; Partelow et al., 2018; Leachman et al., 2017). For the state of Louisiana, there was a 12.4% decrease in total state funding per student, inflation adjusted, from the fiscal years 2008 to 2015 (Leachman et al., 2017). As of 2016, Louisiana saw a 3.5% decline from 2008 levels in per-pupil state and local public-school funding (Mantel, 2018). In 2017, states with high-educational spending were also the states that are ranked the highest on *Educational Week's* Quality Counts K-12 achievement index. These states' per-pupil spending was also well above the national average of $11,454. Louisiana received a grade 62.8 as its per-pupil spending was below the national average at only $11,106 (Partelow et al., 2018). By 2018, the national average per-pupil was $12,526.

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Louisiana fell short of that spending only $12,153 per-pupil (Educational Week Research Center, 2018).

How Teachers and Schools are Coping

One way school districts try to counteract the low salaries of teachers is to create teacher compensation policies. Most teacher compensation policies are linked to performance—either the teacher's performance or the student's performances. According to Odden and Kelly (1996), "these efforts have been largely unsuccessful and short-lived. As a result, teacher compensation structures today look much as they did decades ago" (p. 1). Similarly, most districts utilize a salary schedule that bases salary increases according to a teacher's education units, university degrees, and years of teaching experience (Odden & Kelly, 1996).

First introduced in 1921, single salary schedules gained popularity soon after World War II when teachers were in short supply. There were several discriminatory pay practices—men receiving higher pay than women, whites receiving higher pay than blacks, and the use of nepotism to determine salaries—that hindered the recruitment of new teachers. The utilization of a single salary system equalized pay for all. "It removed politics, race, and gender from the process and made teacher pay both more equitable and more predictable" (Koppich, 2010, p. 23). By the 1960s and 1970s, even the major teacher unions had jumped on board with single salary pay. All parties involved believed that "the single salary schedule also was a good fit with a teaching culture that emphasized egalitarianism and eschewed competition" (p.23). Typically, the general way

teachers across the U.S. are paid is based on a single salary schedule. Single salary schedules grew in popularity around the women's movement. During this time, there were several efforts to create a salary schedule that would provide equal pay for equal work (Odden & Kelle, 1996).

"Single salary schedules for teachers contrast with pay practices in most other professions where merit or performance-related pay is more commonplace" (Podgursky & Springer, 2011, p. 167). Single salary schedules do not mean that all teachers are paid the same. Instead, individual teachers are paid according to specific attributes. If a teacher has more experience, more education units, or a master's degree, he/she will have a higher salary than a teacher with less experience and/or education. Teachers who take on additional roles such as coaching, advising clubs, or other extra-curricular activities often receive an additional supplement to their salary (Odden & Kelley, 1996).

While some view single salary schedules as equitable for teachers, Odden and Kelley (1996) stressed the critical piece to the success of the single salary schedule "is the fact that the basis for paying teachers different amounts—years of experience, education units, and different jobs—are objective, measurable, and not subject to administrative whim" (p.7). Another problematic issue to single salary schedules identified by Odden and Kelley (1996) is larger salaries are only available to teachers who leave teaching and enter into administrative jobs such as assistant principal, principal, or other out-of-classroom jobs. Teaches can also receive an increase in salary by earning their National Board of Professional Teaching Practice certification. Yet,

unless teachers take advantage of the aforementioned opportunities to increase their

salaries, "teachers with a greater array of professional expertise do not earn more than

those with fewer skills and competencies" (Odden & Kelley, 1996, p. 10). Podgursky and

Springer (2011) also noted that while training, working conditions, and non-teaching

opportunities for teachers differ significantly by each teaching field, "the salary schedule

within a school district treats teachers the same, regardless of field" (p.168). This is

problematic because this causes the single salary schedule to treat all teachers as if they

are the same without offering rewards for stellar accomplishments and few consequences

for underperformance (Koppich, 2010). Due to the little provision for areas of need or

shortage and little incentive for teachers to improve their practice, "the single salary

schedule produces neither professionally competitive nor market-sensitive salaries" (p.

23).

For schools unable to provide pay raises to its teachers, an alternate option to cope

with the stressors of economic declines and budget cuts is to offer teachers an incentive

through performance pay. There are three types of performance pay often given to

teachers: merit pay, knowledge- and skill-based compensation, and school-based

compensation. Merit pay is often individualized based on student performance. In

addition to a regular salary, merit pay awards teachers bonuses for excellent

performances as determined by their supervisor (Odden & Kelly, 1996). One downside to

merit pay is that it causes competition amongst teachers. Additionally, "excellent or best

is rarely defined well" (p.32). Thirdly, the procedures for defining what excellent

performances are and then selecting the teachers who meet the criteria is often flawed. Also, districts and states rarely are able to maintain stable funding for merit pay (Odden & Kelly, 1996).

In contrast, knowledge- and skill-based pay provide clear guidelines on what is being evaluated to determine qualifications for additional pay. School-based compensation, as its name implies, involves school wide incentives generally based on student performance as well (Lavy, 2007). A Sass survey found that the average teacher receives a performance pay maximum bonus of $614. Since the performance pay is dependent on student test scores, teachers often would opt to earn a guaranteed wage outside of the school system versus investing in insuring student success to gain those performance pay bonuses (Jones, 2013). Even with merit pay or performance-based pay, many teachers are still forced to find additional work in order to survive financially (Brown et al., 2019).

Additionally, some states have created fellowship programs to entice public school teachers. For example, in 2009, K-12 math teachers were invited to participate in a program aimed at cultivating STEM (science, technology, engineering, and math) teachers in public schools. Along with the four-year fellowship, teachers also received an annual stipend of $15,000. Teachers were also able to apply for additional financial support to attend national conferences, trainings, and trips to improve their knowledge base of their subject matter. Unfortunately, the program is not expanding across the

country due to most states' inability to provide and maintain the funding required to facilitate the program (Farmer, 2017).

It is states' benefit to increase teacher base salaries. Higher salaries allow school districts to attract and retain high quality teachers which increase morale and teacher effort. On the state level, higher salaries encourage individuals to enter the teaching profession (Hendricks, 2015). Unfortunately, pay raises for teachers are rather seldom due to the current conditions of the economy. However, for the 2019-2020 school year, Louisiana was able to provide a $1,000 pay raise to all school teachers. This was passed by the state's governing board as a part of a $140 million education spending budget bill. Prior to this raise, teachers in Louisiana had not received a statewide raise in over a decade (WAFB Staff, 2019).

Highly important in the consideration of teacher salary increases is the cost-of-living. Adjusting teacher salaries for the cost-of-living allows states to identify the true difference in teachers' welfare. The cost-of-living measures are determined by the differences in rent. If an area has less crime, nicer weather, and better public services, the workers in those states often receive less pay (Stoddard, 2005). "Adjusting teachers' salaries for the differences in rents or the cost-of-living will therefore make those teachers appear to be even worse off when they might actually be as well if not better off than teachers in other states with worse amenities" (p. 324). In contrast, there are arguments claiming that some states low teacher salaries are due to the states' lower cost-of-living and wages in general. Additionally, there are differences in teacher

characteristics, working conditions, urbanization, and area household amenities in each state (Rickman et al., 2017). Stoddard (2015) warned that adjusted salaries for the cost-of-living difference can lead to misleading conclusions. Instead of adjusting and increasing salaries on cost-of-living alone, salaries should be adjusted for the differences in area amenities which affects both rent and wages.

In spite of the occasional pay raises, performance pay, and fellowship programs, there are still about 25 of the continental United States where the average teacher does not earn a living wage to support a family (Miles & Katz, 2018). Thus, teachers are inclined to earn an additional income by taking on a second job. One analysis conducted by the Brookings Institution found that teachers are 30% more likely to have a second job than those who do not teach. Additionally, secondary teachers are more likely to work a second job than elementary school teachers are (Center on Education Policy, 2019).

Teaching ranked in the top four professions whose employees felt the need to moonlight (Brown et al., 2019). Although teachers greatly influence others, they experience financial difficulty because of their profession. This causes teachers to seek employment outside of their teaching position in order to provide for their families (Brown et al., 2019). Some teachers also work in the summertime. These jobs include teaching summer school, nonteaching but in a school setting, and non-school completely. Additionally, there are teachers that work both during the summer and outside of the school during the school year (U.S. Department of Education, 2018).

"Most surveys on moonlighting over the last three decades found that between one-third and two-thirds of teachers moonlight" (Bell & Roach, 1990; NEA, 1987; TSTA, 2006). Moulthrop et al. (2005) found that at least 20 percent of teachers report having second jobs. The reasons for these jobs vary. They include paying off student loans, needing extra income to provide for growing families, to stop living paycheck to paycheck, and to have the ability to actually save money (Moulthrop et al., 2005). According to a 2004 survey conducted by Sam Houston State University, teachers also reported that in addition to working in their classroom, they also worked as "counselors, farmers, antique shop clerks, office administrators, cabinet makers, church choir directors, newspaper delivery persons, service managers, ministers, waitresses, and cake designers" (p. 50).

"Teachers are highly educated professionals, but they are often treated as a strange hybrid of babysitter and civil servant—and the salary scale reinforces this perception" (Moulthrop et al., 2005, p. 3). This causes teachers to be unable to afford to buy a nice house, a new car, or provide funding for their child's education. This is a heavy weight to carry on one's shoulders (Moulthrop et al., 2005). The characteristics of teachers have changed. Today's teachers are single-mothers, fathers of large families, single people wanting to settle down. Teachers are "people who need to make a living and who want to raise their families in a home in a decent neighborhood without having to ask their parents—or friends or relatives—to co-sign a loan" (Moulthrop et al., 2005, p. 11). Financial strain, along with physical and emotional exhaustion, impacts teacher

performance in consideration of class size, teacher expectations, job seniority, and the type of school in which one works (Yavuz, 2009, as quoted by Brown et al., 2019).

Based on 2016-2017 data collected by NCES, of the teachers in Louisiana who receive an average starting salary of $40,128 about 12% of those teachers have second jobs (Exstrom, 2018). Yet, it is not only starting teachers who struggle to make ends meet on a teacher's salary. Midcareer teachers also often face financial hardships. Midcareer teachers find it hard to afford a home and pay for basic necessities. This is especially true if they live in high-cost areas. Due to the financial difficulties, midcareer teachers also take on second jobs to support their families. Teachers who are also the breadwinners of their family frequently qualify for several means-tested assistance programs due to their low salaries (Boser & Straus, 2014; Partelow et al., 2018). This is problematic because teachers have less chances and opportunities to grow their salaries when compared to other professionals.

In 2014, there were 11 states with more than 20% of teachers relying on the financial support of a second job. Looking specifically at Louisiana and its neighboring states, the data shows that Louisiana, Texas, and Mississippi were three of those 11 states. In Texas, the average base salary of a teacher with at least 10 years of teaching experience was $41,600. This salary allowed the mid-career teacher to qualify for four benefit programs if they were head of household for a family of four or more. At this rate, there were 12.9% of teachers who had additional jobs outside of the school system that gave them an average additional supplemental income of $5,000. To the east, Mississippi

had one of the lowest average base salaries for a teacher with at least 10 years of teaching experience. The salary of $36,900 allowed teachers to qualify for five benefit programs if they were the head of household to a family of four or more. Mississippi had 12.7% of teachers report having a second job to earn an average of $6,600. Louisiana's average base salary for teachers with at least 10 years of teaching experience was the highest-- $49,400. This caused none of the teachers who were head of household to a family of four or more to qualify for any benefit program. However, there were still 12% of teachers who held additional jobs earning an average amount of $7,000 (Boser & Straus 2014). The following 2015-2016 school year, the National Center of Education Statistics (NCES) found that nationally 18% of teachers reported having a second job. The average income earned from that second job was $5,100 (Center on Education Policy, 2019).

Research Problem

Teaching ranks in the top four professions whose employees feel the need to moonlight (Brown et al., 2018). Although teachers greatly influence others, they experienced financial difficulty because of their profession. This caused teachers to seek employment outside of their teaching position to provide for their families (Brown et al., 2019). Existing research mostly focused on the financial reasons that caused teachers to moonlight. The problem is the body of existing literature on the phenomenon of teacher moonlighting was not elaborate enough to truly depict the teachers' lived experiences of moonlighting.

Research Purpose

The purpose of this study was to describe the lived reality of moonlighting teachers in northwest Louisiana.

Research Questions

The research questions that guided this study were:

(1) What caused the participants to moonlight?

(2) How do participants describe their experience with moonlighting?

(3) What were the benefits the participants experienced from moonlighting?

(4) What were the problems that participant experienced from moonlighting?

(5) How did moonlighting change the participants' perception of teaching as a career?

(6) How did/can various stakeholders support the participants during the moonlighting experience?

Significance of the Study

This section explains the construction of the problem by providing an overview of the circumstances surrounding the need to moonlight. The section also provides a critical analysis of the construction of the problem.

Construction of the Problem

Throughout all the recent economic crises and recoveries that the United States has experience, 13% of the United States' population still lived in poverty (Trevisani, 2018, p. 37). This 13% includes middle-class workers, like teachers; whose earnings still

had not recovered from the recession (Mulhere, 2018). In 2017, teachers earned 19% less than professional with similar skills and education (National Education Association, 2018). The country's three million full-time public-school teachers were currently experiencing some of the worst wage stagnation (National Education Association, 2018). Every increase in teachers' salaries that occurred over the last decade, was eroded by inflation. When adjusted due to inflation, there were 39 states in which the average teacher earned less in 2016 than they did in 2010, and Louisiana was among those 39 states (Mulhere, 2018).

Despite the occasional pay raise and performance pays, there are still about 25 states of the continental United States where the average teacher does not earn a living wage to support a family (Miles & Katz, 2018; Brown et al., 2019). One way teachers circumvent this is to moonlight. Teaching ranks in the top four professions whose employees feel the need to moonlight (Brown et al., 2019). Moonlighting often occurs as a remedy to the low salary teachers receive (Johnson et al., 2010; Bell & Roach, 1990; Bobbit, 1988; Maddox, 1980). The reasons teachers moonlight varies. Teachers moonlighted to pay off student loans, to earn extra income to provide for growing families, to stop living paycheck to paycheck, and to have the ability to save money (Moulthrop et al., 2005).

Additional reasons for moonlighting included pursuing a secondary work interest, looking for a diversion from teaching, preparing to leave teaching, and other undisclosed reasons (Wisniewski & Kleine, 2018; Boone et al., 2006). More specifically, Raffel and

Groff (1990) found that more than half of the teachers surveyed admitted to needing a diversion from teaching or wanting to pursue a secondary interest as very or somewhat important reasons for moonlighting. In addition, there were those teachers who took pleasure in moonlighting and did it for the enjoyment rather than for the financial gain (Williams, 1993; Stewart, 1981).

Most of the researchers agreed that teacher moonlighting had the potential to have harmful effects on teacher's professional performance (Maninger et al., 2011; Winters, 2010; Pearson et al., 1994; Wisniewski & Kleine, 2018; Bobbit, 1988; Ballou, 1995). Another negative view related to moonlighting was that it indicated teachers' dissatisfaction and the low status of their career, which lead to the exiting of many teachers (Raffel & Groff, 1990; Winters, 2010). Moonlighting teachers also reported effects of moonlighting on their personal lives. Unfortunately, despite of the negative effects of moonlighting, many moonlighting teachers could not quit their second job because of their financial need (Parham & Gordon, 2011).

Critical Analysis of the Constructed Problem

There were so many differing definitions of moonlighting used within the literature, with no one definition. There was not one true definition to determine what is considered moonlighting for teachers. Moonlighting occurred within the school district and outside of the school district. Moonlighting was considered something as simple as taking on after-school tutoring duties for an additional stipend or as a separate part-time or full-time job that the teachers went to after their duties as a teacher had ended.

In most of the previous qualitative research about teacher moonlighting, the focus was on the reasons teachers moonlight. Generalizations about these reasons included needing money to pay debts, needing money to improve living standards, pursuing a secondary work interest, looking for a diversion from teaching, or preparing to leave teaching altogether (Wisniewski & Kleine, 2018; Raffel & Groff, 1990). Job satisfaction and willingness to moonlight were also considered in previous research (Wisniewski & Kleine, 2018; Raffel & Groff, 1990). The literature led one to believe that teaches are subjected to moonlight due to a financial need. This research barely scratched the surface of the need and/or desire to moonlight for teachers and the benefits teachers receive from it. There was a focus on the financial need to moonlight with little regards to moonlighting being optional for teachers. Additionally, while there was mention of teachers' salaries being low, there was little focus on the effects of teachers receiving pay raises, bonuses, or additional stipends on their need to moonlight.

"Moonlighting may be a common phenomenon in the teaching profession, but researchers know little about how teachers perceive its impact on their professional and personal lives" (Williams, 1993, p. 64). Parham (2006) also looked deeper into teacher moonlighting by interviewing teachers about how their lives changed after moonlighting. Yet again, the study just scratched the surface of all the nuances of moonlighting. Existing research has focused mainly on establishing whether multiple job holding had a positive or negative effect on an individual's job attitudes and well-being (Sliter & Boyd, 2014).

This study provided teachers with the opportunity to define moonlighting according to what they do. Using interviews, the study allowed teachers the chance to use their voices to speak their own personal perception of moonlighting. For example, the literature introduced the idea that moonlighting affected teachers' ability to adequately provide their students with quality instruction, but there was little research on the other ways moonlighting could affect instruction. This study aimed to allow teachers to explain their feelings about how moonlighting affects their energy level in the classroom, along with teacher effectiveness overall.

Assumptions

In the process of completing this study it was assumed that all study participants qualified to participate in this study and were educators who moonlighted within the last five years. It was believed that all participants answered the interview questions honestly and openly. It was assumed that the interviewee fully understood the nature of the interview questions and answered them accordingly or asked for clarification otherwise.

Limitations

This study utilized narratives instead of numbers to analyze and focus on understanding human actions. The purpose of the narratives was to shed additional light on the phenomenon of teacher moonlighting from the perspectives of teachers themselves. This study hoped to have a diverse population of participants based on school level taught, gender, years of experience, and level of university degree earned, but that was not guaranteed.

Another limitation was that the researcher also came into this study with certain biases. Bias was "the researcher's perspective" (Kim, 2016, p. 102) as well as the researcher's voice, identity, perspectives, assumptions, and sensitivities" that were key elements in the researcher's choice of research questions (Marshall & Rossman, 2016, p. 117). The researcher also is an educator who moonlighted and experienced some of the effects of moonlighted mentioned in this study, as well as the success the participants experienced. She had a limited understanding of other's experiences with teacher moonlighting. The researcher wished to discover how other educators felt about teacher moonlighting and the effects they experienced because of it.

Delimitations

This study used Zoom to conduct virtual face-to-face interviews, which could provide a less personal interview process due to connection issues or greater distance between researcher and interviewee. Depending on the camera angle, all body language may not be evident to the researcher, which could be important for directing the researcher to ask more probing or guiding questions. This study included only educators who moonlighted in northwest Louisiana. This study's results were unique to educators of northwest Louisiana and therefore may not be useful to educators in other areas.

Definition of Terms

The purpose of defining the following conceptual terms was to set the foundation for the reader to understand the conceptual terms that would be used in this study.

Teacher Compensation

"Teacher compensation is more than salary. It is a valuable total package that includes a valuable total package that includes salary, extra pay, benefits, and pension" (U.S. Department of Education, n.d., para. 1).

Burnout

"Unlike the classic, largely one-dimensional models of stress, the experience of burnout has been conceptualized in terms of three interrelated components: emotional exhaustion, depersonalization, and reduced personal accomplishment" (Huberman & Vandenberghe, 1999, p. 1).

Moonlighting

"…'moonlighting' (holding part-time work in addition to full-time teaching)" (Pearson et al., 1994, 304).

"In this context the holding of second jobs during the school year by a significant number of teachers, referred to as moonlighting, is a phenomenon to document, dissect, and decry" (Raffel & Groff, 1990, p. 403).

"Moonlighting (engagement in full- or part-time employment that is secondary to a primary job) is a necessary part of many teachers' careers and many view it as a significant source of frustration)" (Williams, 1993, p. 62).

"Throughout the nation, to supplement salaries, many teachers work at other jobs in addition to their teaching a practice commonly called 'moonlighting'" (Smith & Cooper, 2018, p.36).

Summary

Chapter one discussed the background to the problem. The deterioration of the economic status of teachers was discussed, along with the adverse effects the deterioration had on teachers, schools, and school districts.

Organization of the Study

Chapter one reviewed deteriorating economic status of teachers and the adverse effects felt because of it. The research questions were addressed, and the significance of the study was stated. Many terms were defined to assist the reader in understanding the contextual use of the terms in this study. Chapter two will review related literature in relation to moonlighting. Chapter three will explore the narrative inquiry method this study will be utilizing. The participants will be outlined as well as procedures for obtaining their narratives.

CHAPTER II

Review of Literature

Introduction

This chapter provides a review of the existing literature about (a) moonlighting in fields outside of K-12 education and (b) moonlighting in the field of K-12 education. This chapter then discusses the theoretical and conceptual framework of the study as well as the significance as it relates to the literature reviewed.

Moonlighting in Fields Other than Education

This section discusses the purpose and causes of moonlighting, its advantages and disadvantages, nature of jobs moonlighter take, in addition to some related statistics.

The Purposes and Causes of Moonlighting

Economic shifts have caused many workers to lose their full-time job or to receive less earnings annually. In 2017, an estimated two million U. S. workers were only earning at or below minimum wage (Bureau of Labor Statistics, 2018). Recent data has shown that households cannot afford even a one-bedroom apartment solely earning minimum wage. Consequentially, to make ends meet, many workers choose to engage in more work, including finding a supplemental second job (Arora, 2013; Marucci-Wellman et al., 2016; Scott et al., 2020). As of 2016, the U. S. Bureau of Labor Statistics found that approximately 7.2 million Americans were classified as dual job holders, individuals who work for and receive income from more than one place of employment (Webster et

al., 2019). The estimated number of Americans who hold multiple jobs has been constant for the past 20 years. This includes moonlighters who work full time jobs and a part time job, as well as those who work multiple part time jobs (Sliter & Boyd, 2016). The appeal to secondary employment includes compensation and rewards, regularity of a work schedule, field of endeavor, employer, and core job dimensions (Betts, 2002).

There are many reasons why people choose to moonlight. Two possible reasons for moonlighting are the lack of sufficient hours on the primary job and the freedom that comes from having a second job (Kimmel & Conway, 2002). In a 1997 U. S. Current Population Survey, 42% of moonlighters reported having a second job for non-monetary reasons (Renna, 2006). Examples of these non-monetary reasons include to learn about new occupations or gain credentials and experience, to engage in activities that interest them, to gain job satisfaction not received from the primary job, to insure against job insecurity, and to maintain flexible work schedules (Amirault, 1997; Dickey et al., 2011; Lale, 2015). For others, they moonlight out of pure enjoyment and job satisfaction (Robles & McGee, 2016; Hirsch et al., 2017). Furthermore, having a second job provides positive emotions that some workers do not experience at their primary job (Sliter & Boyd, 2014). Thus, moonlighters become motivated by a desire for more independence and autonomy (Baldwin & Daughter, 2002).

However, for most moonlighters, financial obligations serve as the primary reason for moonlighting (Stinson, 1986; Hirsch et al., 2017). Data from the U. S. Current Population Survey showed that over 63% of moonlighters do so for financial reasons (Boyd et al., 2016; Scott et al., 2020). For example, the financial burdens of medical

school incentivize medical residents to pursue a second job (Betts, 2006). People either work a second job to earn extra money or to pay off debts (Boyd et al., 2016). Additionally, moonlighters in their early adult years moonlight due to increased financial commitments in their household (Dickey et al., 2011; Zickar et al., 2004).

One issue moonlighters face is an hours constraint with their primary job. Workers who have hours constraint are limited to the number of hours allotted per week; thus, they seek secondary employment to gain additional income (Averett, 2001; Conway & Kimmel, 1998; Kimmel & Conway, 2011; Shishko & Rostker, 1976; Hirsch et al., 2017). Alternatively, while salaried workers may not have hours constraints on their primary job, their salary causes them to have an earnings constraint that limits the income earned. This leads some salaried workers to pursue a second job in order to increase their earnings (Hirsch et al., 2016; Scott et al., 2020). While these moonlighters may make less on their secondary job than they do on their primary job, they tend to still moonlight to pay for basic household expenses, to pay off debts, or save for future endeavors (Averett, 2001).

There is also the job portfolio framework that explains the motives of some moonlighters. There are workers who simply prefer the diversity of having multiple jobs (Hirsch et al., 2017). Some moonlighters find joy in dividing their time between two different occupations. Moonlighting provides workers a sense of financial security that may not be offered through the primary job. This sense of security provides the moonlighter with a form of insurance by diversifying one's human capital due to employment of income uncertainty in the primary job (Hirsch et al., 2017). Furthermore,

securing a second job provides moonlighters with the opportunity to have on-the-job training that is beneficial to future career moves (Hirsch et al., 2017; Scott et al., 2020). Also, due to the uncertainty of the primary job, there are moonlighters who secure secondary jobs as a financial safety net (Doucette & Bradford, 2019).

While the decision to moonlight may be an individual one, there are many influences to consider. The organization in which the moonlighter is employed is one factor. Secondly, the occupation of the moonlighter is another factor. Thirdly, society itself can serve as a general influence on one's decision to moonlight (Bets, 2002). Educational attainment is another predictor of motives behind moonlighting. The higher the educational attainment, the lower the need to moonlight due to economic reasons becomes. In contrast, as the educational attainment of moonlighters increases, the more likelihood that the moonlighter works a second job for pure enjoyment or simply to get more experience (Hipple, 2010). Lastly, moonlighters may choose to work a second job due to temporary financial or familial circumstances (Hirsch et al., 2016).

Advantages of Moonlighting

Moonlighting allows workers to receive additional income, training, and benefits. It also provides workers with highly-valued income, human capital accumulation, or worker satisfaction (Hirsch et al., 2017). There are instances in which the moonlighter has jobs that are very similar. Secondary jobs that require similar knowledge, skills, and abilities of the primary job results in an increase of the primary job performance (Factor, 1991; Henry & Rogers, 1986; Hochschild, 1997; Kimmel & Conway, 2001). For some moonlighting workers, moonlighting jobs fulfills a need for the work that the original job

does not (Betts, 2006; Hochschild, 1997; Kimmel & Conway, 2001). In these cases, the demand of each job does not pose much conflict and promote better employee outcomes. Alternatively, some moonlighters find an outlet in their second jo. Moonlighters may use their primary job to provide for themselves and their families; whereas the second job serves as their creative escape (Arora, 2013; Sliter & Boyd, 2014). The second job allows some moonlighters to pursue their true passions. This is true for many artists and musicians (Sliter & Boyd, 2014).

Moonlighters find monetary and non-monetary rewards by working a second job. These rewards include the opportunity to exercise their creativity and increase their supplemental income. When done so consistently, working multiple jobs was also found to be an effective way to reduce poverty for households (Scott et al., 2020). Additionally, moonlighters are intrinsically rewarded through their job performance. For some moonlighting workers, moonlighting jobs fulfills a need for the work that the original job does not (Betts, 2006; Hochschild, 1997; Kimmel & Conway, 2001).

For medical resident, moonlighting provides them with opportunities to see different clinical settings, be exposed to different styles of practice, and carry more responsibility for patient care decisions than in a normal training setting. As a matter of fact, prior studies have shown that medical residents who moonlight are less stressed, more satisfied, have higher levels of personal achievement, and lower levels of emotional exhaustion versus residents who do not moonlight (Benson & Beach, 2019). In a survey conducted by Robinson et al. (2019), 87% of residents and faculty were in agreement that moonlighting enhanced resident education. Likewise, there are positive benefits for

health professionals who moonlight. By moonlighting, the opportunity presents itself to provide a wider range of health services to the public and retain underpaid workers in the public sector (Russo et al., 2018).

Lastly, moonlighting aids the economy. For example, in 1995, moonlighting was at its highest level. Multiple jobholders were averaging about 14 hours a week on their second jobs, thus adding about 100 million additional hours worked to the economy each week (Lale, 2015). Yet Paxson and Sicherman (1996) noted that workers who move in and out of second jobs have more variable work hours. Additionally, moonlighting helps the economic well-being of each multiple job holder. Multiple job holders were less likely to have a Social Security recipient in the household (11%) or to be living in a household receiving SNAP benefits (3%) versus workers who never worked a multiple job. About 15% of workers who never worked a multiple job had a Social Security recipient in the household receiving SNAP benefits. Another benefit to moonlighting was that those who moonlighted were less likely (28%) to rent their home compared to the 31% of workers who never moonlighted (Scott et al., 2020).

Disadvantages of Moonlighting

Moonlighting is not as simple as it may seem. In order to moonlight, an individual must be able to fit the additional work hours into his personal schedule without causing undue strain to his primary job, health, and family life (Miller et al., 1973). For most moonlighters, workers balance the second job by working on different days or different hours than the first job (Boyd et al., 2016). However, moonlighting still may have

negative effects on a worker's primary job including impacting their performance, absenteeism, and turnover (Arora, 2013).

There are several additional stressors for moonlighters. Moonlighters work on average 10 more hours per week than single job holders (Hipple, 2010; Sliter & Boyd, 2014). The additional hours drain a worker's psychological and physical resource, thus increasing the risk of strain on each moonlighter. The secondary job can be physically demanding causing the employee to be physically unable to perform at a high level at the primary job (Betts, 2006). A moonlighter's motivation may be affected as well. The secondary job can lead to the individual changing his attitude and perceptions which causes changes in decision making and job-related behavior (Jamal et al., 1998). One example of the changes in job-related behavior due to moonlighting is the worker's inability to maintain interactions through work-related social networks. Workers who have multiple jobs often have less to seek out vital information at their primary job and often have to rely on colleagues and supervisors to keep them informed (Kottwitz et al., 2017).

Due to the additional work hours that multiple job holders take on, moonlighters have more work-travel time, less time to sleep, and less time for other household and leisure activities (Arora, 2013; Marucci-Wellman et al., 2014b). These effects stem from long work hours, lack of rest or breaks, working during early morning and late at night or on rotating shifts (Marucci-Wellman et al., 2016). Multiple job holders are also more inclined to injuries than single job holders. Using data from the U.S. National Health Interview Survey, within a 15-year span (1997-2011), multiple job holders had an

elevated risk of work-related and non-work-related injuries when compared to single job holders (Marruci-Wellman et al., 2016). Research has shown that workers who work long and irregular work hours are affected by sleepiness, fatigue, impaired job performance, and they have an elevated risk of work-related injuries (Marucci-Wellman et al., 2014a; Marucci-Wellman et al., 2016). Fatigue-related job performance problems occur from the worker's sleep deprivation due to reducing the amount of sleep received each night. The irregular work hours interfere with the worker's sleep pattern. Performing night work can reduce day sleep as much as four hours as is les restorative than night sleep after day work. This reduction in sleep has a larger impact on the health and safety of the worker and other employees than those who are fighting their natural biological clock (Marucci-Wellman et al., 2016).

Moreover, moonlighters can experience negative outcomes such as family conflict and burnout. Moonlighters may find it difficult to meet the demands of their personal and professional life. They often find that work demands interfere with effective functioning in the family role and vice versa (Boyd et al., 2016). Police officers also experience negative effects of moonlighting. Arcuri (1987) found that multi job holding police officers (35%) felt that moonlighting negatively affected their family situation. These negative outcomes could affect the moonlighter's performance and attitude at both jobs. An additional problematic issue for multiple job holders is the time single job holders normally spend recovering form work-related stressors are spent working the second job. Thus, the additional hours interfere with moonlighters' ability to recuperate from their work environments (Sliter & Boyd, 2014).

Having a second job changes a moonlighter's perceptions, decisions, and behaviors. Moonlighting also has the potential to affect workers' performance, absenteeism, and turnover rate at their primary job (Betts, 2006). The second job can cause the worker to become distracted due to the need to juggle different and competing demands between the primary and secondary job (Webster et al., 2019). Employers of moonlighters believe that the second job can have detrimental effects on the individual worker's productivity and organizational loyalty to the primary job (Arora, 2013; Webster et al., 2019).

Critics of moonlighting argue that moonlighting should be regulated or even prohibited. There are organizations with existing policies restricting multiple jobholding activities. These policies stem from the employers' concern that employees moonlight on company time or while on leave (Betts, 2002; Betts, 2006). Organizations concerned about the performance of its employees can have policies in place that either restrict or encourage moonlighting (Davey & Brown, 1970). The policies often cover concerns related to performance, conflicts of interest, inadequate pay, dangerous work, and controversial work (Betts, 2002). Most organizations worry that employees who moonlight will be too tired or unmotivated to perform effectively on the primary job. This along with habitual absenteeism are among the key indicators to an employer that an employee has begun to moonlight (Habbe, 1957). Another concern of employers is that the multiple job holding employee is working for the competition (Davey & Brown, 1970; Miller et al., 1993).

This is especially true for physicians. Physicians who moonlight in a private sector take patients away from doctors in the public sector. The adverse effect of limited patients is the quality of service available in the public sector (Biglaiser & Ma, 2007; Russo et al., 2018). There is also concern that the more health professionals engage in dual practice and multiple job holding, the higher the likelihood that absenteeism in public institutions will be encourage (Russo et al., 2018).

Additionally, there is concern for medical residents taking on additional jobs. It is estimated that 44-69% of psychiatry residents moonlight during some point of their residency (Benson & Beach, 2019). The additional jobs medical residents obtain in order to meet the financial burdens of residency often compete with the residents' effectiveness in the health services they provide. Furthermore, it reduces the learning potential of the full residency experience (Betts, 2006; Bazzoli & Culler, 1986; Buch & Swanson, 1986; Cohen et al., 1987; Culler & Bazzoli, 1985). Those against medical residents moonlighting feel that it compromises the effectiveness of the health services provided, puts patients at risk, reduces the learning potential of the residency experience, and may possibly damage the reputation of the physicians and program (Betts, 2002). Yet, medical residents also moonlight for other reasons besides to earn supplemental income. They also moonlight to enhance their education and to develop more independence and self-confidence (Benson & Beach, 2019). It is important to note, however, that in their study, Benson and Beach (2019) found that there were no true differences in the perceived financial distress, quality of life, work-life balance and confidence in clinical skills between eligible residents who chose to moonlight and those who did not.

Statistics on Moonlighting

Historically, moonlighting has remained relatively steady since the mid-1950s. According to the Bureau of Labor Statistics reports, from the mid-1950s to the mid-1960s, about 5-6% of workers moonlighted (Hamel, 1967; Perrella, 1970). At this time, the rate of moonlighting men was three times as much as moonlighting women. This rate remained steady into the 1970s and 1980s. However, men only moonlighted 1.5 times as much as women did (Taylor & Sekscenski, 1982). The range continued to fluctuate throughout the 1900s and 2000s (Betts, 2002). Now, it is estimated that about seven million workers are moonlighters (Webster et al., 2019).

Data from the 1995 Current Population Survey revealed that the higher education of a worker, the more likely they are to moonlight. Only three percent of workers with less than a high school education moonlighted, while nearly 10% of workers who held a P.D. worked multiple jobs. This may be due to the fact that workers with more education have more financial reasons to need the supplemental income. The only exception to this trend was workers who held professional degrees, such as physicians and lawyers (Amirault, 1997).

Based on the Bureau of Labor Statistics Current Population Survey completed in 2011, about 5% of all U.S. workers reported working multiple jobs during the same week. The American Time Use Survey found a higher of 11% of all workers reported working more than one job the same week. However, because there are so many forms of multiple employment, it is difficult to pinpoint the exact number of workers who moonlight (Marucci-Wellman et al., 2014b).

One would think that as earnings increase, the percentage of workers with multiple jobs would decline greatly. However, Amirault (1997) found that there was only a slight decrease based on this criterion. This may be attributed to the number of well-paid employees who choose to moonlight because their schedules allow it, their expertise in demand, or financial reasons beyond meeting basic living expenses and paying off debt exists (Amirault, 1997). Another group of moonlighters who might possibly continue to moonlight regardless of their financial stability are those whose moonlighting job is self-employment (Stinson, 1997). About one quarter of all moonlighters hold multiple jobs in which the secondary job is a small business that the workers run in conjunction with their full-time primary job (Bryant & Drobnich, 1998).

There are several statistics related to gender differences when it comes to moonlighting. Within their lifetime, over 50% of all continuously working males will hold a second job some during their working career (Paxson & Sicherman, 1996). Allen (1998) found that unmarried women in the age range of 20-40 are significantly more likely to moonlight than unmarried women in their 50s. However, there was no significant difference between the number of younger unmarried men versus older unmarried men who moonlight. Additionally, single men and women often listed saving for the future as their reason for moonlighting (Allen, 1998).

In his study, Hipple (2010) included most of the major demographic groups—men, women, Whites, and Blacks—and found that there was a similar pattern among all the groups over the 1994-2009 period. Rates for all of those groups began to decline by the early 2000s.

More recently, Lale (2015) found that the multiple jobholding rates among women held steady during the 2001 recession and the 2007-2009 recession. Since then, the rate has diminished only slightly. On average, however, from the 2004-2013 period, both male and female workers had around the same number of multiple jobholders (Lale, 2015). Another difference between female and male multiple job holders was that women who moonlighted were two times more likely to work two part-time jobs compared to only 17% of their male counterparts doing so (Hipple, 2010).

In 2004, 38% of moonlighting workers were working second jobs to earn more money, while 26% were working multiple jobs to pay off debt. Meanwhile, there were 18% of multiple job holders whose primary motivation for working more than one job was the pure enjoyment they received from the second job (Lale, 2015). Even within a group of moonlighters, the rationale behind choosing to work an additional job. For example, in a study conducted by Benson and Beach (2019), psychiatry residents reported a variety of reasons why they worked multiple jobs. These residents worked multiple jobs primarily for financial reasons. However, a smaller group of residents (13%) were primarily motivated to develop their clinical experience by gaining independence or responsibility. Ten percent of the psychiatry residents even worked an overnight shift and then performed regular residency duties the next day. All residents were bound by moonlighting policies which spelled out specific guidelines those who chose to moonlight had to follow (Benson & Beach, 2019).

Occupations of Moonlighters

There is a great variety of employment scenarios when it comes to moonlighting. Workers may choose to moonlight only for seasonal work concurrent or alternating with a primary job. Workers may only work on the weekends or work two consecutive shifts in separate jobs. More frequently, moonlighting workers tend to work one full time job and one part time job (Marucci-Wellman et al., 2014b). There are some occupations that allow for workers to moonlight much easier than others. These occupations often see high instances of moonlighting. They include policemen, firefighters, teachers, and medical residents (Betts, 2002). Yet, some occupations have work schedules that is not conducive to an employee working a second job. On the other hand, there are occupations that lend themselves more to workers needing to hold a second job. This may be due to the low wages earned at the primary job (Lale, 2015).

In his study, Amirault (1997) found that professional specialty workers were the most likely to hold multiple jobs and also had the greatest number of multiple jobholders. About 50% of all multiple jobholders were from the professional specialty field. This includes college faculty members, elementary and secondary school teachers, and registered nurses. As a matter of fact, there is mounting evidence that shows holding multiple jobs in the public and private fields is a common occurrence among health workers (Russo et al., 2018). The large percentage of professionals who moonlight is attributed to their work schedules being predictable and flexible (Amirault, 1997; Lale, 2015). These workers often also have considerable amounts of time off that allow for second jobs. They are also able to supplement their primary income with high paying

moonlighting jobs such as consultation or additional teaching occupations. Health technologists, firefighters, and policemen also have flexible schedules that allow them the ability to moonlight much easier than other workers (Amirault, 1997). For the service group, the multiple job holding rate was dominated heavily by policemen and firefighters who worked in well paid protective service jobs. This shows that moonlighting occurs more often because of the opportunities highly trained and educated workers have to obtain second jobs versus the need to earn money for basic living expenses (Amirault, 1997).

Amirault (1997) also found that there were many occupations that had more than 10% of its workers working multiple jobs. Firefighting occupations were at the top of the list with 28% of all firefighters moonlighting. Physician assistants were second with 23% moonlighting, as well. Additional occupation included artists, psychologists, therapists, dental hygienists, therapists, teachers of all levels, musicians, actors, hotel clerks, administrators, policemen, dietitians, bartenders, veterinarians, and managers (Amirault, 1997). In contrast, one group of employees that are less likely to moonlight are manual workers. These employees include those working in the mining, construction, or manufacturing industry.

Now, there are many more forms of employment than there was in the mid-1990s. Workers are now finding temporary work, labor leasing, self-employment, subcontracting, and home-based work. Due to this, Marucci et al. (2014a) found that multiple job holders were more likely to be employed in nonstandard work situations than traditional work opportunities.

Conclusion

The recent economics shifts have impacted workers' abilities to find steady employment. These impacts push workers to look for secondary employment. Currently, about 7 million U.S. workers moonlight. While most moonlighters work second jobs for financial reasons, there are multiple job holders who work secondary job simply for pure enjoyment or to increase their skill set. There are several advantages to moonlighting including earning additional income, receiving work-related training, and an increase in benefits. Likewise, there are many disadvantages to moonlighting as well. Multiple job holders often work more hours than single job holders. The effects of this are limited time for family and leisure activities, a change in attitude towards the primary job, and an increased likelihood of injuries while performing duties on the primary job. While there are many occupations that lend themselves to moonlighting—policemen, firefighters, and health professionals—teaching leads the percentage of professional workers who moonlight.

Front Cover Story

During the week of September 24, 2018, *Time* Magazine issued three different covers related to the financial struggles public school teachers were currently facing. Each cover displayed a single quote from three public school teachers. The first cover was of Hope Brown, a public high school teacher, whose quote read, "I have a master's degree, 16 years of experience, work two extra jobs and donate blood plasma to pay the bills. I'm a teacher in America". The second cover was of NaShonda Cooke, a public middle school teacher. Her quote stated, "I have 20 years of experience, but I can't afford

to fix my car, see a doctor for headaches or save for my child's future. I'm a teacher in America". The third cover was a single photograph of Rosa Jimenez, a public social studies teacher. Her cover quote declared, "My child and I share a bed in a small apartment, I spend $1,000 on supplies and I've been laid off three times due to budget cuts. I'm a teacher in America" (Reilly, 2018a).

While I never was on the cover of *Time* Magazine, I too have a story to tell. For I am an educator whose annual salary does not suffice for all of the financial obligations I am responsible for. The only difference is I am now an educational leader. One would think that the increase in pay for such a role would be enough to maintain financial stability. However, the increase in pay still does not help me pay all of my bills. If there was a quote for me, it would be, "I have 16 years of experience and my Master's +30, but I have to work three additional part time jobs to make ends meet. I am an educational leader in America".

Hope Brown admitted she loved teaching but felt that teachers do not get paid for the work that they do. Some teachers are so adamant about the unfair pay that they have staged walkouts and marches on state capitols. Teachers are demanding higher pay, better benefits, and an increase public funding. The issue of teacher pay has struck such a chord that it has revived a national debate. Likewise, NaShonda Cooke admitted to receiving final notices for several utility bills. For her, it is not about wanting a pay increase and extra supplemental income. She simply wants a livable wage (Reilly, 2018a).

There are varieties of teacher compensation packages available in various districts aimed at rewarding teachers for their experience. This structure of teacher compensation

packages is often back-loaded, "or organized to reward career service" (U.S. Department of Education, n.d. para. 1). According to the U.S. Department of Education (n.d.), "this is a practice that comes at the expense of entry level salary, which is artificially depressed in order to afford the total compensation of packages of more senior teachers" (para. 1). While there is an increasingly large number of school districts creating innovative compensation packages, the structure of compensation systems and related incentives are in need of dire changes. This is due to the vast majority of compensations inability to take "significant steps in the right direction" (U.S. Department of Education, n.d., para. 2).

According to the National Center for Education Statistics (2017), at the 2016-2017 school year, the estimated average annual salary of teachers in public elementary and secondary schools in the United States was $58,950. This was a -1.6 percent change from the 1999-2000 school year. In Louisiana, the estimated average annual salary of teachers for the 2012-2013 school year was $50,000. This was a 5.4 percent change from 1999-2000 (Table 211.60). Reilly (2018a) referenced the Department of Education data which indicated that the country's three million full-time public-school teachers (from grades kindergarten through high school) are currently experiencing some of the worst wage stagnation. Reilly (2018a) also found that public school teachers earn "less on average, in inflation-adjusted dollars than they did in 1990" (para, 4). According to the Economic Policy Institute (EPI), public-school teachers in the United States were earning 1.8 less per week than comparable employees in 1994. In 2017, they made 18.7% less (Reilly, 2018a).

Many teachers often work during the summer, thus making their job year-round. Most teachers are unable to collect Social Security because of their state's pension plans. In order to collect on said pension plans, most teachers must stay in the same state. However, studies indicate that most new teachers do not stay in the same district long enough to qualify for those pensions (Reilly, 2018a). "Even for those who do stand to gain, it can be hard to find reassurance in distant retirement benefits when salaries haven't kept pace with the cost of living" (para. 22).

A 2014-2015 National Teacher and Principal Survey took a closer look at teacher income. The results found that 44% of teachers earned additional supplemental income from extracurricular activities, gaining an average extra income of $2,630. The results also showed that 18% of the teacher held outside jobs, earning an average of $5,140. There were also teachers who worked summer jobs before the beginning of 2015-2016, earning an average of $4,060 (National Center of Education Statistics, 2018a).

In another article titled "13 Stories of Life on a Teacher's Salary", Katie Reilly (2018b) shared 13 different stories of teachers whose personal financial situations affected their day-to-day lives. The teachers shared that they spend their own money to buy supplies. Some go without going to the dentist or doctor to save money. Several work additional jobs for extra income. Ironically, even with all of the financial struggles each teacher experienced, they all spoke of their love for teaching.

Moonlighting in K-12 Education

Regardless of how teachers were compensated, the fact remained that their teacher salary played a part in determining whether a teacher stayed in the profession.

"The most heartbreaking scenario is when a teacher loves his job, wants to stay at his school, but simply can't afford to" (Moulthrop et al., 2005, pp 158). Before walking away from the teaching profession altogether, some teachers opted to moonlight as a means of earning supplemental income. Moonlighting often occurred as a remedy to the low salary teachers received (Johnson et al., 2010; Bell & Roach, 1990; Bobbit, 1998; Maddux, 1980). The low salary was often seen as the driving force behind teachers' need to hold down a second job (Raffel & Groff, 1990; Smith & Cooper, 2018; Bell & Roach, 1990). In 1982, the National Association of Educators reported that half of educators moonlighted during the school year and held additional jobs during the summer months and vacation (Williams, 1992). Actually, teaching was one profession with the highest rate of moonlighting (Betts, 2006; Bell & Roach, 1990; Madzelan, 1989; Betts, 2011. Among the top four professions whose employees held moonlighting positions, teachers ranked number one (Brown et al., 2019; Bell & Roach, 1990). The growing number of teachers taking on second jobs was a key indication that teacher pay is low (Garcia & Weiss, 2019; Scarbough, 2001). For some teachers, such as agriculture teachers, moonlighting provides an important portion of their income. Scarbrough (2001) found that close to half of the agriculture teachers who moonlighted depended on the financial increase for 1%-10% of their complete gross income.

Since 1984, there have been several studies conducted to investigate the phenomenon of teacher moonlighting. The Wisniewski and Kleine study (2018) was often referenced as the foundation to more recent studies. Generally, there were six categories related to teacher moonlighting that were investigated. These categories

included: 1) reasons for moonlighting, 2) moonlighting within a school system, 3) moonlighting outside of a school system, 4) whether moonlighters would continue to moonlight, 5) the effect of moonlighting on a teacher professionally, and 6) the effect of moonlighting on a teacher personally.

Reasons Why Teachers Moonlight

There were many reasons why teachers chose to moonlight. The obvious reason teachers chose to hold multiple jobs was "to supplement their salaries and maintain a desired standard of living" (Williams 1992, p.63; Williams, 1992; Winters, 2010; Parham & Gordon, 2011; Pearson et al., 1994; Wisniewski & Kleine, 2018). The number one reason why teachers moonlighted was financial need (Pardon & Gordon, 2011; Scarbough, 2001; Stewart, 1981). Of the respondents surveyed, Wisniewski and Kleine (2018) found that nearly three-quarters of the respondents engaged in moonlighting for monetary reasons. Likewise, Raffel and Groff (1987) also found that 80% of the teachers surveyed who moonlighted considered financial reasons very or somewhat important to the rationale behind working a second job. Additionally, Williams (1992) found that 28% of all physical education teachers survey held multiple jobs to pay off debts, while 25% did so to upgrade their lifestyle. Similarly, Parham (2006) found that 75% of the teachers interviewed moonlighted for the money. The participants in the study reported that the salary received as an educator simply did not meet all of their monthly financial obligations. As with all of the previous studies, Smith & Cooper (2018) found that teachers held second jobs for added income. In fact, their results determined that one of every four teachers moonlighted. According to Brown et al. (2019), "fourteen percent of

TCTA respondents moonlighted an average of 11.6 hours per week and needed $8,601 in additional salary in order to stop moonlighting" (p.11). Comparable to all the aforementioned studies, Boone et al. (2006) found that secondary agricultural education teachers agreed that a benefit to additional part-time employment was the financial rewards.

Moonlighting for teachers covered major expenditures such as student loans, home ownership, or the birth of a child (Parham & Gordon, 2011). While the income earned from moonlighting may have been small, teachers found the disposable income significant to their livelihood. Additionally, evidence showed that teachers did not moonlight less when salaries increase (Ballou, 1995). Even with merit pay, performance pay, or an increase in teacher pay, teachers were often still forced to find additional work in order to survive financially (Brown et al., 2019). Pearson et al. (1994) also noted that teachers chose to moonlight as a means to pursue a secondary work interest or as preparation to leave the profession altogether. However, Ballou (1995) concluded that a teacher's salary had no influence on a teacher's decision to moonlight.

Most of the monetary reasons teachers felt the need to moonlight was due to a financial life-cycle squeeze. According to Williams (1993), "a financial squeeze occurs when needs outrun available resources, and this happens at fairly predictable points in the typical lifetime of a teacher" (p. 68). This caused the individual teacher to feel the need to supplement his/her income. Williams (1993) found that teacher often experienced a life-cycle squeeze when their financial obligations increased but their salary lagged behind. These financial obligations included preparing for a first home mortgage, retirement

plans, sending children to college, and family expansion (Williams, 1993; Boone et al., 2006). Additional reasons for moonlighting included pursuing a secondary work interest, looking for a diversion from teaching, preparing to leave teaching, and other undisclosed reasons (Wisniewski & Kleine, 2018; Boone et al., 2006). More specifically, Raffel and Groff (1990) found that more than half of the teachers surveyed also admitted to needing a diversion from teaching or wanting to pursue a secondary interest as very or somewhat important reasons for moonlighting.

Yet, there was a difference between willing and reluctant moonlighters. Financial reasons for moonlighting were not of utmost importance to willing moonlighters. As a matter of fact, "willing moonlighters placed the same level of significance on moonlighting as a developmental activity as they did on financial reasons" (Raffel & Groff, 1990, p. 406). In contrast, reluctant moonlighters were more likely to admit to preparing to leave the teaching field as their reason for moonlighting (Raffel & Groff, 1990).

Also, there were those teachers who take pleasure in moonlighting and did it for the enjoyment rather than for the financial gain (Williams, 1993; Stewart, 1981). Williams (1993) also found there was speculation that there were teachers who felt alienated at their school and "look[ed] elsewhere for an environment that would encourage growth, relieve frustrations, improve status, and reduce isolation" (p. 63). The distraction of moonlighting made teaching more tolerable (Williams, 1993; Sikes, 1983).

In comparison to non-moonlighting teachers, moonlighting teachers were similar to their counterparts in terms of job satisfaction, stress, and attitudes towards students and

parents (Pearson et al., 1994). However, Jamal et al. (1998) found that multi-job holding teachers were better off than non-multi job holding teachers when it came to physical/mental health, job satisfaction, stress, and job performance. Secondly, there were teachers who worked second jobs to fulfill personal interests and utilize talents (Winters, 2010). There were also educators who moonlighted as an avenue to exploring a new career or to receive specialized training or to earn additional benefits (Betts, 2001; Parham & Gordon, 2011).

The Types of Jobs Educators Take on During Moonlighting

Teachers were able to supplement their income through moonlighting due to their yearly school schedule. This flexibility of the school schedule allowed teachers to work during afternoons, evenings, weekends, breaks during the school year, and summer vacation (Williams, 1992; Scarbrough, 2001). A part of the study conducted by Stewart (1981) focused on the time of year in which teachers moonlighted. Of the respondents who moonlighted, 47% of them reported that they moonlighted during the school year. In comparison, only 31% of moonlighting teachers held multiple jobs only during the summer. Meanwhile, 81% of the respondents admitted to working both during the summer and sometime during the school year (Stewart, 1981).

Because of this schedule, teachers were able to choose whether they work inside or outside of the school district. Moonlighting teachers also varied in their choice to moonlight in the educational field or a completely different alternative. However, many teachers chose to moonlight in the educational field or a completely different alternative. However, many teachers chose to remain with the school setting for their second job

(Williams, 1992). Advocates of teachers suggested increasing teacher salaries to reduce the prevalence of teacher moonlighting. However, a few empirical studies showed teacher salaries have no effect or a small effect on the likelihood of moonlighting (Winters, 2010).

There were several teachers who chose to moonlight within the school district. In 1982, the NEA reported that 35% of the surveyed teachers moonlighted within their school district (Williams, 1992). Of the physical education teachers surveyed, Williams (1992) found that the majority of them (89%) moonlighted in the school district during the school year. Wisniewski and Kleine (2018) found a correlation between a respondent's satisfaction with their salaries and whether they worked additional jobs within the school district. There were 48% of the respondents who indicated satisfaction with their salaries and searched for additional jobs within the school district. In contrast, only 36% of the respondents who were dissatisfied with their salary sought out additional employment within the school district (Wisniewski & Kleine, 2018).

Wisniewski and Kleine (2018) found that the majority of moonlighting consisted of teachers taking on additional duties that provided them with extra compensation. Additionally, the most recognizable form of moonlighting was second jobs that were outside of the school system and occurred in the evenings and on the weekends. Most of the jobs were full-time summer positions. There was a correlation between job satisfaction and the number of teachers who chose to moonlight outside of the district. The percentage of teachers who were satisfied with their salaries and sought additional work outside of the district. The percentage of teachers who were satisfied with their

salaries and sought additional work outside of the district was higher than those who were

dissatisfied with their salaries and worked outside the district. The percentages were 36%

versus 22% respectively (Wisniewski & Kleine, 2018).

Negative Feelings Towards Moonlighting Educators

While there were those who would applaud teachers for taking on additional

employment, others viewed moonlighting in a negative light due to its effects on a

teacher's effectiveness in the classroom (Winters, 2010; Johnson et al., 2010; Pearson et

al., 1994; Henderson et al., 1982; Wisniewski & Kleine, 2018). Teachers who held

second jobs were believed to have less energy in the classroom, gave less attention to

their students, and spent less time on school related tasks (Ballou, 1995; Johnson, 1990).

Research also suggested that moonlighting teachers were emotionally exhausted and

lacked the energy required to accomplish educational goals; therefore, they accomplished

less (Brown et al., 2019; Winters, 2010; Farber, 1991). Additionally, if a teacher received

an increase in salary to replace the need to moonlight, the number of hours gained back

from the second job would only equate to a few hours per year. Those extra hours would

unlikely be spent in the classroom (Ballou, 1995). There were additional stressors for

teachers who moonlight due to the added responsibilities of having two jobs. This stress

caused fatigue in teachers who were less likely to tolerate frustrations. Additionally,

teachers with too many responsibilities for an extended period of time experienced

teacher stress or burnout (Brown et al., 2019; Garcia & Weiss, 2019). This occurred more

often when the moonlighting took place outside of the school system (Garcia & Weiss,

2019). In a qualitative study conducted by Parham & Gordon (2011), the majority of the

teachers (67%) interviewed stated that their second job had a negative impact on their teaching performance. Regardless of the negativity surrounding teachers who moonlight, most of them were unable to quit their second job due to financial responsibilities (Parham & Gordon, 2011).

Another negative view on moonlighting was that it indicated teacher dissatisfaction and the low status of their career, which lead to the exiting of many teachers (Raffel & Groff, 1990; Winters, 2010). Santangelo and Lester (1985) reported that when it came to moonlighting, job dissatisfaction was an external locus of control for men but not women. This contrasted with the perceived stress of moonlighting. When it came to perceived stress, the stress scores were higher for women than they were for men (Santangelo & Lester, 1985). On the other hand, the idea that moonlighting provided an opportunity to engage in extensions of one's professional activities and interesting work while earning supplemental income "is generally viewed as positive in academia" (p. 404).

The Professional and Personal Effects on Moonlighting

Most of the researchers agreed that teacher moonlighting has the potential to have harmful effects on teacher's professional performance and education in general (Maninger et al., 2011; Winters, 2010; Pearson et al., 1994; Wisniewski & Kleine, 2018; Bobbit, 1988; Ballou, 1995). Raffel and Groff (1990) also revealed that reluctant moonlighters felt a greater amount of hindrance because of their second job when it came to areas of physical well-being, morale, or mental health. "Finding that moonlighters do not devote to teaching as nonmoonlighting teachers.

Wisniewski and Kleine (2018) found the majority of educators who moonlighted reported it adversely affected their teaching. However, Raffel and Groff (1990) reported only 9% of their respondents felt that moonlighting hindered their teaching performance. Ballou (1995) found no significance at all towards moonlighting causing teachers to spend less time preparing for lessons or grading papers. In agreement, the majority of the physical education teachers who moonlighted during the school year felt no effects to their teaching (Williams, 1992).

Yet, the study conducted by Wisniewski and Kleine (2018) concluded that 29% of teacher moonlighters felt moonlighting hindered their preparation for teaching. This is because moonlighting required the teachers to adjust their schedules. While some reported that by adjusting their schedules, they were able to limit the negative effects of moonlighting, others still found that negative effects existed due to moonlighting. Parham (2006) concluded that because of the strains of moonlighting, time was a precious commodity for the participants of the study. The lack of time also affected over half of the agriculture teachers questioned in Scarbrough's (2001) study. Scarbrough (2001) reported that over half of the agriculture teachers had little time to spend with family, to devote to FFA activities, to supervise students, and to teach farming classes due to the need to moonlight.

While the teachers initially did not think that moonlighting affected their instruction, evidence showed that moonlight actually did affect instruction some (Parham & Gordon, 2011). Another effect investigated in the study was the attitudes of the teachers. Parham and Gordon (2011) found that the moonlighting allowed the teachers to

see themselves positively as they realized they could be successful in something other than teaching. The teachers also reported that they received more respect from their moonlighting supervisors than they did from their school administrators. In turn, the respect they received from moonlighting increased their self-esteem. In contrast, Williams (1993) found the respondents indicated that moonlighting had no negative effect from the hours spent on their second jobs. More recently, Brown et al. (2019) also found that teachers reported moonlighting had no effect on their teaching performance.

There was a relationship between moonlighting behavior and the likelihood of teacher retention. When asked about job searching in the previous two years, only 16.5% of nonmoonlighters had either searched and/or searched and interviewed for a new full-time job. The percentage increased to 30.8% for willing moonlighters who had searched and/or searched and interviewed for a different job. However, the highest percentage (58.3%) were among reluctant moonlighters who had searched and/or searched and interviewed for a new position (Raffel & Groff, 1990). Parham (2006) also found that moonlighting influences teachers' perceptions, decisions and behaviors, and performance. The result of the study also concluded that moonlighting does indeed influence teacher moonlighters to use outside employment as an avenue for new career choices. Yet, four of the five teachers also said moonlighting led them to pursue a new career. Working two jobs grew weary for the teachers, and through moonlighting, the teachers were able to realize there was a world of rewarding opportunities outside of teaching (Parham & Gordon, 2011).

Within the Parham and Gordon (2011) study, the participants also discussed how moonlighting affected their personal lives. Both married and unmarried participants reported that moonlighting caused them to have a lack of time to give attention to their personal lives. Similarly, Boone et al. (2006) found that secondary agricultural educators reported several issues with moonlighting. These educators experienced time management issues, personal issues such as teacher burnout and limited family time, conflicts of interest, competing careers, professional relationships, lack of professional development, and limited community involvement.

All of the moonlighting teachers admitted that moonlighting had a negative effect on their health. Many complained of low energy and physical exhaustion. "Other problems attributed to moonlighting included too much stress, poor diets, a lack of time for exercise, frequent minor illnesses, and putting off medical appointments" (p. 50). The unfortunate realization for most of these teachers was that even though there were many negative effects of moonlighting, they could no quit their second job because of their financial need (Parham & Gordon, 2011).

The Longevity of Moonlighting for Educators

While the results of Maninger et al. (2011) study found that 60% of the teachers surveyed would stop moonlighting if their salaries increased and the result would improve their quality of instruction, Raffel and Groff (1990) found that surprisingly, teachers agreed that they would continue to moonlight even if there were no longer a great financial need. Yet, the results from the survey did indicate that moonlighting teachers would not continue to work if their teacher salary were to increase. However,

Williams (1993) found that moonlighting for most teachers was "an unquestioned, unavoidable, and often permanent necessity" (p. 73). Moonlighting became a natural extension of teaching. For some of the participants, to stop moonlighting would have created the opportunity for them to be better, happier teachers. However, for others, without the opportunity to moonlight, the only option available would have been to quit teaching altogether (Williams, 1993). Brown et al. (2019) also found 75% of the moonlighting teachers admitted that they wanted to quit moonlighting but could not do so (Brown et al., 2019).

In their concluding summation, Raffel and Groff (1990) noted their results did not support the stereotype that moonlighting teachers had to take a part time job to make ends meet, neglected his or her students, and were waiting for an opportunity to leave the profession. Their study also found a higher percentage of willing moonlighters versus reluctant moonlighters. The higher percentage of willing moonlighters worked higher status, education-related, part-time positions. These moonlighters were less likely to quit moonlighting even if their teaching salary increased because they viewed their second jobs as diversions or developmental opportunities and found that the still spend the same amount of time preparing for teaching as their nonmoonlighting counterparts. Moonlighting teachers surveyed were not unhappy nor looking to leave the teaching field (Raffel & Groff, 1990).

An additional study that researched the longevity of teacher moonlighting was one conducted by Madzelan in 1989. For this study, Madzelan compared the variables involved in teacher moonlighting for the 1981-82 and 1986-87 school years. Madzelan

(1989) found no significance between the incidence of teacher moonlighting for the two academic school years. Additionally, the results of the surveys revealed no significant different between the quality of instruction.

Theoretical Frameworks Found in the Literature

While all the existing research alluded to teacher moonlighting being a result of financial strains and limited sources of income, there was only one study that expanded on the theoretical and conceptual framework in which teacher moonlighting falls under. In her findings, Williams (1993) introduced the idea of the life-cycle squeeze. This theory followed the belief that a financial squeeze will occur when needs outweigh the available resources. The financial squeeze usually occurred at predictable points in a teacher's life. It was then that the teacher had to supplement their total income to cover the financial strain. William (1993) found in her study that teachers did experience this when their financial commitments were growing, but their salaries lagged behind.

This theoretical framework supports the overall findings of existing research that teacher moonlight mostly due to financial strain. However, there are additional considerations one must take to fully grasp all the ideologies behind teacher moonlighting. The first is the family living wage. In order to truly understand what led teachers to the point of moonlighting, it is important to understand the wage of the entire household. Additional concepts that should be included in framing teacher moonlighting are the teacher labor market and relative teacher pay (Allegretto & Mishel, 2018; Belfield, 2005). It is important to understand the income that teachers receive and how it compares to other professionals, specifically when the salary is adjusted for inflation.

Additionally, there were theories around moonlighting itself. The moonlighting theory suggests that individual who face labor supply constraints may possess a stronger desire to work more than one job at a time (Allen, 1998). In studies regarding moonlighting in other fields, moonlighting behavior was a concept that resonated throughout the literature. Allen (1998) discussed moonlighting behavior regarding labor supply constraints. In their study, Kimmel and Conway (2002) introduced the idea of moonlighting behavior. The focus of the study was to determine which type of workers moonlighted and why. Along these same lines, another study introduced the job portfolio framework, which explains the motives of some moonlighters (Hirsh et al., 2017).

With existing literature suggesting that while financial strain is only one of many reasons why teachers moonlight, it is clear that these theoretical frameworks are just incomplete attempts at understanding this understudied phenomenon. With that being said, it is such theories and conceptual ideologies which explains the behavior of moonlighting that were the theoretical foundation of this study.

Research Philosophies Found in Literature

The existing literature took an investigative phenomenological approach to researching the phenomenon of teacher moonlighting. Through this phenomenological approach, the researchers were able to construct ideologies surrounding teacher moonlighting. This research design allowed the researchers to describe the phenomenon of teacher moonlighting as accurately as possible (Groenewald, 2004). Additionally, the phenomenological research designed allowed the researchers to not rely on any pre-existing framework but remain true to the facts that have already been proven regarding

teacher moonlighting (Groenewald, 2004). For example, in their original 1984 study, Wisniewski & Kleine (2018) based their study on a 1966 study conducted in Oklahoma, yet they utilized their own inquiries to further describe the phenomenon of teacher moonlighting in Oklahoma. This study also utilized the phenomenological research design to describe the phenomenon of teacher moonlighting, specifically focusing on the phenomenon as experienced by northwest public school teachers.

Using the historical and cultural settings of the participants, constructivism allowed the researchers to interpret the meanings others had about teacher moonlighting. By identifying causes and effects of teacher moonlighter, Raffel and Groff (1990) sought to provide multiple views of teacher moonlighting. With the use of interviews, Williams (1993) heavily relied on the participants' views of teacher moonlighting to provide the foundation to her findings. The types of open-ended questions asked throughout the interviews allowed the researchers to focus in on the social contexts in which teacher moonlighting existed. This study also followed a constructivist phenomenological approach. Through this research philosophy, the researcher was able to acknowledge her own background and experiences while interpreting the meaning of the lived experiences of the participants.

Research Paradigms Found in Literature

Studies surrounding moonlighting in other fields either used pre-existing data or surveys to conduct quantitative research. For example, using data from a 1997 U.S. Current Population Survey, Renna (2006) was able to determine that 42% of moonlighters reported having a second job for non-monetary reasons. Hipple (2010) used

surveys to determine the demographical patterns among moonlighters. While there were a few quantitative studies surrounding moonlighting in other fields, the majority of the existing literature on teacher moonlighting used qualitative methods to collect data (Williams, 1993; Parham, 2006; Parham & Gordon, 2011). The qualitative methods allowed researchers to share personal effects of teacher moonlighting as told to them by the participants. Qualitative methods allowed for a more in-depth, personal view into teacher moonlighting. For this reason, this study also chose to use qualitative methods.

Research Designs Found in Literature

Within the existing literature, the favored data research chosen was primary data research. This data collection style allowed the researchers to collect their own data to analyze. The research was cross-sectional and descriptive as the literature analyzed and described the phenomenon of teacher moonlighting. There were no experiments conducted within the studies. The findings allowed the researchers to provide a narrative of teachers who moonlight.

This study also used a primary data, cross-sectional, descriptive, non-experimental narrative research design.

Research Methods and Instruments Found in Literature

Quantitatively, the favored research instrument of existing research was surveys. The surveys revealed more specific details regarding moonlighting. Wisniewski and Kleine (2018) used surveys to define moonlighting, identify how teachers choose to moonlight, and to highlight the differing factors of income for each moonlighting teacher. Similarly, Raffel and Groff (1990) used surveys to discover more details about reluctant

and willing moonlighting teachers in Delaware. More recently, Brown, Sullivan, and Maninger (2019) utilized an online survey to investigate Texas public school teachers who moonlighted. However, one study chose to go a different route. Smith and Cooper (2018) utilized a questionnaire to determine the personal and professional characteristics of moonlighting teachers. Again, while this study did provide more details into the phenomenon, it failed to provide specific individual perspectives of teacher moonlighting. While all four studies shed additional light into the aspects of teacher moonlighting, they failed to give specific details to each individual moonlighter's experience with the phenomenon. By only providing statistical data, quantitative studies generalized all moonlighting teachers into very broad categories and failed to truly represent all of the teachers within the regional area chosen for each study.

Qualitatively, the favored research instrument of existing research was interviews. By interviewing teachers, Williams (1993) allowed teachers to share their own vantage points regarding moonlighting. This reflective opportunity was given to teachers through a series of interviews.

Aligning with most of the prior qualitative studies, this study used a series of online interviews to continue the discussion of teacher moonlighting. Specifically, it was the intention of this study to provide moonlighting teachers the full opportunity to share their personal experience and expand on the causes and effects of teacher moonlighting on their lives.

Methods of Data Analysis Found in Literature

For their quantitative study, Wisniewski and Kleine (2018) took the results of their survey and questionnaire and broke the results up into four categories based on the respondents' source of income: within the school system, outside the school system, family income, and income from other sources. Findings and conclusions were then made based on those categories.

In similar fashion, Raffel and Groff (1990) chose to use the questions they desired to answer as the guiding force for their analysis. The primary question leading their analysis was simply "why do teachers moonlight?" From there, Raffel and Groff (1990) were able to break down their data into various categories based on the level of importance willing and reluctant moonlighters considered each category to be. Likewise, Brown, Sullivan, and Maninger (2019) chose to simply download their results into a Microsoft Excel spreadsheet and sort the columns repeatedly to organize the data collected. Smith and Cooper (2018) completed their analysis by determining the frequencies of the data collected from their questionnaires and completed an analysis using a chi-square test.

Williams (1993) utilized a continual process to analysis the data collected through her series of interviews for her qualitative study of moonlighting physical educators. This process involved reviewing transcripts to assure accuracy. She then used typological analysis based on previous research findings and existing literature. Finally, the data was examined to identify and extract themes that appeared to be common with some or all of the participants. Similarly, Parham and Gordon (2011) utilized interview

transcripts to openly code participants' perceptions, which was then followed by axial coding to identify categories and themes.

The data analysis used in the qualitative studies provided a glimpse into the commonalities of individual teachers who moonlight. While no data analysis can truly represent all teachers who moonlight, the advantage of using interviews and then coding the results to find common themes among all or some participants was that it allowed other moonlighting teachers to relate to those same common themes. By doing so, a better understanding of the phenomenon of teacher moonlighting occurred through dialogue of fellow moonlighters in various regions. This study also used coding to identify and analyze thematic commonalities among moonlighting teachers.

Sampling Designs Found in Literature

For the quantitative studies, selecting participants from a random sample of teachers was the most common sample design previously used. For their survey, Wisniewski and Kleine (2018) chose a 10% sample of all of the Oklahoma Education Association members. Raffel and Groff (1990) began their study with a one-in-ten random sample of Delaware public school teachers, but due to the basis of their study minimized their sample even more to only use teachers who moonlighted for three consecutive years from 1986-1988. Smith and Cooper (2018) administered their questionnaire to a five percent sample of classroom teacher in Georgia. Likewise, Brown et al. (2019) used a random sampling of preK-12 Texas schoolteachers.

For the qualitative studies, each researcher was specific in selecting the participants of his/her study. Williams (1993) focused only on high school teachers and

did not cover the entire K-12 teacher population Williams (1993) chose her participants based on volunteers. However, due to variability among participants, she then chose her 17 participants from different school districts in western Massachusetts. All 17 participants were physical education teachers. In comparison, Gordon and Parham (2011) included five participants in their study. The participants were assigned pseudonyms to protect their identities. These participants taught in grades ranging from kindergartener to high school.

Research about teacher moonlighting has only been conducted in a few states, none of which were Louisiana; hence this was the reason why the targeted population for this study was northwest public K-12 teachers. Teachers were selected using a convenient sample of public school teachers who all belong to a private social media group of public school teachers in the northwest Louisiana area.

Summary

In this review of the literature, moonlighting was defined. While there are other occupations which have employees working multiple jobs, teaching remained one of the top careers in which moonlighting occurs quite often. Although there are several reasons why people choose to moonlight, financial obligations remained the most frequently identified reason as the decision to moonlight.

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CHAPTER III

Methodology

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Introduction

This chapter describes the overall methodology of this study, including a discussion of research philosophy, paradigm, design, method, instrumentation, sampling, analysis of findings, procedures, in addition to the role of the researcher.

Research Problem

Teaching ranked in the top four professions whose employees felt the need to moonlight (Brown et al., 2019). Although teachers greatly influence others, they experienced financial difficulty because of their profession. This caused teachers to seek employment outside of their teaching position to provide for their families (Brown et al., 2019). Existing research mostly focused on the financial reasons that caused teachers to moonlight. The problem is the body of existing literature on the phenomenon of teacher moonlighting was not elaborate enough to truly depict the teachers' lived experiences of moonlighting.

Research Purpose

The purpose of this study was to describe the lived reality of moonlighting teachers in northwest Louisiana.

Research Questions

(1) What caused the participants to moonlight?

(2) How do participants describe their experience with moonlighting?

(3) What were the benefits the participants experienced from moonlighting?

(4) What were the problems that participant experienced from moonlighting?

(5) How did moonlighting change the participants' perception of teaching as a career?

(6) How did/can various stakeholders support the participants during the moonlighting experience?

Research Philosophy

This study was based on phenomenology. Phenomenology focuses on understanding how we recognize and navigate the world around us. "The principal concern of phenomenology is to understand how the human mind organizes experience and makes it accessible to individuals in their everyday lives" (Baronov, 2012, p. 120). A key component to phenomenology is to investigate the essential structures internally embedded in an individual's consciousness that provide form and meaning to her environment. These essential structures exist within daily life experiences (Baronov, 2012). Furthermore, this philosophy concerns itself with understanding the behaviors of the participants based on the participants' own frames of reference. Due to its focus on depicting how humans make sense of their experiences, phenomenology has had a profound impact on hermeneutics.

Based on the work of German philosopher, Edmund Husserl, there are some major themes of phenomenology. Husserl distinguished between the world of phenomena a person experiences and the essential structures of consciousness that allows a person to

make sense of the world. Because of this distinction, "consciousness of the world and the actual world are, therefore, treated as separate realms" (Baronov, 2012, p. 120). According to Koegler (2011), "Husserl's phenomenology sets out to capture what exactly is involved when subjects understand something as something" (p. 451). Husserl's view of phenomenology is considered as rationalist-phenomenology (Baronov, 2012).

In contrast, the German philosopher Martin Heidegger viewed phenomenology as structures of consciousness that did not exist prior to encounters of the empirical realm. From Heidegger's standpoint, consciousness is a product of human experiences. In essence, consciousness is shaped by certain aspects of being a human being (Baronov, 2012). "Accordingly, Husserl's essential structures of consciousness actually originate in a person's lived experience rather than in some realm of pure consciousness" (p. 122). Heidegger's position on phenomenology is referred to as existential-phenomenology (Baronov, 2012).

The phenomenological method of inquiry embedded within this study had two goals: (1) to identify the unique features of the phenomenon and (2) to understand the structures used by the participants' consciousness to constitute the phenomenon (Baronov, 2012). Utilizing this research philosophy allowed participants and the researcher to make sense of lived experiences (Baronov, 2012). This was accomplished by first identifying the phenomenon's essential and nonessential features. Once the phenomenon was reduced to its most essential features, the investigation focused on how exactly the essential structures of consciousness organized the lived experiences of the phenomenon. This portion of the investigation is referred to as the intentional analysis.

Phenomenological inquiry was combined with constructivism to allow the researcher to take a constructivist phenomenological approach. Constructivist researchers seek to understand a phenomenon in all its complexities and within its particular environment (Klenke, 2016). Through a constructivist approach, the researcher relied heavily on the participants' views of the phenomenon (Creswell, 2014). Through the lens of constructivism, "the social world cannot be described without investigating how people use language, symbols, and meaning to construct social practice" (Klenke, 2016, p. 21). This research philosophy allowed the researcher to acknowledge her own background and experiences while interpreting the meaning of the lived experiences of the participants. The constructivist approach also allowed the researcher to seek understanding about the world in which she and the participants worked and lived (Creswell, 2014). This world is viewed as complex and interconnected (Klenke, 2016). Through this process, the historical and cultural settings of the participants were explored. By doing so, the researcher interpreted the meanings others had about the world of teacher moonlighting. Thus, instead of starting with a theory, the researcher inductively developed a theory or pattern of meaning (Creswell, 2014; Klenke, 2016).

Research Paradigm

Research is often viewed as a deliberate inquiry—a seeking to understand (Stake, 2010). Moreover, qualitative research is defined as "a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting or context" (Klenke, 2016, p.6). Qualitative research is holistic and involves a wide variety of collected data to gain a deeper understanding of each participants' opinions, perspectives,

and attitudes (Nassaji, 2015). It focuses on the *why* rather than the *what* of a phenomenon and relies directly on the experiences of human beings to make meaning of their everyday lives (Klenke, 2016). Lastly, qualitative research focuses on studying the meanings attributed by individuals to certain life experiences, which uses a type of knowledge that often cannot be quantitatively measured (Creswell, 2007).

There are several special characteristics of a qualitative study. A qualitative study is interpretive and considered to be subjective rather than objective (Stake, 2010; Klenke, 2016). The study focuses in on the meaning of human experiences as seen from different views. Qualitative studies are also experiential, predominantly inductive, and conducted in natural settings (Stake, 2010; Klenke, 2016). "It is in tune with the view that reality is a human construction" (Stake, 2010, p. 15). Additionally, qualitative studies are situational with the contexts of each study being described in detail. They are personalistic as people's points of view, frames of reference, and value commitments are sought after. A well-developed qualitative study is likely to be well triangulated and provides redundant key evidence, assertions, and interpretations (Stake, 2010).

The research conducted in a qualitative study should have an intended goal to produce and communicate an insightful disclosure of an understanding of a particular human phenomenon (Polkinghorne, 2006). Qualitative research allowed the researcher to explore and understand what meaning individuals or groups of people ascribe to a social or human problem (Creswell, 2014). Merriam (2002) claimed this "understanding of reality is really the researcher's interpretation of participants' interpretations or understanding of interest" (p. 25). The qualitative research also allowed the researcher the

opportunity to "examine how people learn about and make sure of themselves and others and how they structure and give meaning to their daily lives" (Hox & Boeije, 2005, p. 594). The qualitative researcher interpreted the context of the research by gathering information personally. This interpretation is shaped by the researcher's own experiences and background (Creswell, 2014; Stake, 2010). While this may cause the meaning to be varied and multiple, the qualitative research methods give the researcher the opportunity "to look for the complexity of views rather than narrowing meanings into a few categories or ideas" (Creswell, 2014, p. 8).

The researcher's understanding was derived from the participants' perspective. It is vital that the authentic voice of each participant is represented throughout the research. In order to do so, participants and researchers collaborated to tell a story reflective of all participants' voice (Klenke, 2016). The collaboration allows the participants to feel validated that the researcher valued their contribution to increasing the understanding of the phenomenon (Klenke, 2016).

Polkinghorne (2006) found that the strength of a qualitative study in its findings. These findings are dependent upon the diligence and judgments of the researcher. Thus, the researcher becomes the research too (Polkinghorne, 2006; Stake, 2010). In qualitative research, the purpose of data collection "is to learn about the problem or issue from participants and to address the research to obtain that information" (Creswell, 2014, p. 186). The process of collecting qualitative research is continually emerging. "This means that the initial plan for research cannot be tightly prescribed, and some or all phases of the process may change of shift after the researcher enters the field and begin to collect

data" (p. 186). The emergent process of qualitative research begins inductively and ends deductively. Through the use of inductive and deductive thinking, qualitative researchers use the coding schemes of the analysis to separate the data into groups of like items (Polkinghorne, 1995).

Creswell (2014) explained:

Qualitative researchers build their patterns, categories, and themes from the bottom up by organizing the data into increasingly more abstract units of information. This inductive process illustrates working back and forth between themes and the database until the researchers have established a comprehensive set of themes. Then deductively, the researchers look back at their data from the themes to determine if more evidence can support each theme or whether they need to gather additional information. Thus, while the process begins inductively, deductive thinking also plays an important role as the analysis moves forward (p. 186).

Research Designs

The section below discusses the use of primary data, descriptive research, non-experimental research, and narrative inquiry.

Primary Data

According to Creswell (2014), "qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants" (p. 185). The data collection process used in this study was through primary data. "Primary data are data collected for the specific research problem at hand, using procedures that fit

the research problem best" (Hox & Boeije, 2005, p. 593). More specifically, primary data

are "observations that can be replicated by subsequent investigators" (Reitz & Wing,

2008, p. 153). This allowed the researcher to have full control over determining who

participated in the study. The control provided by using primary data permitted the

researcher strong control over the research design and procedure which resulted in the

allowance of a causal interpretation of the data collected (Hox & Boeije, 2005).

Additionally, collecting primary data afforded the researcher with the opportunity to get

as close as possible to what actually happened with each participant in his/her lived

experience.

Descriptive Research

According to Sousa et al. (2007), "there is no manipulation of variables or search

for cause and effect related to the phenomenon. Descriptive designs describe what

actually exists, determine the frequency with which it occurs, and categorize the

information" (p. 504). Its goal is to describe a phenomenon and its characteristics

(Nassaji, 2015). Thus, the research focused on how or why something is by incorporating

expressive language that reflected the voices of the participants and their lived

experiences (Nassaji, 2015; Klenke, 2016). Simply put, descriptive research provides the

opportunity for a researcher to describe social life (Terrell, 2015). This is done without

any conclusions about relationships made (Radhakrishnan, 2013).

Non-Experimental Research

The research conducted in this study was non-experimental. "Non-experimental

study designs describe existing phenomena without manipulating conditions to affect

subjects' responses and there are no manipulations of an independent variable"
(Radhakrishnan, 2013). Its purpose is to explore and describe a phenomenon in real life
situations (Radhakrishnan, 2013). No new practices or procedures were examined in this
study. The researcher observed what occurred naturally with the participants without
intervening in any way (Sousa et al., 2007; Radhakrishnan, 2013). The one benefit on
non-experimental research design is that a number of characteristics or variables were not
subject to experimental manipulation or randomization (Sousa et al., 2007).

Narrative Inquiry

Narrative inquiry is a way to understand experience (Clandinin & Connelly,
2000). The researcher and participants collaborate over time and in a social interaction
with milieus (Clandinin & Connelly, 2000). "Narrative studies seek to capture storied
knowledge" (Hatch, 2002, p. 28). They are a subset of qualitative research that uses
stories to describe human action (Polkinghorne, 1995). In order to engage in narrative
inquiry, it is important to think with stories in a variety of ways: "toward our stories,
toward others' stories, toward all the social, institutional, cultural, familial, and linguistic
narratives in which we are embedded as well as toward what begins to emerge in the
sharing of our lived and told stories" (Clandinin et al., 2011, p. 34).

Narrative refers to the process of making stories (Polkinghorne, 1998). Narrative
research allowed the researcher to study the lives of individuals by listening to the stories
the individuals provided about their lives (Riessman, 2008). Narrative inquiry, then, is a
form of narrative experience; that experience becomes stories lived and told (Clandinin &
Connelly, 2000). Thus, "the narrative researcher's experience is always a dual one, as the

inquirer experiencing the experience and also being a part of the experience itself" (p. 81). Furthermore, narrative researchers then describe those lives and tell them by writing narratives of the experience (Clandinin & Connelly, 1999). Secondly, in narrative inquiry, there is a relationship between researchers and participants, and issues of voice arise for both. One of the researcher's dilemmas in the composing of research texts is captured by the analogy of living on an edge, trying to maintain one's balance, as one struggles to express one's own voice in the midst of an inquiry designed to tell of the participants' storied experiences and to represent their voices, all the while attempting to create a research text that will speak to, and reflect upon, the audience's voices (Clandinin & Connelly, 2000).

Narrative inquiry grounds relationships that allow the researcher and participants the narrative space needed for telling and retelling their lived experiences (Clandinin et al., 2011). Lastly, narrative inquiry can occur anywhere there is a three-dimensional narrative space. This space has to include interaction (which would be both personal and social), continuity (which would involve the past, present, or future), and situation (place). This is closely associated with Dewey's theory of experience, and specifically with his notions of situation, continuity, and interaction (Clandinin & Connelly, 2000). So, in other words, narrative inquiry could be anywhere in which the researcher could interact with participants both personally and socially, tell a story that involves their past, present, and future, and be in a specific place relevant to the participants.

There are three main considerations of narrative inquiry. The first is theoretical. Some researchers find it difficult to define narrative inquiry or distinguish it from others,

as it has aspects of other methodologies in it. Clandinin and Connelly (2000) suggested

that narrative inquirers explore the phenomena of the experience and allow it to direct the

path of theory. The researcher must also consider how the story is told. This requires the

researcher to determine what the plot is. Donald Polkinghorne (1998) noted, "The

organizing theme that identifies the significance and the role of the individual events is

normally called the 'plot' of the narrative" (p. 18). Lastly, the researcher must consider

the voice of narrative inquiry.

According to Reissman and Quiney (2005), there are four steps researchers can

take to ensure good quality narrative research:

1. Maintain detailed transcripts

2. Focus on the language and the context of its production

3. Acknowledge participants' emotional responses within discussions to use for
   comparison

4. Give attention to structural features

Narrative research provides participants who are interested in their experience

being explored and willing to discuss their perspectives with the opportunity to do so

(Lindsay & Schwind, 2016). The most commonly found approaches to narrative research

include biographical narratives, autobiographical narratives, personal history stories, and

oral history. Biographical narratives are accounts of an experience by someone other than

the subject of the study. Autobiographical narratives, on the other hand, are first-hand

accounts of an experience by the subject of the study. Personal history stories are

accounts of personal experiences based on specific episodes and events within the

subject's life, whereas oral history includes recording and reporting of other people's reaction to or reflections of events that occurred. All four approaches focus on the meaning of a lived experience (Terrell, 2015).

Research Methods

This section discusses the online interviewing and its ethical requirements.

Interviewing

Narratives of each participant's lived experience were constructed using interviews. Interviewing is a common method used by qualitative researchers to understand other people (Fontana & Frey, 2003; Bryman, 2004; Ritchie et al., 2014). Interviews allow qualitative researchers to "investigate elements of the social by asking people to talk and to gather or construct knowledge by listen to and interpreting what they say and to how they say it" (Mason, 2002, p.225). Since this study was descriptive in nature, interviews allowed for a precise way to analyze the data gathered (Neville, 2007; Castillo-Montoya, 2016). Data gathered through interviews allowed the researcher the opportunity to understand participants' experiences, how they describe those experiences, and the meaning they make of those experiences (Rubin & Rubin, 2012). The data collection method used in this study was flexible and sensitive to the social context (Hox & Boeije, 2005; Klenke, 2016). Flexibility allows the researcher to change the interview protocol by adding or deleting questions (Klenke, 2016).

Semi-structured interviews

In order for interviewees to spontaneously provide narratives about their experiences, the structure of the interviews provide opportunities for the participant to do

so (Elliot, 2012). Thus, qualitative research interviews are typically semi-structured. The benefit of a semi-structured interview is that it allows the researcher to have the flexibility to phrase questions on the spot. The sequence of the questions can vary, and the control of the conversation is given to the respondent (Packer, 2010). Additionally, the approach allows the interviewer the discretion to ask new questions in response to an answer a participant gave or to the participant's body language (Carey, 2012).

"Elaborated responses are often encouraged; extended narratives may be solicited in reply to a single short question" (p. 46). In this sense, qualitative research interviews resemble everyday conversation (Packer, 2010). Yet, there are some differences, as well. Semi-structured interviews are scheduled rather than spontaneous. Secondly, the degree of familiarity between the interviewer and interviewee can vary. Third, the topic of discussion is typically regarding a past event. Lastly, the purpose of the interview is to obtain accounts or descriptions from the interviewee in his/her own words. Participants should feel comfortable enough to talk freely. Furthermore, the interview's "purpose is to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena" (Kvale, 1996, pp. 5-6).

Semi-structured interviews were tailored around a general plan and topic to be discussed, but the interview itself did not follow a specific order. This allowed the interviewees the freedom to answer each question as they choose (Packer, 2010). The approach integrated both pre-planned and spontaneous questions (Carey, 201). The goal of the semi-structured interviews was to allow each participant the ability to use his/her

own words to give a firsthand account of the topic of discussion (Packer, 2010). The interviews were audio-recorded and transcribed for analysis (Packer, 2010).

Online Interviews

Online interviews are cost and time efficient, due to the elimination of travel (Egan et al., 2006; Fritz & Vandermause, 2018; Krouwel et al., 2019; Namey et al., 2020; Shore et al., 2007). Yet, the researcher must be mindful of the potential for participants to cancel and/or reschedule (Topping et al., 2021). Because online interviewing is virtual and may compromise momentum and increase dropout rates, it is recommended that researchers remind participants of the scheduled interview (Topping et al., 2021). To create a connected human experience and relationship with each participant, the researcher should stay in frequent contact with the participants to maintain engagement (Egan et, al., 2006; Moore et al., 2015; Seymour, 2001; Topping et al., 2021). Adhering to these recommendations make online interviews a cost-effective alternative to in-person interviewing, specifically for hard to reach populations (Sedgwick & Spiers, 2009).

When conducting online research, the researcher must be mindful of participants' ability to navigate the platform in which the data is being collected. In this study, the platform was Zoom video conferencing. The researcher was careful not to exclude based on technological literacy, such as the participants' understanding and knowledge of various digital devices (Topping et al., 2021). Additionally, in order to minimize potential concentration and attention difficulties, the researcher provided the interviewees with guidance regarding how to set up a suitable environment in preparation for the interview (Topping et al., 2021).

Since the interviews were conducted online, the setting of the interviews was a unique, virtual environment. Still, the researcher insured that the interviews were conducted in a setting that was private. This provided the researcher the opportunity to conduct the interviews without interruption and with the privacy needed for the interviewee, especially since some of the information given by the participant was sensitive in nature (Kielman et al., 2012; Dempsey et al, 2016). During the series of online interviews, the researcher ensured that the following procedures were followed during each interview: the use of pauses and silence, avoiding questions with obvious answers, and not asking leading questions (Kielman et al., 2012; Carey, 2012).

The researcher also practiced the following for each online interview:

- asked only one question at a time

- did not interrupt the participants when they were speaking

- indicated understanding through nodding or other gestured

- asked clarifying questions

- transitioned from one topic to another

- expressed gratitude

- communicated any intentions to follow up prior to the ending of the interview (Rubin & Rubin, 2012).

The researcher established a rapport with the participants prior to engaging in questioning. An established rapport with the participants is important because interpersonal skill and non-verbal cues used to typically facilitate the interaction between researcher and participants is not easily transferred to an online setting (Jowett et al.,

2011). It was important that the researcher disclosed as much as possible about the research at the recruitment stage of the interviewing process (Jowett et al., 2011). In order to encourage the production of narratives during each interview, the researcher made sure to demonstrate that she was engaged in being a good listener and attentive as each interviewee shared his/her lived experience (Elliot, 2012; Carey, 2012; Jowett et al., 2011; Dempsey et al, 2016). "At the heart of interviewing research is an interest in other individual's stories because they are of worth" (Seidman, 2013, p. 9). Additionally, to illicit true narrative responses, the researcher avoided interrupting the interviewee (Elliot, 2012). The research helped the participants explain their experiences by providing the time needed, carefully listening, and intentionally following up with each interviewee (Castillo-Montoya, 2016). Participants were allowed to finish answering each question and given time to think. The interviewer remained sensitive to the feelings of each interviewee. All participants were aware of what the research was about and understood that the findings were treated with confidentiality (Carey, 2012).

Each online interview was recorded to capture the exact words said by each participant, including words or phrases that may have been spoken quickly, quietly, or were difficult to understand during the interview itself. A benefit to digitally recorded interviews is that it can be coded while still in the digital format, which saves time that would have been spent on transcription (Kielman et al., 2012). Additionally, recorded interviews allowed the interview the space to give full attention to each interviewee versus pausing to take notes (Elliot, 2012).

Ethical Considerations

Similar to traditional in-person interviewing, there are key ethical considerations for video-call platforms used for online interviewing. First and foremost, consent must be obtained prior to interviewing. Since it is harder to establish whether or not the participant was sufficiently informed and fully understood the consent process, it was important for the researcher to complete the consent form with each participant via videoconferencing (Moore et al., 2015; Topping et al., 2021). Also, the researcher must be fully aware and mindful of sensitive questioning on sensitive topics, timely interviewing, and researcher self-disclosure (Foley, 2021). Other ethical issues that were considered during this study were trust, honesty, and reciprocity. The researcher established trust with the participants by ensuring that each interviewee's circumstances were reflected as accurately as possible. Secondly, the researcher adhered to a professional ethos that prohibited the manipulation and handpicking of the data in order to fit a specific idea. Also, because the online platform used during the interview could potentially record conversations, save data, and track location and identities, it was important that the researcher took additional steps to ensure the platform and connection was secure and communicate with the participants the risks of online interviewing (Bowker & Tuffin, 2004; Lobe et al., 2020; Moore et al., 2015; Williams et al, 2012). Lastly, the participants were given the opportunity to review and discuss the findings of the study (Kielman et al., 2012).

In order to reduce bias, the researcher was mindful of her demeanor, the confidentiality of the participants, and the manner in which the interview was conducted

(Neville, 2007). Regarding the demeanor of the researcher during the interview, the researcher insured that her tone of voice projected an impression of quiet confidence and enthusiasm in the topic of teacher moonlighting (Neville, 2007). She also avoided "appearing shocked, disbelieving, or astonished by the comments made by the interviewees" (Neville, 2007, p. 39). Additionally, to avoid suspicion, the researcher purposefully and carefully explained the purpose of the interview to the participants and how the data collected were used (Neville, 2007). Furthermore, the researcher disclosed reassurance regarding the confidentiality of the participants. All participants remained anonymous, and their responses were generalized in the findings of the study (Neville, 2007).

To ensure that trustworthiness and transferability is secured throughout this research method, prolonged engagement with the participants occurred though three rounds of interviews. Interviewing the participants more than once provided the researcher with the opportunity to create a level of familiarity with the interviewees. The researcher acknowledged that the way an interviewee responds to interview questions is often influenced by the familiarity and level of intimacy the researcher develops with the interviewee (Kielman et al., 2012). This was important due to the researcher being her own instrument. By being her own instrument, the researcher was able to gain valid knowledge about experiences of the specific group of moonlighting teachers selected to participate in the study (Hox & Boeije, 2005). The prolonged engagement with the participants allowed the researcher to reduce the reactivity of the research subjects (Hox

& Boeije, 2005). Additionally, in order to increase replication and reproducibility of the study, the researcher kept detailed notes about the interview process.

Additionally, the researcher herself identified with the research topic. The researcher also was once in position of needing to moonlight to supplement her income. The researcher chose to share this information with each participant as a means to create a connection. The sharing of this information allowed the researcher to show the participants that she was personally invested in their lived experiences as well.

Research Instruments

Due to the complexity of people's lives, the researcher carefully brainstormed and evaluated interview questions before data collection (Castillo-Montoya, 2016). The interview questions were framed in everyday language versus sociological language (Elliot, 2012; Carey, 2012). The questions were open-ended and allowed the interviewees the freedom to answer and explore queries in their own words and style (Carey, 2012).

Interview questions were organized in a three-interview structure. The three tiered interview structures established the internal validity of the findings and provided the researcher the opportunity to check the respondent's consistency across all three interviews (Elliot, 2012). The first interview focused on asking the interviewee to provide an account of his or her lived experience. The second interview focused on eliciting more detailed information. Lastly, the final interview encouraged the participants to reflect on their understanding of their experiences (Elliot, 2012). The three tiered interview questions helped the participants to tell their stories one layer at a time while also staying aligned with the purpose of the study (Castillo-Montoya, 2016).

Interview questions asked were broad and general so that the participants were able to construct the meaning of the phenomenon (Creswell, 2014). The first round of questions was semi-structured to provide the frame of context in which the interviewees were able to construct that meaning. The interviewees were provided the opportunity to respond freely to each question that was asked (Kielman et al., 2012). The interview questions asked during this round of interviewing included closed-ended and open-ended questions and covered specific topics (Kielman et al., 2012). Additionally, since the interviews were conducted with several different respondents, all of the main questions were asked with similar wording across all of the interviews so that data could be compared (Kielman et al., 2012). To gain further understanding of each participant's lived experience of moonlighting, the researcher then conducted a second unstructured interview to allow the respondent to further develop the meaning of teacher moonlighting based on his/her own experience. Questions asked during the second round of interviewing included less structured probes that followed up on specific topics introduced by the participant to generate more information about their experience moonlighting (Kielman et al., 2012). Lastly, the third set of questions were tailored to each specific participants previous responses and provided the researcher the opportunity to follow up and gain clarity on each interviewee's responses.

To preserve the conversational and inquiry goals of the research, four types of questions were included in the three questioning rounds- introductory questions, key question, and closing questions (Creswell, 2007; Krueger & Casey, 2009; Merriam, 2009; Rubin & Rubin; 2012).

Interview I

<u>Introductory Questions:</u>

1. Could you please describe yourself as a teacher?
2. Could you please describe yourself as a moonlighter?
3. How do you think your teacher identity and your moonlighter identity coexist?
4. Would you recommend moonlighting to a fellow educator?

<u>Research Question 1: What caused the participants to moonlight?</u>

5. What is the major reason that made you decide to moonlight?
6. Did you have other reasons that made you decide to moonlight?
7. Do you enjoy your job as a moonlighter?
8. What will make you quit moonlighting?
9. Do you envision yourself leaving teaching based on your experience with moonlighting?
10. Based on your acquaintance with other educators who moonlight, why do you think these educators decide to moonlight?
11. What kind of jobs do these educators take?
12. Do you think these educators enjoy their jobs as moonlighter?
13. What do you think will make these educators quit moonlighting?
14. Do you envision some of these educators leaving teaching based on their experience with moonlighting? Could you please elaborate?
15. Do you see more educators moonlighting from a certain gender? Why do you think so?
16. Do you see more educators moonlighting from a certain race/ethnicity? Why do you think so?
17. Do you see more educators moonlighting from a certain economic status? Why do you think so?
18. Do you see more educators moonlighting with a certain education level? Why do you think so?
19. Do you see more educators moonlighting from a certain age group? Why do you think so?
20. Do you see more educators moonlighting from a certain family structure (single versus married for example)? Why do you think so?

Interview II

<u>Research Question 2: How do participants describe their experience with moonlighting?</u>

1. Could you please describe your overall experience with moonlighting in some details?

2. What do you enjoy most about moonlighting?
3. What do you find inconvenient about moonlighting?
4. What did you find surprising about your experience with moonlighting?
5. How do you compare your school work experience to your moonlighting work experience?
6. What in moonlighting that you do not get from your school work?
7. What in your school work that you do not get from moonlighting?
8. Which job is more difficult to you?
9. Which job is more important?
10. Where do you find yourself more?
11. Does moonlighting help you be a better educator or the contrary?
12. How did COVID affect your experience with moonlighting?

Research Question 3: What were the benefits the participants experienced from moonlighting?
Research Question 4: What were the problems the participants experienced from moonlighting?

13. How does moonlighting affect your overall professional life?
14. How does moonlighting affect your overall personal life?
15. How does moonlighting affects you physically?
16. How does moonlighting affects you emotionally, psychologically, and mentally?
17. How does moonlighting affect your relationship to yourself?
18. How does moonlighting affect your relationship to family?
19. How does moonlighting affect your relationship to friends?
20. How does moonlighting affect your relationship to your community?
21. How does moonlighting affect your time?
22. How does moonlighting affect your overall quality of life?
23. How does moonlighting affect professional identity, performance, and growth at school?
24. How does moonlighting affect your relationship to your students and classrooms?
25. How does moonlighting affect your relationship to parents of your students?
26. How does moonlighting affect your relationship to your fellow educators?
27. How does moonlighting affect your relationship to your school leadership?
28. How does moonlighting affect your relationship to your school and to your school district?

Interview III

Research Question 5: How do the participants compare their moonlighting job to their educator job?
1. Some would argue that educators should not moonlight because this affects their ability to do their job at school. What do you think about that?

2. Which of the two jobs brings you more personal satisfaction? Could you please elaborate?
3. What are the major elements in a school that would push an educator to moonlight?
4. Do you feel any contradictions in holding two jobs, a primary one and a moonlighting one?

Research Question 6: What do the participants think different stakeholders are doing and should to support educators who moonlight?

5. What are you doing to support yourself as an educator who moonlight?
6. How can you better support yourself as an educator who moonlight?
7. What are families doing to support educators who moonlight?
8. How can families better support educators who moonlight?
9. What are friends and communities doing to support educators who moonlight?
10. How can friends and communities better support educators who moonlight?
11. What are fellow educators doing to support educators who moonlight?
12. How can fellow educators better support educators who moonlight?
13. What are school leaders doing to support educators who moonlight?
14. How can school leaders better support educators who moonlight?
15. What are schools and districts doing to support educators who moonlight?
16. How can schools and districts better support educators who moonlight?
17. What are policy makers doing to support educators who moonlight?
18. How can policy makers better support educators who moonlight?

Sampling, the Sample, and the Units of Observation and Analysis

The participants involved in this study were selected through purposive sampling. "Purposive sampling is aimed at constructing a sample that is meaningful theoretically; it builds in certain characteristics or conditions that help to develop and test findings and explanations" (Hox & Boeije, 2005, p. 595). The participants of the study were intentionally chosen to contribute an in-depth, information-rich understanding of the phenomenon (Klenke, 2016). In the case of this study, the sampling was also convenience sampling. Convenience sampling allowed the researcher to select the participants based on their ready availability (Frey, 2018). The participants were sampled because they were

convenient sources of data for the researcher (Lavrakas, 2008). The population that was the most convenient for the researcher was a population of teachers belonging to an online social media group of teachers who all taught in northwest Louisiana. Within this group, teachers who also moonlighted were selected.

A maximum variation sample was then derived from that original convenient purposive sample. This sample approach was designed to capture the widest possible range of different types of experience (Locock et al., 2017). Because convenience sampling is the least rigorous sampling strategy, as the selection is based on who is the most accessible and convenient, the use of maximum variation allowed for the variety needed within the chosen sample (Kielman et al., 2012). The variation included different demographic characteristics, types of involvement experience, and length of involvement. The sample was subjected to maximum variation by school level (elementary, middle school, and high school), gender (female, male, or other), years of experience, and level of university degree earned. Through maximum variation, the wide range of profiles of teachers who moonlighted in the northwestern region of Louisiana were chosen (Kielman et al., 2012).

Once the sample was selected, each individual teacher served as an individual unit of observation as data were collected from each experience shared with the researcher. The unit of observation, also referred to as the unit of measurement, is the *who* for which data are measured or collected (Sedgwick, 2014). Each individual teacher's interview served as the individual unit of analysis. The unit of analysis is the *what* in which information is analyzed and conclusions are made (Sedgwick, 2014).

Methods of Analysis of Findings

There are four basic elements of qualitative data analysis: codes, categories, patterns, and themes (Kim, 2016). Through these four elements, the researcher engages in a detailed description of discovery through the data analysis, discusses emergent themes, and provides an interpretation of the findings in relation to the literature and theoretical perspectives (Kim, 2016). First, the researcher identifies concepts from raw data through multiple coding processes. Next, the researcher links those codes to create a unit or category. Then, the researcher identifies patterns or repeated units from the categories. Finally, themes are created that represent similar patterns (Kim, 2016).

Transcription

All of the interviews conducted were transcribed. Transcription is defined as the process of "reproducing spoken words, such as those from an audiotaped interview, into written text" (Halcomb & Davidson, 2006, p. 38). This occurred prior to analysis with the intention to minimize the limitations associated with mere intuition and recall of information and individual biases (Azevedo et. al, 2017). The transcripts allowed the researcher to read and re-read the responses of the participants and familiarize herself with the data to identify themes that emerged (Kielman et al., 2012; Azevedo et. al, 2017). The researcher then generated a list of themes that were relevant to the data in their totality (Kielman et al., 2012). In this sense, the transcripts became reflections of the researchers' interpretations of data (Bailey, 2008).

The transcription process included the following six steps:

1. Prepare

2. Know

3. Write

4. Edit

5. Review

6. Finish (Azevedo et. al, 2017).

Preparing for transcription included making backup copies of the recordings and keeping the original recordings on different storage devices. Once the preparation was completed, some time was spent getting to know and becoming familiar with the materials used and information gathered (Azevedo et. al, 2017). Additionally, repeated listening occurred to facilitate becoming familiar with the content and speech peculiarities of those involved (Bailey, 2008; Azevedo et. al, 2017). Writing involved the act of transcription. During this step, the researcher simply listened and wrote. Editing and reviewing involved correcting in grammatical errors, deciding whether to ignore or correct oral speech, and checking the accuracy of the transcription by comparing it to the actual recording. Lastly, because the recordings included some confidential information, all recordings were erased five years after the competition of the study (Azevedo et. al, 2017).

Coding

Coding is "a systematic method of 'breaking' down the data into meaningful segments and getting the essence of the data without reducing them" Kielman et al., 2012, p. 66). Moreover, qualitative coding provides a way to reflect and interacting with and thinking about data (Savage, 2000). Each interview transcript was coded individually and then compared with others. Each individual code was checked by the researcher to

ensure that a systematic and consistent analysis process occurred (Kielman et al., 2012).

For each individual theme, the researcher conducted and wrote a detailed analysis and

identified the story that each theme told (Braun & Clarke, 2006). This process occurred

as the researcher identified important sections of text and attached labels to index them as

they related to a theme or issue in the data (King, 2004). The themes were representative

of the phenomenon of interest (Creswell, 2014).

Once individual themes were identified, the researcher considered whether the

themes formed a coherent pattern. Throughout this process the researcher looked for

inadequacies in the initial coding and themes and made various changes (King, 2004).

Additionally, if there was a relevant issue that was not covered by a previous code, a new

code was inserted (Nowell, Norris, White, & Moules, 2017). Furthermore, if a code was

not needed or overlapped with other codes, it was deleted (King, 2004). Lastly, the

researcher determined all of the different themes, how they fit together, and the overall

story the themes told about the data (Braun & Clarke, 2006).

Thematic Analysis

In this qualitative analysis, analytical themes were generated. The purpose of the

thematic analysis was to identify, analyze, organize, describe, and report themes found

within the data set (Braun & Clarke, 2006). These analytical themes were abstract, open

to interpretation, and required inference on the part of the researcher (Kielman et al.,

2012). One benefit of thematic analysis is that it allowed the researcher to take a well-

structured approach to handling the data, which in turn helped to produce a clear and

organized final report (King, 2004). However, there is also a disadvantage to thematic

analysis. The flexibility of thematic analysis can cause inconsistency and a lack of coherence when developing themes (Holloway & Todres, 2003).

To ensure a trustworthy thematic analysis was conducted, the researcher followed the following procedures:

1. become familiar with the data

2. generate initial codes

3. search for themes

4. review the themes

5. define and name the themes

6. produce the report (Nowell, Norris, White, & Moules, 2017).

After the initial thematic analysis, the themes were then divided into sub-themes based on the variation found in the data across the participants' responses (Kielman et al., 2012). The validity of the themes was checked using the constant comparison method. Using this method, the researcher compared the data that fit a theme with data from other transcripts that fit the same theme. This allowed the researcher to identify common themes, see possibility of new themes or sub-themes, and ensure consistency in the way the themes were used (Kielman et al., 2012).

Narrative Analysis

Narrative analysis evaluates the various ways people use and make stories to understand and interpret their present and past (Carrey, 2012). After the transcripts were coded, a written summary was composed. This allowed the researcher to identify themes within the stories, as well as identify how the themes flowed together (Terrell, 2015). The

written summary provided a concise, coherent, logical, and nonrepetitive account of the data within and across themes (Braun & Clarke, 2006). Specifically, the summary included the beginning and end, as well as sequence of events within the story of each participant's lived experience. As such, direct quotes from participants were essential (King, 2004).

Research Procedures

The following procedures were taken throughout the research of this study. Any electronic communication with participants were sent and received using the researcher's institutional email address.

1. An IRB was applied for and approved.

2. A social media post was submitted on the teacher group page. The post informed the group members about the purpose of the research and asked interested parties to complete the online demographic survey.

3. Once the survey results were collected and analyzed, interested participants were contacted via email to receive further information about the research. This information included specific details about the purpose of the research, the role of the participants, required availability needed, and a consent form for those willing to participate.

4. A maximum variation sample was created based on the results of the demographic survey.

5. Selected participants were contacted via email to arrange a scheduled first round interview.

6. Scheduled interviews and zoom meeting information were sent via email.

7. The first set of interviews were conducted via Zoom. Each interview was audio recorded. The researcher took notes to use for the second and third round of interviews.

8. Upon completion of the first set of interviews, the second set of interviews were scheduled and information regarding each interview was sent via email.

9. The second set of interviews were conducted via Zoom. Each interview was audio recorded. The researcher took notes to use for the third round of interviews.

10. Upon completion of the third set of interviews, the third and final round of interviews were scheduled and information regarding each interview was sent via email.

11. The third set of interviews were conducted via Zoom. Each interview was audio recorded. The researcher allowed each participant to clarify any information that was shared during the first two rounds of interviews. The researcher also followed up with any lingering questions or unclear answers.

12. The interviews were then transcribed. The researcher double checked each transcription for accuracy.

13. The transcripts were then shared via email with the participants for member checking.

14. The findings of each interview guided the questioning of the subsequent interviews.

15. Data were analyzed and coded.

16. All soft copies of communication and data collection were stored on the researcher's personal computer, using password protected files.

17. All hard copies were kept in locked in the researcher's personal home desk.

18. Any soft copies and hard copies related to this research will be destroyed exactly five years after completing this study.

Role of the Researcher

The researcher identifies herself as a moonlighting teacher. For all of her career she has moonlighted to supplement her teacher salary, whether it was during the school year, during the summer only, or throughout the entire calendar year. In order to be completely transparent and connect with her participants, the researcher shared her experience with her participants throughout the series of interviews.

Summary

Chapter III gave an overview of the narrative inquiry research method, thoroughly explained the participants and how they were chosen for the study, explained the researcher's role throughout the study, detailed data collection and data analysis, shared the provisions of trustworthiness, and communicated the findings. Narrative nonfiction provides an opportunity to learn about and share an individual's lived experiences or group of individuals' lived experiences. A researcher must report the findings ethically, ensuring the story was accurately received and interpreted for determining what past experiences impacted their present and possible future experiences.

This narrative non-fiction method opened an avenue for five northwest Louisiana teachers to share their lived experiences of teacher moonlighting and the effects they experienced from their experience.

CHAPTER IV

Findings

Introduction

This chapter presents the answers to the research questions. Each research question is analyzed and the findings from the participants' narratives are discussed. Prior to discussing the findings, the demographics of all six participants are described.

Demographics

There were six participants in this study. Pseudonyms were used for each participant to protect his/her identity (see Table 1).

Table 1

Demographics of Participants

	Nicole	Susan	Donna	Amanda	Lucy	Marquis
Age	35-50	35-50	50 or higher	35-50	35-50	35-50
Race	African-American	Caucasian	Caucasian	Caucasian	Caucasian	African-American
School Level	K-5	K-5	K-5	K-5	9-12	6-8
Geography of School	Urban	Rural	Suburban	Urban	Urban	Urban
Educational Level	Master's Plus 30	Master's Degree	Master's Plus 30	Bachelor's Degree	Master's Degree	Bachelor's Degree
Gender	Female	Female	Female	Female	Female	Male
Salary	$51,000-$60,000	$40,000-$50,000	$51,000-$60,000	$40,000-$50,000	$51,000-$60,000	$40,000-$50,000
Number of years Taught	11 or more years	11 or more years	11 or more years	11 or more years	11 or more years	Less than 5 years
Family Structure	Divorced with children	Married with children	Married with no children	Single with children	Single with no children	Single with no children
Head of Household	Yes	Yes	No	Yes	Yes	Yes
Nature of Moonlighting	In and Outside the Educational Field	Educational Field	Educational Field	In and Outside the Educational Field	Outside of Educational Field	Educational Field

Reasons Why Educators Chose to Moonlight

This section addresses the reasons that caused the participants to moonlight (research question 1). The focus was on 5 dimensions: (1) the major reason for

moonlighting, (2) other reasons for moonlighting, (3) enjoyment of moonlighting, (4) quitting moonlighting, and (5) leaving teaching based on moonlighting experience. In addition to asking the participants about their own experiences, they were also asked about the experiences of moonlighting educators that the participants knew at the time. The participants were asked about (1) reasons why educators decide to moonlight, (2) types of jobs educators take, (3) whether educators enjoy their jobs as moonlighters, (4) what would make educators quit moonlighting, (5) educators leaving moonlighting based on moonlighting experience, (6) gender of educators who moonlight, (7) race/ethnicity of educators who moonlight, (8) economic status of educators who moonlight, (9) education level of educators who moonlight, (10) age group of educators who moonlight, and (11) family structure of educators who moonlight.

Major Reasons for Moonlighting

All six participants stated that the main reason they moonlighted was for the income; however, the use of the income varied amongst the participants. Susan moonlighted to earn extra income while her husband was a full-time student in college. Nicole chose to moonlight to cover the necessities such as medical bills and vacations. In order to cover the costs of those necessities, she would "pay with funds from moonlighting" (Nicole). Marquis initially moonlighted "to just keep life together."

Other Reasons for Moonlighting

Four out of six participants (Amanda, Donna, Lucy, and Marquis) stated additional reasons for moonlighting. Of those four participants, two (Lucy and Marquis) admitted to moonlighting because it was something they loved. Marquis owned his own

private tutoring business. He stated that he would never want to let that go because it was something he had "worked so hard to keep." Lucy has moonlighted as a waitress since college. She loved the place where she works so much that she could "never let it go." Amanda shared that since she was a single mom, she found moonlighting necessary as a way "to provide for her [daughter]." Amanda stressed that there were things she was able to provide for her daughter that she would not have been able do to on her teacher salary alone. Donna, on the other hand, used moonlighting to prepare for the future. Moonlighting for Donna was so she could "have something to transition into" after retirement.

Enjoyment of Moonlighting

Five out of the six participants (Amanda, Donna, Lucy, Marquis, and Nicole) stated that there was something most enjoyable about their moonlighting. Marquis realized that once he loved what he did as a moonlighter, "it didn't become about moonlighting." Instead, it became something he enjoyed doing every day. Nicole found that she enjoyed real estate because she could earn "more in one real estate deal than [she did] in a whole month of teaching." Yet, Amanda admitted that moonlighting "gets hard and tiring at times." Susan was the only participant that expressed disinterest in moonlighting. She stated that while she did not completely hate moonlighting, there were days that she did not look forward to it either. Moonlighting in the evening was hard for Susan because by time she returned home from work, the only things she had time for was eating dinner, preparing her kids for bed, and going to sleep herself.

Quitting Moonlighting

When asked about what will make them quit moonlighting, only two of the six participants shared the same sentiments regarding quitting moonlighting as an educator. Nicole and Lucy both felt an increase in their teacher pay would be reason enough to quit moonlighting. Marquis agreed that he could see himself no longer moonlighting only if he had a primary job that was more impactful. He stated that the job "would have to be something that provided more financially." Susan was uncertain about quitting moonlighting. She noted that "it's nice to have extra money coming in," but that the extra money was not necessary for survival. Meanwhile, Donna's sole purpose for moonlighting as a real estate agent was only to get her to retirement. Once she retires from teaching, Donna plans to pursue real estate full time. Amanda, on the other hand, wished she could get her Master's Degree so that she would not have to moonlight, although she felt that the $2,000 in additional pay "would help…but not enough."

Leaving Teaching Based on Moonlighting Experience

Two of the six participants (Nicole and Susan) strongly felt that they would not leave teaching because of their moonlighting experience. Nicole explained that while she currently felt strongly that she would not quit teaching, that could "change in the future" depending on "the direction that the educational field takes." Donna felt that because she only had four more years until retirement, she could wait and remain in teaching until then. Two of the participants (Amanda and Lucy) felt that if they left teaching it would be for other reasons and not because of their moonlighting job. "If I were ever to quit teaching, it would be because I no longer loved it" (Amanda). Lucy had similar thoughts,

stating "it would be because I was ready to walk away for good." On the other hand, Marquis could see himself leaving teaching because of his moonlighting experience. This was because he had "aspirations of simply being an entrepreneur and running a business."

Educators Who Moonlight

This section discusses what the participants shared about their experiences with other educators who also moonlight.

Reasons Why Educators Moonlight. All six participants agreed that most educators moonlight for the money. Nicole explained that some educators moonlighted "out of necessity or to pay for things that they can't afford with their salary or to be a buffer in between the teacher salary." Donna revealed that she could see younger teachers even moonlighting as "a way out of teaching" but agreed that the majority worked a second job "for the money."

Types of Jobs Educators Take. All six participants listed tutoring as one of the main jobs educators chose as their moonlighting job. Four of the six participants (Amanda, Donna, Lucy, and Nicole) also named summer school as a job educators took on for extra income. Amanda noted that "teachers pick up extra jobs that the district offers like summer school or after school tutoring." Two of the participants (Lucy and Marquis) also shared that educators also are known to work in restaurants as bartenders or waitresses.

Enjoyment of Moonlighting. Two of the six participants (Marquis and Nicole) stated that educators enjoying moonlighting depended on what job each educator took. Specifically, Nicole said, "it just depends on what they choose to do or what

opportunities are presented to them." Marquis stated that educators who worked in restaurants or bartended did not really enjoy their jobs. He "heard complaints from a lot of people who actually run into families of the students they teach." Marquis also shared that those educators found it hard always explaining to parents why they were bartending and how "uncomfortable for everyone" it was "because [the families would see] their teacher working and not making enough money." Donna could not state for certain whether educators enjoyed moonlighting. Yet, she hoped they did. "It would be sad for someone to work an extra job and not like it" (Donna). Lucy also felt the same as Donna. Lucy stated, "it would suck if [teachers] were working a second job and hated it." However, another participant (Amanda) expressed the opposite view. Amanda stated that it was hard to see educators enjoying moonlighting "for fun" because moonlighting meant giving up time away from family or not having time to grade papers, plan lessons, and complete paperwork.

What Would Make Educators Quit Moonlighting. All six participants agreed that teachers need more money so that moonlighting would not be something that they felt required to do. Susan felt that educators could quit moonlighting depending on if their need for additional money changed. For instance, she stated that she was moonlighting to provide extra income only until her husband graduated from school. Marquis stressed that districts needed to "pay teachers more" because then "moonlighting becomes an option" rather than a necessity.

Educators Leaving Teaching Because of Moonlighting. One out of the six participants knew of educators who left teaching because of their moonlighting

experience. Nicole stated that educators being able to leave teaching because of moonlighting "depends on their level of expertise in various fields." She shared that one of the educators she knew left teaching to become a nurse because of her moonlighting experiences in the nursing field. Three of the participants (Donna, Lucy, and Marquis) all believed that if teachers left the education field, it would not be solely because of their moonlighting experience but because of their disdain for teaching altogether. Donna added that she could see educators leaving teaching if "they were doing something that really made them money" such as real estate. Lucy stressed that "if teachers quit teaching, it's because they are done with teaching altogether. A second job has nothing to do with it. They mostly likely will start a new career."

Characteristics of Educators Who Moonlight. All six participants felt that mostly female educators were the ones who moonlighted. Amanda, Nicole, and Lucy all pointed out that there were not that many male teachers in their schools to fully say whether male teachers moonlight as well. Only one participant listed a specific race of educators who moonlighted. Marquis explained that it is mostly Black female educators who he has witnessed moonlighting beside him. However, all five other participants stated that the races of educators who moonlight were mixed. Lucy felt that "everyone has to earn more money." Amanda strongly stressed that "needing money is not race specific." All six participants shared that educators in their 30s to 40s were generally the ones with a second job. All six participants also saw educators who had various levels of educational degrees moonlighting. Nicole felt that "it's crazy that even as you move up your educational level, it really doesn't help your salary at all." Donna shared that same

sentiment stating, "we don't get much more with our master's." The final characteristic

of educators who moonlighted that the participants discussed was family structure. Three

of the participants (Amanda, Lucy, and Susan) all knew of married and single educators

who moonlighted. Susan noted that the married educators were only moonlighting

because their families were "down to one income" at the time. On the other hand, two of

the participants (Marquis and Nicole) only knew of single educators who moonlighted,

specifically single mothers with children. Amanda, a single mother with a child herself,

noted "it's hard doing things on your own."

Experience with Moonlighting

This section addresses the participants' experience with moonlighting (research

question 2). The focus was on 10 dimensions: (1) overall experience with moonlighting,

(2) most enjoyable thing about moonlighting, (3) inconvenience of moonlighting, (4)

surprising elements of moonlighting, (5) comparing school work to moonlighting, (6)

comparing difficulty of both jobs, (7) comparing importance of both jobs, (8) time

distribution across both jobs, (9) effect of moonlighting on quality of educator's job, and

(10) effect of COVID-19 on the experience with moonlighting.

Overall Experience with Moonlighting

Susan expressed that her overall experience with moonlighting was "a bit

overwhelming sometimes." This was because Susan chose to do multiple things to earn

additional income. Susan had multiple moonlighting jobs including selling makeup,

tutoring, and selling clothes. She also served on the district's ELA Task Force and was an

administrator for the magnet program testing. Along with tutoring, Susan also taught

summer school. She stated that she was very picky with what she chose to do as moonlighting because it had to be worth her time. For example, Susan stopped selling make up because she did not appreciate the fact that she did not make a lot from the sales. Susan stated that selling makeup was "a little bit of money over a long period of time."

Nicole had moonlighted since she began teaching. She had worked in a department store, as a private tutor, and in other business industries. Initially when Nicole first started teaching, she worked in the mall at a clothing store, and that was her moonlighting job for several years. Nicole has also tutored privately. At one point, Nicole was doing both moonlighting jobs. Nicole also stated that any time an after school tutoring position was offered at her school, she would apply for it. She also would work any additional job offered by the school district. Most recently, Nicole counseled through an agency and sold real estate. She also admitted that she still applied for summer school positions within the school district each summer.

Amanda tutored after school and worked in various summer programs. She found the after school tutoring experience to be easy because she worked with the same students that she taught during the regular school day. Each summer Amanda taught summer school, she found the experience different. This was because the location of summer school often changed, and she interacted with students whom she had never taught before.

Donna's moonlighting experience involved working as a Special Instructor in an early intervention program for the 0-3 population of children who have been identified as having developmental delays. Donna appreciated the 1:1 interactions she experienced

with both children and parents. She became more familiar with parent concerns for their children because of the natural setting in which the sessions took place. The downside to the moonlighting experience was that Donna only got paid if the families kept their appointments. Donna also worked in real estate by flipping houses and developed an investment portfolio.

Marquis owned his own tutoring service outside of school. When he was not at school, he ran his business by tutoring students. Marquis also oversaw the social media in his school, a task he received a stipend for. Additionally, Marquis served as the after school tutoring director, a position for which he also received a stipend. These three moonlighting roles required Marquis to maneuver his schedule quite often in efforts not to "lose clients."

Lucy served as a waitress at a local restaurant. She started moonlighted at the restaurant while still in college and "just never let it go." Lucy moonlighted on the weekend and during school holiday breaks. She also mentioned that if the restaurant needed her to cover an evening shift, she would. With the restaurant closing at 8, Lucy never worked too late into the night. Lucy viewed the restaurant as her "second family." Since the restaurant is locally owned, it was "like home" for her. The "loyal customers" knew her, and the restaurant was "a great atmosphere."

Most Enjoyable Thing about Moonlighting

Four of the six participants (Amanda, Marquis, Nicole, and Susan) stated that there was something most enjoyable about their moonlighting experience. For Susan, of all the moonlighting jobs she took on, she enjoyed selling clothes the most because she

saw a profit immediately from her sales. When Nicole was a private tutor, she enjoyed "seeing the positive results of [her] students and their academic progress." Amanda enjoyed being able to work with her students in a smaller setting because "it's more personal." Lastly, Marquis found moonlighting enjoyable because he did things he was passionate about. He loved working on his business, doing things for the school, and overseeing the social media. However, while he shared that he has enjoyed his "great experiences" moonlighting, he did get tired often.

Inconvenience of Moonlighting

Three of the six participants (Amanda, Nicole, and Susan) found moonlighting inconvenient because the time spent working a second job was time away from their families. Susan stated that she did not get home until after 6:30 pm when she tutored. Both her husband and daughter were "tired, hungry, and cranky" by the time she arrived home. Susan did not enjoy how tutoring cramped her life a bit. Likewise, Nicole found it inconvenient "to be tired all the time from working and to not have as much time to spend with family, friends, and loved ones." Similarly, Amanda felt that she was always on the go and that moonlighting took away from her being able to just go home, do a little work to prepare for the next day, and spend time with her daughter. One participant (Marquis) found moonlighting inconvenient because it took away from his business. Since he took on the additional moonlighting roles at school, Marquis had to move his tutoring availability to the weekends. He stated that this was inconvenient because he really tried "hard not to do anything on the weekends." A fifth participant (Lucy) found moonlighting inconvenient when she had grades due or wanted to hang out on the

weekend but could not afford the time. There were occasions when Lucy worked seven days a week. However, she appreciated that she was able to make her own schedule and have flexibility with the hours she worked. Lucy did express that "working an extra job [could] be a bit much sometimes." Donna, however, did not find moonlighting inconvenient at all because the two jobs (ECSE teacher and special education instructor) that she worked were "connected and related to one another."

Surprising Elements of Moonlighting

Only two of the six participants (Marquis and Nicole) shared a surprising element of moonlighting. The one thing Nicole found surprising about moonlighting was how many other educators moonlighted to make ends meet. The surprising aspect of moonlighting for Marquis was how "being an entrepreneur just fell into [his] lap." He never dreamed of becoming a business owner, but he took pride in making his tutoring service successful because it is his own business. So much so that "if [he] could walk away from everything and just run his business, [he] would." Three of the six participants (Amanda, Donna, and Lucy) found nothing at all surprising about their moonlighting experience. Amanda stated that she "knew what [she] was getting herself into." Likewise, there was nothing surprising about Donna's moonlighting experience because she "knew about the program before [she] started working there." Thirdly, Lucy was not surprised about her moonlighting experience because she had "done [it] for so long."

Comparing Schoolwork to Moonlighting

Five participants (Donna, Lucy, Marquis, Nicole, and Susan) compared their schoolwork to moonlighting. Susan stated that there was an abundant amount of special

education administrative tasks to do at school. On the contrary, tutoring did not involve any additional work. She found her experience with tutoring "a bit out of [her] comfort zone" but appreciated how laid back that experience was. Lucy stated that her moonlighting did not involve after hour requirements to fulfill like her teaching job did. She appreciated the fact that when she clocked out at the restaurant each night, there was no work to take home. Nicole stated that "moonlighting provide[d] a less stressful work environment, flexible hours, and supplemental income." On the other hand, she appreciated that the teaching profession included health benefits, comradery among educators, and the ability to impact the lives of young people. Donna liked the moonlighting job more because she was able to interact with families. She also was not as drained from the moonlighting job as she was with her regular teaching job. Donna was able to make her own schedules and accept or decline cases based on her availability. She preferred the moonlighting job because she felt she was "treated more as a professional and people [were not] questioning [her] judgment on the strategies [she] used." Donna did not find either job difficult "because [she had] been in education so long." Both jobs came naturally to her. Lastly, Marquis also found moonlighting to be "more convenient" since he was able to make his own schedule. However, Marquis felt he was "more impactful" as a teacher.

Comparing Difficulty of Both Jobs

Four of the participants (Amanda, Lucy, Marquis, and Nicole) all agreed that teaching was harder than their moonlighting job. Amanda stated that her main job of teaching was more difficult because there is so much work required of her. She shared

that because she was also working after school, "it [made] it harder for [her] to get everything done." Marquis stated that teaching is "definitely harder" than moonlighting. He "always [got] pulled for different things" when teaching. Marquis also mentioned the preparation for teaching to make everything he did during his daily instruction "as seamless as possible." He found moonlighting to be "more fun" due to the "mixture of stuff" he did. Lucy found teaching more difficult because of the many expectations of her high school. Additionally, Lucy taught different levels of algebra and had to plan it all, grade, complete paperwork, go to meetings and chair a club. However, there was one participant (Susan) who found her moonlighting job more difficult than teaching. Susan stated tutoring was more difficult because of the "different age group and set of kids."

Comparing the Importance of Both Jobs

Three of the six participants (Lucy, Nicole, and Susan) expressed that teaching was more important than moonlighting. One participant (Amanda) shared that she found both jobs "to have importance because [she] is helping students." However, she stressed career wise teaching was the only important job. She admitted that if she didn't have to tutor students or teach summer school to earn more money, she wouldn't. Donna felt that her moonlighting job had more importance due to her desire to make it her primary job once she retired. Donna stated that she made sure to "maintain a good relationship with [her] moonlighting job" because of this.

Time Distribution Across Both Jobs

Two participants (Amanda and Nicole) admitted to spending more time at school than they did moonlighting. Specifically, Amanda found herself more at school trying to

maximize her time on the days she did not tutor so that she would not have too much work to do on the days she did have to tutor. One participant (Donna) found that the job she spent more time at varied because she was able to make her own schedule during moonlighting. Lastly, Lucy stated that her time was split between both jobs.

Effect of Moonlighting on the Quality of Educator's Job

Three participants (Lucy, Nicole, and Susan) did not feel that moonlighting affected the quality of their educator's job. Susan stated very as-a-matter-of-factly that she was only moonlighting "to make more money." Lucy felt the same because her jobs were so different. She did admit though that "both [helped her] know how to relate to people." Nicole did not feel that moonlighting helped her become a better educator "because it exhaust[ed] [her] of any extra energy." There was only one participant, Marquis, who felt that his moonlighting job helped him become a better educator. Marquis stated that tutoring did make him a better educator because he was "able to translate" the skills he learned as a business owner into experiences he had daily with his students and colleagues. On the contrary, there was only one participant, Amanda, who stated that her educator job helped her become better at her moonlighting job. Amanda utilized her skillset as a third-grade teacher to become a great after school tutor and teach summer school. She stated that she pulled from what she normally did as a teacher when she tutored after school or taught summer school each summer.

Effects of COVID-19 on Moonlighting Experience

Two participants (Marquis and Nicole) experienced positive effects of COVID-19 on their moonlighting experience. During the COVID-19 quarantine, Nicole maximized

on the opportunity to explore other options and "sought a business endeavor that [was] more financially beneficial" to her and her family. Marquis stated that he saw an increase in the number of people requesting tutoring sessions that he was forced "to start referring people to other places." Two participants (Donna and Susan) stated that COVID-19 did not affect their moonlighting experience much. Susan stated that when she contracted COVID-19 herself, she was unable to work, but overall, she was able to continue tutoring throughout the pandemic. The after school tutoring program never shut down, and she was able to receive the same amount of pay. Similarly, Donna stated that when she visited families during the initial start of the pandemic, she had to follow the COVID-19 protocol by wearing masks, sanitizing, and keeping social distance. Yet, she was still able to make her schedule and visit clients. Finally, two participants shared negative effects of COVID-19 on their moonlighting experience. When Amanda had to teach her third-grade class virtually due to the COVID-19 pandemic, she was unable to tutor after school. However, the benefit of not being able to tutor after school was that it allowed her to spend more time with her daughter. The only downside was that "money was definitely tight then." Luckily, the district offered an extended summer school program which allowed Amanda to earn more money than usual when she taught summer school. COVID-19 had a devastating effect on Lucy's ability to work at the restaurant because the restaurant was initially closed completely. Lucy "really had to budget then." When the restaurant reopened to accept curbside orders only, she was able to help by preparing the orders. Lucy was glad when restaurants were able to open again because "it just made things feel a little bit more normal."

Benefits and Problems of Moonlighting

This section addresses the benefits and problems the participants experienced from moonlighting (research questions 3 and 4). The participants were asked about the effects of the moonlighting experience on their (1) professional life, (2) personal life, (3) physical wellbeing, (4) emotional, psychological, and mental wellbeing, (5) relationship to self, (6) relationship to family, (7) relationship to friends, (8) relationship to the community, (9) personal time, (10) overall quality of life, (11) professional identity, performance, and growth at school, (12) relationship to parents of their students, (13) relationship to their fellow educators, (14) relationship to their school leadership, and (15) relationship to their school and school district.

Professional Life

Four of the six participants (Amanda, Lucy, Marquis, and Nicole) experienced effects on their overall professional life due to moonlighting. Nicole noted that moonlighting caused her to be more tired at work while teaching but stressed that this did not "interfere with [her] ability to fulfill [her] job duties and responsibilities." Amanda desired to get her master's degree but was unable to. The money that she made with moonlighting was still not enough for her to be able to afford graduate school. However, moonlighting did not affect her daily teaching routine much. Amanda contributed this to her passion to "give [her] all in everything that [she did]." She also noted that if she ever felt like after school tutoring took away for her main teaching role, she would not do it. Additionally, Amanda shared that "summer school [did] not affect [her overall professional life] at all because summer school start[ed] right after the regular school year

[was] over." Professionally, Marquis gained more credibility due to all of his moonlighting jobs (business owner, social media director, and after school tutoring coordinator). For Lucy, moonlighting meant the need to plan ahead in order not to have too much to do on the weekends. She strived not to take on too many shifts at the restaurant during the week so she could "focus on teaching." With that mindset, moonlighting did not affect Lucy's professional life much. Two of the participants (Donna and Susan) saw little to no effect on their professional life because of moonlighting. For Donna, moonlighting did not affect her professional life much. This was due to her jobs being so connected. She did feel "more respected in the moonlighting job." With teaching, Donna felt that the support and respect of her administration was not there. Susan stated that moonlighting did not affect her professional life at all. She worked the extra jobs on her own time, and moonlighting did not "have anything to do with [her] main teaching job." Susan did admit to being tired the days she worked multiple jobs, but professionally, things remained the same overall. Susan accredited this to being able to tutor after school and not having to work additional hours if she did not have the time to.

Personal Life

All six participants shared the personal effects moonlighting had on their lives. To Susan, moonlighting took away from her family. She also shared that with the clothing job, it was all dependent on if people bought things. "If people [were not] buying things then [she was not] really making any money." This frustrated Susan because she felt as though there was no point of spending time away from her family if she did not make

money doing so. Because of moonlighting, Nicole had less time to enjoy her family, friends, and loved ones. Donna saw no effects in this area. She accredited this to being able to determine her own schedule. The benefit to creating her own schedule was being able to plan around things that she wanted to do personally. Donna did get tired sometimes but did not mind because she enjoyed what she did. Although he did a lot for his moonlighting experiences, Marquis found ways to maintain balance in his personal life. Lastly, moonlighting took away from Lucy's weekends. However, she stressed that she created her own availability. So, when there were things Lucy wanted to do during the weekend, she did not pick up as many shifts. She enjoyed that flexibility. While Lucy did get tired, she loved the restaurant so that working as a waitress there did not bother her much.

Physical Wellbeing

Only three participants (Lucy, Nicole, and Susan) discussed physical effects of moonlighting. Moonlighting did not affect Susan in any way physically due to her being "in control of what [she did]" when she did choose to moonlight. Because Susan determined when and how she moonlighted, she was able to maintain her physical wellbeing. If there were times when Susan did not feel physically well, she did not moonlight. Physically, Nicole found herself always tired. Nicole also experienced minor health issues. Meanwhile, Lucy noted that "waitressing [was] so easy compared to teaching" which was why it had no detrimental effect on her health. The other three participants (Amanda, Donna, and Marquis) reported no effects on their physical wellbeing during their moonlighting experience.

Emotional, Psychological, and Mental Wellbeing

Two participants (Nicole and Susan) expressed their thoughts about the emotional, psychological, and mental effects of moonlighting. For Susan, moonlighting did not affect her in any way mentally or emotionally due to her being "in control of what [she does]." Susan controlled how often she worked her additional jobs to maintain a healthy emotional, psychological, and mental wellbeing. On the other hand, Nicole stated that moonlighting affected her emotionally, psychologically, and mentally because she became "more volatile, on edge, and easily irritable." She also found herself more prone to experience indecisiveness. The other four participants (Amanda, Donna, Lucy, and Marquis) saw no changes in this area while moonlighting.

Relationship to Self

Two of the six participants (Amanda and Nicole) saw negative effects on the relationship to themselves due to moonlighting. Nicole rarely had time for herself to do self-care. Amanda also admitted to tending to neglect herself. She also found herself tired and not eating "as healthy as [she] should." Yet, Amanda knew that moonlighting was only momentary and for her daughter who she would "do anything" for. For the other four participants (Donna, Lucy, Marquis, and Susan), all stated that their relationship to self had not changed at all because of their need to work a second job.

Relationship to Family

One participant, Nicole, stated that moonlighting put a strain on her family. Two of the six participants (Amanda and Lucy) experienced positive effects on the relationship to family members during their moonlighting experience. Amanda's family

were supportive of her moonlighting, although she did not get to spend as much time with them as she would have liked. Lucy felt that her family were great during her moonlighting experience, because they were understanding. Also, when her family wanted to see her, they would just come to the restaurant. Lucy shared that when she wanted to spend time with her family, she did. However, there was one participant (Donna) who saw no effects on her relationship with family members because of her moonlighting. She accredited this to being able to determine her own schedule. The benefit to creating her own schedule was being able to plan around things that she wanted to do personally.

Relationship to Friends

Two participants (Donna and Susan) saw no effects on the relationship with their friends based on their moonlighting experience. With her being in control of her schedule, Donna was able to do things with her friends still. Additionally, three participants (Amanda, Lucy, and Nicole) shared how supportive their friends were during their moonlighting experience. Nicole stated that her friends were understanding "of the plight to improve [her] life circumstances, as they [were] in similar situations." Amanda's friends were supportive of her moonlighting, although she did not get to spend as much time with them as she would have liked. Lucy felt that her friends were great during her moonlighting experience, because they were understanding. Also, when her friends wanted to see her, they would just come to the restaurant. Lucy shared that when she wanted to spend time with her friends, she did. One participant, Marquis, found that his friends' supported his moonlighting experience by telling others about his tutoring

services. Marquis stated that his friends helped him greatly with his tutoring business by telling everyone about his business. He stated that his friends' word of mouth was "great free advertisement."

Relationship to the Community

One participant, Nicole, experienced a negative effect on her relationship to the community due to moonlighting. Nicole found that she was unable to do volunteer work in the community because of the time needed to moonlight. However, Donna saw benefits on her relationship to the community due to her moonlighting experience. Donna stated that because of her second job as a special education instructor, she was "well known in the community by parents who [had] children with disabilities." This helped her help others. The other four participants saw no change in this area.

Personal Time

Two participants (Amanda and Nicole) discussed how moonlighting affected their time. Nicole did not have time do the things she enjoyed such as spend time with her daughter. Nicole stated that moonlighting interfered with her off time. She stressed that "although the financial benefits are worth it, teachers still need time off." Amanda found that moonlighting took time away from her daughter. She also rarely had time for herself. She dedicated any free time she did have to her daughter. The other four participants' (Donna, Lucy, Marquis, and Susan) personal time was not affected because of their moonlighting jobs. All four controlled their schedules by determining when they would work the additional jobs.

Quality of Life

Only one participant shared additional details about the quality of his life due to moonlighting. Because Marquis became a business owner thanks to his moonlighting experience, he has "surrounded [himself] with people who [knew] how to make a business grow." He stated that he made his life more manageable. The other five participants (Amanda, Donna, Lucy, Nicole, and Susan) reiterated details about previous areas of discussion.

Professional Identity, Performance, and Growth at School

Five of the participants (Amanda, Donna, Lucy, Marquis, and Nicole) expressed their thoughts on the effects moonlighting had on their professional identity, performance, and growth at school. Nicole felt that she would be able to do more beyond the expected duties at her school if she was not moonlighting. Also, Nicole found herself unable to show her support to her students in their extracurricular activities. She had a desire to attend her students' sporting events but never could find the time to. Amanda felt that moonlighting was similar to her teaching but just in a smaller setting. Thus, moonlighting did not hurt her professionally. While she did admit to getting tired, she felt that it was "no more than [she was] normally as a teacher." Overall, Amanda stated that moonlighting was not helping nor hurting her. She saw it as "something [she had] to do at the moment." Donna did not feel that moonlighting helped her professional growth any. She felt that since she was so close to retirement and the fact that the two jobs are "an extension of one another" that "neither one helped her to become better." Marquis stated that he started getting noticed more at his main job. In turn, he received more leadership

responsibilities because of the things he did with his business and in the community. Lucy felt like there were no effect on her professional identity, performance, or growth at school due to moonlighting. This was because moonlighting for her was "just a job".

Relationship to Parents

Donna stated that she grew closer to her students' parents because of the connections she was able to make as a special education instructor. Likewise, Amanda also was able to build closer relationships with her students and their parents due to tutoring her same students after school. Similarly, Marquis found that more parents approached him about tutoring because he became so well-known at school. Three participants (Lucy, Nicole, and Susan) saw no effects on the relationships to their students' parents due to their additional moonlighting jobs. Nicole discussed the effect of moonlighting on her relationship to parents of her students. Nicole stated that moonlighting had no effect on her relationship to the parents of her students. She did note that the parents who knew of her moonlighting jobs sometimes questioned her "ability to educate their child." Lucy did note that sometimes the parents and students of hers were surprised to see her at the restaurant, though.

Relationship to Fellow Educators

Three of the six participants (Amanda, Nicole, and Susan) saw no effects on their relationship with their fellow educators due to their moonlighting experiences. Specifically, Amanda stated that she saw no effect on her relationship with her fellow educators because she was able to work with her co-workers to get things done throughout the school day. Yet, during the summer Amanda was able to get to know

other teachers around the district through summer school. However, one participant, Donna, saw a positive effect on her relationship with her fellow educators because of her moonlighting experience. She found herself being considered an expert in early childhood special education- so much so that fellow educators came to her for advice or guidance.

Relationship to School Leadership

All six of the participants stated that there was no effect on the relationship with their school leadership due to their moonlighting experiences.

Relationship to School and School District

Three of the six participants (Donna, Nicole, and Susan) stated that there were no effects on their relationship with their school and school district due to their moonlighting experience. Donna explained that "the school district [did] not really support those teachers" who chose to earn more money by doing additional district created jobs. Meanwhile, one participant, Lucy, stated that her "school administration could ease up on all of the expectations [she had] as a teacher" but she did not feel that was because of her moonlighting experience. She stated that her feelings towards school leadership and the school district were "just in general." Lucy did feel that her school leadership and school district could be "a bit more supportive" of the teachers who do moonlight. There was only one participant, Amanda, who saw positive effects on her relationship with the school and school district. Amanda admitted to being "well known in the district" from her summer school experiences. It was her hope that this benefit would help her once she was "ready to advance outside of the classroom."

Comparison of Moonlighting Job to Education Job

This section provides the details of how the participants compared their moonlighting job to their educator job (research question 5). Specifically, the section focuses on four topics: (1) potential negative effects moonlighting might have on the ability to perform school duties, (2) comparing personal satisfaction from both jobs, (3) major elements in a school that would push an educator to moonlight, and (4) contradictions in holding two jobs.

Moonlighting as a Hindering Factor

Some would argue that educators should not moonlight because this affects their ability to do their job at school. However, all six participants disagreed with that statement. According to Susan, "most people [she knew were] able to maintain the balance." Nicole strongly stated that "one cannot hinder the choices of adults" and that "if educators were compensated" then there would be no need to worry about where they needed to moonlight. Marquis stated that he did not think moonlighting hurt him as an educator. In fact, Marquis stated that moonlighting "only made [him] better" as an educator. Marquis felt the need to become more impactful each day in the classroom due to his well-known status at school and in the community. Lucy also did not feel moonlighting affected her ability to do her job at school because she "tailor[ed] [her] schedule around teaching." Likewise, Donna also did not think that her moonlighting affected her ability to do her job at school because "the jobs [were] related to each other." Amanda stated that because her classroom students were also her after school tutoring group of students, she already had "a relationship with them." This made the connection

with her students easier, allowing her to be at ease teaching them. In addition, Amanda made sure to plan ahead and prepare instructional materials in her "free time" so that she was "not so overwhelmed on the days that [she] tutor[ed]." Also, Amanda stated that she was "dedicated to doing everything to the best of [her] ability" and that "if ever moonlighting affected [her] as a teacher, [she] would quit."

Personal Satisfaction Compared

Only one participant, Nicole, found that teaching brought her the most satisfaction because she "[enjoyed] seeing [her] students' growth and success." Two participants (Donna and Susan) preferred their moonlighting job for personal satisfaction. Donna stated that the moonlighting job brought her more personal satisfaction because she loved "being able to work with families and connect with children on a personal level." For Susan, the moonlighting job of selling clothes gave her the most satisfaction. Three of the participants (Marquis, Lucy, and Amanda) found personal satisfaction in both jobs. Marquis stated that both jobs did "different things" for him. He felt "more impactful as a teacher." However, Marquis also appreciated "being an entrepreneur and owning a business" because he was "able to reach lives that [he] probably wouldn't have reached." Lucy also stated that both jobs brought her personal satisfaction in their own way. Lucy "love[d] connecting with high school students" but also liked what she did at the restaurant and "having loyal customers personally request to sit at [her] tables." Amanda also found both jobs equally satisfying. Amanda did state that "tutoring just magnifie[d] [her] teaching because it's an extension of the day with the kids [she taught]."

The School Factors Encouraging Moonlighting

Three of the six participants stated a major element in a school that pushed an educator to moonlight was pay related. Susan stated that it is "definitely the pay." Lucy stated that teachers need pay raises so that they could live well and buy the things they want. She stated that teachers should not have to "live paycheck to paycheck because of the bills [they] have to pay." In agreement with the others, Donna also stated that "the need to make more money" was the major element that pushed educators to moonlight. Three of the six participants named more than one major elements as the factors that push educators to moonlight. According to Nicole, for example, the first reason was a "lack of financial resources," and the second reason was "to explore other career options." Marquis cited "not being paid enough" and "teacher work overload" as those elements. Amanda stated three major elements as the things that pushed educators to moonlight. Those three things were lack of pay raises, cost of living, and the desire to live comfortably.

Contradictions in Holding Two Jobs

Four of the six participants (Lucy, Nicole, Marquis, and Susan) felt there were no contradictions in holding two jobs. Susan stated that while she did get tired holding down two jobs, she did not see any contradictions because she was "dedicated to doing [her] job." Nicole stated that there were no contradictions "at all." Marquis did not feel that there were any contradictions to holding two jobs "because [he was] in control of the second job." Marquis was able to do determine when he did his second job, thus both jobs meshed well together. Lucy also agreed that her two jobs did not contradict each

other at all. Two of the six participants (Amanda and Donna) also felt that there were no contradictions in holding two jobs but attributed the lack of contradictions to the two jobs being intertwined together.

Stakeholders' Support of Educators Who Moonlight

This section addresses what the participants' thoughts on what different stakeholders were doing and should do to support educators who moonlight (research question 6). Specifically, the section focuses on the following: (1) self-support, (2) family support, (3) friends' and communities' support, (4) fellow educators' support, (5) school leaders' support, (6) schools' and school districts' support, and (7) policy makers' support.

Self-Support

Two of the six participants (Donna and Lucy) supported themselves as moonlighters by maintaining a schedule. Donna supported herself as a moonlighter by keeping her schedule to "something that [was] doable." Similar to Donna, Lucy also monitored her schedule so that it was not "too taxing on [her] each week." Three of the six participants (Amanda, Nicole, and Susan) shared specific ways they supported themselves as moonlighters. In order to stay motivated to continue moonlighting, Amanda remembered why she chose to moonlight in the first place--her daughter. This gave Amanda the motivation she needed to continue to moonlight on days when she was tired or had no desire to work additional hours after school. She also stated that she made sure to have things in place so that on the days she tutored she didn't have much after school work to do at home. Nicole stated that she made sure to plan ahead by budgeting

and saving more aggressively "in order to pay a mortgage without struggling." It was her hope that budgeting and saving would help her stop feeling as if she had to moonlight every school year to make ends meet. Susan stated that she made sure to have balance in everything she did. She did this by controlling what she did and when.

Families' Support

All six participants received support from their families. Amanda really appreciated the help her mom gave her while she tutored. Her mother kept her daughter after school for her. Donna stated that her husband was very understanding about her moonlighting because he knew the purpose of it. Donna and her husband were both preparing for retirement. So, while she moonlighted, her husband did things he wanted or needed to do. Lucy appreciated having family members who understood why she worked so much. Marquis stated that his family "became a huge source of confidence" for him because they encouraged him. Nicole felt that "families can be patient, less critical, and more supportive of all teachers, whether or not they moonlight." Susan received support from her husband in the way of taking care of the kids while she tutored. She stated that he was supportive of her because she supported him while he was focusing on school full time.

Friends' and Communities' Support

Three of the six participants (Amanda, Donna, and Marquis) shared how their friends supported them during their moonlighting experience. Amanda stated that her friends would arrange play dates between her daughter and their kids on the weekend sometimes. She admitted this helped her tremendously by allowing her to get errands

done while her daughter was away. Amanda also mentioned that educators who moonlight "definitely need people to look out for [them] when moonlighting and lend a hand." Marquis stated that his friends supported him by putting his business out there and sharing what he did. Marquis stated that his friends often told others about what he did. Donna stated that her friends understood what she did. Also, Donna stated that at their age, her friends did not "get together much anyway." However, when Donna and her friends did get together, she could "plan around it."

Three of the six participants (Amanda, Donna, and Lucy) all felt that the community could support educators who moonlight through kindness. Amanda stated that "the community could support teachers who moonlight by not having pity on them or judging them for having to moonlight." She suggested that the community "be kind" especially if they see educators working in a restaurant. Donna thought it was not "the community's responsibility to support teachers who moonlight." However, Donna reiterated Amanda's concern regarding the communities' need to support moonlighting educators, and she also shared that "if community members saw a teacher moonlighting another job or field" then those community members should "just be kind to them." From the participant who actually moonlighted in a restaurant, Lucy echoed the other two participants' thoughts and stated that communities can "just be kind and tip!" However, she said the most important thing was "just be kind to any teacher they see working a second job." One participant, Nicole, stressed that friends and communities should be advocates for educators. Nicole stated that friends and communities "should advocate better pay for educators." Lastly, one participant, Susan, focused on how friends and

communities perceive educators who moonlight. Susan stated that "moonlighting shouldn't have a negative connotation to it." She stressed that it is important for others to understand that "people are doing it because they want to be able to have the same life experiences as everyone else. So, if it requires [her] to work a little bit more, that's what [she is] going to do."

Fellow Educators' Support

One participant, Amanda, stated that her co-workers were understanding. She also recognized that "there [was not] really anything for them to support" because she did not "expect them to do [her] job for [her] just because [she had] to work after school." It was her choice to moonlight, so she had "to deal with it, not them." Another participant, Lucy, also felt that it was not "fellow educators' job to do anything." She did not expect "anyone to pity [her] or coddle [her] just because [she had] to work a second job."

School Leaders' Support

Four of the six participants (Amanda, Donna, Lucy, and Susan) all thought school leaders could be more understanding and supportive. Amanda felt like "administrators need to understand that some of their teachers do work more than one job and not to load them with additional paperwork or tasks that are unnecessary." Donna stated that both her bosses did not really like the fact that she held two jobs. Her program director preferred that Donna would have been able to be available to the program completely. She also stated that her principal was not very supportive of her either. Donna's suggestion to school leaders was to "offer more support and be more understanding." Lucy stated that "school leaders can be more supportive of teachers, so they won't quit." She also

suggested that school leaders "try to find ways teachers can earn more money if needed like through stipends and things." Susan stated that school leaders "just need to be sensitive to what everyone is dealing with whether they are working extra jobs or not… just be supportive and communicate."

Schools' and Districts' Support

Two of the six participants (Amanda and Donna) had specific thoughts about what support is needed from schools and school districts. Amanda stated that "districts should continue to provide teachers with opportunities to make more money if desired." Donna would hope that schools "lighten the workload that teachers have." She also stressed that districts need to "pay more and provide more opportunities for teachers to make more money." The other four participants (Lucy, Nicole, Marquis, and Susan) agreed with Donna that the schools and districts needed to support educators by providing additional opportunities to make more money if needed.

Policy Makers' Support

Four of the six participants (Amanda, Lucy, Marquis, and Nicole) shared the same thought related to what policy makers could do to better support educators who moonlight. Amanda stated that "policy makers just need to provide more funding for teachers' salaries."

Lucy also felt that "school leaders and districts and policy makers need to put all of their energy into making sure teachers get as much money as possible in their salaries." Marquis stated that "it's important for stakeholders, policymakers, school leaders to understand they have to help teachers." Nicole stated that "school districts need to offer

better financial compensation packages and have increases in teacher financial

incentives."

Controlling Themes in Participants' Narratives

This section discusses major controlling themes in each of the participants'

narratives.

Amanda

Three controlling themes in Amanda's overall narrative were those of necessity,

ease, and advancement. Amanda explained that for her, moonlighting was a necessity.

Being a single mom, Amanda "definitely [needed] the money" that she earned from

moonlighting to provide for her daughter. Amanda felt that "moonlighting [wasn't]

something people do for fun" and recommended that if teachers did not have to

moonlight, then they should not. Amanda felt at ease moonlighting. Amanda chose after

school tutoring and teaching summer school as her moonlighting experiences because of

how easy those jobs were for her. Amanda felt that her additional jobs were easy because

she chose to moonlight within the school district. In addition, Amanda was fortunate to

tutor the same third grade students that she taught daily. Lastly, Amanda saw

moonlighting as an opportunity to advance. She yearned to advance as an educator but

did not feel she could do so because of her financial limitations. Amanda desired to

continue her education by earning her master's degree but could not afford the tuition.

Yet, she was uncertain about getting a master's degree because it would only increase her

annual salary by $2,000. While that additional $2,000 would help, Amanda knew it not

be enough. However, she saw teaching summer school as an opportunity to get to know

other teachers and become well known around the district. Amanda was hopeful that her moonlighting experiences would help her advance outside of the classroom when the time comes. Regardless of the pay, Amanda loved teaching and explained that if she left teaching, "it wouldn't be because of [her] moonlighting job." It was because of her teaching job that she was able to moonlight. Quitting would mean she would not be able to do either. Amanda stressed that if she ever quit teaching, "it would be because [she] no longer loved it."

Donna

Two controlling themes in Donna's overall narrative were those of enjoyment and retirement. Donna found enjoyment in her moonlighting experience. She served as an early childhood educator for autistic students. This educator job led her to moonlight as an early childhood interventionist. As an early childhood interventionist, Donna worked with young children who were identified as having developmental delays. Donna was "deeply invested in working with early childhood aged children with disabilities." That deep investment allowed her to really enjoy what she did as an early childhood interventionist. Donna found many benefits to her moonlighting job. The early childhood intervention program fed into her daytime job as an ECSE (Early Childhood Special Education) teacher. There were numerous occasions where the students she served while moonlighting became students in her regular classroom. Donna also enjoyed the opportunities to work 1:1 with both children and parents. She loved being able to work with the families and connect with the children on a personal level. Donna did admit to getting tired sometimes, but the enjoyment of working with young children and families

allowed Donna to see the tiredness as a good thing. Yet, the early childhood intervention program was not Donna's only moonlighting experience. She also engaged in real estate by flipping houses and developing an investment portfolio. Donna also moonlighted as a path to retirement. With only four years left to teach until she retired, Donna saw real estate as a good transition into retirement. Donna stated that had she started in real estate earlier in her teaching career, she would not have taught as long as she had. However, because she only had four more years left, Donna felt that she could continue to teach until retirement. Donna planned to continue both moonlighting experiences after she retired. Her goal after retirement is to make both real estate and the early childhood intervention program her main source of income outside of her retirement package.

Lucy

Two controlling themes in Lucy's overall narrative were those of love and the need for more money or better pay. Lucy moonlighted out of love. In addition to being a high school Algebra teacher, Lucy also served as a waitress at a local restaurant. Waitressing started as a job in college for Lucy and became something she never let go. Lucy explained that she loved working at the restaurant. The restaurant felt like her "second family." That second family also included loyal customers who would personally request to sit at Lucy's tables. However, Lucy also found personal satisfaction with her educator job. Lucy stated that she loved connecting with her high school students. While Lucy loved what she did, there was still an emphasis on the need for money. Lucy admitted she still waitressed because she needed the money. Although she loved the restaurant, Lucy knew that if she did not have to serve as a waitress, she would not. She

felt that moonlighting took away from everything else she needed to do. Unfortunately, the only way Lucy felt she could quit moonlighting was if she made more money as a teacher or had another source of income. Thus, Lucy emphasized her need for better pay as a teacher. She stressed the lack of pay raises for teachers was what pushed her to moonlight. She had a desire to "not live paycheck to paycheck" due to all her bills. While Lucy emphasized that she needed better pay as a teacher, she emphatically stated that moonlighting would never be the reason she left teaching. According to Lucy, if she left teaching it would be because she was ready to walk away for good.

Marquis

The controlling themes in Marquis's overall narrative were those of entrepreneurship, passion, and impact. Marquis moonlighted by becoming an entrepreneur. Marquis taught ELA (English Language Arts) and theatre arts at his middle school. He also owned his own tutoring business, served as the social media director for his school, and held the position of after school director. Marquis started his tutoring business out of the need to make more money. He also moonlighted out of passion. As his business began to become more successful, Marquis found himself falling in love with being an entrepreneur. That passion allowed Marquis to make his moonlighting experience of being a business owner a part of his everyday routine. Marquis stated that he did not mind the extra load of running his tutoring business because he enjoyed taking out the time to tutor students. Marquis was so serious about his business that he acquired an LLC (limited liability company) business license. Additionally, he surrounded himself with others who knew how to make a business grow. His mindset changed and his

personal life became less stressful and more manageable. Marquis also received more leadership work because of the things he achieved with his business and in the community. Marquis also moonlighted to make an impact. Marquis felt that he made an impact in the community through his tutoring business. Being an entrepreneur and owning a business allowed Marquis to reach lives and be an impact to people he normally would not have met if he did not tutor. He became well known by parents and received many requests for tutoring. However, Marquis stated that teaching was more impactful because there are so many more students he was able to reach each week. However, Marquis recommended for other educators to only moonlight if they were able to find something to be passionate about or out of necessity. He felt that if educators did not have to moonlight, they should not. Marquis's reasoning for saying so was that moonlighting was "not for the weak" as it took quite a bit of mental and physical strength.

Nicole

Three controlling themes in Nicole's overall narrative were those of necessity, a desire to have a better lifestyle, and enjoyment. Nicole moonlighted out of necessity. Nicole expressed disappointment in the fact that she had her master's degree plus 30 additional graduate hours but still had to moonlight out of necessity. As a single, divorced mom, Nicole stated that her job as a Discoveries teacher did not help her afford all the necessities she and her daughter needed. Nicole accrued a large amount of medical bills from prior medical procedures her daughter received. Although Nicole's daughter had medical insurance, there were still expensive costs to cover. Nicole also moonlighted out

of a desire to have a better lifestyle. She desired to provide her daughter with experiences, such as going on vacation. She also wanted to live in a nice, comfortable, affluent neighborhood but stated that the cost of a mortgage or rent would be an entire paycheck. To meet her desires of a nice home, a large savings, and the ability to travel, Nicole chose to moonlight. There were several things Nicole did throughout her moonlighting experience: counseling through a counseling agency, working as a real estate agent, and teaching summer school. Nicole worked three additional jobs because, "moonlighting [was] not a choice." She felt that educators who were in a single income household or were a single parent were required to moonlight if they wanted to live comfortably. Luckily for Nicole, she enjoyed what she did as a moonlighter. Nicole enjoyed counseling because it utilized her degree in psychology. Real estate was something that she always wanted to do. She enjoyed looking for houses, designing the houses, and interior decorating. She admitted that she loved the pay of real estate, as there were times when she made more in one real estate deal than she did in one month of teaching.

Susan

The three controlling themes of Susan's overall narrative were those of choice, ease of working additional jobs, and the convenience of scheduling her work schedules. Susan moonlighted by choice. Susan, a third-grade special education teacher, chose to moonlight to earn extra income while her husband went to school full-time. Like many others, Susan chose to do several things as ways to make additional money. She sold makeup, sold clothing, and tutored after school. Susan also moonlighted due to the ease

of working additional jobs. Susan stated that she chose all three jobs based on how easy and convenient they were for her to do. Susan determined how often she sold makeup and clothes. If there was a need for extra money, Susan would sell more often. However, if she needed time away from both sales jobs, she scheduled a break from working those two additional jobs. Meanwhile, tutoring was only twice a week. Susan found tutoring easy as well since the environment is more laid back than her regular teacher job and she had more leeway with what she was allowed to do as she assisted students. Susan maintained the balance between moonlighting and teaching so that neither would affect the other. Susan also moonlighted because it was convenient to schedule when she worked. She insisted on only moonlighting in her own time so that she controlled her schedule. While Susan controlled what she did as a moonlighter and when she did those additional jobs, she admitted that she did not know whether or not she would ever stop moonlighting because it was "nice to have extra money coming in."

Summary

This chapter introduced the participants and shared their demographic data. Reasons why educators chose to moonlight were addressed. The participants' experiences with moonlighting were shared. The benefits and problems the participants experienced from moonlighting were also shared. Details of how the participants compared their moonlighting job to their educator job were provided. The participants' thoughts on what different stakeholders were doing and should have done to support educators who moonlight were addressed. Lastly, controlling themes were created from each participant's overall narrative.

CHAPTER V

Summary, Conclusions, Implications, and Recommendations

Introduction

This chapter will summarize the study, discuss the findings, share the implications (for practice, policy, and research), and list the limitations.

Summary of the Study

This section will summarize the study.

Research Problem

Although teachers greatly influence others, they experience financial difficulty because of their profession. This causes teachers to seek employment outside of their teaching position to provide for their families (Brown et al., 2019). Teaching ranked in the top four professions whose employees felt the need to moonlight (Brown et al., 2019). Moonlighting often occurred as a remedy to the low salary teachers received (Bell & Roach, 1990; Bobbit, 1998; Johnson et al., 2010; Maddux, 1980). The low salary was often seen as the driving force behind teachers' need to hold down a second job (Bell & Roach, 1990; Raffel & Groff, 1990; Smith & Cooper, 2018).

Existing research mostly focused on the financial reasons that caused teachers to moonlight. The problem is the body of existing literature on the phenomenon of teacher

moonlight was not elaborate enough to truly depict the teachers' lived experiences of moonlighting.

Research Purpose

The purpose of this study was to describe the lived reality of moonlighting teachers in northwest Louisiana.

Methodology

This phenomenological and qualitative study used descriptive, non-experimental research through a narrative inquiry design. Purpose, then convenience sampling was used to select the participants from a population of teachers belonging to an online social media group of teachers who all taught in northwest Louisiana. Once the participants were selected, a maximum variation sample was then derived from the original sample. This sample approach was designed to capture the widest possible range of different types of experience (Locock et al., 2017). Each individual teacher served as both the individual unit of observation and of analysis. Primary data were collected through a series of three online, semi-structured interviews. The methods of qualitative data analysis utilized in this study consisted of transcribing the participants' interviews, generating codes, analyzing the codes to create themes, and turning those themes into narrative summaries of each participants' lived experience.

Major Findings

This section will discuss the major findings of the study.

Reasons Why Educators Chose to Moonlight. While all six participants stated that the main reason they moonlighted was for the income, the use of the income varied

amongst participants. These varieties included earning extra income to support the family, covering the necessities of medical bills, and just being able to maintain the financial needs of daily living. Some of the participants also had additional reasons for moonlighting. Two participants moonlighted because it was something they loved. One participant, who was a single mom, moonlighted to ensure she could provide for her daughter. Additionally, there was one participant who used moonlighting as a transition into retirement. Most of the participants found something enjoyable about their moonlighting. However, one participant did admit that moonlighting was hard and tiring at times. Only one participant expressed disinterest in moonlighting. She did not look forward to moonlighting in the evenings because it took away the ability to spend time with her family. Two of the participants strongly felt that they would not leave teaching because of their moonlighting experience. On the other hand, two participants shared that if they left teaching it would be for reasons other than moonlighting. There was only one participant who saw himself eventually leaving teaching because of his moonlighting experience. This was specifically due to the success of his entrepreneurship and the tutoring business he ran.

Experiences with Other Educators Who Moonlight. All of the participants agreed that most educators moonlighting for money. The participants stated that the type of job most commonly chosen by educators as their moonlighting job was after school tutoring. Another job listed by most of the participants was teaching summer school. Two participants also shared that educators are also known to work in restaurants as bartenders and waitresses. Some of the participants stated that educators enjoying moonlighting was

dependent on what type of job each educator took. Two of the participants expressed

hope that all educators enjoyed their moonlighting job because "it would be sad for

someone to work an extra job and not like it" (Donna). Only one participant expressed

the opposite view. It was hard for Amanda to see educators enjoying moonlighting

because moonlighting meant giving up time away from family or not having time to

grade papers, plan lessons, and complete paperwork. The participants all agreed that

teachers needed more money so that moonlighting would not be something that they felt

required to do. Yet only one participant knew of educators who left teaching because of

their moonlighting experience. Some of the participants believed that if teachers left the

education field, it would not be solely because of their moonlighting experience but

because of their disdain for teaching altogether. The participants felt that mostly female

educators were the ones who moonlighted. Three of the participants admitted that there

were not that many male teachers in their schools to fully say whether or not male

teachers moonlighted as well. Most of the participants stated that the races of educators

who moonlighted were mixed. The participants shared that educators in their 30s to 40s

were generally the ones with a second job. In addition, the participants also saw educators

who had various levels of educational degrees moonlighting. Some of the participants

knew of married and single educators who moonlighted.

Experience with Moonlighting. Each participant had a unique overall experience

with moonlighting. Susan expressed feeling a bit overwhelmed sometimes due to the

multiple things she chose to do in order to earn additional income. Susan had multiple

moonlighting jobs including selling makeup, tutoring, and selling clothes. Nicole had

moonlighted since she began teaching. She had worked in a department store, as a private tutor, and in other business industries. Most recently, Nicole counseled through a counseling agency and sold real estate. She also admitted that she still applied for summer school positions each summer. Amanda tutored after school and worked in various summer programs. Each summer Amanda taught summer school, and she interacted with students whom she had never taught before. Donna's moonlighting experience involved working as a special instructor in an early intervention program. For Donna, the downside to the moonlighting experience was that she only got paid if the families kept their appointments. Donna also worked in real estate by flipping houses and, she developed an investment portfolio. Marquis owned his own tutoring service outside of school. He also oversaw the social media in his school and served as the after school tutoring director. These three moonlighting roles required Marquis to maneuver his schedule quite often in efforts not to lose any of his tutoring clients. Lucy served as a waitress at a local restaurant. This moonlighting job was something that she had started in college and continued after her teaching career began. Lucy saw the restaurant as her second family and appreciated the loyal customers and great atmosphere that made moonlighting at the restaurant feel like home for her.

Most of the participants stated that there was something most enjoyable about their moonlighting experience. However, three of the participants found moonlighting inconvenient because the time spent working a second job was time away from their families. One participant (Marquis) found moonlighting inconvenient because it took time away that he needed to invest in his tutoring business. Another participant found

moonlighting inconvenient when she had grades due or wanted to hang out with friends on the weekend but could not afford the time. Only one participant did not find moonlighting inconvenient at all because her primary and secondary jobs were connected and related to one another. One participant found it surprising how many other educators moonlighted to make ends meet. Additionally, there was one participant who was surprised at how successful his tutoring business became due to his entrepreneurial moonlighting. However, three of the participants found nothing at all surprising about their moonlighting experience.

Most of the participants found comparisons between their schoolwork and moonlighting. Susan stated that unlike the abundant amount of special education administrative tasks she had to complete at school, tutoring did not involve any additional work. Nicole stated that her moonlighting jobs did not involve after hour requirements to fulfill like her teaching job did. Donna appreciated that she was able to interact with families more when she worked her moonlighting job and that she was able to make her own schedule. Similarly, Marquis also found moonlighting more convenient because he was able to make his own schedule. Most of the participants agreed that teacher was hard than the moonlighting job. Three of the participants expressed that teaching was more important than moonlighting. Only one participant found both jobs to have importance because she was able to help students doing both. There was one participant who saw her moonlighting job to be more important due to her desire to make it her primary job once she retired.

Two participants spent more time at school than they did moonlighting. One participant found that the job she spent more time at varied because she was able to make her own schedule during moonlighting. In addition, there was only one participant who split her time between both jobs. Three of the participants did not feel that moonlighting affected the quality of their educator's job. One participant stated that moonlighting helped him become a better educator. This was due to his ability to translate the skills he learned as a business owner into experiences he had daily with his students and colleagues. On the contrary, there was only one participant who stated that her educator job helped her become better at her moonlighting job. Amanda utilized her skillset as a third-grade teacher to become a great after school tutor and teach summer school. She stated that she pulled from what she normally did as a teacher when she tutored after school or taught summer school each summer.

Two participants experience positive effects of COVID-19 on their moonlighting experience. Nicole utilized the time during COVID-19 quarantine to explore other options and sought a business endeavor that was more financially beneficial to her and her family. Marquis saw an increase in the number of people requesting tutoring sessions from him. Some participants experienced minimal effects on their moonlighting experience due to COVID-19. Susan stated that when she contracted COVID-19 herself, she was unable to work, but overall, she was able to continue tutoring throughout the pandemic. While Donna had to follow the COVID-19 safety protocol by wearing masks, sanitizing, and keeping social distance, she was still able to make her schedule and visit clients. There were two participants who saw negative effects of COVID-19 on their

moonlighting experience. When Amanda had to switch to teaching her third-grade class virtually due to the COVID-19 pandemic, she was unable to tutor after school. COVID-19 also had a devastating effect on Lucy's ability to work as a waitress at a local restaurant because the restaurant was initially closed completely.

Benefits and Problems of Moonlighting. Most of the participants stated that while they did experience some effects from moonlighting, those effects did not disturb their ability to fulfill their teaching job duties and responsibilities. These effects included feeling more tired at school, being unable to pursue higher levels of their education degrees, and needing to plan ahead in order to manage all of the responsibilities required of their teaching job. Only two participants saw little to no effects on their professional life because of moonlighting.

All of the participants share the personal effects moonlighting had on their lives. Susan shared her frustration when she did not make any money from selling clothing. She stated that she felt there was no point of spending time away from her family if she did not make money doing so. Nicole found that moonlighting meant having less time to enjoy her family, friends, and loved ones. Donna found that she did get tired sometimes, but she did not mind because she enjoyed what she did. Marquis was able to maintain balance in his personal life. Lastly, moonlighting took away from Lucy's weekends.

Three of the participants discussed the physical effects of moonlighting. Susan was not affected at all physically because of moonlighting since she was able to control when she chose to moonlight. If there were times when Susan did not feel physically well, she did not moonlight. Physically, Nicole found herself always tired. She also

experienced minor health issues. Lucy noted that waitressing was much easier than teaching and had no detrimental effect on her health. The other participants saw no effects on their physical wellbeing during their moonlighting experience. Similar to her physical well-being, Susan also saw no effect on her mental or emotional wellbeing. She attributed this to the fact that she controlled how often she worked her additional jobs to maintain a healthy emotional, psychological, and mental wellbeing. On the other hand, Nicole stated that moonlighting caused her to become more volatile, on edge, and easily irritable. She also found herself more prone to experience indecisiveness. Meanwhile, the other participants saw no changes in this area while moonlighting.

Some participants admitted to rarely having time to themselves and to neglecting themselves due to moonlighting. However, the majority of the participants stated that their relationships to themselves had not changed at all because of their need to work a second job. Only one participant stated that moonlighting put a strain on her family. Two participants received a great amount of support from their family while moonlighting. One participant saw no effects on her relationship with family members because of her moonlighting. She accredited this to being able to determine her own schedule. Two participants saw no effects on the relationship with their friends based on their moonlighting experience. Four of the participants shared how support their friends were during their moonlighting experience. One participant experienced a negative effect on her relationship to the community due to moonlighting. She, for example, was unable to do volunteer work in the community because of the time required to moonlight. However, another participant saw benefits on her relationship with the community due to

her moonlighting experience. She stated that because of her second job as a special education instructor, she was well known in the community. The other four participants saw no change in this area.

Two participants stated that moonlighting affected the amount of time they had to spend with their daughters. The other four participants' personal time was not affected because of their moonlighting jobs. All four controlled their schedules by determining when they would work the additional jobs. Only one participant shared additional details about the quality of his life due to moonlighting. Because Marquis became a business owner thanks to his moonlighting experience, he found himself seeking others who knew how to make a business grow. He also stated that his life became more manageable.

The participants expressed their thoughts on the effects moonlighting had on their professional identity, performance, and growth at school. Nicole felt that she would be able to do more beyond the expected duties at her school if she was not moonlighting. Amanda stated that moonlighting was not helping nor hurting her. It was just something she had to do momentarily. Donna felt that moonlighting did not help her professional growth. Her primary and secondary job were extensions of one another and neither helped her become better. Marquis was noticed more at his main job, which led to him receiving more leadership responsibilities. Lucy saw no effect on her professional identity, performance, or growth at school due to moonlighting, because moonlighting was just a job to her.

Moonlighting affected the participants' relationships with others. Three of the participants were able to build closer relationships with parents due to their moonlighting

experiences. On the contrary, the other three participants saw no effects on the relationships to their students' parents due to their additional moonlighting jobs. The participants saw no effects on their relationship with their fellow educators or school leadership due to their moonlighting experiences. Only one participant saw positive effects on her relationship with the school and school district. Amanda admitted that she became well known in her district due to her summer school experiences. It was her hope that this benefit would help her once she was ready to transition into leadership roles outside of the classroom. Three participants did not see any effects on their relationship with their school and school district due to their moonlighting experience.

Comparison of Moonlighting to Education Job. One participant found that teaching brought her more satisfaction than moonlighting because she enjoyed seeing the growth and success of the students. Two participants preferred their moonlighting job for personal satisfaction. Three participants found personal satisfaction in both jobs. Three participants stated that the major element in a school that pushed an educator to moonlight was the pay. Three participants named more than one major element as the factors that pushed educators to moonlight. These factors included lack of financial resources, not being paid enough, teacher work overload, lack of pay raises, cost of living, and the desire to live comfortably. Four participants felt there were no contradictions in holding two jobs. Two participants also felt that there were no contradictions in holding two jobs but attributed the lack of contradictions to the two jobs being intertwined together.

Stakeholders' Support of Educators Who Moonlight. Two participants supported themselves as moonlighters by maintaining a schedule. Three of the participants had specific ways they supported themselves as moonlighters. Amanda remembered why she chose to moonlight in the first place—her daughter. This gave her the motivation she needed to continue to moonlight on the days when she was tired or had no desire to work additional hours after school. Nicole made sure to plan ahead by budgeting and saving more aggressively. It was her hope that budgeting and saving would help her stop feeling as if she had to moonlight every school year to make ends meet. Susan stated that she made sure to have balance in everything she did. All of the participants received support from their families. Three participants received support from their friends during their moonlighting experience. Three participants felt that the community could support educators who moonlight through kindness. The community could support teachers by not having pity on them or judging them for having to moonlight. One participant stressed that friends and communities should advocate better pay for educators. Lastly, one participant stressed that moonlighting should not have a negative connotation to it; people need to understand that teachers who moonlight want to have the same life experiences as everyone else.

One participant stated that her fellow co-workers were understanding about her need to moonlight. She did not expect them to support her or do her job for her. Another participant felt that it was not fellow educators' job to support educators who work additional jobs. Most of the participants thought school leaders could be more understanding and supportive. Two participants had specific thoughts about what support

was needed from schools and school districts. Amanda stated that districts should continue to provide teachers with opportunities to make more money if desired. Donna hoped school would lighten the workload that teachers have. The other four participants agreed that schools and districts needed to support educators by providing additional opportunities to make more money if needed. The participants thought policy makers needed to provide more funding for teachers' salaries.

Major Controlling Themes from the Narratives. Three controlling themes in Amanda's overall narrative were those of necessity, ease, and advancement. The two controlling themes in Donna's overall narrative were those of enjoyment and retirement. Lucy's two controlling themes in her overall narrative were love and the need for more money or better pay. The three controlling themes in Marquis's overall narrative were those of entrepreneurship, impact, and passion. Three controlling themes in Nicole's overall narrative were those of necessity, a desire to have a better lifestyle, and enjoyment. The three controlling themes of Susan's overall narrative were those of choice, ease of working additional jobs, and the convenience of scheduling her work schedules.

Discussion of Findings

This study's findings are consistent with previous research studies which found the number one reason why teachers moonlighted was financial need (Pardon & Gordon, 2011; Scarbough, 2001; Stewart, 1981). Similar to existing literature, this study also found that the flexibility of the school schedule allowed teachers to work during afternoons, evenings, weekends, breaks during the school year, and summer vacations

(Williams, 1992; Scarbrough, 2001). Like the existing literature, this study found that teachers were able to choose whether they worked inside or outside of the school district. In alignment with the literature, this study also found that teachers also varied their choice to moonlight in the educational field or a completely different alternative (Williams, 1992). Similar to Maninger et al. (2011), this study found that there were some educators who would stop moonlighting if their salaries increased. Likewise, in alignment with Raffel and Groff (1990), this study found that there were teachers who would continue to moonlight even if there were no longer a great financial need.

Reasons Why Educators Chose to Moonlight

Similar to existing research, this study found that educators chose to hold multiple jobs "to supplement their salaries and maintain a desired standard of living" (Williams, 1992, p. 63). Similar to Wisniewski and Kleine (2018), the participants of this study engaged in moonlighting for monetary reasons. In alignment with the literature, this study found that the participants considered financial reasons very or somewhat important to the rationale behind working a second job (Raffel & Groff, 1987). Similar to Pearson et al. (1994), this study found some participants chose to moonlight as a means to pursue a secondary work interest or as preparation to leave the profession altogether. Similar to Winters (2010), this study found participants who worked second jobs to fulfill personal interest and utilize talents. While not reported in the literature, this study found that most of the participants enjoyed moonlighting.

Experiences with Other Educators Who Moonlight

Existing literature failed to name specific jobs that educators take on while moonlighting. This study found that most educators either tutor after school, teach summer school, or work in restaurants as bartenders or waitresses. While Williams (1993) and Stewart (1981) found that there were teachers who took pleasure in moonlighting and did it for the enjoyment rather than for financial gain, existing literature failed to describe how well educators enjoyed their moonlighting jobs. In this study, some participants stated that educators enjoying moonlighting depended on what job each educator took. Another two participants hoped educators enjoyed what they do while moonlighting because it would be sad if they did not. However, one participant stated it was hard to see educators enjoying moonlighting because moonlighting caused them to give up time away from family or not have time to grade papers, plan lessons, and complete paperwork.

Similar to Raffel and Groff (199), this study found that there were teachers who would not continue to work if their teacher salary were to increase. Aligned with Williams (1993), this study also found that moonlighting for most teachers was "an unquestioned, unavoidable, and often permanent necessity" (p. 73). While not reported in existing literature, this study also found the likelihood of educators leaving teaching because of moonlighting. One participant knew of educators who left teaching because of their moonlighting experience. However, most participants felt that if teachers left the education field, it would not be solely because of their moonlighting experience but because of their disdain for teaching altogether.

While not reported in existing literature, this study also found the characteristics of educators who moonlight. The participants all felt that most female educators were the ones who moonlighted. Most of the participants stated that educators of all races moonlighted. All six participants shared that educators in their 30s to 40s were generally the ones with a second job. All six participants also saw educators who had various levels of educational degrees moonlighting. Three of the participants knew of single and married educators who moonlighted.

Experience with Moonlighting

Similar to existing literature, this study found that educators found moonlighting inconvenient due to the time it took away from their families, friends, and loved ones (Parham & Gordon, 2011; Boone et al., 2006). However, this study also found that there were educators who were able to balance their time because they were in control of their moonlighting schedule. Adding to existing literature, this study found that educators felt that teaching was harder than their moonlighting job. This study also found that most educators believed teaching was more important than moonlighting. However, the time distribution spent at both jobs varied for each participant.

While most of existing research agreed that teacher moonlighting had the potential to have harmful effects on teacher's professional performance and education in general (Maninger et al., 2001; Winters, 2010; Pearson et al., 1994; Wisniewski & Kleine, 2018; Bobbit, 1988; Ballou, 1995), this study found that educators did not feel that moonlighting affected the quality of their educator's job. One participant felt that his

moonlighting job helped him to become a better educator. On the contrary, there was one participant who stated her educator job helped her become better at her moonlighting job.

Adding to existing literature, this study explored the effects of COVID-19 on each educator's experience moonlighting. Two participants experienced positive effects of COVID-19 on their moonlighting experience. One of the participants was able to grow his business's clientele. The other participant was able to explore other options that were financially beneficial to her and her family. Two participants stated that COVID-19 did not affect their moonlighting experience much. There were two participants who shared the negative effects of COVID-19 on their moonlighting experience. Both of those participants were unable to moonlight due to COVID-19 making it not possible.

Benefits and Problems of Moonlighting

Similar to Ballou (1995) and Williams (1992), this study found that educators who moonlighted felt no effects on their teaching. The participants attributed this to being passionate about teaching, earning more credibility at work because of their moonlighting experiences, and being able to schedule the hours they chose to moonlight. Similar to existing literature, this study found some participants who did have a lack of time to give attention to their personal lives due to moonlighting (Parham & Gordon, 2011), including limited family time (Boone et al., 2006). Like Boone et al. (2006), there was a participant in this study who admitted that moonlighting had a negative effect on her health. She found herself always tired. She also admitted to becoming more volatile, on edge, and easily irritable due to her moonlighting. However, unlike the existing literature, this study found the majority of the participants stating that outside of occasionally being tired,

there were no physical, emotional, mental, or psychological effects to their well-being due to moonlighting.

Adding to existing literature, this study found that some educators rarely had time to do self-care and tended to neglect themselves due to moonlighting. An additional topic to add to existing literature is the support educators received from family and friends while moonlighting. This study found one participant who stated that moonlighting put a strain on her family; however, most of the participants share how support their family members were while they moonlighted. This study also found that most educators had supportive friends who understood and support their need to moonlight.

Adding to the existing literature, this study found moonlighting had a negative effect on only one participant. She was unable to volunteer in the community like she desired due to the time needed to moonlight. However, another participant became well known in the community due to her moonlighting experience. Also, adding to the existing literature, this study found that some educators grew closer to their students' parents due to the connections they made through their moonlighting roles. However, there were participants who saw no effects on the relationship to their students' parents due to their additional moonlighting jobs.

Adding to the existing literature, this study also reported the effects moonlighting had on professional identity, performance, and growth at school. There was a participant who felt she would have been able to do additional duties at her school if she were not moonlighting. One participant felt that moonlighting did not hurt nor help her professionally because her moonlighting job was similar to her teaching job. There was

only one participant who saw improvement to his professional identity due to moonlighting. He stated that he began to receive more attention at school due to what he was able to do in the community with his moonlighting jobs. This led to him receiving more leadership duties at school.

Adding to the existing literature, this study also reported on the effects on the relationships with fellow educators, school leadership, and school and school districts. Most educators saw no effects on their relationship with their fellow educators due to their moonlighting experiences. Yet, one participant found herself being considered an expert in early childhood special education due to her moonlighting experience—so much so that fellow educators came to her for advice and guidance. All six educators stated that there was no effect on the relationship with their school leadership due to their moonlighting experiences. Most of the participants stated that there were no effects on their relationship with the school and school district. There were some participants who expressed the need for school leadership and districts to be more supportive of educators who moonlighted.

Comparison of Moonlighting Job to Educator Job

Existing literature stressed the fact that moonlighting had the potential to have harmful effects on a teacher's professional performance (Maninger et al., 2011; Winters, 2010; Pearson et al., 1994; Wisniewski & Kleine, 2018; Bobbit, 1988; Ballou, 1995). However, this study found that all six educators disagreed completely with that statement. Adding to the existing literature, this study also explored whether the educator job or the moonlighting job brought the participants the most personal satisfaction. One participant

found that teaching brought her the most satisfaction. Two participants preferred their moonlighting job for personal satisfaction. Meanwhile, most of the educators found personal satisfaction in both jobs.

Similar to Raffel and Groff (1987) and Wisniewski and Kleine (2018), this study also reported that most of the educators believed that a major element pushing educators to moonlight was pay or the lack thereof. Additional major elements reported in this study that aligned with the literature were lack of financial resources (Raffel and Groff, 1990), exploring other career options (Boone et al., 2006; Wisniewski & Kleine, 2018), not being paid enough (Raffel & Groff, 1987; Wisniewski & Kleine, 2018), and the cost of living (Williams, 1993). Adding to existing literature, the study also found teaching over workload, lack of pay raises, and the desire to live comfortably as other major elements that pushed educators to moonlight. In contrast to existing literature, this study found that most educators do not feel there were any contradictions to holding two jobs down.

Stakeholders' Support of Educators Who Moonlight

Adding to existing literature, this study explored how stakeholders should support educators who moonlight. This study found that educators had various ways of supporting themselves while they moonlighted. Some chose to maintain a schedule. One participant chose to focus on her reason she chose to moonlight as her motivation, while another budgeted so that she could eventually stop moonlighting completely. This study also found that the educators received support from their families. Additionally, some of the educators had the support of their friends but found support from the community

lacking. Similarly, all of the educators felt that school leaders, school districts, and policy makers could be more supportive of educators who moonlight.

Overall Narratives

Adding to the literature, this study found controlling themes that illuminated each educator's narrative. Each educator in this study shared their personal experience with moonlighting. While there were similarities throughout their narratives, each individual had a unique perspective on educators who moonlight. The three controlling themes in Amanda's overall narrative were those of necessity, ease, and advancement. Donna's two controlling themes were enjoyment and retirement. The two controlling themes in Lucy's overall narrative were those of love and the need for more money or better pay. Marquis's three controlling themes were entrepreneurship, passion, and impact. Three controlling themes in Nicole's overall narrative were those of necessity, a desire to have a better lifestyle, and enjoyment. The three controlling themes of Susan's overall narrative were those of choice, ease of working additional jobs, and the convenience of scheduling her work schedules. While each participant had their own story to tell, the overarching theme that resonated in this study was the need for them all to earn additional income.

Implications for Practice

Teaching continues to be one of the top-ranking professions in which employees feel the need to moonlight in order to earn additional income. While there have been increases in teacher salaries in the state of Louisiana, those salaries still do not match the cost of living. Thus, educators are still placed in the position to need secondary jobs to

supplement their low teacher salary. Some recommendations for practice for addressing these needs are discussed below.

Educators

For educators who find themselves needing to work an additional job to earn extra money, it is recommended to find a secondary job that brings enjoyment. There are several options available for educators whether it be in the school district or outside of the district. The benefits to working within the district are positions are typically after school or during the summer, and the additional roles allow educators to become known throughout the district. However, there are benefits to working outside of the districts as well. Participants found that they were able to explore their interests and develop post-teaching pathways because of their secondary jobs outside of the district. Working an additional job is going to require time away from other things like grading, spending time with family and friends, and having time for yourself. Thus, it is important to maintain a balance. Equally as important is maintaining one's well-being. While working a second job can be tiring, educators who do so must be mindful of their physical, emotional, mental, and psychological well-being. Having a good support system is also vital.

For fellow educators who work with other educators who moonlight, it is important to understand that no one expects others to do their jobs for them. Thus, being understanding is the best way to provide support. Educators who moonlight may require their fellow educators to collaborate more or plan ahead more often. Additionally, educators who moonlight may not be able to lead committees or be the person in charge.

Yet, as one participant stated, no one is expected to have pity or coddle educators just because they have to work a second job.

Families, Friends, and Communities

Family members of educators who moonlight should support those educators by being understanding. The participants all shared how their family members understood the purpose of their moonlighting. These educators will not have as much time to spend with family members. Additionally, family members can show support by stepping in when needed while educators work second jobs. Two participants expressed gratitude towards family members who took care of their children while they moonlighted. Another participant shared how her husband took care of her daughter and had dinner waiting for her on the nights she tutored after school.

Friends of educators who moonlight should also support those educators by being understanding. Again, these educators will not have as much time to spend with their friends. Educators will find themselves splitting their free time among themselves, their families, their teaching duties, and their friends. Friends can be supportive by coming to see the educator at their second job, if possible. One participant shared that she loved when her friends came to see her while she waitressed at a local restaurant. Additional ways friends can be supportive is by telling others in the community about the businesses their educator friends own. Two participants shared how much they appreciated that their friends spread the word about their businesses to others. One participant admitted it was like having "free advertisement."

Most of the participants shared that the community could support educators who moonlight through kindness. Educators who moonlight are not looking for the community to pity them or judge them for having to moonlight. One participant suggested that the community be kind if they saw a teacher moonlighting at another job field. Community members should not be in shock that teachers work additional jobs. Nor should community members view moonlighting negatively. One participant stressed that it is important for those in the community to understand that educators are working additional jobs because "they want to be able to have the same life experiences as everyone else." Lastly, one participant wanted community members to be advocates for educators. She wished for community members to advocate better pay for educators. Community members can do so by attending school board meetings and by voting for any bond propositions that would increase teacher pay.

School Leaders

Most of the participants expressed the desire for school leaders to be more understanding and supportive of educators who moonlight. School leaders should not load educators with additional paperwork or tasks that are unnecessary. It is important for school leaders to understand that some educators may not be able to commit to after school duties or leadership roles due to the need to work additional jobs after school. Thus, school leaders must be able to provide educators with options to meet the requirements of additional duties at school. This could include having duties before school or during the school day.

School Districts

Several of the participants chose to moonlight within the district. They appreciated the additional opportunities available within the district to make more money. The participants stressed the need for school districts to continue to provide opportunities for educators to make more money if needed. These opportunities include after school tutoring, teaching summer school, and/or leadership roles that pay an additional stipend. In addition to this, school districts should also consist of school board members who advocate for teachers, whether that be advocating for teacher pay raises when possible or ensuring that the requirements of teachers not be too taxing on their daily workload.

Implications for Policy

Participants wanted policy makers to provide more funding for teacher salaries. This is possible through a revamping of the salary schedules teachers are assigned to. Most of the salary schedules in northwest Louisiana are based on an educator's years of experience and educational degree level. However, the participants found that even with master's degrees, they still needed to moonlight to make additional income. This was due to only receiving an additional $2,000 in their annual salary for earning a higher degree. Policy makers should show that they value educators advancing their expertise by acquiring higher degrees. Educators require higher salaries in order to be able to focus solely on their primary job as a teacher. Policy makers should make this happen by increasing funding so that Louisiana's average teacher salary is closer to the national average. In doing so, educators who are beginning their career and seasoned educators would not feel so inclined to work additional jobs to supplement their income.

Implications for Future Research

Existing literature focused on the financial needs of educators who moonlight. This study explored additional avenues related to teacher moonlighting. Within each participant's overall narrative, additional reasons for moonlighting and outcomes of moonlighting were discovered. It would be interesting to see how many other educators found reasons outside of financial reasons for moonlighting. While this study centered around teachers in northwest Louisiana, teacher moonlighting is a national phenomenon. Thus, this study could be duplicated to cover other regional areas not only in Louisiana, but throughout the continental United States. In addition, in the midst of this study, the COVID-19 pandemic occurred. Although this study did explore the effects of COVID-19 on the participants' experiences with moonlighting, there is many details surrounding the effects of COVID-19 on educators that could be of interest. Some of these details include: (1) the number of educators who began moonlighting due to the effects of COVID-19 on their household, (2) the types of moonlighting jobs available to educators during COVID-19, (3) the stress of working both as an educator and moonlighting during COVID-19, and (4) the likelihood of educators quitting teaching due to need to moonlight throughout the pandemic.

Limitations

This study utilized narratives instead of numbers to analyze and focus on understanding human actions. The purpose of the narratives was to shed additional light on the phenomenon of teacher moonlighting from the perspectives of teachers themselves. This study hoped to have a diverse population of participants based on school

level taught, gender, years of experience, and level of university degree earned, but that was not guaranteed. Future researchers should consider the following limitations:

1. When determining the sample, convenience sampling may not be the best way to go. This study utilized a convenience sampling of educators who all belonged to an online social media group. While the membership of the social media group was over 1,000 members, participation in the initial interest survey was minimal. This caused the demographics of the participants to be very limited. It was quite difficult to truly obtain the goals of the maximum variation sample. To obtain a more diverse population of participants, it may be beneficial to do a random sampling of educators from a specific region.

2. This study utilized online interviews via Zoom to collect data. This limited the personal interactions between the researcher and each participant. While the researcher controlled her setting for each interview by having a clear, quiet background, participants were not always able to control the environment around them. Researchers should strive for in person interviews in a controlled environment, if possible.

3. Although the data collection was broken into three interviews, the participants still found each interview long and redundant. Having specific questions to ask the participants limited the data due to the participants' short answers and lack of elaboration. Researchers should allow the interview to be more conversational and feed off the participant's responses.

4. During the data collection process, some participants became infected with COVID-19. This prolonged scheduled interviews and conducting follow-up conversations with those participants. Researchers should be mindful of time limits. Researchers should also plan for potential unforeseen circumstances that may hinder progression of the research process.

5. To eliminate bias, I chose to share my experience of moonlighting with my participants. Researchers may or may not have an experience moonlighting. However, all researchers should share their reason and connection to the phenomenon.

Summary

Teaching ranks in the top four professions whose employees feel the need to moonlight. Moonlighting often serves as a solution to teachers' low salary. This research study aimed to describe the lived reality of moonlighting teachers in northwest Louisiana. This phenomenological and qualitative study used descriptive non-experimental research through a narrative inquiry design. Purposive then convenience sampling was used to select the participants from a population of teachers belonging to an online social media group of teachers who all taught in northwest Louisiana. Once the participants were selected, a maximum variation sample was then derived from the original convenient sample. Each individual teacher served as the individual unit of observation and analysis. Primary data were collected through a series of three online, semi-structured interviews. The methods of qualitative data analysis utilized in this study consisted of transcribing

the participants' interviews, generating codes, analyzing the codes to create themes, and turning those themes into narrative summaries of each participant's lived experience.

One of the major findings from the study was that all participants moonlighted to earn additional income; however, the use of that income varied. The types of jobs most educators chose for their moonlighting experiences were tutoring, teaching summer school, or waitressing/bartending at a restaurant. None of the participant felt that educators left teaching due to moonlighting. Most educators were able to find something enjoyable about moonlighting but found it took time away from family and friends. Educators felt that they were still able to fulfill their teacher responsibilities while moonlighting. Family and friends were typically supportive of the educators while they moonlighted, but the participants expressed the need for more support from community members, school leaders, school districts, and policy makers.

Major similarities to literature included the number one reason why teachers moonlighted being for financial reasons, the various times educators chose to work a second job, and the variety in teachers' choice to moonlight within or outside of the school district. One major difference from the literature was how the participants did not feel moonlighting affected the quality of their educator job. Additions to the literature found in this study included describing the specific types of jobs educators took while moonlighting, the characteristics of educators who moonlighted, the effect of COVID-19 on educators' experience with moonlighting, how moonlighting effected the educators' relationship with others, and how stakeholders should support educators who moonlight.

Implications for practice, policy, and future research were also discussed. Implications for practice included what educators, family and friends, school leaders, school districts, and policy makers should do to support educators who moonlight. Policy implications included a revamping of salary schedules to recognize the efforts made by teachers to advance their educational level of degrees and to account for the cost of living. Future research should include exploring the experiences of moonlighting educators in other regions and developing further research related to the effects of COVID-19 on teacher moonlighting.

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APPENDIX A

Facebook Recruitment Post

Text of Post:

Dear educators,

I am a doctoral researcher conducting a study about the teacher moonlighting experiences of northwest Louisiana teachers. Teacher moonlighting is when a teacher holds a secondary part-time job in addition to full-time teaching.

Moonlighting jobs include:

- part-time jobs within the school district or outside of the school district
- within the educational field or employment in a completely different field
- jobs held after school, on the weekends, during school breaks, or all throughout the school year

Should you be an educator who (1) currently is employed in Caddo Parish (2) teaches grades K-12 (3) is employed in a rural, suburban, or urban public school in Caddo Parish (4) have moonlighted within the last 5 years and are willing to honor me by participating in my efforts to improve the awareness of teachers' desire/need to moonlight, please click the link below to take a quick survey (insert link here).

This study will benefit the educational community by contributing to a better understanding of the circumstances that lead teachers to moonlight. Your participation will involve three 90 minute online interviews separated by a few weeks, which will occur through a secured server. This study follows the highest standards of research ethics, including total protection of your identity.

Please be assured that my research study will adhere to the highest standards of educational research ethics, including but not limited to securing an SFASU Institutional Review Board (IRB) approval, protecting confidentiality and anonymity of all participants at all times, and making sure the research does not cause any risk, harm, or discomfort to any of the participants. Participation in this study will be totally voluntary and will not involve any kind of compensation.

To fully protect your confidentiality, please do NOT reply to this post in public (your participation in the survey is enough). Should you need to further communicate with me, please send me an email at the following address: greggsjr@sfasu.edu

Six participants are needed for this study. After these are decided upon, you will be informed accordingly.

Thank you so much for your time in reading this post and for your potential interest.

APPENDIX B

Demographics Form

1. Do you teach at a public K-12 school in Caddo Parish? (if no, the survey will end)
2. Have you moonlighted within the last five years? (if no, the survey will end)
3. What is your age range?
    a. Less than 35
    b. 35-50
    c. 50 or higher
4. What grade level do you currently teach?
    a. K-5
    b. 6-8
    c. 9-12
5. How would you categorize your school?
    a. Rural
    b. Suburban
    c. Urban
6. Please select your ethnicity.
    a. Hispanic or Latino
    b. Non-Hispanic or Latino
7. Please select your race.
    a. Caucasian/White
    b. Black/African-American
    c. Asian
    d. American Indian or Alaska Native
    e. Native Hawaiian or Pacific Islander
    f. Other
8. Please select your highest level of education.
    a. Bachelor's Degree
    b. Master's Degree
    c. Master's plus 30
    d. Specialist Degree
    e. Doctorate Degree
9. Please select your gender.

a. Female
b. Male
c. Other

10. Please select your teacher salary range.
    a. Below $40,000
    b. $40,000 -$50,000
    c. $51,000-$60,000
    d. $61,000 and above

11. Please list your years of teaching experience.
    a. Less than 5 years
    b. 6-10 years
    c. 11 or more years

12. Please select one of the following:
    a. Single with no children
    b. Single with children
    c. Married with no children
    d. Married with children
    e. Divorced with no children
    f. Divorced with children

13. Are you currently serving as the head of your household?
    a. Yes
    b. No

14. When do you moonlight?
    a. Throughout the entire year
    b. After-school
    c. On weekends
    d. In the summer only
    e. During multiple school breaks

15. Is your moonlighting job within the school district or outside of the school district?
    a. In the school district
    b. Outside of the school district

16. Is your moonlighting job in the educational field, outside of the educational field, or both?
    a. In the educational field
    b. Outside of the educational field
    c. Both

17. What is your main reason for moonlighting?
    a. Due to financial need
    b. For pure enjoyment
18. Please list your contact information below. Please include your name, email address, and phone number.

APPENDIX C

Consent Form

Dear participant,

My name is Jessica Greggs, and Educational Leadership doctoral student at Stephen F. Austin State University. I am currently conducting a research study titled *Teacher Moonlighting: A Perceptual Study in Louisiana*. The purpose of the study is to describe the lived reality of moonlighting teachers in northwest Louisiana. This study will be beneficial to the educational community since it will contribute to a better understanding of the circumstances that lead teachers to feel inclined to moonlighting and the effects those teacher experience as a result of moonlighting.

I hope you will accept my cordial invitation for you to participate in this study. Should you accept my invitation, you will participate in three 90-minute Zoom Meeting Video Chat interviews, separated by a week period. The interviews will be audio-recorded. The digital recording will be stopped at any time you think needed. Transcripts of your interviews will be shared with you so that you can review them for accuracy.

This IRB approved and non-compensated research study is designed to fully protect your anonymity and confidentiality during all phases of the research, after its completion, and during its public dissemination. All collected data, information, files, and communications will be secured at all times and permanently destroyed five years after its collection. Should you accept that the interviews be audio-recorded, the recordings will be made using SFASU Zoom. The audio-recordings will not be archived for any future research. The audio-recordings will be destroyed five years after transcription.

Taking part in this study is totally voluntary. You can withdraw from this study at any stage, and without any consequences. You will also have the choice not to answer any interview question or group of questions, and without the need for any justification. Your participation does not mean that you are giving up any legal rights.

There are minimal anticipated risks of this research beyond those encountered in everyday life (e.g. low level of psychological/emotional discomfort). Should you be exposed to such risk, the interview can be terminated at any time and at your request.

Should you have any questions about this research or be interested in a copy or summary of this study's results, you may communicate with Dr. Ali Hachem, project coordinator (hachema@sfasu.edu). Should you have any questions about whether you

have been treated in an illegal or unethical way, please feel free to contact Stephen F. Austin State University's Office of Research and Sponsored Programs (936-468-6606).

Respectfully yours

Jessica Greggs

APPENDIX D

Interview I

<u>Introductory Questions:</u>

1. Could you please describe yourself as a teacher?
2. Could you please describe yourself as a moonlighter?
3. How do you think your teacher identity and your moonlighter identity coexist?
4. Would you recommend moonlighting to a fellow educator?

<u>Research Question 1: What caused the participants to moonlight?</u>

5. What is the major reason that made you decide to moonlight?
6. Did you have other reasons that made you decide to moonlight?
7. Do you enjoy your job as a moonlighter?
8. What will make you quit moonlighting?
9. Do you envision yourself leaving teaching based on your experience with moonlighting?
10. Based on your acquittance with other educators who moonlight, why do you think these educators decide to moonlight?
11. What kind of jobs do these educators take?
12. Do you think these educators enjoy their jobs as moonlighter?
13. What do you think will make these educators quit moonlighting?
14. Do you envision some of these educators leaving teaching based on their experience with moonlighting? Could you please elaborate?
15. Do you see more educators moonlighting from a certain gender? Why do you think so?
16. Do you see more educators moonlighting from a certain race/ethnicity? Why do you think so?
17. Do you see more educators moonlighting from a certain economic status? Why do you think so?
18. Do you see more educators moonlighting with a certain education level? Why do you think so?
19. Do you see more educators moonlighting from a certain age group? Why do you think so?
20. Do you see more educators moonlighting from a certain family structure (single versus married for example)? Why do you think so?

APPENDIX E

Interview II

Research Question 2: How do participants describe their experience with moonlighting?

1. Could you please describe your overall experience with moonlighting in some details?
2. What do you enjoy most about moonlighting?
3. What do you find inconvenient about moonlighting?
4. What did you find surprising about your experience with moonlighting?
5. How do you compare your school work experience to your moonlighting work experience?
6. What in moonlighting that you do not get from your school work?
7. What in your school work that you do not get from moonlighting?
8. Which job is more difficult to you?
9. Which job is more important?
10. Where do you find yourself more?
11. Does moonlighting help you be a better educator or the contrary?

Research Question 3: What were the benefits the participants experienced from moonlighting?
Research Question 4: What were the problems the participants experienced from moonlighting?

12. How does moonlighting affect your overall professional life?
13. How does moonlighting affect your overall personal life?
14. How does moonlighting affects you physically?
15. How does moonlighting affects you emotionally, psychologically, and mentally?
16. How does moonlighting affect your relationship to yourself?
17. How does moonlighting affect your relationship to family?
18. How does moonlighting affect your relationship to friends?
19. How does moonlighting affect your relationship to your community?
20. How does moonlighting affect your time?
21. How does moonlighting affect your overall quality of life?
22. How does moonlighting affect professional identity, performance, and growth at school?
23. How does moonlighting affect your relationship to your students and classrooms?
24. How does moonlighting affect your relationship to parents of your students?
25. How does moonlighting affect your relationship to your fellow educators?

26. How does moonlighting affect your relationship to your school leadership?
27. How does moonlighting affect your relationship to your school and to your school district?

APPENDIX F

Interview III

Research Question 5: How do the participants compare their moonlighting job to their educator job?

1. Some would argue that educators should not moonlight because this affects their ability to do their job at school. What do you think about that?
2. Which of the two jobs brings you more personal satisfaction? Could you please elaborate?
3. What are the major elements in a school that would push an educator to moonlight?
4. Do you feel any contradictions in holding two jobs, a primary one and a moonlighting one?

Research Question 6; What do the participants think different stakeholders are doing and should to support educators who moonlight?

5. What are you doing to support yourself as an educator who moonlight?
6. How can you better support yourself as an educator who moonlight?
7. What are families doing to support educators who moonlight?
8. How can families better support educators who moonlight?
9. What are friends and communities doing to support educators who moonlight?
10. How can friends and communities better support educators who moonlight?
11. What are fellow educators doing to support educators who moonlight?
12. How can fellow educators better support educators who moonlight?
13. What are school leaders doing to support educators who moonlight?
14. How can school leaders better support educators who moonlight?
15. What are schools and districts doing to support educators who moonlight?
16. How can schools and districts better support educators who moonlight?
17. What are policy makers doing to support educators who moonlight?
    How can policy makers better support educators who moonlight?

VITA

Jessica Renae Greggs graduated with honors from Caddo Magnet High School in 1999. She received her Bachelor of Arts Degree in Elementary Education from LSUS in 2003. Her first classroom experience was as a Head Start teacher working for Tyler ISD. Because of her love of early childhood education, she pursued a Master of Arts degree in Early Childhood Education from the University of Phoenix, which was conferred in 2007. She has classroom experience in all Pre-K-12 grade levels, except for kindergarten and third grade. In 2010, she earned her Educational Leadership Certification from the University of Texas at Tyler. This degree led her to Caddo Parish, Louisiana, where she has served in leadership roles such as Content Coach, Social Studies Lead Teacher, Intensive Math Teacher, Tutoring Coordinator, and Curriculum Resource Teacher. Currently, she serves in Arlington Independent School District as a testing facilitator. She was accepted into the 2016 Doctoral Cohort at Stephen F. Austin State University, where she earned a Doctor of Educational Leadership Degree in 2022.

Permanent Address: 1901 Sandy Ct. Apt. B., Arlington, Tx 76012

Email Address: drjessicagreggs@gmail.com

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