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A comparison of career goals and educational values between Hispanic immigrant and Caucasian United States citizen employees of Louisiana crawfish farm operations

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**A COMPARISON OF CAREER GOALS AND EDUCATIONAL VALUES BETWEEN
HISPANIC IMMIGRANT AND CAUCASIAN UNITED STATES CITIZEN
EMPLOYEES OF LOUISIANA CRAWFISH FARM OPERATIONS**

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The School of Human Resource Education and Workforce Development

by

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May 2011

DEDICATION

I dedicate this study to the Moguel Tamayo family. My experiences in the Yucatan region of Mexico and desire to understand the culture in the region have proven to be an extraordinary learning experience. These experiences have been a result of the Moguel Tamayo family's generosity and willingness to allow me to be a guest in their home on multiple occasions. In addition, the Moguel Tamayo family has been a primary source of inspiration and I would never have been able to complete this study without their support and recommendations.

I would also like to dedicate this study to the population of migrants who have left their homes in search of a better life and the ultimate pursuit of happiness. Thank you.

Mi trabajo de tesis doctoral esta dedicado a la familia Moguel Tamayo. Mis experiencias en el estado de Yucatán en México y mi deseo por entender la cultura en la región, ha llegado a ser una gran experiencia de aprendizaje. Esta experiencia ha sido gracias a la generosidad y la buena voluntad de la familia Moguel Tamayo al permitirme ser un invitado en su hogar en múltiples ocasiones. De igual modo, la familia Moguel Tamayo ha sido el primer recurso de inspiración y nunca hubiese sido posible completar este estudio sin su apoyo y recomendaciones.

Me gustaría también dedicar este estudio a la extensa población de migrantes, quienes han dejado sus hogares en busca de una mejor vida y de la felicidad. Gracias.

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ABSTRACT

Hispanic immigrants come to the United States with hopes to obtain a better life for their families through perceived better wages and educational opportunities. One source of income for Hispanic immigrants is through employment in crawfish farm operations. Crawfish farm operations benefit from the employment of Hispanic immigrants through government programs that supply workers to the industry. Therefore, many crawfish farm operations in Louisiana employ both Caucasian U.S. citizen and Hispanic immigrant labor to operate efficiently.

The purpose of this study was to compare selected characteristics of crawfish farm workers as well as to explore values related to education, monetary values, career expectations, and perceptions of migrant workers held by each ethnic group. The results of this study indicated significant differences associated with Hispanic immigrant and Caucasian U.S. citizen crawfish farmer's educational backgrounds, demographics, monetary values, career values, and perceptions of migrant workers.

The Hispanic immigrants are younger and have a lower overall educational attainment than the Caucasian U.S. citizens. Also, education is equally important for Caucasian U.S. citizens and Hispanic immigrants. Hispanic immigrants perceive monetary earnings and migrant workers as more important than is perceived by Caucasian U.S. citizens; while Caucasian U.S. citizens perceive career plans and working on crawfish farms as more important than is perceived by Hispanic immigrants.

The results of this study can be used by extension services and other educational programs to direct future educational activities based on collected information related to values and perceptions of crawfish farm employees in Louisiana. These activities can enhance the value of extension and educational programs that are meant to serve all populations in Louisiana.

CHAPTER 1: INTRODUCTION

Rationale

Many Louisiana farm operations employ a culturally and ethnically diverse group of workers. The southeastern United States has seen the most rapid growth of Hispanic immigration; however, the widespread population of Hispanic workers in agriculture remains understudied and has proven very difficult to reach for studies due to vulnerabilities of this population (Parrado, McQuiston, & Flippen, 2005). In the agricultural industry, Hispanic immigrants (see definition on p. 24), Caucasian U.S. citizens (see definition on p. 24), and African-Americans comprise approximately 43.0, 48.7, and 4.0% of hired farm workers in the United States, respectively (Kandel, 2008). Within the entire agricultural industry in Louisiana, between 10 and 18% of farm employees are Hispanics that are permitted to immigrate under government visa programs (Garcia & Martinez, 2005). These programs recognize the value of the Hispanic immigrants and therefore help realized the economic benefits to both farm managers and the Hispanic immigrant employees (Garcia & Martinez, 2005). Farm managers participating in these government visa programs can increase farm operation efficiency by increasing production while decreasing labor costs, as farmers are allowed to pay Hispanic immigrant workers at reduced wages and are not required to provide other job-related benefits (Garcia, 2005).

Rochin stated that the corporate and governmental changes in American agriculture related to farm size and management will eventually result in greater regulation of farm labor employment (1999). This increased regulation could ultimately lead to fewer employment possibilities for domestic farm workers and resulting in a greater need for current farmers to seek alternative sources of labor, which includes various forms of foreign labor (Rochin, 1999).

According to Cuevas de Caissie, people view Hispanic immigrant labor in many different ways, both positively and negatively (2008). One view held by some U.S. citizens is that Hispanic immigrant labor helps the economy by providing work at reduced wages, while an opposing view suggests that Hispanic immigrant labor displaces many current U.S. citizens, thus contributing to higher unemployment rates within the United States (Cuevas de Caissie, 2008; Wong-Rieger & Quintana, 1987). As of January 2000, over 4.8 million unauthorized immigrants were estimated to be living in the United States (Fisher, Marcoux, Miller, Sanchez, & Cunningham, 2004), which is perceived as a threat to the U.S. economy in the view of many U.S. citizens, while others feel the employment of foreign labor is necessary for a thriving market economy. However, Heise (2002) and Rochin (1999) have pointed out that many Hispanic immigrants, including those that are undocumented, have contributed widely to the advancement of American agriculture as well as provided labor for other industries.

Hispanic immigrant workers who participate in government visa programs are often paid below the U.S. average minimum wage and may therefore appear to be exploited or overworked at wages that seem unacceptable, causing a lifestyle change and potential disadvantage when compared to other ethnic groups; however, this is not the case, according to Cuevas de Caissie (2008). Every year people from Mexico, the leading source of legal immigration (see Figure 1), choose to come to the United States seeking a better way of life through increased wages (as defined by the theory of human capital) (Cuevas de Caissie, 2008). In addition, better education for their children is a goal for many immigrants from Mexico (as defined by the assimilation theory) when compared to living conditions in their home country (Cuevas de Caissie, 2008; U.S. Census, 2005).

The source of income for a majority of these immigrants is unknown (Cuevas de Caissie, 2008); however, Hispanic immigrant workers in the government-supported programs can earn an

income considerably higher compared to wages that could be earned through other means in their countries of origin (Cuevas de Caissie, 2008).

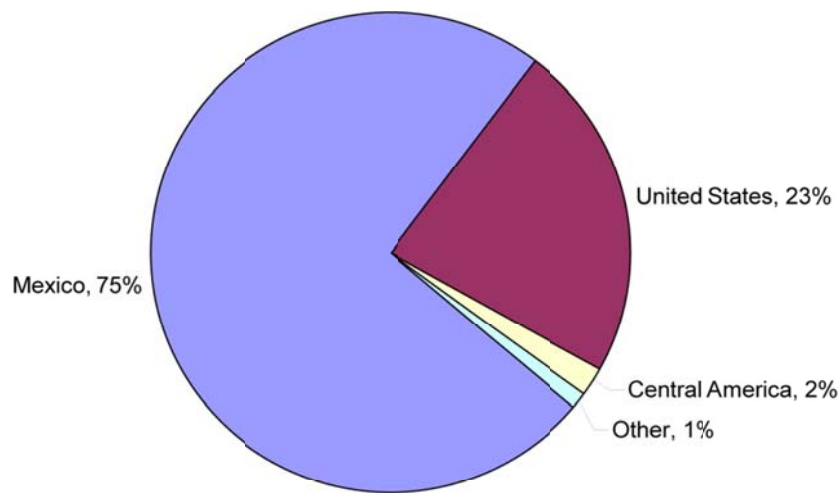


Figure 1. Geographical distribution of birth locations of farm employees working in the United States. Taken from “Findings from the national agricultural workers survey: A demographic and employment profile of United States farm workers,” by the U.S. Department of Labor. 2005. Research Report no. 9. Washington D.C.

In addition, the employment opportunities provided by these government programs allow Hispanic immigrant workers to work toward a greater goal: an improvement in the quality of life for their children by providing the financial means to obtain a meaningful educational background (Cuevas de Caissie, 2008). The educational success of children is influenced by many factors; one of these factors comes from the ideals of parents (Batalova & Lowell, 2007; Gaetono, 2007). From the perspective of the American ideal, the basis for a successful career is through a stable educational background (Gaetono, 2007). Both Hispanic immigrants and Caucasian U.S. citizens may have varying viewpoints and expectations of their children in terms of perceived educational success (Farner, Rhoads, Cutz, & Farner, 2005). However, given that a large proportion of Hispanic immigrants coming to the United States enter the workforce immediately as a stipulation through the government farm programs, educational success for Hispanic immigrants is not viewed as a selfish goal, but an aspiration to be attained by their

children (Farner et al., 2005). Vega and Sribney stated that as the population numbers continue to grow, the need and desire to learn English and subsequently, higher standards of educational achievement have become an increasingly important objective for the Hispanic population (2009). Specifically in Louisiana, the population of Hispanic immigrants that remain in the area after completion of relief work from natural disasters, such as Hurricane Katrina, stay to work in the agriculture or construction industries (Fussell, 2009). In the context of Hispanic immigrant farm labor and the value of education to both (American and Hispanic immigrant) cultures, the primary purpose of this study was to compare the perceived importance of employment in crawfish farm operations, educational values, monetary values, and values placed on migrant labor by ethnicity (Hispanic immigrants and Caucasian U.S. citizen) of Louisiana crawfish farm operation employees.

Across the southern United States, increases in overall agricultural and construction labor diversity have been documented. While the total number of small farms has been dramatically decreasing, the total number of Hispanic farm managers or leaders has increased, but this is not representative when compared to the populations of labeled leaders in other industries and politics (O'Sullivan, 2000).

Another factor that is a growing concern in agriculture is the aging population within many agriculture commodities, including the current crawfish farm industry employees and management. The average age of farm owners across the United States is over 55 years old, while the hired farm labor average age is under 35 years old (Martin, 2002). As the current population of agricultural employees increase in age in the United States, there is a growing need to assess where the field of agriculture will find a new population of farm employees and to what extent educational outreach will be a necessity in the future to these incoming employees (Martin, 2002).

As the Louisiana State University Agricultural Center (LSU AgCenter) has also significantly noted a growth of Hispanic immigrants in Louisiana, a response agenda has been created to assess the needs of this quickly developing population and culture as it assimilates into the environment by the creation of the Hispanic Outreach Task Force. Agriculture outreach must recognize this growing agriculturally centered Hispanic population and respond to the overall changing workforce (Garcia, 2005; O'Sullivan, 2000). While designing educational curricula that best suit the needs of the Hispanic immigrant population, Farner et al. (2005) stated that traditionally younger students as well as adult learners have a need for multiple high impact program designs that would enhance the overall knowledge base and incorporate new styles of education. Students (whether it be traditional students or adult learners) from Hispanic backgrounds respond to and desire an educational setting that offers multiple diverse learning styles and opportunities as already offered in many agricultural extension programs that cater to primarily English speaking clientele (Farner et al., 2005).

Groups in education tend to achieve at a much higher rate if a purpose is recognized by all stakeholders involved (Driscoll, 2003). Delgadillo (2003) indicated a great need to gain attention and meet the needs of clients as an objective measurement of a program's success and potential future for development. When consulting monolinguisitic Hispanic immigrants, one must be very aware of body language, because this will be the key point in consulting and communication with a culture that may not speak or comprehend the language (Delgadillo, 2003). If educators were to become more aware of social climates and variations in culture, this increase in awareness would help increase the perceived value of education by participants in educational programs through leadership development (Delgadillo, 2003). Delgadillo also indicated that maintaining facial expressions and contacts that are positive will enhance teaching

Hobbs (2004) indicated the need for agricultural extension and education to provide programs that are diverse among populations, including the Hispanic community. Hobbs also stated an imperative need to respect and gain knowledge of the cultural variances and differences associated with the Hispanic populations (Hobbs, 2004). The Hispanic culture has continually been impacted by abrupt cultural and environmental changes over the past century because of instability in political control and public policy changes in the United States (Hobbs, 2004). Previous studies did not primarily indicate the use of quantitative data in agriculture research; therefore, the need for an assessment related to objective data in Louisiana would prove much more beneficial to extension through the application and adaptation of survey analysis as well as forming a framework for future studies with the growing Hispanic population.

When learning from the Hispanic population, it is important to stay involved with the community and the population that regularly contributes to community efforts in education in order to develop programs that are of interest to clientele (Gregory, 2006). Motivation for community involvement in the Hispanic population includes respecting the culture and motivation of the family community as well as the surrounding community in agriculture (Gregory, 2006). Therefore, a relationship between the farm operators and farm workers being surveyed must be developed as a foundation within the agriculture extension community in order to enhance the current and future educational outreach programs provided by the agricultural education and extension services.

The intention of this study was to gain an understanding of the values and perceived importance related to educational goals and achievement regarding the growing Hispanic community in Louisiana, specifically in relation to Caucasian U.S. citizens compared to Hispanic immigrants that work in crawfish farm operations. In addition, this study examined whether the current Caucasian U.S. citizen and Hispanic immigrant crawfish farm employees have a desire to

operations in order to assist educational and agricultural extension programs to better serve the communities where crawfish farms exist. The objectives of the study were as follows:

1. Describe and compare the demographic and personal characteristics of Louisiana crawfish farm employees whether they are Caucasian U.S. citizens or Hispanic immigrants. The characteristics that were being compared are:
 - a. Gender
 - b. Ethnicity
 - c. Age
 - d. Number of years working in crawfish operations
 - e. Educational attainment
 - f. Country of citizenship
 - g. Seasonal or permanent employee
 - h. If crawfish farming is primary job
 - i. If first year in the United States
2. Describe and compare the value placed on education in general by Louisiana crawfish farm employees whether they are Caucasian U.S. citizens or Hispanic immigrants.
3. Describe and compare the value placed on education of children by Louisiana crawfish farm employees whether they are Caucasian U.S. citizens or Hispanic immigrants.
4. Describe and compare the value placed on monetary earnings by Louisiana crawfish farm employees whether they are Caucasian U.S. citizens or Hispanic immigrants.
5. Describe and compare values placed on career plans of Louisiana crawfish farm employees whether they are Caucasian U.S. citizens or Hispanic immigrants.

This also provided evidence that the Hispanic families that did come to America will seek to educate better themselves with technology that is currently available. Therefore, education seems to be a concern for Hispanic migrants residing in the United States. A primary difficulties identified by Fisher in many research studies are: the identification of these vulnerable populations and obtaining information from these community members because of legal pressures, defined vulnerability, and the shared suspicions surrounding anyone questioning them that is not within a trusted system or known community (2004).

Cuevas de Caissie interviewed Hispanic immigrants in order to gain a better understand some of their journeys and the aspirations that these immigrants had when deciding to come to the United States. Most Hispanic immigrants wanted to come to the United States for better educational opportunities for their children (Cuevas de Caissie, 2008; Fisher, 2004). One man that Cuevas de Caissie interviewed owned a home and his own land in Mexico, but still illegally crossed into the United States because there were many jobs available that Americans were not willing to do (2008). With this idea, he planned to work and send money to his family in his home country with the goal to set up a new business in Mexico and not remain in the United States for an extended period of time (Cuevas de Caissie, 2008). This was a plan to benefit the family and provide for better opportunities for his children to obtain an education without worrying about financial stability (Cuevas de Caissie, 2008). Another family interviewed by Cuevas de Caissie was from Guatemala and came to the United States seeking political asylum (Cuevas de Caissie, 2008). The family was wealthy and therefore sent their children to the United States for an education (Cuevas de Caissie, 2008). Cuevas de Caissie claimed that these children would lose their cultural identities because of the lack of immigration from Guatemala (2008). These two examples of immigration imply that obtaining an education for their children is an important goal for Hispanic migrants. Heise (2002) composed a set of material that

needs of smaller farms due to the implementation of larger farm corporations and the prevalent desire to meet the needs of the corporations was evidently more impacting over smaller farms operation needs (O'Sullivan, 2000). However, this program delivery system has also continuously recognized a need in extension programs to serve these smaller farm operators regardless of the number of immediate clientele locale (O'Sullivan, 2000). In addition, if effective programs are in place, the new populations of farmers can be a source of support for extension educators in all commodity groups (O'Sullivan, 2000).

Garcia stated that many times in research is the reported fact that there is an undercounted and underestimated population of Hispanic immigrant workers in the agriculture industry (2005). Therefore, consultants and producers in the agriculture industry must recognize and reach out to this population and respect the hidden workforce that is prevalent in the industry (Ewert, 1994; Garcia, 2005). When the Hispanic population is not included in many programs, a resultant perception of discrimination may lead to increased mistrust as well as undue stress within the population of Hispanic immigrant farm workers (Flores, Tschann, Dimas, Bachen, Pasch, & Groat, 2008). Therefore, programs related to education should include not only Hispanics, but also all ethnically diverse populations in an area (Flores et al., 2008).

While designing educational curriculums that best suit the needs of the Hispanic immigrant farm worker population, Farner et al. (2005) stated that students often recognize the need for multiple systems of education. Students from traditionally Hispanic backgrounds desire and thrive in many educational settings designed and provided in many high impact agriculture extension programs (Farner et al., 2005). Extension programs generally differ from traditional classroom educational settings because they offer more hands-on approached rather than teacher directed, which has proven more beneficial to student learning in various populations (Farner et al., 2005).

significantly higher value on working on crawfish farm operations than Hispanics ($M=2.08$, $SD=.67$) ($t(122) = 7.89$, $p<0.001$) (Table 18). The effect size according to the standards published by Cohen (1988) is 1.77 and is defined as large.

Objective 7: Louisiana Caucasian U.S. Citizen and Hispanic Immigrant Crawfish Farm Workers' Perceived Value of Migrant Farm Workers

Objective 7 from the study included 4 questions that Caucasian U.S. citizen and Hispanic immigrant respondents employed on crawfish farm operations in Louisiana ($N=124$) responded to indicating perceived value of migrant farm workers. These questions were:

- 27. How important is it that migrant workers work on crawfish farms in the future?
- 28. How important are migrant workers to crawfish farms?
- 29. How important are migrant workers to agriculture?
- 30. How important are migrant workers to the economy of the United States?

Value Placed on Migrant Workers

The Value Placed on Migrant Workers Scale contained items 27-30 in the research instrument. This scale was used to assess the perceived value placed on migrant workers to the respondents in the study. Cronbach's *alpha* was calculated to determine the reliability (internal consistency) of the scale. The Cronbach's *alpha* for the scale was .97, which indicates that the scales possessed exemplary reliability according to the standards published by Robinson et al., (1991). These data are presented in Table 23.

The highest rated item was the importance of migrant workers to agriculture which was rated as important ($M=2.96$, $SD=.90$). The lowest rated item was the importance of migrant workers working on crawfish farms in the future ($M=2.80$, $SD=.97$). The scale mean was 2.86 ($SD=.96$) which indicates that the respondents perceived migrant workers as important (Table 23).

CHAPTER 5: SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Purpose and Objectives

The summaries, conclusions, implications, and recommendations in this chapter are labeled as a direct comparison of data reported by the objectives in the study. Comparisons and conclusions are described as based on the review of literature and provide additional insight into reported data. The purpose of this study was to describe and compare personal characteristics, values placed on education, monetary earnings, career plans, working on crawfish farm operations, and perceptions of migrant worker value by Caucasian U.S. citizen and Hispanic immigrant crawfish farm workers in Louisiana. This study was developed to investigate values within the agriculture industry held by populations that have not been studied within the crawfish industry. The objectives used to guide this research were:

1. Describe and compare the demographic and personal characteristics of Louisiana crawfish farm employees whether they are Caucasian U.S. citizens or Hispanic immigrants. The characteristics that were being compared are:
 - a. Gender
 - b. Ethnicity
 - c. Age
 - d. Number of years working in crawfish operations
 - e. Educational attainment
 - f. Country of citizenship
 - g. Seasonal or permanent employee
 - h. If crawfish farming is primary job
 - i. If first year in the United States

Objective Six: Desire to Continue Working on Crawfish Farm Operations

Objective six sought to describe the employees' desire to continue working on crawfish farm operations. The employees rated their desire to continue working on crawfish farm operations as "important." There was a significant difference with a large effect size found between Caucasian U.S. citizen and Hispanic crawfish farm workers. The Caucasian U.S. citizen respondents indicated a rating of "important", and Hispanics indicated a "slightly important" rating for their desire to continue working on crawfish farm operations. Therefore, Caucasian U.S. citizens indicated a higher desire to work on crawfish farm operations than their Hispanic counterparts.

Objective Seven: Value Placed on Migrant Workers

Objective seven sought to describe the perception of values placed on migrant workers. The crawfish farm workers rated the Value Placed on Migrant Workers as "important." There was a significant difference with a large effect size found between Caucasian U.S. citizen and Hispanic crawfish farm workers. The Hispanic population indicated a "high importance" on migrant workers, and Caucasian U.S. citizens labeled migrant workers as "important."

Conclusions

The conclusions were based on the objectives of the study and were derived from information obtained from respondents in the study and add to the body of knowledge found through an extensive review of literature. The conclusions are presented in order by research objective. The conclusions are stated in **bold font** followed by a discussion of how the conclusion relates to existing research literature.

Conclusion One

Hispanic immigrants are younger and have lower educational attainment than Caucasian U.S. citizens working on crawfish farms in Louisiana. Kandel reported that a

large percentage of the Hispanic population entering the United States lack education when compared to the Caucasian U.S. citizen population in similar industries (2004). This study confirms Kandel's findings and conclusions that many Hispanic migrants come to the United States with limited education. Kandel (2004) also reported a correlation between educational achievement and poverty gaps found among ethnic groups. The findings from this study support the conclusions related to educational attainment when compared to Hispanic crawfish farm workers in Louisiana.

Conclusion Two

Both Hispanics and Caucasian U.S. citizens working in crawfish farm operations in Louisiana view education in general as important. Vega and Sribney (2009) stated that educational achievement has grown as an important factor of accomplishment for Hispanic workers in the United States. In addition, as the gap related to education is realized, both ethnic groups should view educational achievement as equally important (Altschul, Oysermann, & Bybee, 2008). This study supports the conclusions that as populations work with each other, the ideals related to education will become more closely related as a definition of the Assimilation Theory (Alba, 1997; Johnson & Marchi, 2010).

Conclusion Three

Both Hispanics and Caucasian U.S. citizens working on crawfish farm operations in Louisiana view their children's education as important. This educational importance found in the study supports conclusions stated by Batalova and Lowell (2007) who indicated that the educational success of children is directly influenced by the ideals of parents. Also, Vega and Sribney indicated that educational success has continually grown as a primary objective for Hispanic migrants (2009). Results from this study support the high importance placed on education in general and the high importance on their children's education by both ethnic groups.

Conclusion Four

Monetary earnings are more important for Hispanic immigrants than Caucasian U.S. citizens on crawfish farm operations in Louisiana. Borre, Ertle, and Graff (2010) reported that many Hispanics choose to come from their home countries to escape poverty and to increase monetary earnings through alternative employment (which is usually in agriculture or construction). According to the human capital theory (Borjas, 1982; Hass, 2010; Wood, 2010), populations will tend to migrate to areas where the source of income is significantly greater. None of the Hispanic workers in Louisiana's crawfish farm operations indicated this as their first year in the United States, suggesting immigrant status as opposed to being migrant workers who commute from Mexico on a yearly basis (Hass, 2010). Borjas (1982) also indicated that Hispanics coming from Mexico tend to have greater opportunities for increased monetary gain by entering the United States for employment and remaining for extended periods of time. This study supports Borjas' conclusions related to the value of monetary importance as reported by the Hispanic population of crawfish farm workers. Both the Hispanic population and the Caucasian U.S. citizen population indicated a high importance for monetary values. Therefore, Hispanics from Mexico may be more willing to remain in crawfish farming if the monetary earnings were suitable to warrant remaining in the industry as opposed to entering another industry (Rochin, 1999). It is a plausible conclusion that monetary importance to immigrant workers may be a contributing factor related to the low number of years in crawfish farm employment reported by the Hispanic population. The Hispanic crawfish farm workers may use the employment opportunities on crawfish farms to migrate to the U.S. and remain as immigrants.

Conclusion Five

Career plans are more important for Caucasian U.S. citizens than Hispanic immigrants working on crawfish farms in Louisiana. According to Kandel (2004), many

Hispanic immigrants are settling in the rural parts of the United States as employment opportunities arise; however, in many instances, these immigrants are also undocumented and may not desire to take appropriate steps to become documented due to government mistrust (Dyckman, 2002). Therefore, it is a plausible conclusion that career plans may not be perceived as important to Hispanic immigrants as they are to Caucasian U.S. citizens due to the supported conclusions of studies, which stated that mistrust between Hispanic immigrants in the United States and government officials was problematic.

Conclusion Six

Caucasian U.S. citizens have a higher desire to continue working on crawfish farms in Louisiana than Hispanic immigrants. Martin (2002) indicated a need to address the aging population of farm owners and laborers across the United States. Although the Caucasian population indicated a significantly higher importance of continuing to work on crawfish farm operations, both populations indicated a rating of “important” or higher to continue working on crawfish farming operations in the future. The average age of farm owners, as reported by Martin (2002), is 55 years old. Martin also reported the average age of farm workers as under 35 years old, which is also in agreement with the results found in this study. This study reported the average age of U.S. Caucasian farm workers as 35.9 years and the average age of Hispanic farm workers as 29.0 years old. Therefore, a source of potential future farm management may come from this relatively younger population of crawfish farm laborers in the agriculture industry in Louisiana.

Conclusion Seven

Hispanic immigrants place a higher importance on migrant workers in the agriculture industry than Caucasian U.S. citizens working on crawfish farms in Louisiana.

are aging, it is important for Caucasian U.S. citizens to move into management more than for Hispanic immigrants; however, Hispanic immigrants can be a potential source for farm leadership if educational programs could be put in place to assist these potential farm workers to have an opportunity to manage farm operations. Also, working with the current Caucasian U.S. citizens to encourage cooperation among all workers could develop programs that would encourage a higher perception of importance of farm workers who may perceive immigrant workers as job threatening as opposed to a potential source for expanding workforce.

If educational entities were to encourage the growing populations of Hispanic farm workers to be included in educational programs, a potential leadership group in the crawfish farm industry could rise from this population that is currently defined as vulnerable (Mazonni et al., 2007). Differences existed between Hispanic immigrants and Caucasian U.S. citizens as to the level of importance placed on migrant workers as well as the desire to continue to work in crawfish farm operations. These differences may be addressed through educational and extension outreach programs that more closely involve cooperation between these groups (O'Sullivan. 2000).

In order for educational entities to respond to the growing population of Hispanics in many rural areas, including Louisiana, it is important to provide services to this population. By offering educational services, the rate of assimilation in these regions can be increased.

Also, by offering educational services to the crawfish farm worker community, cooperation between educational entities and crawfish farm employees can potentially lead to better working environments, higher wages from an increased desire to succeed, and a future where they manage crawfish farm operations themselves; thus satisfying the need for higher income as stated by the theory of human capital.

that can provide potential conclusions or further insight into the educational aspirations of crawfish farm employees will better assist all educational entities with the development of programs that can serve future generations of agriculture employees in Louisiana.

- Wong-Rieger, D., & Quintana, D. (1987). Comparative acculturation of Southeast Asia and Hispanic migrants and sojourners. *Journal of Cross-Cultural Psychology*, 18, 345-362. doi:10.1177/0022002187018003005.
- Zalaquett, C. (2006). Study of successful Latina/o students. *Journal of Hispanic Higher Education*, 5(35), 35-47. doi:10.1177/1538192705282568.

APPENDIX E: SYNTAX FOR STATISTICAL ANALYSIS OF SECOND PILOT TEST

```
COMPUTE EdValue=(v5+v6+v7+v8+v9+v10+v11+v12+v13)/9.
COMPUTE Monetary=(v14+v15+v16+ v17+ v18)/5.
COMPUTE CareerG=(v19+ v20+ v21)/3.
COMPUTE CrawMgt=(v22+v23+v23+v25+v26)/5.
COMPUTE XXXXX=(v27+v28+v29+v30)/4.
FREQUENCIES VARIABLES=All
  /STATISTICS=STDDEV MEAN MEDIAN SKEWNESS SESKEW KURTOSIS SEKURT
  /ORDER=ANALYSIS.
DESCRIPTIVES VARIABLES=All.
RELIABILITY
  /VARIABLES=v5 v6 v7 v8 v9 v10 v11 v12 v13
  /SCALE('V5-13') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
RELIABILITY
  /VARIABLES=v14 v15 v16 v17 v18
  /SCALE('V14-18') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
RELIABILITY
  /VARIABLES=v19 v20 v21
  /SCALE('v19-21') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
RELIABILITY
  /VARIABLES=v22 v23 v24 v25 v26
  /SCALE('V22-26') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
RELIABILITY
  /VARIABLES=v27 v28 v29 v30
  /SCALE('V27-30') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
RELIABILITY
  /VARIABLES=v14 v15 v18
  /SCALE('V14-18') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
```

```
CROSSTABS
  /TABLES=Gender Educ Country BY Ethnic
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ PHI
  /CELLS=COUNT EXPECTED ROW COLUMN TOTAL
  /COUNT ROUND CELL.
T-TEST GROUPS=Ethnic(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Age Years
  /CRITERIA=CI(.95).
T-TEST GROUPS=Ethnic(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=EdValue CareerG Monetary
  /CRITERIA=CI(.95).
```

APPENDIX F: SYNTAX FOR STATISTICAL ANALYSIS OF STUDY DATA

```
COMPUTE Education=(v5+v6+v7+v8+v9)/5.
COMPUTE ChildEd=(v10+v11+v12+v13+v14+v15)/6.
COMPUTE Money=(v16+ v17+ v18)/3.
COMPUTE Job=(v19+ v20+ v21)/3.
COMPUTE CrawFarm=(v22+v23+v23+v25+v26)/5.
COMPUTE Migrants=(v27+v28+v29+v30)/4.
FREQUENCIES VARIABLES=All
  /STATISTICS=STDDEV MEAN MEDIAN SKEWNESS SESKEW KURTOSIS SEKURT
  /ORDER=ANALYSIS.
DESCRIPTIVES VARIABLES=All.
RELIABILITY
  /VARIABLES=v5 v6 v7 v8 v9
  /SCALE('ImpOfEd') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
RELIABILITY
  /VARIABLES=v10 v11 v12 v13 v14 v15
  /SCALE('ImpOfChildEd') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
RELIABILITY
  /VARIABLES=v16 v17 v18
  /SCALE('ImpOfMoney') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
RELIABILITY
  /VARIABLES=v19 v20 v21
  /SCALE('ImpOfJob') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
RELIABILITY
  /VARIABLES=v22 v23 v24 v25 v26
  /SCALE('WorkOnCrFarm') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=TOTAL.
RELIABILITY
  /VARIABLES=v27 v28 v29 v30
  /SCALE('ImpImmigrants') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
```

```

/SUMMARY=TOTAL.
T-TEST GROUPS=Ethnic(0 1)
/MISSING=ANALYSIS
/VARIABLES=Age Years Education ChildEd Money Job CrowFarm Migrants
/CRITERIA=CI(.95).
Select if (ethnic<2).
CROSSTABS
  /TABLES=Gender Primary Seasonal FirstYr BY Ethnic
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ PHI
  /CELLS=COUNT EXPECTED ROW COLUMN TOTAL
  /COUNT ROUND CELL.
Use All.
recode Educ (0=1) (1=1) (2=2) (3=3) (4=3) into Educ2.
recode country (0=0) (1=1) (2=2) (3=3) (4=9) into country2.
CROSSTABS
  /TABLES=Educ2 Country2 BY Ethnic
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ PHI
  /CELLS=COUNT EXPECTED ROW COLUMN TOTAL
  /COUNT ROUND CELL.
Use ALL.

```

VITA

Richard Johnson II is the son of Richard and Debra Johnson. He was born in Urania, Louisiana, on August 20, 1981, and was raised in Winnfield, Louisiana. Richard graduated from Winnfield Senior High School in 1999, where he was an active member in the local FFA chapter and obtained his state FFA degree in 1998.

Richard earned his Bachelor of Science degree in general agriculture from McNeese State University in 2003. He earned his educator certification in agriculture education and various sciences from the University of Louisiana at Lafayette in 2005. Richard continued his education at McNeese State University, earning his Master of Science degree in December 2007 in environmental and chemical sciences with a concentration in agriculture.

Richard began his professional career teaching chemistry and physics in Calcasieu parish in 2005. He joined the LSU AgCenter in 2007 as an assistant area extension agent specializing in aquaculture.