

**Beyond the 9 to 5: A study of family work life balance
of female agricultural educators in Georgia**

by

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A dissertation submitted to the Graduate Faculty of
Auburn University
in partial fulfillment of the
requirements for the Degree of
Doctor of Philosophy.

Auburn, Alabama
December 12, 2020

Keywords: Agricultural Education, School Based Agriculture Education (SBAE), Female, Work
Family Balance, Longevity

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Abstract

This study had a purpose to examine the family work life balance of female school based agricultural education (SBAE) teachers in Georgia. The research objectives included describing the personal characteristics of female SBAE teachers in Georgia, describing the perceived support from local administration for female SBAE teachers in Georgia, describing the correlation between mental health and the experience of female SBAE teachers in Georgia, describing the level of job satisfaction of female SBAE teachers in Georgia, and identifying the support systems that have aided female SBAE teachers in Georgia to find longevity in the classroom.

Participants within this study were current female school based agricultural educators in Georgia for the 2020-2021 school year. This was a quantitative research study that was conducted through an Internet based research survey administered using Qualtrics. The conclusions of this study were that SBAE teachers in Georgia are not that diverse, SBAE teachers seem to find work life balance, and SBAE teachers with more experience felt less administrative support. Furthermore, job satisfaction is not a major concern for SBAE teachers and mental health increased with experience. Recommendations for practice included for collegiate teacher training programs to help to close the knowledge gap of preservice teachers so they are aware of challenges and future workloads before entering the field. Practitioners also need to teach stress coping mechanisms to SBAE educators throughout their careers. Future research and program development should focus on the barriers that exist in today's society, qualitative research into family work life balance, and potential culture changes that could help teachers find resiliency and longevity through increased job satisfaction. Finally, it was recommended that a study of toxic positivity might exist in SBAE culture.

Dedication

This journey is finally coming to a conclusion, but parts of this dedication were written at the beginning of the process. How I became an agriculturist is different than many in the field as I did not grow up in the 4-H, FFA, or involved with a working agricultural operation. I am from the “lost” generation, two generations removed from a family that made their living as production agriculturists, but still I had a yearning to return to the fields in any way possible. As I went to the University of Georgia and found my way to the Animal and Dairy Science Department. This decision came as no surprise to the best men I have ever known: my father, Dennis Eugene Guyett, Sr., and my maternal grandfather, Maurice Devoe “M. D.” Groover. They are two of the cornerstones of my foundation. They are not here to see this dissertation come to fruition, but I told them both that I would get my Ph.D. and I am proud to tell you that I did it! Neither of them had the educational opportunities that I have experienced in my life. Those opportunities came from the sacrifices from others, including both of these gentlemen. I hope they are aware that I have done my best to make the most of each and every occasion this world has given me. They never let my gender limit their expectations of me. Words cannot express the encouragement given to me to chase whatever dream I had and it did not stop when they both went to Heaven. I hear them both in my mind and both will live forever in my heart. I am truly thankful for the promise of Heaven and knowing that I will see them again one day.

To my daughter, Adlen Grace Martin, the world is your oyster. You have been with me for every step of this process. Thank you for interrupting my studies and writing to remind me of what is truly important in life. May you find the endurance to pursue whatever path you choose. Whatever you do, always choose joy and happiness, my girl.

To my mother, Carol Groover Guyett, thank you will never be enough but it is all I have to offer you. Thank you for the constant pressure to do my best in all things since a St. Patrick's Day over three decades ago. Thank you for the meals, laundry, and time so that I could chase this dream. Thank you for the support, words of wisdom, and listening ear. These have been some of the most trying days of my life but I always knew I would get through it with you by my side. I am truly blessed to say that my mama is also my truest friend. Love you forever.

To the women of agricultural education, I hear you concerns and I feel your struggle. I live this life every day being torn between the career that I adore and the family that is my reason for being. I have watched some of the most inspiring and talented agricultural educators I know walk away from this profession to be the mothers and wives that they could not be in the classroom. I cannot blame them and envy their ability to walk away. I conducted this research to hopefully empower the future generations of women that rise to the challenge to "believe in the future of agriculture, with a faith born not of words, but of deeds" (National FFA, 2020d) and find a balance that my generation has struggled to unearth and master. I pray that all agricultural educators find a balance between their passion for agricultural education and the needs of their family.

Acknowledgements

The process of writing a dissertation is not a light undertaking. My first acknowledgement is to my Ph.D. Chair, Dr. Christopher A. Clemons. You were far more than a mentor and typical Ph.D. chair. This paper is in part dedicated to you, because without you, it would not have happened. You were a sounding board, voice of reason and cheerleader from the day you started as a professor at Auburn in 2016. I abandoned my Ph.D. pursuit and you got me back on track, promising to see me through the storm. You dealt with my sassy days and were a calming force to my frustrations. I would not have done this with any other chair other than you. Thank you for responding to my countless emails, text messages, and Zoom video conference requests. I am thankful for your guidance but also your friendship through it all. It was a stressful process to say the least but I can honestly look back and say I enjoyed it, except for the literature review. I hope that my dissertation is one of the first in a plethora written by other scholars that thrive under your tutelage. I cannot wait to see where you take your quest for quality research and what you uncover in the world of agricultural education that we both hold so dear to our hearts.

Dr. Jason McKibben is the newest member to my committee, only joining the faculty at Auburn in the last semester. He jumped right on board and helped me like I had been under his tutelage the entire time. I wish you had been on campus for my entire journey at Auburn. Thank you for your tireless efforts to help guide me through the research process. You are truly a master of all things SPSS and data analysis.

My graduate committee is full of some of the best professors that Auburn University has to offer. Dr. Lindner, Dr. Foshee, Dr. Witte, and Dr. Kush, thank you for serving on my committee and your support throughout my Ph.D. journey. You will never be aware of the relief

I had in knowing that I had a strong group of professional scholars in my corner. One hears the horror stories about graduate committees blockading the dissertation process but I can do nothing except sing your praises. I would also like to note that the faculty and staff that I have encountered during my time at Auburn University are second to none and I am thankful to know them all.

Jeci Crane Bohannon is my agricultural education teaching partner even though we are at different schools. Through the chaos that is Ph.D. writing, having children, and the storm that has been COVID-19, we found a way to teach in a new digital way and her support for me throughout my studies at Auburn University have been phenomenal over the years. Thank you for listening to my ideas and talking me through the tough days. I hope I provide that same support to you as you begin your writing stages.

Tracy Champagne, Katie Davis, Meredith Hall, Christian Stanley, and Jamie Wise were my colleagues in crime for the dissertation process. We were all at different points in our educational endeavors throughout this time at Auburn University but the ability to contact the five of you at any time with whatever concerns, questions, or thought processes I had going through my mind is something that I need to acknowledge. May I be that same support to all of you. I am grateful to have made lifelong friends and that only two of you wear orange willingly.

Dennis Guyett, Jr. is my 'baby' brother whose toddler and dog wrangling skills ensured that I had moments of peace to write. If the girls wanted to be in the room while I was writing, he suffered through a multitude of cartoons, movies, snacks, and snuggles to ensure that I could focus. I hope the 'torture' provided each of you with a few memories that will last a lifetime.

COVID-19 gave me the time to slow down and take a breath. I was able to find focus for the research, my family and my students. As a country, we are still muddling to find normalcy in

our daily lives while stay healthy and ensuring the welfare of others. There is no end in sight for our battle with COVID-19 but I am thankful for the good in my life that has come out of this crisis and felt it should be noted. Without COVID-19, I do not know how I would have completed my research and this paper.

To my students, past, present, and future, the only limitations you have in this life are those that you impose on yourself. You inspire me every day to continue in this field. I hope that I inspire you to chase whatever dreams and aspirations that are in your heart. You make it easy to go to work every day. I pray that your zeal and future achievements inspire me to stay in this field in some compacity for the remainder of my life and along the way you learned a little about agriculture.

To my friends and family, your constant words of encouragement have helped me keep striving for the goal line. There are too many to list which explains how truly blessed I am in this life. Please know that each and every one of you are dear to my heart.

Lastly, but certainly not least, I would be amiss not to acknowledge my Lord and Savior for the gifts that He has bestowed upon me and my life. My testimony is stronger due to this educational endeavor. He has been there for it all and I believe that this is something He always had for me to accomplish. I pray that my life's work is always within His good graces and I bring others closer to Him through it all.

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List of Abbreviations

AAAE	American Association for Agricultural Education
CDE	Career Development Events
FFA	National FFA Organization
LDE	Leadership Development Event
SAE	Supervised Agricultural Experience projects
SBAE	school based agricultural education
SBAE Teachers	School Based Agriculture Education Teacher

Chapter 1

Introduction

For centuries, women have been marginalized for various reasons but mainly due to their gender but in the past century, women in the field of education and psychology have had to fight to find their place in a male dominated field of study (Aldridge & Christensen, 2013). Historic figures like Joan of Arc, Marie Curie, Rosa Parks, Jane Austen, Harriet Tubman, Margaret Thatcher, Sally Ride, Annie Oakley, Rosalind Franklin, Florence Nightingale, Amelia Earhart, Mother Teresa, have questioned the status quo, inspiring girls and women across the globe to follow their passions and change the world through the content of their character, proving that they could do anything they put their minds to achieve. In 1969, the National FFA allowed female members full membership into the organization (National FFA, 2020e). From that moment forward, female FFA members and female agricultural educators, school based agricultural education teachers (SBAE teachers), alike have endured the course to find their way to success within the three-ring model that encompasses modern school based agricultural education (SBAE) that serves students from elementary to high school in the state of Georgia. Without restrictions women have embraced the mission of the FFA looking for ways to improve themselves, their peers, and their communities through believing in the future of agriculture and finding their own “potential for premier leadership, personal growth, and career success through agricultural education” (National FFA, 2020c).

Forty years ago, Dolly Parton (1980) starred in a movie whose theme song entitled *9 to 5* continues to sum up the sentiment of working women even decades later:

Working 9 to 5, what a way to make a living,
Barely getting by, it's all taking and no giving

They just use your mind and they never give you credit.

It's enough to drive you crazy if you let it.

Parton's word resonated with working wives and mothers that often face a stigma. Many women feel that there is no right answer in the eyes of society no matter the sacrifice that is made because of their efforts being torn between their familial commitments and job obligations

Parton's song also speaks of a "cup of ambition" (1980). In the eyes of many, women are either are too focused on their career or too engaged with their family. To put more ambition into one or the other is frowned upon by others due to their own opinions and the battle to find balance between these two facets of a woman's life is often criticized by others and society at large. For decades, society has trended toward dual-earning families where both adults in a household work (Sorensen & McKim, 2014). As more women entered the work force full-time, they were drawn to professions that aligned with their professional lives and their familial commitments without having a constant, ongoing struggle. With this in mind, many women chose vocations that offered a symbiotic relationship with the schedules of children. For many women, careers in education fit easier with familial commitments and concerns as teachers.

The addition of women to the SBAE work force is often reflected upon as a positive development in the world of SBAE (Enns & Martin, 2015). With the growth of females in the realm of SBAE, a new problem has surfaced: how does the realm of SBAE support these women to help them find longevity in the classroom for a fulfilled career while balancing the demands of their personal lives.

Agricultural has been the foundation of the American economy and the families that run those farms help build the foundation upon which the American society is based. As the trend with most families, many farming families have members working outside of the home and farm

to provide more financial stability to their livelihoods (Beach, 2013; Sorensen & McKim, 2014). SBAE provides a unique outlet for many individuals with an agrarian background who are seeking full-time employment that corresponds with their familial commitments, community needs, while also continuing to embrace their zeal for agriculture. Moreover, many full-time SBAE teachers run their own private agricultural operations in their downtime from their job obligations, making them part-time production agrarians on top of their educational profession.

Historically, a gender split led to a perception that women were not thinkers. Instead, women acted on emotion rather than intuition or true knowledge (Baxter et al., 2011). Privately, women have run households for years but in the public domain, men have been the main voice as women have been excluded from public sectors until the last century (Baxter et al., 2011). In spite of Western society marginalizing women for centuries, they have risen to the challenge to buck the status quo and enter perceived male dominated professions (Baxter et al., 2011).

Agriculture is often described as a man's world. Since the admittance of females in 1969 to the National FFA Organization, the opportunities given to female members have expanded. Nevertheless, barriers still exist for females wanting to become SBAE teachers and agriculturists (National FFA, 2020e; Enns & Martin, 2015). SBAE continues to be categorized as a unique outlier in terms of women that are employed within its ranks. Over the past three decades, there has been an explosion of females joining the fields of SBAE with 27% of teachers in the field being female (Baxter et al., 2011) and fifty years after being granted entrance into the FFA, 44% of members are female (The National FFA Organization, 2020e). In spite of that, the research is showing that women are not finding career longevity in the classroom (Baxter et al., 2011; Castillo & Cano, 1999) and a multitude of women have found that while serving as an agricultural educator, they have to break barriers into a patriarchal society while combating

stereotypes and preconceived notions to find acceptance within their choice to pursue SBAE as a profession (Beach, 2013).

SBAE is not unique in the issues that women face on a daily basis with their career obligations and familial commitments. This struggle is exacerbated due to the fact that SBAE has traditionally been a male dominated field (Baxter et al., 2001). Women attribute their cognizant choice to join the field of SBAE due to their love of agriculture, the satisfaction found in the education of young people, and enthusiasm for teaching in general (Kelsey, 2007).

National studies have indicated that barriers still exist and challenge women to find their footing within their career (Baxter et al., 2001). Some of these barriers include if women are accepted by their student's parents and the community in which they teach; acceptance by their male peers; and acceptance by leadership, including business leadership and school administration (Baxter et al., 2001). Women feel like they are constantly being questioned about their competency to complete the job and must prove themselves to other teachers, students, the community, parents, and administration (Foster, 2001; Kelsey, 2007; Baxter et al., 2011). Perceptions of women within SBAE from recent research (Foster, 2001; Foster & SeEVERS, 2004; Kelsey, 2006; Kelsey, 2007; Baxter, 2009; Baxter et al., 2011) indicate that barriers are still perceived and therefore exist including criticism from educational peers and administration; sexual discrimination; sexual discrimination; sexual bias; proving subject area competency; overcoming attitudes about being a female in agricultural educator. The research of women in SBAE is under constant adaption as the roles of women are fluid, ever evolving, and at times challenge authority and traditional roles within Western society with each passing year (Baxter et al., 2011). Researchers must be mindful that the feelings of female SBAE teachers have been marginalized in the wake of the feminist movement that has been on the forefront of the news

and scholarly research in most fields since the 1970s. Progress does not mean that these barriers and biases no longer exist.

Problem Statement

The conflict for women between their careers and their families has ultimately led to the quest for an interdependent balance of success in all aspects of their lives and while not unique SBAE teachers as many women find themselves in this position. There is a unique set of variables within SBAE that very few secondary educators have to face (Foster, 2001). SBAE is a non-traditional field for women (Foster, 2001; Baxter, 2009). The attrition rate of female SBAE teachers is higher than their male counterparts (Baxter, 2009). A multitude of investigations have been conducted looking at the career and family balance of SBAE teachers (Baxter, 2009; Murray, 2010). The conflict for women between their careers, families, and the quest for a synergetic stability for success is not unique SBAE teachers as many women find themselves in this position.

Baxter (2009) posed that the contribution of women to the field of SBAE has been researched. In spite of this research, the contributions from female SBAE teachers are often overlooked by their peers and academia (Hyde, 2017). The importance to include women within the body of research is only going to increase as more women join the ranks as professional SBAEs (Castillo & Cano, 1999; Hyde, 2017).

The demands of the three-ring model on teachers in the field requires teachers to spend large quantities of time with students outside of the traditional school day. These commitments can cause friction in the personal lives of SBAE teachers due to the lack of free time. Cooper and Nelson (1981) noted that research was needed “regarding the effects of spouse and family obligations as they are related to continuation or level of activity” within the modern agricultural

education program (p. 18). From the literature, (Baxter, 2009, Castillo & Cano, 1999; Hyde 2017) it is clear as to why SBAE teachers, especially females, leave the field as their lives mature, the commitment to both is too much to handle. Research has not been conducted as to why some female SBAE teachers are able to find support systems and coping mechanisms that help them find balance in the chaos that is motherhood, partnership, and life as a secondary agricultural educator.

Retention focus

Walker et al. (2004) noted that there has been a shortage of certified SBAE teachers since 1977 and that sparked a national research initiative into teacher retention and retention became a concern for school districts across the country. Barriers for entering SBAE for women are numerous and comprehensive, spanning centuries of exclusion from parts of society and “their experiences have largely been ignored” (Hyde, 2007). As farmers, women do not feel respected (Hyde, 2007). Research focused on the experiences of SBAE teachers give teachers in the trenches a voice to collegiate scholars. Through these studies, collegiate programs have the ability to change teacher preparation methods in an attempt to increase retention through stopping issues like burnout.

Knight (1987) reported that support systems need to be implemented to empower female SBAE teachers to find the ability to connect with others that have experience and face the same challenges. The teacher retention problem has been researched by countless individuals and research teams (Dillon, 1978; Edwards & Briers, 2001; Walker et al., 2004); in spite of these efforts, a solution has not been found to help individuals maintain their careers in the classroom as attrition rates still maintain their same percentages over the years (Dillon, 1978; Solomonson et al., 2018).

Support focus

Conflicts faced by women need to be identified and corrected. There should be a concentrated effort to empower women with interests within agriculture (Hyde, 2007). The demands of constantly trying to prove their competency and worth as females within SBAE is an ongoing struggle (Enns & Martin, 2015). Prolonged stress can lead to burnout and eventually the loss of high qualified teachers in SBAE classrooms across the nation (Croom, 2003).

Purpose and Objectives

Research has been conducted to address why teachers are unsatisfied in the classroom. In spite of these concentrated efforts, there is a void in the research. Murray et al. (2011) and Foster (2001) recommended that gender differences should be explored to see if there was a significant difference for views of work-life balance. Sorensen et al. (2016) posed that work-family balance and the ability to conquer that challenge through various variables should be explored post haste to help modify the culture within SBAE. Clark et al. (2014) reported research should be designed to understand the ideologies and strategies that have allowed teachers to find job satisfaction, balance, and the ability to remain in the classroom.

This study addresses the female SBAE teachers currently employed in SBAE classrooms in Georgia. Many of these individuals have found successful, long-lasting careers while being involved in SBAE and advising FFA chapters with the addition of a committed relationship and/or the burdens on the personal life added by children.

Murray (2010) challenged researchers to help find ways to help women find longevity in the classroom. Murray's focus were commonalities among female SBAE teachers in Georgia and if those support structures related to mental health and the work life balance that seems to be a

constant battle for many women to achieve while serving as SBAE teachers and their lives evolve over their careers. Seven research objectives were identified to guide the study:

1. Describe the personal characteristics of female SBAE teachers serving in Georgia for the 2020-2021 school year.
2. Describe the perceived support from local administration for female SBAE teachers in Georgia.
3. Describe the correlation between mental health and the experience of female SBAE teachers in Georgia.
4. Describe the level of job satisfaction of female SBAE teachers in Georgia.
5. Identify the support systems that have aided female SBAE teachers in Georgia to find longevity in the classroom.

These research objectives might begin to shed light on the current state of perceived work family life balance for these educators.

This study attempts to inform collegiate education systems how to better prepare female students for an enduring career in the classroom. There is hopefulness that the objectives of this research may shed light into closing the void in literature about longevity for female SBAE teachers. Teachers are being provided with an opportunity for the first time to describe their experiences using quantitative means about how they best balanced their lives between their career obligations and their familial responsibilities. A goal is that the collected data strengthens the ability of collegiate programs and state SBAE programs to help support women to find longevity in their careers without sacrificing their familial responsibilities.

Significance of the Study

The significance of this study is two-fold. Our conclusions and data review will potentially identify how women in Georgia's SBAE program successfully find work life balance. Revelations from this study might be used by collegiate teacher preparation programs to develop curricula for pre-service female SBAE student teachers. These lessons could potentially help groom these individuals for life after graduation to accomplish a better work life balance. Another impact would be on the development of support system and stress management curricula to impact current teachers in SBAE classrooms. The SBAE three-ring model does pose a unique set of challenges that are on the outskirts of the traditional classroom for educators to find a balance in their personal lives. From this study, Cooperative and comprehensive research with those directly interested in SBAE, both preservice and active educators, needs to be conducted to help the female SBAE teacher to find a better way to balance their professional obligations and familial commitments.

Population

The population of this study consisted of female SBAE teachers actively teaching in classrooms in Georgia for the 2020 – 2021 ($N = 240$) school years. The Georgia Agricultural Education Directory was used to access all SBAE employees in Georgia. This is a secured web server. The researcher reviewed the data base multiple times evaluating the numbers of female teachers in the classroom and Georgia's state agricultural education staff. Frame error was taken into account as it is a type of coverage error where "the sample was drawn fails to contain all of the subjects in the population of interest" (Lindner et al., 2001, p. 43). All full-time female employees were sent a link to the survey through the email that was provided in the Georgia

Agricultural Education Directory so all members of the population had equal opportunity to participate in the study.

Georgia’s SBAE structure has three regions (north, central, and south) and each region has two areas. The population broke down by region and area in Table 1.

Table 1
Distribution of female SBAE teachers in Georgia by Region and Area

Region	Area	<i>Number of Female SBAE teachers</i>
North	1	54
	2	55
Central	3	48
	4	32
South	5	27
	6	24
Total		240

Basic Assumptions

Assumptions are vital in conducting research because research without them could not exist (Leedy & Ormrod, 2010). When questionnaires are utilized to collect data for given specific populations, assumptions tend to be similar throughout different research studies due to the fundamental nature of the research and research instrument (Dillman, et al., 2014). Pilot surveys within a digital environment gives researchers ability to evaluate the process from start to finish and incorporate improvements to the instrument (Dillman, et al., 2014). Social scientists must be able to “draw conclusions, generalize results, and make inferences to broader audiences” through the use of assumptions and research techniques (Lindner et al., 2001, p. 43).

The following assumptions are made in regard to this study:

1. The research instrument will collect accurate responses.
2. The respondents will understand the questions with clarity.

3. The individual respondents will answer the questionnaire with fidelity and truthfulness based on their knowledge and experiences.

Limitations of the Study

Specific limitations exist within any study and the ability of a researcher to generalize findings to the entire population that is being reviewed with research instrumentation. To gather reliable data, limitations are fundamental to instrument design and must be a focus when collecting and analyzing data. While the number of factors that can limit any study are innumerable, the following limiting factors were identified for this specific study and can impact the quality of data collected and the findings for the research question.

1. Non-response bias must be considered in the design of the instrument (Dillman et al., 2014; Linder et al., 2001). Through sampling methods and protocols, participation should be maximized in the study (Linder et al., 2001). Through the research of Lindner et al. (2001), nonresponse biased will be accounted for by comparing the responses of early and late participants and looking at days to respond as a regression variable.
2. The responses will be limited to the questions that are being asked by the questionnaire. There could be a multitude of unknown or unidentified issues that female SBAE teachers are facing that are not addressed by this survey due to its quantitative nature.
3. The participants in this study are female SBAE teachers in Georgia. They teach in accordance to the Georgia SBAE model, including a program of work and Georgia Performance Standards to guide instruction and FFA activities. The findings of this study are limited to the experiences of female SBAE teachers in Georgia; yet, the instrument design and methods can be replicated for other states.

4. The responses of this survey are going to be dependent upon perception of the respondents. There could be outliers in the data that will not be statistically significant and therefore muted in the data analysis due to the quantitative nature of this research student.
5. The validity of this study is going to be based on accuracy of answers given by the respondents.

Definition of Terms

1. Agriculture:

The production of food, fiber, wood products, horticultural crops, and animal and plant products that are classified as agricultural commodities.

Agriculture can also refer to the financing, marketing, processing, and distribution of agricultural commodities; farm production services and supply industries; the use and conservation water resources and natural resources; the development and maintenance of recreations resources; and the related sociological, political, economic, environmental and cultural features surround food and fiber systems (Clemons, 2015; Pense, 2002)

2. Agricultural Education/School Based Agricultural Education (SBAE):

Dating back to the Smith-Hughes Act of 1917, this is a comprehensive and structured instruction that takes place in a three-ring model, allowing students to gain knowledge within the agricultural industry through classroom/laboratory instruction, FFA involvement, and supervised agricultural experience programs by developing their “potential for premier leadership, personal growth, and career success” (National FFA, 2020a).

3. Agricultural Educator/Teacher:

a person who provides a multitude of educational experiences that cover standards and curriculum within agricultural education (Phipps et al., 2008).

“Any instructor of agriculture in a program with students in 6th – 12th grade; can be used interchangeable with Vocational Agricultural Teacher/Educator” (Murray, 2010, p. 9).

4. American Association for Agricultural Education (AAAE):

The American Association for Agricultural Education (AAAE) is a professional society for university graduate students and faculty whose interest of study lie within agricultural communication, education, extension, and leadership as well as social scientists studying with the context of agriculture, food, and natural resources (Roberts et al., 2016).

5. American Association for Agricultural Education National Research Agenda:

The AAAE compiles a research agenda with different priorities of study to serve to serve as a guiding document for AAAE members’ research that is being conducted to fit within the needs, strategies, and practices outlined by the AAAE (Roberts et al., 2016).

6. Burnout:

“emotional exhaustion, depersonalization, and reduced personal accomplishment” (Klassen & Chiu, 2010, p. 743); “a condition characterized by emotional exhaustion, depersonalization and loss of a sense of personal accomplishment” (Croom, 2003, p. 1)

7. Career Development Event (CDE)/Leadership Development Event (LDE):

Students enrolled in SBAE have the chance to compete against their peers with the knowledge and skills secured through their SBAE in numerous events that give them real-world experiences and connections between actual application of communication skills, critical thinking skills and fun opportunities with their traditional classroom

experiences (National FFA, 2020b).

Phipps et al. (2008) define CDEs as “activities that allow students to apply classroom knowledge in a context that encourages students to learn more about their areas of interest; the context is competitive and encourages students to develop critical-thinking, decision-making, and problem-solving skills” (p. 529).

8. Extended Day:

In Georgia, SBAE teachers are contracted to work one hour beyond the traditional duty day to help students within their FFA activists and SAE projects (Murray, 2010).

9. Extended Year:

In Georgia, SBAE teachers are contracted to work beyond the traditional 190 day contract of classroom teachers to help students within their FFA activities, SAE projects, attend conferences and workshops, and other duties as assigned including working in their program’s canning plant if they have one (Murray, 2010).

The extended year contract varies from program to program for each teacher from 15 to 40 extra work days each year (Murray, 2010).

10. Likert Type Survey:

A psychometric scale commonly used in psychological questionnaires (Clemons, 2015).

This survey was originally designed and named after Rensis Likert, an organizational psychologist (Clemons, 2015).

11. Middle School Agricultural Education:

This is a part of SBAE with a curriculum purposely devised for students in grades 6-8, middle school agricultural education provides systemic instruction of agricultural education concepts (Chapman, 2017).

12. National FFA Organization (FFA): (formerly known as the Future Farmers of America) –

The FFA is an intra-curricular educational experience based in agriculture and leadership opportunities for students in grades 6-12 that is one of the key components of the three-ring model of SBAE (National FFA, 2020f).

13. Program of Work:

In Georgia, every educator must meet minimum standards for the SBAE program in which they teach that provides an evaluation of the SBAE program in its entirety (Murray, 2010).

From this program of work, it indicates if the educator and SBAE program will continue to earn extended day and extended year funding for the next school year (Murray, 2010).

14. Respondent:

Individuals within a population that successfully participate and complete a survey by returning the instrument to the researcher (Clemons, 2015).

15. Secondary Education:

Education that occurs between grades 9-12, also known as high school in the United States (Chapman, 2017).

16. Smith-Hughes Act (1917):

A piece of federal legislation that began agricultural education and other vocational educational subject courses across the United States while also provided funding to start these programs, fostering the growth and development of the programs (Phipps et al., 2008).

17. Stress:

the physical, mental, or emotional reaction results from an individual's response to environmental tensions, conflicts, pressures and other stimuli (Greenberg, 1984, p. 2).

18. Supervised Agricultural Experience (SAE):

“A series of planned, sequential agricultural activities (SAE projects) of educational value conducted by students outside of class and laboratory instruction for which systematic instruction and supervision are provided by the teacher” (Phipps et al., 2008, p. 536).

19. Three-Ring Model:

The three core areas of SBAE upon which the entire program is built (Murray, 2010).

These three core areas are: classroom/laboratory instruction, supervised agricultural experience programs (SAE), and the FFA chapter and its activities [Author].

20. Young Farmer Teacher:

In Georgia, Young Farmer teachers are responsible for instructing one course of high school students daily and then helps farmers in the surrounding community while also organizing a Young Farmer chapter of local members (Murray, 2010).

Chapter 2

Review of Literature

The focus of this chapter is to structure an in-depth analysis of the research that has been conducted that aligns with the concentration of this research study. The sections of this literature review have been divided as follows: (1) Background; (2) Women in Agricultural Education; (3) Conflict Between Career and Family/Work Balance; (4) Self-Efficacy/Job Satisfaction; (5) Disengagement/Stress/Discouragement/Burnout/Administrative Support & School Climate/Attrition; (6) Resiliency/Longevity/Retention; (7) Framework: Self-Determination Theory; and (8) Summary.

Background

The United States was founded as an agrarian society and women, historically, were excluded in the realm of their experiences and SBAE (Hyde, 2017). From the moment settlers arrived on the North American continent requiring Native American assistance to ensure their survival. (Talbert et al., 2005, p. 66). Native American guidance to produce crops such as corn, find wild game for hunting, and fishing started a trend in America for the sharing of agricultural knowledge that would one day be known as SBAE (Talbert et al., 2005). Furthermore, as the United States foundation was formerly laid in the 1700s, Thomas Jefferson noted that the life of the farmer is the backbone upon which the country was built as they fed the country, providing stability for the society to be constructed (Beach, 2013). Nevertheless, the wives of these farmers and their perceptions, knowledge, and wellbeing were often overlooked solely due to their gender (Beach, 2013).

As American society progressed the need for formalized secondary public education was realized. In 1862, The Morrill Act was signed by President Abraham Lincoln which “created a system of higher education that would free millions of people from the poverty of ignorance” across the country and fueled the expansion of agricultural research and education that made the United States a global trailblazer for agricultural production (Talbert et al., 2005, p. 69). The

Morrill Act of 1890 provided funding for mechanical and agricultural teacher education at the collegiate level (Talbert et al., 2005, p. 71). A revolution for public secondary SBAE came with the Smith-Hughes Act, also known as the Vocational Education Act of 1917, being signed into law (Talbert et al., 2005, p. 76). The Smith-Hughes Act allocated funding for vocational education throughout the nation in secondary schools and created state boards of vocational education along with a federal board of vocational education that would provide a multitude of vocational training to high school students, including SBAE (Talbert et al., 2005, p. 77-78). It would be three years later in 1920 when women were granted the right to vote with the 19th Amendment (Foster, 2001).

SBAE programs and the breadth of the curriculum expanded over the next fifty years through provision of the Vocational Educational Education Act of 1963 (Talbert et al., 2005, p. 79). In spite of this expansion, females were not formally allowed into SBAE programs of the FFA at any level (Talbert et al., 2005). Unknown to the National FFA Organization, FFA advisors around the country circumvented this ban for years by submitting rosters that only listed the girl's last name and first initial (Talbert et al., 2005, p. 446). Finally, in 1969 when the Future Farmers of American changes its constitution, formerly allowed females full membership into the organization (Talbert et al., 2005, p. 446).

SBAE has progressed from a program to teach production agricultural practices to individuals to ensure that best practices were helping feed America to an all-encompassing three-ring model that includes classroom instruction, individual SAE programs and management of FFA chapters within every school that offers federally funded SBAE. Responsibilities for the majority of SBAE teachers include maintaining an FFA chapter, coaching Career Development Event (CDE) teams and Leadership Development Event (LDE) teams, supervision of individual students' Supervised Agricultural Experience (SAE) projects, community involvement including adult classes, traveling on weeknights, weekends, and summer break for FFA and professional development events (Baxter, 2009; Smith & Smalley, 2018).

Demanding is one word that describes teaching in all content areas and at all levels of education (Kitchel et al., 2012). All educators have faced a changing world where “society continues to expect more from its teachers” with every passing year (Croom, 2003, p. 1). With this in mind, one needs to remember that the time consumptions within the typical SBAE program are vast in comparison to traditional academic teachers and even other career and technical education programs (Baxter, 2009; Kitchel et al., 2012; Roberts & Dyer, 2004). Easily the active SBAE teacher has many activities that move beyond the normal 40-hour work week (Baxter, 2009; Foster, 2000). “The most time consuming aspect of teaching agriculture is the extra paper work that is required” for FFA, local school systems, and even the Department of Education because SBAE programs get funding and support from multiple sources (Baxter, 2009, p. 46).

Since formally being allowed to participate in SBAE in 1969, female enrollment and success within the three-ring model of SBAE has increased exponentially (The National FFA Organization, 2011, p. 20). As female students joined the rosters, women found their way into SBAE teacher preparation programs throughout the nation. With the introduction of women to the mostly male dominated world of secondary SBAE instruction, a new plethora of problems were presented to the answer to allow women to find success and longevity in the SBAE classroom.

Women in Agricultural Education

History of Females in Agricultural Education

The 1960s brought greater change for individuals as the *Equal Pay Act of 1963* guaranteed equal compensation for equal work regardless of gender (Foster, 2001). *Title VII of the Civil Rights Act of 1964* ensures that discrimination does not take place for works in their

employment (Foster, 2001). 1972 brought *Title II and Title IX of the Educational Amendments*, that strove to remove discrimination, sex bias, and stereotyping for females in educational settings (Knight, 1987; Foster, 2001; Baxter, 2009). These cornerstone and revolutionary pieces of legislation were often controversial to the public but “allowed women to obtain greater opportunities to educate themselves for a wide array of occupational specialties (Foster, 2001, p. 2).

As women began to delve into the world of SBAE and become teachers, they struggled to cope in the profession their way as their female peers did not have experience in the field to guide one another to find success with new challenges (Knight, 1987). With a lack of role models and support groups to give a framework upon which female SBAE teachers could rely, they found there was a constant struggle that male counterparts did not have to fight as the bias and other misconceptions against women were blatantly obvious (Knight, 1987). The 1970s saw a “steady increase in the number of women teaching vocational education” (Knight, 1987, p. 100). By the 1980s, studies were being conducted at the influence and place of the female within the non-traditional field of SBAE instructor.

Knight (1987) found that “there is a place for them in the profession” but bias still existed (p. 80). In addition to this, Okpara et al. (2004) found that “gender differences indeed exist between male and female university teachers” so why would these differences not exist at the secondary level? To help aid the success of female instructors new to the profession, there should be support groups and role models to help in the transition to the SBAE classroom (Knight, 1987; Baxter, 2009). At the time of Knight’s (1987) study, there were only 43 female instructors in the entire state of Ohio. Numbers for female SBAE teachers would not always stay miniscule. A female agricultural educator from the 1980s reflects on the beginning of her career as “being a

pioneer to another planet where no one spoke your language” and she did not have other women to look up to as role models (Baxter, 2009, p. 47-48).

At the turn of the millennia, more “females than ever before were moving into leadership roles within the FFA” (Ricketts et al., 2004, p. 42). Young women were taking the reins and sacrificing their traditional high school experience to find leadership opportunities and involvement in the FFA at the local, state, and national levels (Ricketts et al., 2004). Many of these young women were inspired to become SBAE instructors and went off to college to close the gender gap that existed for SBAE instructors. Little did they know that barriers exist for women in the field of SBAE.

Barriers

Baxter (2009) conducted research to look at the experience of four female SBAE educators in terms of barriers and perceptions of their experience across generation. These women represented four separate generations that ranged from an individual that was not allowed to take agricultural classes in high school by law to an individual that was allowed full participation (Baxter, 2009). Interestingly, all four women found camaraderie that they fought against the same barriers, real and perceived, throughout their experience as SBAE professors (Baxter, 2009). Similarly, all of the literature pointed to the same themes time and again that women had to overcome in order to find their place within the territory of the traditionally male dominated profession of SBAE.

SBAE is still considered a predominately male profession (Baxter, 2009). SBAE teachers face a unique variety of challenges and situations in comparison to their general education counterparts and fight stereotyping throughout their careers (Baxter, 2009). Three challenge categories across from Baxter et al. (2011): proving women can perform SBAE duties; sexism;

and stress. Yet, research has found that some teacher find ways to navigate these situations easily (Baxter, 2009).

Sexism/Gender Bias

In a traditional male field, women involved in SBAE find themselves fighting against “gender bias, subtle sexism, acceptance by community, peer, students, and other duties and lack of recognition” (Baxter, 2009, p. 21). The general attitudes female SBAE teachers receive from students, colleagues, administration, community stakeholders, and male SBAE teachers compounded with sexual bias, sexual discrimination add to the barriers these females face (Foster, 2001; Foster & Seevers, 2004; Kelsey, 2007; Baxter, 2009). In the beginning, female SBAE teachers did not have other female SBAE teachers to build relationships with and learn from on how to be effective educators (Knight, 1987). With time, research indicates that “the severity of gender bias was mitigated for female SBAE teachers as their self-efficacy and time spent in the profession increases” (Hainline et al., 2015, p. 33).

Over time, women have joined the ranks of SBAE teachers and found success within the three-ring model and it should be noted that conditions for female SBAE teachers have improved drastically over the years. The glass ceiling that had been erected to keep women lagging behind in terms of political, cultural, and social issues is slowly shattering (Okpara et al., 2004). Notwithstanding this progress, gender discrimination and sexism are still present within SBAE (Baxter, 2009). Taylor, in the study conducted by Baxter et al. (2011), was told “You are going a great job! However, I feel you should know that I voted not to re-new your contract. I just don’t believe mothers should work outside the home” (p. 18). One can only hope that conversations like this are a rarity in the 21st century.

At any rate, teacher education programs do not specialize and prepare female SBAE student teachers for the challenges that they will face as women in their career must adapt and overcome to handle the changes that will occur with the addition of a spouse/partner and potential children (Cooper & Nelson, 1981). Furthermore, teacher preparation programs need to design curriculum that makes females cognizant of the sexism and biased behavior that they may face and how to deal with those challenges appropriately along with the accurate ways to report such behavior (Baxter, 2009). The problems that can arise from unrealistic expectations can include the termination of SBAE programs in communities, reduction in FFA participation, disillusionment of the community, continual teacher shortages, morale challenges, and even divorce for some SBAE teachers (Cooper & Nelson, 1981; Blackburn et al., 2017).

Proper behavior and etiquette are also arenas in which female teachers found themselves having to appease school and community members alike (Baxter, 2009). Adding insult to injury, some female SBAE teachers have reported that their male peers devalued their worth when the female agricultural educator completed a ‘masculine’ task, ensuring that skills performed by men were seen as more valuable or superior (Baxter, 2009). Comments such as “I didn’t know girls are ag teachers” and “My ag teacher sure didn’t look like you!” are still alive and well (Baxter, 2009). Furthermore, at banquets and functions, one can still hear “Would all the agricultural teachers and their wives please stand up?” (Baxter, 2009, p. 48).

Barriers continue to exist for females in the realm of SBAE as women are still passed up for interviews for open positions based solely on their gender (Baxter, 2009; Kelsey, 2007). Gender-biased questions are currently parts of today’s interview process for many female SBAE teachers (Kelsey, 2007). Furthermore, there is a group of courses in which male counterparts believe female SBAE teachers are competent and qualified to teach, such as small animal care,

horticulture, or agribusiness (Kelsey, 2006; Baxter, 2009). With all of this in mind, it should be noted that “female agriculture teachers do not see an opportunity for advancement in teaching agriculture” and bias continues for the traditional roles to think that women cannot handle certain responsibilities (Baxter, 2009, p. 22). Despite the past, as women continue to forge on in SBAE in a new millennia, they are striving to find professional lives that are fulfilling and allow complete independence (Foster & Seevers, 2004).

Prove Themselves

Many female SBAE teachers find themselves constantly having to prove their ability to complete their job simply because of their gender (Foster, 2000; Baxter, 2009). In a world that tells women that they can do anything that they set their minds to, many women find themselves in a position to win the approval or commendation that comes easier to male counterparts while conforming to the ideals that make a woman proper within the scope of society (Foster, 2001; Baxter, 2009). Likewise, the nature of agriculture itself is to be a jack-of-all trades while exhibiting a work ethic of not stopping from sun up to sun down only intensifies the yearning for agriculturist to work harder and do more when there is time to get the work done (Hainline et al., 2015).

Moreover, “many women felt they had to work twice as hard as a man in the agriculture education field” and “felt scrutinized more than their male counterparts” (Baxter, 2009, p. 18-19). Respect had to be earned through actions and was not given due to the fact that the women had earned an equal teaching credential like their male counterparts (Baxter, 2009). When asking for help from a male SBAE teacher, one woman was informed ““Young lady, your biggest problem is you are a girl in a boy’s club”” (Baxter, 2009, p. 48). How was this woman supposed

to grow and develop into a better agricultural educator without mentorship and support from her colleagues?

Resentment from students is something that most SBAE teachers face as they come into a program, replacing someone that had been there before but for women it can be especially difficult if they are replacing a male SBAE teacher (Baxter, 2009). Unlike others in education, SBAE teachers must be found capable by various groups including other teachers, administration, community stakeholders, and most importantly their students (Baxter, 2009). Thankfully, over time women in all agricultural capacities from the farm to agricultural business are feeling more empowered in their roles (Hyde, 2017).

Conflict between career and family/work family balance

In high school, many female FFA members found themselves in a paradox where they were required to make sacrifices to find success and realized that “the boys aren’t willing to make sacrifices” (Ricketts et al., 2004, p. 48). Murray (2010) found “that Georgia agricultural teachers are feeling torn between meeting job expectations and spending adequate time with their families, with females feeling the strain slightly more than males” (p. i). It could be postulated that these female FFA members in Ricketts et al.’s study represented the generation of women studied by Murray almost a decade later and their desire to succeed continued into their professional careers.

Western society’s perceptions and view of women causes a greater conflict when females gain employment in non-traditional fields, such as agriculture (Foster, 2001; Baxter, 2009). Furthermore, Western society does not adapt the responsibilities and expectations assigned to females as their career follows a non-traditional path but adds additional demands to their traditional expectations (Baxter, 2009; Foster, 2001; Hainline et al., 2015). To put it simply,

“certain family responsibilities are unique to women” (Hainline et al., 2015, p. 32; Kelsey, 2006). Motherhood adds a new range of caregiving responsibilities but also emphasizes the expectation that the woman needs to be a wage earner for the family (Foster, 2001). Murray et al. (2011) found that Georgia’s SBAE teachers spent over 20 hours a week fulfilling responsibilities tied to their home life. Thus, exasperating the challenges to balance between personal and professional responsibilities.

As an individual’s life mature with the addition of a partner/spouse and sometimes children, the ability to control how their time is spent is drastically changed (Murray, 2010). Hainline et al. (2015) found that “female agricultural teacher, on average, reported exerting a surplus of 7.5 hours per week on family responsibilities as compared to male teachers” (p. 31). This statistic is one of many that shows that across the nation SBAE teachers grapple against the familial responsibilities and career obligations to find balance (Odell et al., 1990; Hainline et al., 2015; Murray, 2010; Murray et al., 2011). Research has suggested that familial and personal characteristics, like marital/commitment status and children, have a direct impact on an educator’s decisions within their career (Sorensen & McKim, 2014).

Many female SBAE educators are very passionate about the subject of familial challenges while serving in the capacity of a SBAE teacher (Foster, 2001). When given a survey, women broke out their pens and wrote about their feelings and experiences in the margins of Foster’s (2001) survey, shedding light on topics in which they were concerned in the margins of the survey instrument. The focus of these comments was mainly “revolved around family, children and personal aspects of the subjects’ lives” (Foster, 2001, p. 2). As these comments were tied to their personal lives, emotion was attached to the issues that were discussed (Foster, 2001). It becomes clear that no amount of legislation is going to bestow individuals the

knowledge of how to balance the intricate and delicate duties of being a working mother (Foster, 2001). Murray et al. (2011) found that “females reported twice as much responsibility for grocery shopping and meal preparation as males, ranging from 65-80% responsibility” and “for cleaning house and doing laundry, assuming 75-80% of the responsibility in those areas” (p. 112). Yet, in this same study, men assumed 80-95% of home maintenance, yard work, and farm responsibilities where they were applicable (Murray et al., 2011).

The bottom line is that sacrifices are going to have to always be made no matter the path that is chosen by an individual (Foster, 2001). Professional obligations prioritizing and occupying a majority of a person’s focus and time ultimately flows over into the family balance and disrupts the family’s structure and happiness. In fact, Blackburn et al. (2017) found that “teachers indicated family does not interfere with their work responsibilities” (p. 29). For other studies, it has been found that a supportive network of familial and spousal support is invaluable to female SBAE teachers (Foster, 2001; Baxter, 2009).

For the three-ring model to be executed properly, teachers must work outside of the traditional school day. In spite of this need for their professional life, female SBAE teachers are responsible for “twice as much responsibility for family and household responsibilities as male agriculture teachers” (King et al., 2013, p. 195). Blackburn et al. (2017) found that perceptions of balance being achieved among Louisiana’s SBAE teachers; admittedly, women were not the focus of this study (Blackburn et al., 2017).

Previous research has found that the boundaries between work and familial obligations and an educator’s ability to balance those obligations in turn influence career decisions and commitments (Crutchfield et al., 2013; Sorensen & McKim, 2014; Sorensen et al., 2017). It is imperative that SBAE teachers find a balance between their perceived obligations within their

career and the responsibilities within their personal lives (Hainline et al., 2015). Longevity is the goal for SBAE teachers to provide quality educational opportunities to the nation's students while achieving full retirement for their financial future after their career has concluded.

Spouse/Partner

The performance of SBAE teachers has been shown to be influenced, both directly and indirectly, with the standpoint of that individual's spouse (Coughlin & Templeton, 1988; Hainline et al., 2015). Female SBAE teachers were some of the first researched in this manner as their time in the capacity of an agricultural educator is time away from familial life (Coughlin & Templeton, 1988). Husband/spousal assistance within the home and support with family commitments allows the female SBAE teacher to focus on teaching due to the collaboration on familial concerns with her significant other (Baxter, 2009; Foster, 2001). Veteran female SBAE educators find consensus that "the job was demanding and required a good relationship with their husbands" to find the balance needed to be successful in the SBAE classroom (Baxter, 2009, p. 45).

Traditionally, men are expected to provide for their families and not tend to the home or children (Foster, 2001). The mother is responsible for skills training and caring for the children (Foster, 2001). Yet, when the mother is an agricultural educator, the father/partner is expected to help pick up the slack brought up from the time commitments of the SBAE program. "It's difficult to leave home to attend conferences & conventions when you don't have a 'wife'" (Foster, 2001, p. 6). To properly find balance, many female SBAE teachers stated that without a good relationship with their spouse/partner, they would never have been successful in their career once children were added to their family (Baxter et al., 2011). These stresses cause different conflicts within the marriage and can often lead to divorce (Foster, 2001). 40% of

educators, both male and female, ranked their spouse/partner's want for family time and couple time as "a substantial barrier to completing job responsibilities" (Murray et al., 2011, p. 113). Conversely, some female SBAE teachers claim that their marriages survived because their partner was a member of the FFA or is also an agricultural educator and without that understanding, their marriages would have failed (Foster, 2001).

Odell et al. (1990) found that the overall marital satisfaction was directly correlated to the agricultural educator's job satisfaction (Blackburn et al., 2017). Conversely, when strife or conflict arise within their personal lives, the job and level of production at the professional level also suffer (Blackburn et al., 2017).

Children

The teaching of SBAE is categorized by many as a lifestyle instead of a typical career which allows for a separation of their personal life and career. As more women joined the workforce in the mid-twentieth century, it became common place for a woman to join the work force for a short time and leave as children entered the picture to raise young families and return to work as the children grew and were older (Foster, 2001). By the 1980s, women saw a pattern that found women working throughout the younger years of children, mirroring the career patterns of their male counterparts but still continuing to provide motherly duties when not at work for children (Foster, 2001). Thus, creating a world in which a working woman has to work constantly at "maintaining a traditional family role and developing a new niche for her role as mother and career professional" (Foster, 2001, p. 3).

Women are ensuring that their gender is no longer a hinderance in career fields but "women begin to lose their fertility around the age of 28, just about the time their male counterparts are getting into full swing in the race to be noticed and achieve professional

success” (Foster & Seevers, 2004, p. 36). The pressure of choices to have a family or not becomes paramount while the thought of leaving the profession they are so impassioned for is unfathomable for some women (Fosters & Seevers, 2004). Foster (2001) found that the demands of a family caused women to decide not to have children or prolonged the arrival of children. It drives some women to not have children and compels others to leave the profession. “The fact that any young woman feels it necessary to choose between establishing a personal life and a career point to a unique difference between male and female agricultural education teachers” (Foster, 2001, p. 5). Sacrificing children for their career is not unheard of in SBAE (Foster, 2001). It is a paradox that no one can answer about what is best for them except for the individual and their partner/spouse.

The role of a mother is unique in the development of young children (Foster, 2001). The addition of children changes the dynamic of how to balance their personal lives (Baxter, 2009). Up to 80% of the responsibilities of overall childcare, including homework help and transportation fall on female SBAE teachers (Murray et al., 2011). Murray et al. (2011) found that female SBAE teachers “considered all of the family responsibilities listed as more significant barriers to job responsibilities” in comparison to their male peers (p. 113). 9

When children do enter the familial equation through birth, marriage, or adoption, the time commitment for families and a quality program often overlap (Foster, 2001). Children often grow up around FFA and other SBAE functions when their mother is an agricultural educator (Baxter, 2009). Children attend summer camps, teacher meetings, shows and other events that are tied to their mother’s job (Baxter, 2009).

Single Mothers

Single mothers do exist in SBAE. Divorce is not a focus of this study but Hainline et al. (2015) found that the SBAE teachers' divorce rate was higher than the state and national averages. Yet, over a hundred other professions have a higher divorce rate than SBAE (Hainline et al., 2015). The stress of SBAE on an individual reaching into their home and it can be postulated that it therefore takes a toll on the marriage of the agricultural educator. If time is not managed wisely, SBAE teachers can be "gone all the time" leading to neglect of familial relationships and even a marked absence in the milestones of personal children, and divorce can often be a result (Clark et al., 2014).

The salary provided through SBAE in conjunction with the FFA commitments leads to higher pay that allows more financial support with a single income (Foster, 2001). Time commitments are greater but the benefits that come from being within the school system is also beneficial (Foster, 2001). Oftentimes, children are able to accompany teachers to events, children are transported to the parent's school so that they can be reunited while FFA practices and other events are ongoing (Foster, 2001; Baxter, 2009; Baxter et al., 2011). The world of SBAE is often very kid friendly for the various events (Foster, 2001; Baxter, 2009; Baxter et al., 2011). The greatest challenge once children are school age is the long hours (Foster, 2001).

Guilt

Once a familial structure is established, time spent within the school and FFA activities is time spent away from their loved ones (Murray, 2010; Murray et al., 2011). Society sends mixed signals that female individuals can do anything that they want to do in their lives but then shows expectations that are truly unattainable on a daily basis with the demands of both family and

career for SBAE teachers (Baxter, 2009). The mixed signals and emotions are a source of guilt for many females (Baxter, 2009; Foster, 2001).

Choices have to be made by female SBAE teachers and those choices affect both their family life and their career (Foster, 2001; Baxter, 2009). When those choices lead to time away from their spouse/partner, children, and friends leads to guilty conscious and burnout (Osborne, 1992). It has been recorded that some SBAE teachers can spend up to 55 hours a week away from home with commitment to their program, and once they are married with children, this is no longer acceptable (Murray, 2010; Hainline et al., 2015). In the event that a female SBAE teacher chooses her family over an event related to the SBAE program, they find themselves being criticized by male counterparts (Foster, 2001; Baxter, 2009). Years later, the last thing a woman wants to do is regret not spending more time with their family (Foster, 2001; Baxter et al., 2011).

The design of the familial life of most female SBAE teachers is set around their career, not the family (Baxter, 2009). The decision to leave their careers is one that many women struggle with and was eloquently described by Foster's (2001) research subject:

I am considering leaving my much loved ag position because it has been impossible to be the mother I want and need to be, and to be the ag teacher I feel is expected of me – one who sacrifices a personal life for a job. I love kids & I love teaching them about ag – but, I feel we need to, as a profession decide how to support a well balanced family life. I do not feel like my family comes first – that is, I feel I am frowned upon for choosing family over “the job.” (p. 2).

Criticisms are commonplace against females that make their family their priority (Foster, 2001). In the end, female SBAE teachers want to know that the time spent away from their family to properly perform their job was worth it to their family (Baxter et al., 2011).

Furthermore, research also finds that when situations lead to conflict between an agricultural educator's career and their family, disruptions can arise within their profession life and at times, the educator leans toward what part of their life provides the most satisfaction (Blackburn et al., 2017; Odell et al., 1990). By cutting back on things and making the most intelligent decisions, a research subject in Clark et al. (2014) found better balance in their work family life.

Other

“Family support, especially parental support, was an apparent factor influence the leadership development of the female leaders” (Rickets et al., 2004, p. 48). Furthermore, this support gives females the ability to adapt outside of their comfort zone to more diverse settings and opportunities that all them to flourish (Rickets et al., 2004). Over the years, this boldness allows women to embrace changing roles in which they will play within their familial and work structures mean that they find themselves put in position of “relationship building, information sharing, and inclusion of other” (Rickets et al., 2004, p. 44). Additionally, research has found that “females define themselves in relation to others, while males define themselves separate from others” (Rickets et al., p. 44). The relationships that women hold with others outside their nuclear family are often just as important as those that they share with their spouse/partner and children.

Balance

Balance between work and familial responsibilities is a frustration for many SBAE teachers (Baxter, 2009). It is not unique to SBAE teachers or females in general, but many working women find themselves in a conundrum about what is the best choice for their lives and their future (Foster, 2001). A central issue in our profession is now the concept of balance (Murray et al., 2011).

Ricketts et al. (2004) found that high school aged female FFA members had a desire to be the best in all facets of their lives from school to FFA and even other extracurricular activities. If the young women in Ricketts et al.'s study were indicative of their generation, it could be postulated that this perfectionism as it were might be why some of today's female SBAE teachers decide not to get married and if they do get married, not to have families as "you cannot have it all" (Foster, 2001, p. 2). The balancing act is often the most difficult part of the life of a SBAE teacher (Baxter, 2009). Foster (2001) found that women struggle more to hold society's notion of a traditional household while striving for a successful career (Hainline et al., 2015).

If not accomplished, the stress from the constant conflicts can have adverse consequences to one's mental status and health (Baxter, 2009). Children have been identified as the ultimate stressor as life matures and the dynamics of balancing the demands of work and personal life (Baxter et al., 2011). Many SBAE teachers design their lives around their work when they are young, single, and without children (Baxter et al., 2011; Murray et al., 2011). It is paramount that one has the ability to restructure their professional lives to find balance as things change within their personal lives as time passes on.

Research indicates that "women make more sacrifices in their careers and make more adjustments to their workloads for the sake of their family (Hainline et al., 2015, p. 41). With

further examination, it seems that many of the women stuck in this balance find themselves making the ultimate sacrifice with little to no personal time (Foster, 2001). While trying to find the best of each world, they do not make the time for their needs such as medical, down time, or exercise (Foster, 2001). Blackburn et al. (2017) found that SBAE teachers within the southern region “believed they could influence control to achieve balance (p. 29).

Questions of if the time commitments to SBAE are worth it in the end to the family and to the individual for each educator (Baxter, 2009). At the end of their career, women do not want to look back and regret all of the time that they have missed with their own family trying to prove to others the type of SBAE teacher that they wanted to be (Foster, 2001). So in order to help teachers find longevity, researchers must focus on “how can teachers effectively balance their careers and personal life, thus decreasing attrition in the profession” while increasing job satisfaction and decreasing mental strain on SBAE teachers (Crutchfield et al., 2013; Blackburn et al., 2017, p. 16). As time goes on in one’s career, Clark et al. (2014) found that teachers spent more time with their family, oftentimes as agricultural events tied to their program, but familial time became a priority. It can also be posited that activities within one facet of an individual’s life could spillover positively, bringing enrichment or enhancement to another domain (Hainline et al., 2015).

Self-Efficacy/Job Satisfaction

In a world in which teacher shortages abound, it is vital that the affairs of teacher efficacy and satisfaction are at the forefront of research (Okpara et al., 2004; Blackburn et al., 2017; Sorensen et al., 2017). These themes along with recruitment and retention play pivotal roles in teacher longevity (Okpara et al., 2004). As the glass ceiling is shattered by the women that have navigated the trail of SBAE for today's educators, they are more able to feel effective in the classroom and find satisfaction within their career. Teachers form a professional identity within their commitment, motivation, self-efficacy, and job satisfaction (Blackburn et al., 2017). The more positive the identity that a teacher forms helps them find longevity within their educational career (Blackburn et al., 2017). This is a difficult paradigm with the demanding nature of SBAE (Sorensen et al., 2017).

Self-efficacy

Self-efficacy of teachers can be defined as the teachers' belief that they have the ability to influence student learning through the organization and execution of specific teaching and learning tasks within a set content (Klassen & Chiu, 2010; Blackburn et al., 2017). Furthermore, self-efficacy for teachers focuses on the "beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Blackburn et al., 2017, p. 15). The efficacy that teachers' feel seems to be the more malleable in the early years of their careers but veteran teachers, whose efficacy should be set, bring another set of challenges that can alter job satisfaction and motivation (Klassen & Chiu, 2010). In turn, the educator's self-efficacy influences their behaviors and the achievement and motivation of their pupils (Klassen & Chiu, 2010). Teachers of higher-grade levels, like many SBAE teachers, have lower self-

efficacy in comparison to those of younger students within elementary schools (Klassen & Chiu, 2010).

Yet, efficacy beliefs seem to be cemented into a career, those in “mid-to-late career stages may restructure or scale down overambitious goals due to waning self-efficacy” (Klassen & Chiu, 2010). Arnold & Place (2010) pose that agriculturist in education fields need to be prepared to “grow, adapt, and thrive in a changing environment” (p. 36). Klassen & Chiu (2010) found that the years of experience of the teacher had a nonlinear relationship with self-efficacy as self-efficacy increased with experience until mid-career, approximately 23 years, and then declined in the later stages of the teacher’s career (p. 747). The internalization of “a high level of self-efficacy” within individuals is more likely to find success and longevity in the classroom while “low teacher self-efficacy contributed to a reduction in commitment to teaching” and those individuals left the profession (Blackburn et al., 2017, p. 15). In conclusion, it seems that self-efficacy beliefs of educators are not a fixed point for each individual but a value that can rise and fall like the tide based on environmental and persona factors (Klassen & Chiu, 2010). Extended periods of low self-efficacy can be a contributing factor to teacher attrition as teachers do not feel the commitment to the profession if they are not effective (Blackburn et al., 2017).

Job Satisfaction

Job satisfaction among SBAE teachers has been a focus of a multitude of studies over the years (Murray, 2010). Job satisfaction has been described as the “pleasurable positive emotional state results in the appraisal of one’s job or job experiences” (Locke, 1976, p. 1300). Castillo & Cano (1999) found that the age nor length of teaching experience had any correlation with overall job satisfaction. Even so, previous studies have found that job satisfaction directly

correlates in a strong linear relationship with the career longevity of SBAE teachers (Gilman et al., 2012).

Studies have indicated that SBAE teachers are “generally satisfied with their jobs” (Sorensen & McKim, 2014, p. 117). Odell et al. (1990) found that the job satisfaction rates of SBAE teachers are not completely dependent on factors related to the teacher’s work day or work environment. It can be assumed that job dissatisfaction is present when a teacher decides to leave the classroom (Murray, 2010). Job satisfaction encompasses the perceptions of gratification and accomplishment one derives from the daily activities of their work (Klassen & Chiu, 2010). Porter and Lawler championed work environments that offered both intrinsic and extrinsic compensations to employees based on their effective job performance (Gagne & Deci, 2005). Greater levels of job performance are correlated with higher levels of job satisfaction (Klassen & Chiu, 2010). Moreover, student motivation is directly related to teacher performance (Baxter, 2009).

Okpara et al. (2004) found that female educators “were more positive regarding their satisfaction with co-workers and work itself (teaching)” (p. 187). When female SBAE teachers are added to a program they often see more female students joining the program (Baxter, 2009). Positive impacts on students help increase the job satisfaction of individuals (Baxter, 2009; Klassen & Chiu, 2010). Yet, it has been found that “misdirected or overgeneralized positivity exacerbates” situations and can make individuals reluctant to leave a negative environment (Sinclair et al., 2020).

It has been found that “women experience less job satisfaction than men, especially satisfaction from work conditions, and a number of researchers have noted that female teachers report higher stress than male teachers” (Klassen & Chiu, 2010, p. 743). The female educators’

elevated stress within their work environment could come from “gender differences in nonwork domains, with high total workload (school tasks plus domestic tasks) and higher role conflict between work and family roles” (Klassen & Chiu, 2010, p. 749). Baxter (2009) noted that the “family, marital satisfaction and children” of an educator attribute to the job satisfaction of that educator (p. 22). To strengthen this notion, Sorensen et al. (2016) found “a significant, positive relationship between work family balance ability and job satisfaction” (p. 146).

In addition to a person’s own satisfaction, Odell et al. (1990) uncovered that a teacher’s spouse/partner’s marital satisfaction impacts the job satisfaction of that teacher. The conflict that is experienced by SBAE teachers who are parents and their job obligations led to a “negative relationship between the presence of children in the family and job satisfaction” (Odell et al., 1990, p. 18).

To wit, the personal and professional life of educators are not two separate spheres but interrelated and have significant impacts on satisfaction. Teachers that are dissatisfied show decreased commitment to their students and profession and therefore are at greatest risk for attrition from education (Klassen & Chiu, 2010). Levels of satisfaction can be muffled by the stress felt in the daily life of the teacher (Klassen & Chiu, 2010). Dissatisfaction can come from a multitude of areas including work environment, pay, supervisors, school policy, supervision, and even working conditions (Baxter, 2009). Yet, it seems that teachers do their best to have a positivistic view of their career that results to an increase in job satisfaction and an increase self-efficacy (Blackburn et al., 2017).

Disengagement/Stress/Discouragement/Burnout/Administrative Support & School Climate/Attrition

It seems that there has been a consistent shortage of SBAE teachers nationwide for decades (Eck et al., 2019). The past decade has handed SBAE that worst shortage of qualified educators in the century that SBAE has existed (Gilman et al., 2012). Differing from what many would believe with the abundance of job openings, many SBAE student teachers graduate from college and never step foot in a classroom as an educator because the demands to be a successful agricultural educator are too high a price for some individuals to pay (Osborne, 1992). Once individuals have entered the profession, those with the most stress, especially from student misbehavior and workload, “show higher negative health and vocational outcomes, including burnout” (Klassen & Chiu, 2010, p. 743). Factors that directly influence teacher attrition have been researched (Sorensen & McKim, 2014). Although, there is much complexity when one does an in-depth analysis of stress, disengagement, burnout, and eventually for some, attrition. There are many intersecting complexities for SBAE teachers on the front lines of the profession, in middle and high classrooms across the country.

Disengagement

The role of the agricultural educator is ever evolving as American society has changed over the years (Delnero & Montgomery, 2001; Eck et al., 2019). The expansion of job expectations, professional development, and accountability for students’ academic progress has led to new demands on teachers (Delnero & Montgomery, 2001). Furthermore, 10 major responsibilities and roles were identified by Talbert et al. (2014) including:

(a) being a school team member, (b) planning and developing a program, (c) preparing to teach class, (d) delivering instruction, (e) evaluating student progress, (f) advising student

organizations, (g) supervising student experiences, (h) relating to the public, and (i) lifestyle (Talbert et al., 2014; Smaller & Rank, 2019). In addition to these obligations, there has been a greater emphasis on SAE and CDE components of the three-ring model which ensures that teachers are spending less time at home with their families (Murray, 2010). The empirical evidence of disengagement levels should serve as a wake-up call for all involved in education (Clemons & Lindner, 2019).

Female SBAE teachers found that their ideal career was “to be academically focused with less emphasis in the SAE and FFA components of the program” (Delnero & Montgomery, 2001, p. 66). “You tend to find yourself spending more time with other people’s children than your own and you do begin to wonder if you’re appreciated” (Foster, 2001, p. 6). Thus, motivation becomes an issue that is only compounded if there is “a demoralizing work environment” (Blackburn et al., 2017). It is difficult teachers to stay focused within these conditions. Furthermore, legislation has decreased the desire for individuals to even begin careers in education as bargaining rights have been cut, tenure has been eliminated, and teacher benefits have been slashed (Blackburn et al., 2017).

Midcareer educators are the most dangerous for leaving the field as they have the ability to “reengage or disengage from their profession” (Crutchfield et al., 2013, p. 9). These individuals are at a precipice of work-life balance and is work interfering with familial matters or are familial obligations interfering with work (Crutchfield et al., 2013). The stresses of handling and how that find the balance can create positive or negative correlations (Crutchfield et al., 2013). This can lead to occupational recommitment or occupational disengagement. The stress from the situation and how it is managed can make all the difference.

Stress

A national concern for many Americans today is their stress level (Torres et al., 2009). The American Psychological Association reported that extreme stress levels are found amongst twenty percent of Americans at a rate of 15 or more days every month (Torres et al., 2009). Stress can be a result of challenges, excitement, the desire to do well or excel while leading individuals to feel angry, frustrated, fearful or anxious (Torres et al., 2009). For educators, many find their profession to be rewarding but the stress of the modern classroom can lead to negative impacts on their teaching, their personal lives, and their students (Torres et al., 2009). This was emphasized by Hainline et al. (2015) when it was “implied that the nature of one’s work experience transmits into the non-work domain affected the behavior and attitude of the worker in their home life” (p. 32).

The traditional classroom teachers are responsible for over 400 daily decisions (Torres et al., 2009). Over the past few decades, teachers have faced increasing amounts of students per year and documentation without adequate resources, salaries that have not changed with cost of living increases, and the introduction of standardized high-stakes testing (Torres et al., 2009). Thus, leading to high levels of job stress (Klassen & Chiu, 2010). SBAE teachers face even greater challenges due to the additional demands as the programmatic roles associated with the three-ring model of SBAE including the preparation, training and commitment to CDEs, classroom preparation, FFA events, and paperwork lead to an undo amount of stress on SBAE teachers (Torres et al., 2009; Baxter, 2009; Baxter et al., 2011; Sorensen et al., 2017). Within many communities are set levels of expectation for performance of students in FFA events, within their SAE projects, and even the FFA chapters involvement in the community just as you would find associated with athletics. These extracurricular facets of SBAE find many teachers

working beyond the 40-hour standard work week (Croom, 2003; Straquadine, 1990; Torres et al., 2009; Torres et al., 2008).

It can be postulated that “the interaction between an individual and his or her environmental determines whether or not a situation is stressful for that person” (Torres et al., 2009, p. 101). Therefore, meaning that stress is a condition based individually based on a person’s ability to meet the burdens within their environment. For this reason, it is very difficult to study what causes stress for a population such as female SBAE teachers because what is stressful for one individual might not be of great concern to another. Apart from this, the lack of resources from one individual to another could cause more stress because they do not have the ability to complete tasks at the same level or with the same efficiency as other SBAE teachers (Torres et al., 2009; King et al., 2013).

Sources of stress for educators range from interactions with students, parents, colleagues, and administrators, compounded with policies, burdensome workloads, misbehavior and lack of acknowledgement for accomplishments (Klassen & Chiu, 2010). Klassen & Chiu (2010) found that female educators indicated higher levels of workload and classroom stress in comparison to their male counterparts. King et al. (2013) analyzed the stress specifically of female SBAE teachers and found the award applications such as proficiency applications and planning of the annual FFA banquet to be some of most stressful events for the women within that study followed by CDE team preparation, fundraisers, and degree applications. These are ongoing and long-term activities that can take years to complete and plan properly. Within the traditional classroom activities, King et al. (2013) revealed that the reports and paperwork that come along with student information tracking were the most stressful item followed by curriculum development.

Furthermore, the stresses of the SBAE lifestyle can be compounded with exhaustion and frustrations that come with the multiple facets of the three-ring model (Baxter, 2009). Murray et al. (2011) found that female SBAE teachers found an increase in the inability to balance their commitments in correlation to an increase in their workload with FFA, CDEs, and other components of SBAE.

If stress cannot be coped with properly, strain can develop, and as strain overtakes an individual's tolerance, burnout then occurs (Sorensen & McKim, 2014). Additionally, it has been proven that health problems can arise with prolonged exposure to excessive stress (Baxter, 2009). Many SBAE teachers indicate health concerns that they deal with on a personal level that are directly influenced by their profession (Croom, 2003). This can also lead to an increase in variables such as performance, turnover, and absenteeism (Okpara et al., 2004). Clark et al. (2014) found that one educator in their study had a health issue that caused his workload to reduce immediately and directly impacted his work performance.

Research has shown that the majority of SBAE teachers are able to find balance within these stressors and find some semblance of balance (Blackburn et al., 2017). Yet, "stress has been associated with teacher burnout" and may then contribute to teacher turnover (Sorensen & McKim, 2014, p. 116-117).

Discouragement

SBAE has a culture that demands things of its educators and are stressed "as an obligatory priority and family is viewed as an optional choice, leaving it third or fourth on the priority list" (Murray, 2010, p. 6). Torres et al. (2008) posed this conflict the best with their observation that "it may not seem like there aren't enough hours in the week to get everything

done” (p. 75). This sentiment rings true through the research as one delves in and realizes how many teachers struggle to get it all done to the best of their ability.

Mid-career SBAE teachers struggle the most with this conflict “with the substantial out-of-classroom expectations and how it took time away from family” (Solomonson & Retallick, 2018). It is very hard to stay positive when all one sees is failure to meet the needs in a part of their life.

It seems that the constant battle of female SBAE teachers to prove that they are qualified to teach SBAE regardless of their gender is an ongoing stress and frustration (Baxter, 2009; Foster, 2001; Kelsey, 2007). For instance, in the field of agricultural mechanics, many women find their collegiate preparation to teach the field lacking and therefore struggle to feel effective within those subject areas as the main instructor (Tummons et al., 2017; Cooper & Nelson, 1981). That discouragement can lead to discontentment that ultimately could lead to the female instructor to leave that position or a career in SBAE all together.

Many solutions that are posed to SBAE teachers and educators in general seems to be “a one size fits all” type training through in-service or staff development sessions that do not fit any issues truly held by educators and are therefore ineffective (King et al., 2013; Klassen & Chiu, 2010). The most valuable thing to many SBAE teachers in the middle of their career is their time (Solomonson & Retallick, 2018). The culture of SBAE is going to have to change in order to accompany this request of teachers.

In order to reach the masses of women that are struggling to find their empowerment in SBAE, differentiate approaches must be used to help the individual needs of each teacher. Discouragement is a truly horrifying issues that affects must more than the subject matter at

hand. Dissatisfaction, another term for discouragement, ranks only second to familial reasons as the cause for which educators leave the field (Sorensen & McKim, 2014).

Burnout

Burnout can be defined “as a condition characterized by emotional exhaustion, depersonalization and loss of a sense of personal accomplishment” (Croom, 2003, p. 1). Most often found in individuals working within the realm of human services including social work, policy, emergency services, and education (Croom, 2003). Burnout can include emotional exhaustion, depersonalization, personal accomplishment burnout, and personal strain (Cheveney et al., 2008). In education, burnout can be attributed to a long period of job dissatisfaction from a plethora of areas including low morale, educational bureaucracy, deficient of decision making from superiors, poor working conditions and even decreased personal achievement (Baxter, 2009; Croom, 2003). Burnout is high amongst SBAE teachers (Baxter et al., 2011; Hainline et al., 2015).

Many individuals realize that the retention rate of SBAE teachers is low due to the paperwork, CDEs, and other classroom demands (Baxter et al., 2011). Furthermore, Karen in Baxter et al.’s study (2011) postulated that women face an entirely different type of burnout as “they look pretty weary when [they’re] draggin’ in strollers... that’s when it gets really hard... I think that’s the maker or breaker point for a lot of females. You’re torn at that time” (p. 19). The community and expectations of others put acute pressures on SBAE teachers to maintain a FFA that reaches the highest standards year in and year out along with ever increasing demands for academic rigor within the classroom (Baxter et al., 2011). Baxter et al.’s (2011) research participant Karen described this phenomenon eloquently by stating

“It has to do with the expectations of others and people around you. I have often believed that is why there is a high burnout rate among agriculture teachers... you can make it as big of a monster as you want to make it.” (p. 19)

In the end, many SBAE teachers find themselves at the end of their rope when commitments become more than they can handle. Straquadine (1990) found that SBAE teachers cope with their overwhelming workload to become workaholics where their main focus is work. This workaholic behavior goes against everything that research is now saying about finding balance between your career and your personal life.

The number of nights away from their loved ones can lead to higher rates of burnout (Osborne, 1992; Murray et al., 2011). The haggardness of educators is unmeasurable when reflecting on the ever-changing bars that students and they are supposed to reach to appease individuals that are not even in their classroom daily. SBAE teachers are emotionally exhausted from their work (Croom, 2003). Emotional exhaustion was the highest level of burnout in Kitchel et al.'s study (2012). SBAE teachers that have dedicated their lives to SBAE oftentimes can see no other way to correct the mental and emotional strain that they are under than to disembark from the career that they had dedicated their lives, many walk away from something that has had a place in their lives since they were young teenagers as FFA members in middle or high school, and forge a new path in another field of work. Burnout is real and needs to be addressed but also researched further (Smith & Smalley, 2018).

Administrative Support & School Climate

Administration within American schools have a tumultuous job as of late. Teacher longevity is paramount to running a school with vetted individuals in the classroom providing quality instruction. A shortage of highly qualified teachers exists in SBAE (Sorensen & McKim,

2014). Over 90% of educators hired in the United States are replacing teachers that left for causes that were not retirement (Clark et al., 2014).

As teachers enter the classroom and embark on their careers, a multitude of factors come into play for job satisfaction. Administration cannot please all people at all times. Solomonson & Retallick (2018) saw this as “some teachers expressed extreme dislike for their current administration, several articulated an appreciation for their administrators and praise the support they bestow upon them and their programs” (p. 11). Teachers also realized that administration often is a source that will make or break their happiness at work and their SBAE program’s ability to success (Solomonson & Retallick, 2018; Clark et al., 2014). Yet, administration should strive to build relationships with their teachers that allows openness in communication so that feelings of frustration and displeasure can be conveyed without judgement.

Clark et al. (2014) found that “a thorn prick, or an event caused [educators] to reflect and reevaluate their current situation” which can lead to stress, burnout, and even attrition (p. 48). Areas of concern that administration can directly help control are “employer support, curriculum choices, job security, and contractual expectations” (Clemons & Lindner, 2019, p. 192). Even the most “talented teachers will not last long in a culture that undermines or is neutral to their needs and interests, leaves them isolated, or fails to promote their growth (Berman, 2004, p. 118). Resiliency of educators should be on the minds of all administrators who oversee SBAE teachers and their programs to ensure optimal educational practices for the students within their school (Thieman et al., 2012).

Odell et al. (1990) noted that administration should be cognizant of the affect a teacher’s children can have on performance and job satisfaction. Consequently, administration should also be aware that a teacher’s personal relationships with their spouse/partner can also impact job

performance and satisfaction (Odell et al., 1990). Without the support of their significant other, job satisfaction is hard to maintain of SBAE teachers (Clark et al., 2014; Cooper & Nelson, 1981). Although, not much can be done to help better a person's home life from work, simple reassurances and support can move mountains for many individuals.

School policy can also impact educators, especially SBAE teachers as their jobs have multiple facets with commitment outside the traditional realm. School policy was the chief complaint of female SBAE teachers while their male counterparts was working conditions and supervision (Baxter, 2009). Eck et al. (2019) found that their research “panelist are calling for a re-envisioning the workload and job description” for the profession of SBAE from the current status quo. Administration should be aware of all of these concerns as they strive to fill vacant positions in all areas but especially SBAE openings (Eck et al., 2019). The conclusion is that administrative support, or the lack there of, (Clemons & Linder, 2019) is “a critical force in creating and maintain wrong schools” (Voorhis & Sheldon, 2004, p.56)

Attrition

One of the most challenging things facing PK-12 schools is teacher attrition (Solomonson et al., 2018). High school teacher attrition is a concern in most subject areas with the exception of social studies and physical education (Blackburn et al., 2017). A multitude of studies have concentrated on the attrition rate of teachers and those at risk for leaving at the beginning of their careers, usually within the first five years (Dillon, 1978; Kelsey, 2006; King et al., 2013; Sorenson & McKim, 2014). A study of teachers that left after starting their careers “were generally satisfied with their work” within the classroom on one hand but on the other found frustration and discontentment within the time and workload demanded of them (Sorensen & McKim, 2014, p. 117). This finding has been confirmed with other studies including

Solomonson et al. (2018) that found “among all teachers, personal factors and teacher development were found to have the most impact on decisions to leave the profession” (p. 321).

As discussed, there are a multitude of contributing factors for teacher dissatisfaction that ultimately leads to their leaving of the field (King et al., 2013; Clemons & Linder, 2019). For traditionally certified SBAE teachers, “the number of new teachers who leave the profession has hovered around 50% of decades” with 30% of beginning teachers leaving sometime in the first five school years of their career (Blackburn et al., 2017, p. 14; Clark et al., 2014; Hainline et al., 2015). This is further exacerbated as alternatively certified SBAE teachers have an attrition rate around 60% (Blackburn et al., 2017). Osborne (1992) found that SBAE “literally devours its young” (p. 3) in with a toxic combination of stress levels, job expectations, and overwhelming workloads (Murray et al., 2011).

Interestingly, the population of female SBAE teachers has shown a marked increase in their numbers over the years; yet, these women do not remain in the field in comparison to their male peers (Castilla & Cano, 1999; Kelsey, 2006; King et al., 2013). Tippens et al. (2013) not only found that women were more likely than their male peers to leave for a period of time and potentially return to the field of SBAE but also concluded that women were more likely to take early retirement after 25 years of service. In order to best serve these women, research should focus on the job requirements that are causing the most stress and therefore could help curb the attrition rates among female SBAE teachers (King et al., 2013).

Foster (2003) found that 81% of females in the SBAE classroom find satisfaction in their jobs and have a strong commitment to the profession. Women who entered the field of SBAE and fell in love with the field and found themselves in a conflict between their profession and their family and began to exit the profession due to the needs of their family. In Baxter’s (2009)

study, a participant, Taylor, reported that she averaged seventy-five days away from her family on the road each year with events tied to her career.

Forty years ago, Cooper and Nelson (1981) found that 5% of educators that left the profession did so due to reasons linked to their family and home life (p. 17). Walker et al. (2004) reported that the primary reason that SBAE teachers left were family issues, over two decades later. Once they leave, especially for familial reasons, individuals rarely return back to their previous occupation (Murray et al., 2011). That conflict has only grown as modern life has matured and taken on a more demanding nature of one's time.

Castillo & Cano (1999) found that there has been an increase in females entering the field but their attrition rate is higher than men. For many women, attrition is the result of the evolution of their personal lives to add children. Karen from Baxter's (2009) research summed up the sentiment well in stating:

“It gets most difficult for them (females teaching, probably during the transition of starting a family... they look pretty weary when their draggin' in strollers ... that's when it gets really hard ... I think that's the maker or breaker for a lot of females. You're torn at that time.” (Baxter, 2009, p. 46-47).

Harmony and balance should be a focus within the profession (Clemons & Lindner, 2019).

Professional learning and development curricula are often focused on teachers early in their careers and in order to help teachers find this balance, perhaps new programs should be instituted for teachers at all stages of their careers (Smith & Smalley, 2018).

Alternatively, numerous recognized barriers and experiences cause secondary female SBAE teachers including criticisms from community members, other teachers, and administration (Baxter, 2009; Foster, 2001; Foster & SeEVERS, 2004; Kelsey, 2007); sexual bias

(Baxter, 2009; Foster, 2001; Foster & Seevers, 2004; Kelsey, 2007); sexual discrimination; constantly proving job competency (Baxter, 2009; Foster, 2001; Foster & Seevers, 2004; Kelsey, 2007); and overall attitude in regards to their gender (Baxter, 2009; Foster, 2001; Foster & Seevers, 2004; Kelsey, 2007). Women strive to overcome these barriers only to leave the profession when the challenges and ordeals of their career and their family become too much to manage. The hidden statistics within teacher attrition is the price that American children are paying by not having the more effective educators within their classrooms (Blackburn et al., 2017). Retention is the answer to this crisis (Eck et al., 2019). Today's researchers are given the task to find the solutions and give current and future SBAE teachers the means to find longevity and not be an attrition statistic in SBAE. In conclusion, attrition is a warning sign that teacher preparation programs at the collegiate level and other means are not adequately preparing the masses to overcome the challenges of the modern day American school house (Chapman & Green, 1986).

Resiliency/Longevity/Retention

The national teacher shortage is a imbalance of supply and demand caused by an increase in retirements, enrollments growing across the country, and not enough new teachers graduating to fill the demand (Cochran-Smith, 2004). In order to amend attrition, teacher turnover must be corrected through increasing retention rates (Cochran-Smith, 2014). Studies have proven that retention rates are low for SBAE teachers (Baxter et al., 2011; Blackburn et al., 2027). Since 1965, there has been an overwhelming shortage of highly qualified SBAE teachers (King et al., 2013; Blackburn et al., 2017). There is an imbalance between the supply of teachers to fill the demand of open positions. This imbalance can be attributed in part to the continual increase of demands on teachers within their daily duties and responsibilities. To best understand longevity,

research has focused on the retention of teachers, society need to understand why teachers stay (Cochran-Smith, 2004).

Resiliency

The past five decades have proven that female SBAE teachers have found the wherewithal to overcome the stereotyping, the sexism, and other bias that have hindered and stopped many careers in years past (Baxter et al., 2011). Cochran-Smith (2004) found through research that “good teachers are still lovers and dreamers (Cochran-Smith, 2004, p. 391). These individuals “love children, they love learning, they imagine a world that is a better and more just place, and they want all children to have a chance to live and work productively in a democratic society” (Cochran-Smith, 2004, p. 392). For many SBAE teachers, a career within the field “has *been worth it*” (Clark et al., 2014, p. 43) Female SBAE educators are finding “support in the profession of education is vital to keeping and encouraging women in agriculture education” (Baxter, 2009, p. 24). Besides professional support, support must come from an educator’s friends and family (Foster, 2001).

Along with supportive individuals to help foster resiliency in their daily lives, the notion has been posed that new and student teachers need a deeper grasp of the responsibilities that accompany being a SBAE educator including the classroom in general, community visits, involvement within their students’ lives, and other extra duties (Baxter, 2009; Roberts & Dyer, 2004). Women involved with SBAE have found their voice and success despite the barriers that they have faced (Baxter, 2009; Baxter et al., 2011). Women continue to face difficulties with work life balance and the remanence of barriers against their gender, but this is all part of the process of being an SBAE teacher and FFA advisor (Baxter et al., 2011).

Overcoming the challenges of SBAE as a professional is no easy task. “Resilience does not come from rare and special qualities, but from the everyday magic of ordinary, normative human resources in the minds, brains, and bodies of [people]...” (Masten, 2001, p. 235). Blackburn et al. (2017) found that “striking a balance between work and family time is an important component of a satisfied SBAE teacher (p. 29). Resiliency is something that is done daily by SBAE teachers across the nation. In turn, Thieman et al. (2012) found “resiliency as a measure of success by the means teachers use to manage and balance their professional relationships (Clemons & Linder, 2019, p. 187).

Longevity/Retention

The longevity and tenure of teachers is impacted by job satisfaction (Kitchel et al., 2012; Clemons & Lindner, 2019). The tenure of individual educators has decreased down to four years (Kitchel et al., 2012). Teacher retention has been constantly researched over the years (Sorensen & McKim, 2014); nonetheless, the research has been conflicting (Chapman & Green, 2004). Research has demonstrated impactful activities that positively impacts female retention in SBAE is women that have supportive and encouraging relationships with their male and female colleagues (Baxter, 2009). Research also shows that an increase within job satisfaction and self-efficacy, makes teachers more effective, increasing job satisfaction and therefore, increase retention rate of teachers that have these attributes (Blackburn et al., 2017; Castillo & Cano, 1999; Kitchel et al., 2012l; Thieman et al., 2012; Smith & Smalley, 2018). Yet, intrinsic motivation is not the only contributing factor to teacher retention.

Extrinsic factors, like salary, results in 50% of teachers remaining in the SBAE classroom between years four to nine (Blackburn et al., 2017; Clark et al., 2014). Formal mentoring has a place to help increase longevity but most women report that they receive most of their support in

informal fashions including phone calls, emails, meetings, and other communications (Foster & Seevers, 2003; Baxter, 2009). Formal mentoring programs are recommended in a multitude of studies (Baxter, 2009; Baxter et al., 2011; Kelsey, 2006). Kelsey (2006) stated that “the more support she receives, the less likely she will be to abandon agriculture education” (p. 127). Furthermore, “collegiality and a positive work environment have been identified as important retention factors, which in turn allow for an increase in self-efficacy and dedication to the profession” (Blackburn et al., 2017, p. 16).

The level of effectiveness of a teacher been linked to the longevity of that educator (Roberts & Dyer, 2004). If SBAE teachers utilize effective behaviors to cope with daily stresses and pressures within their personal and professional lives, teachers can increase their resiliency, retention, and job satisfaction (Thieman et al., 2012). Roberts & Dyer (2004) forty characteristics of effective FFA advisors and SBAE teachers. The more effective the teacher the more longevity can be expected from their career (Roberts & Dyer, 2004).

Recruitment and retention of SBAE educators is the most epic of concerns to ensure the continuity of SBAE in America (Blackburn et al., 2017). Chapman & Green (1986) posed that the attraction, recruitment, and retention of teachers is a concern not only to the educational world but also should be a paramount concern for policy makers.

Framework: Self Determination Theory

Motivation is truly one of the biggest mysteries of the human psyche. Educational research for years has been focused on students and how students are motivated by their instructors (Deci & Ryan, 1982). In a world where teacher retention and disengagement are one of the largest struggles faced by modern education, the focus of some researchers has become why teachers are motivated to teach (Deci & Ryan, 1982). “Self-determination theory (SDT) is

an empirically derived theory of human motivation and personality in social contexts that differentiates motivation in terms of being autonomous and controlled” (Deci & Ryan, 2012, p. 416). For this research study, the framework was structured on SDT (Deci & Ryan, 2008) and Weiner’s (1972) Attribution Theory bound it. Motivation theory is grounded in Vroom’s (1964) expectancy-valence theory of motivation which concluded that individuals exert effort in tasks that could fall under the umbrella of instrumentality, expectancy, and valence. Porter & Lawler’s (1968) model set the groundwork for extrinsic and intrinsic motivation for individuals with their work if the individual was interested and had satisfaction while completing the tasks. SDT concentrates on the fundamental emotional constructs of an individual’s motivation within social environments, well-being, and behavior. Ryan and Deci (200) found that one can explain motivation as the evolutionary results of developed inner resources for behavioral self-regulation and personality. The range of experiences an individual has within both personal and professional settings are key in the development of that individual’s motivational pathways for decision-making and implementation of actions (Clemons et al., in press).

The processes of how humans develop decision making skills and the complexity of how individuals have deliberate preferences and choices have been for the focus of researchers and has been found to be a culmination of interrelated life events:

Self-Determination Theory addresses such basic issues as personality development, self-regulation, universal psychological needs, life goals, and aspirations, energy and vitality, nonconscious processes, the relationships of culture to motivation, and the impact of social environmental on motivation, affect, behavior, and well-being (Deci & Ryan, 2008, p. 182).

Ryan and Deci (2000) suggest that energy, persistence, and finality of results through a multitude of means as motivation. Through understanding the growth and psychological needs of individuals then one can understand each individual's self-motivation and personality (Clemons et al., in press). Weiner's Attribution Theory (1972) developed a framework for understanding the intentional and observed behaviors of individuals. Weiner (1972) attributed the behaviors of individuals to external or internal variables. It should be noted that Weiner's (1972) Theory of Attribution exists between the underlying intentions (motivation) of the individual and the individual's behavioral actions (intentions) to complete tasks. In terms of education, considerable research has been done over decades to find the motivational stimuli for teachers and it seems that intrinsic motivation is the key factor to fuel a long, successful career in education.

Intrinsic motivation & extrinsic motivation

Intrinsic motivation is the force within a person that drives them to complete an activity due to the fact that they are curious or eager to try new things or learn new things, or the fact that the person finds spontaneous satisfaction in the activity (Deci & Ryan, 1982; Gagne & Deci, 2005). Conversely, extrinsic motivation "requires an instrumentality between the activity and some separable consequences such as tangible or verbal rewards, so satisfaction comes not from the activity itself but rather from the extrinsic consequences to which the activity leads (Gagne & Deci, 2005).

Oftentimes, this is focused more on young children but it remains true for adults as well (Deci & Ryan, 1982). For many adults, this desire is expressed through "a longing for relaxed time to read or learn a new skill (Deci & Ryan, 1982). The enjoyment comes from the knowing and learning of things that pique their interest or the "innate need to be competent and self-determining" (Deci & Ryan, 1982, p. 28).

Apart from these behaviors being a part of human nature, it seems that SDT also is affected for individuals based on their social environments (Deci & Ryan, 2012). In terms of educators, administration and other educational authorities, environmental factors can diminish or enhance the motivation of people to perform and learn (Deci & Ryan, 1982). Research has pointed to a plethora of factors that can decrease intrinsic motivation including monetary rewards, good player awards, food rewards, threats of punishment, surveillance, explicit competition, and external evaluation of performance (Deci & Ryan, 1982). Thus, some of these factors could be classified as extrinsic motivation circumstances (Deci & Ryan, 1982; Deci et al., 1982).

Altogether, if an experience makes a person less self-determined or less competent, the intrinsic motivation of that person will be undermined and can change to extrinsic motivation (Deci & Ryan, 1982). If an individual completes a task or activity out of their own natural interest or curiosity, it is completed out of intrinsic motivation that drives that action (Deci & Ryan, 1982). Conversely, completed a task or activity for the mere fact of reward or compliance shifts that intrinsic motivation to extrinsic motivation (Deci & Ryan, 1982). The more autonomous the learning environment, the more the student and teacher both find themselves intrinsically motivated (Deci et al., 1982). The more extrinsic the learning environment, with rewards fueling the actions, can actually impair the problem solving and learning of the students (Deci et al., 1982).

For these reasons, if the goal is to have educators that have high intrinsic motivation to complete their tasks, learning opportunities and their work environment should leave them more self-determined and more competent to help bolster intrinsic motivation (Deci & Ryan, 1982). Moreover, this will lead to students being more intrinsically motivated and finding greater gained

in their learning experiences (Deci et al., 1982). Another stimulus that helps increase intrinsic motivation is giving individuals choices about the task and its various aspects that they are asked to complete (Deci & Ryan, 1982). The more internal the causality to complete any task, the more intrinsic the motivation (Deci & Ryan, 1982). In addition, studies have shown that success and positive feedback also increase intrinsic motivation (Deci & Ryan, 1982).

For decades, it has been assumed that teachers are motivated in their career through intrinsic means (Deci & Ryan, 1982). From the effects of their lessons on students, many educators see some type of immediate response from their lessons on their students and that in essence can continue to grow for years to come (Deci & Ryan, 1982). Through teaching, educators find control over their environment, a freedom to convey their lessons how they feel best suits their pupils, while enjoying less direct evaluation and surveillance than many other professions (Deci & Ryan, 1982). Intrinsic motivation for educators usually only decreases when they feel pressure from outside sources, not their pupils or subject matter (Deci & Ryan, 1982).

Unfortunately, over the past few decades, the resources available to educators have decreased while the external pressure for student performance has increase (Deci & Ryan, 1982). Federal funding has also shrunk (Deci & Ryan, 1982). These have had a direct negative impact on educators' levels of competence and self-determination but have also impacted the support that teachers find from their peers as their culture has become more competitive (Deci & Ryan, 1982). Task completion and the ego of a person are vital to SDT as the ego is part of the pressure that one puts on themselves, like internal control of their desires (Ryan & Deci, 1987).

In conclusion, one must understand that paramount to SDT is the difference between controlled motivation and autonomous motivation. Autonomous motivation is based “with a sense of volition and having the experience of choice” and therefore secures the notion of

intrinsic motivation (Gagne & Deci, 2005, p. 333). Intrinsic motivation gives education proactive and engaged individuals (Ryan & Deci, 2000). The contrast to this is someone being moderated through pressure, the notion of having to perform actions, a controlled motivation, a sense of compliance and obligation to complete tasks (Gagne & Deci, 2005). Extrinsic motivation leads to professionals that are “passive and alienated, largely as a function of the social conditions in which they develop and function (Ryan & Deci, 2000, p. 68). SDT reinforces that the focus for true job satisfaction and longevity in the field would be intrinsic motivation through autonomous means (Gagne & Deci, 2005). Furthermore, SDT addresses development and wellness of the individual through their social settings, ensuring performance and psychological health (Deci & Ryan, 2008). As well as that, “research suggests that these processes result in high-quality learning and conceptual understanding as well as enhanced personal growth and adjustment” and this would provide the best environment for students and teachers alike (Deci et al., 1991, p. 325).

Summary

As with many public service professions, one of the highest priority ambitions of SBAE is the improvement of the quality of life of the individual but also those around them in their workplace (Foster, 2001). It seems that women within SBAE are striving for compatibility between their job and demands within their person life (Foster, 2001; Sorensen & McKim, 2014). Many feel pressured to make choices between their career and family (Foster, 2001; Sorensen & McKim, 2014). A multitude of factors from job and familial commitments have led teachers to leave the profession of SBAE.

Ultimately, through research efforts gaining an “understanding why SBAE teachers leave is important for retention” (Crutchfield et al., 2013, p. 1) but once they have left the profession, it

is almost impossible to get an educator back into the classroom. Research should be focused on why individuals are able to stay and then convey those findings to the masses (Clemons & Linder, 2019). Research has shown that female teachers had greater stress compared to their male counterparts (Klassen & Chiu, 2010). Furthermore, research should examine the cultural settings of the entire school's motivation could impact the individual educator's job satisfaction (Klassen & Chiu, 2010).

Through community efforts, SBAE teachers help guarantee the future of agriculture to another generation while also advancing the lives of others, not just students enrolled in their program (Foster, 2001). Our focus should be on the retention of teachers that are already in the classroom and recruitment of individuals that want to teach in the future to ensure that we have a large enough teaching force to meet the needs of America's school rooms (Stinebrickner, 2002).

Chapter 3

Methods

Introduction

The purpose of this study was to examine the family work life balance of female SBAE teachers in Georgia. The literature revealed a gap in the literature for the female SBAE teachers that find successful, long careers involved within the realms of traditional SBAE programs and FFA advisorship. If successful curriculum is to be developed for preparation of female collegiate students within the collegiate classrooms, one must truly understand how female educators find success balancing their family and work lives as a spouse/partner and even children are added to the equation. Seven research objectives were identified to guide the study:

1. Describe the personal characteristics of female SBAE teachers serving in Georgia for the 2020-2021 school year.
2. Describe the perceived support from local administration for female SBAE teachers in Georgia.
3. Describe the correlation between mental health and the experience of female SBAE teachers in Georgia
4. Describe the level of job satisfaction of female SBAE teachers in Georgia
5. Identify the support systems that have aided female SBAE teachers in Georgia to find longevity in the classroom

AAAE Research Agenda & Research Priority

The American Association for Agricultural Education, AAAE, exists as a profession organization for both graduate students and collegiate faculty in the fields of agricultural communication, education, extension, and leadership (Roberts et al., 2016). This group of

individuals are “uniquely position to bridge the gap between the general public and scientists working to solve current and emerging challenges” within the various fields of agriculture (Roberts et al., 2016, p. 6). In order to find focus within the wide range of topics, panelists are chosen to identify 25 research questions that are seen as a priority in the field and then ranked in terms of research priority (Roberts et al., 2016). Through having panelists center the focus of what priorities have been identified, researchers are able to ensure that “their research programs contribute to addressing the priorities and questions raised by the expert panel” (Roberts et al., 2016, p. 6). The National Research Agenda is to serve as a guide for researchers, but it does not limit the research process (Roberts et al., 2016). However, the National Research Agenda has allowed professionals across the nation to focus research to “work collaboratively to address the most pressing issues” (Roberts et al., 2016, p. 7).

The focus of this study is an intrinsic look into the pressing issue of attrition rate of female SBAE educators in the field, it relates to a multitude of the ten highest priority research questions that focus on the effectiveness and impact of educational programs, recruitment of diverse individuals into agricultural careers, effective models to prepare individuals for a global agricultural workforce, effective communication methods for diverse audiences, and how formal agricultural curriculum can address emerging and complex issues (Roberts et al., 2016). Through having a wide array of individuals in SBAE programs at the secondary level, the field can strive to inspire a new generation to take on the challenge to solve the complex issues of global warming, food supply, changing weather patterns, and new issues that have not even been identified over the next century. Through maintaining experienced educators in the field of SBAE, the most impactful educational experiences will be granted to the children in the United States.

Research Design

For this study, a quantitative methodology was used. Ary et al. (2010) defined quantitative research as “inquiry employing operational definitions to generate numeric data to answer predetermined hypotheses or questions.” This thought was expanded upon by Ravid (2011) to say that quantitative research are studies that look for a clarification into causal relationships with effects while incorporating a small quantity of variables through numerical data collection. Thus, through the use of qualitative research, social reality can be measured by using a selected group within a larger population through making inferences of trends found within the data (Chapman, 2017; Holton & Burnett (1997). Quantitative research can be categories as correlational research, experimental research, survey research, and causal-comparative research (Sukamolson, 2007). Within this study, quantitative research methodology was utilized within an online questionnaire framed within Qualtrics, an online survey system. Quantitative methods were chosen for a multitude of factors including the research objectives of the study, the population being researched, the type of data collected, and the use of data for analysis fit best under quantitative methods.

This study was a descriptive and correlative in nature, using a quantitative non-experimental survey research design. Participants completed a five-part questionnaire. The first section examined the role of women in SBAE. Through collecting this data first, women explained their perceptions as being a member of a traditionally masculine workforce. The second section moved into an examination of work-life balance as the role of the spouse/partner of a female agricultural educator was analyzed, allowing the perception of support for females in the field of SBAE from their most intimate partner to be analyzed. The third section of the questionnaire focused on the impact of the three-ring model’s design and demands children

whose mother's are SBAE teachers. The fourth section analyzed the impact of the FFA specifically on female FFA advisors. The fifth and final section was designed to collect the personal characteristic data of study participants. This study was designed in a non-experimental methodology as the variables within the questionnaire were not manipulated and were only observed for correlations, relationships, and discrepancies (Ary et al., 2010).

Human Subjects Review Board

Federal regulation and Auburn University's policy require that the Office of Human Research's Internal Review Board for the Protection of Human Subjects in Research (IRB) review and approve all research proposals that involve human subjects before any investigation is conducted. Primarily, the Internal Review Board for the Protection of Human Subjects ensures compliance of research studies within the applicable regulations and guidelines at the federal, state, local, and institutional levels while ensure that ethical research practices are also maintained. Compliance within these mandates was maintained throughout this research study. The study was reviewed and received proper permission to proceed with the research under Protocol # 20-079 EX 2002 (Appendix A).

Population

The population of Georgia's SBAE teachers in September 2020 was ($N = 516$)516 teachers and support staff. The researcher wanted to focus on a purposive sampling of this population, every female SBAE educator employed in SBAE classrooms in Georgia in September 2020 ($n = 240$). Other established criteria for participants other than their gender was individuals that were licensed to teach SBAE in Georgia and actively working in classrooms with students, so Georgia's female state staff members were not included as participants in this research project.

The researcher used the Georgia Agricultural Education Directory to access all agricultural education employees in Georgia ($N = 516$). The Georgia Agricultural Education Directory is secured by password. The researcher sorted through the members within the data base multiple times evaluating the numbers of female teachers in the classroom and Georgia's state agricultural education staff as female educators resigned and were hired for different positions within Georgia. An Excel spreadsheet was compiled of each female teacher's name and email address. The information was then organized by Georgia's Agricultural Education three Regions and six Areas (North Region – Area I & Area II, Central Region – Area III & Area IV, South Region – Area V & Area VI).

Instrument Development and Implementation

The available literature did not provide appropriate study instruments to address the objectives of this study. A new instrument was developed, tested, and implemented to address the objectives. Previous research (Deci & Ryan, 1982; Deci & Ryan, 2008; Deci & Ryan, 2012; Deci et al., 1982; Deci et al., 1991, Gagne & Deci, 2005; Ryan & Deci, 1987; Ryan & Deci, 2000) aided in the construction of the new instrument drawing heavily from motivational theories, gender studies in agricultural education, and organization of agricultural education systems.

The groups of statements focused on the following concepts: (1) the role of female educators in SBAE, (2) the impact of spouse/long-term relationships on longevity of a woman's SBAE career, (3) the impact of a woman's SBAE career on her children, (4) the impact of FFA management on a female SBAE teacher, (5) demographic data.

Stage One: Item Construction

Throughout the existing literature research points of interest were identified by the researcher. Questions were then written from these points and compiled into formal questions and organized by concept. The questions were then entered in Qualtrics and analyzed by the researcher, agricultural education experts for improper syntax, grammar, bias or misleading questions or statements.

Stage Two: Pilot Test #1

A group of 25 women were identified by the researcher to serve as a pilot panel to examine the Qualtrics research instrument for validity and comprehensiveness to the issues at hand for female SBAE professionals. Individuals were selected based on their experience in the field of agricultural education. Pilot study participants were former SBAE educators from Georgia, current Georgia extension agents, current Auburn University graduate students in agriscience education, and current Alabama SBAE educators. Pilot study participants were invited to participate in Pilot Test #1 via email (Appendix B) and given an extensive rubric to evaluate the research instrument (Appendix C). Reminder emails were sent on July 13, 2020 and July 21, 2020 (Appendix D).

The primary goal for the first pilot was to have participants in the field of SBAE evaluate the research instrument in terms of improper syntax, grammar, bias or misleading questions or statements. Through evaluation of the rubric responses, the survey was edited to account for errors in grammar and syntax while questions were edited if found to be biased or misleading.

Stage Three: Pilot Test #2

A group of 35 women were identified by the researcher to serve as a pilot respondent for the research instrument in Qualtrics to ensure that it was reliable. Pilot study participants were

current Georgia Agricultural Education state staff, former SBAE educators from Georgia, current Georgia extension agents, current Auburn University graduate students in agriscience education, and current Alabama SBAE educators. Pilot participants were contacted via email August 20, 2020 (Appendix E) and two reminder emails were sent on August 25, 2020 and September 2, 2020 (Appendix F). Through evaluation of the rubric responses ($n = 23$), it could be surmised if the survey was meeting the intent of the research, allowing women to voice their viewpoint about their careers in respect to the conflict that they may or may not feel with their familial commitments and how they were able to find balance. Chronbach-alpha coefficient for external validity was calculated. The researcher analyzed the instrument again for potential revisions or deletions from the pilot and clarified questions before the respondent sampling.

Stage Four: Quantitative Respondent Sampling

With pilot tests completed, analysis of instrument finalized, and population email addresses secured, the instrument was distributed to the 240 ($n = 240$) female SBAE teachers in Georgia. The response rate was set at 60% through a review of previous research (Dillman et al., 2014) in the field and consultation with committee members at Auburn University.

Using Qualtrics, the research instrument distributed through email invitation on September 8, 2020 (Appendix G). This was followed up with reminder emails on September 11, 2020 (Appendix H), September 15, 2020 (Appendix I), and September 17, 2020 (Appendix J). The study's information letter was linked within the Qualtrics Official Instrument (Appendix K).

Chapter 4

Data Analysis And Findings

Chapter four addresses the findings of this study by objective. SPSS was utilized for data analysis and reporting purposes. The findings within this chapter are based upon the research objectives and questions that directed the study.

1. Describe the personal characteristics of female SBAE teachers serving in Georgia for the 2020-2021 school year.
2. Describe the perceived support from local administration for female SBAE teachers in Georgia.
3. Describe the correlation between mental health and the experience of female SBAE teachers in Georgia
4. Describe the level of job satisfaction of female SBAE teachers in Georgia
5. Identify the support systems that have aided female SBAE teachers in Georgia to find longevity in the classroom

Objective One: Describe the personal characteristics of female SBAE teachers serving in Georgia for the 2020-2021 school year.

Participant characteristics were reported (Table 2) by the participants in this study. The characteristics indicate a shift toward increased percentages of female SBAE educators. In September 2020, this study found that the population was 52% male and 48% female. These findings support Murray et al. (2011) findings of Georgia's SBAE educator population was 56% male and 44% female.

For this study female educators were contacted to participate in the research study. The participant response rate was 56.25% ($N = 135$). The majority of participants were

white ($f= 129$, $\%=95.56$), Black/African Americans were 2.96% ($f=4$), and Hispanic/Latino represented 1.48% ($f=2$). 74.07% participants were married ($f= 100$), with 19.26% of participants reports that they were single or never married ($f= 26$), 5.93% being divorced ($f= 8$), and .74% was widowed ($f= 1$). 54.81% of respondents ($f=74$) reported having at least one child in the home and 45.19% of not having children ($f=61$) and 54.81% reported having at least one child in the home ($f=74$).

Teaching experience had a broad range of responses as 37.78% of respondents had less than 6 years of service ($f=51$), 27.41% had 6-10 years of service ($f=37$), 17.78% had 11-15 years of service ($f=24$), 12.59% had 16-20 years of service ($f=12.95$), and only 4.44% had 21+ years of service. Spread throughout the state, 40.74% of respondents were from the North Region ($f=55$), Central Region was 35.56% of respondents ($f=48$), and South Region comprised 23.70% of participants ($f=32$). Contract length varied as 50.75% of respondents ($f=68$) held 12 month contracts, 11 month contracts are the found for 31.34% of respondents ($f=42$), 11.5 month contracts are found for 14.18% of respondents ($f=19$), and 3.73% do not have an extended year contract and are only paid for 10 months of work ($f=5$).

Participants reported post graduate education rates as 44.03% held their master's degree ($f=59$), 32.09% held only a bachelor's degree ($f=43$), 18.66% had achieved their specialist degrees ($f=25$), and 5.22% had earned their doctoral degrees ($f=7$). Participant teaching assignments were reported as 57.05% of women are high school educators ($f=85$), 33.56% are employed in middle school programs, 4.70% are Young Farmer teachers ($f=7$), while 3.35% are in the new elementary agricultural education pilot programs ($f=5$), and 1.34% focus on Ag in the Classroom curriculum ($f=2$).

Table 2
Demographic Characteristics of Female SBAE teachers in Georgia 2020-2021

		<i>f</i>	%
Gender:	Female	133	98.52
	Male	1	.74
	Prefer not to say	1	.74
Ethnicity:	White	129	95.56
	Hispanic/Latino	2	1.48
	Black/African American	4	2.96
Current Relationship Status	Single/Never Married	26	19.26
	Married/Domestic Partner	100	74.07
	Widowed	1	.74
	Divorced	8	5.93
Number of Children:	Does not apply	61	45.19
	1	34	25.19
	2	25	18.52
	3+	15	11.10
Teaching Experience:	Less than 6 years	51	37.78
	6-10 years	37	27.41
	11-15 years	24	17.78
	16-20 years	17	12.59
	21+ years	6	4.44
Ag Ed Region	North	55	40.74
	Central	48	35.56
	South	32	23.70
Contract Length:	10 months – 190 days -- 0 days	5	3.73
	11 months – 210 days – 20 days	42	31.34
	11.5 months – 220 days – 30 days	19	14.18
	12 months – 230 days – 40 days	68	50.75
Level of Education:	Bachelor's	43	32.09
	Master's	59	44.03
	Specialist	25	18.66
	Doctorate	7	5.22
Teaching Assignment:	Ag in the Classroom	2	1.34
	Elementary School	5	3.35
	Middle School	50	33.56
	High School	85	57.05
	Young Farmer	7	4.70

Objective Two: Describe the perceived support from local administration for female SBAE teachers in Georgia.

Interval measurement scales were used to assess respondents' attitudes regarding administrative support. Participants were provided nine questions/statements addressing the SBAE program, participants' personal lives, and professional experiences. Based on the data analysis, the teachers within this study feel supported by their administrative teams. Data for the ANOVA run on this group can be found in Table 3 and Table 4.

Table 3
Perception of local administrative support by Georgia's female SBAE teachers

		<i>n</i>	<i>M</i>	<i>SD</i>
Perception of administrative support	Strongly Agree	51	1.25	0.48
	Agree	37	1.49	0.96
	Neutral	24	1.33	0.70
	Disagree	17	1.35	0.70
	Strongly Disagree	5	1.00	0.00
Total		134	1.34	0.70

Note: 1= strongly agree, 2 = somewhat agree, 3 = neutral, 4 = somewhat disagree, 5 = disagree

Table 4
ANOVA of local administrative support

		<i>df</i>	<i>F</i>	<i>Sig.</i>
Perception of administrative support	Between Groups	4	0.876	0.48
	Within Groups	129		
	Total	133	1.34	0.70

Objective Three: Describe the correlation between mental health and the experience of female agricultural educators in Georgia

Participants were asked to assess their perceptions of mental health related to stress, tasks, and daily activities as a SBAE in Georgia. Interval measurement scales of 5 = *Strongly Agree*, 4 = *Agree*, 3 = *Neutral*, 2 = *Disagree*, and 1 = *Strongly Disagree* were used to determine participants level of agreement. The majority of respondents ($M = 2.25$, $SD = .97$) expressed they were able to find balance (Table 2)

in mental health, stress, tasks, and daily activities as a SBAE in Georgia. An analysis of variance (Table 3) indicated a trend towards significance between groups.

Table 5
Perception of mental health of Georgia's female SBAE teachers

		<i>n</i>	<i>M</i> _[MOU4]	<i>SD</i>
Perception of mental health	Strongly Agree	44	2.25	0.97
	Agree	33	2.27	0.98
	Neutral	24	2.17	1.13
	Disagree	14	2.29	0.83
	Strongly Disagree	6	2.83	0.41
Total		121	2.27	0.97

Note: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree

Table 6
ANOVA of mental health

		<i>df</i>	<i>F</i>	<i>Sig.</i>
Perception of administrative support	Between Groups	4	0.576	0.68
	Within Groups	116		
	Total		120	

Objective Four: Describe the level of job satisfaction of female agricultural educators in Georgia.

Participants assessed their perceptions of job performance related to their gender (Table 4). Interval measurement scales were developed for participant use. Participants reported ($M = 3.33, SD=0.70$), they were neutral when asked about their general level of job satisfaction as a female SBAE teacher in Georgia. The low standard deviation suggests participant responses were clustered and similar in nature. This findings indicates low variance between responses. Participants with the strongest job satisfaction ($M = 3.10, SD=0.70$), those that agreed that they were satisfied in their job had a grand mean of 3.27 ($SD=0.61$). Participants reporting dissatisfaction in their career ($M = 2.76, SD=0.97$) and those that were most unsatisfied in their career ($M = 3.17, SD=0.75$) were not as prevalent as participants'

feelings of satisfaction. The conclusions of this data analysis is that the majority of agricultural educators are neutral of satisfied in their current job with a few outliers that are not happy in their current working conditions.

Table 7
Job satisfaction of Georgia's female SBAE educators

		<i>n</i>	<i>M</i>	<i>SD</i>
Perception of job satisfaction	Strongly Agree	51	3.10	0.57
	Agree	37	3.27	0.61
	Neutral	24	3.33	0.70
	Disagree	17	2.76	0.97
	Strongly Disagree	6	3.17	0.75
Total		135	3.15	0.69

Table 8
ANOVA of job satisfaction

		<i>df</i>	<i>F</i>	<i>Sig.</i>
Perception of administrative support	Between Groups	4	2.21	0.07
	Within Groups	130		
	Total		134	

Objective Five: Identify the support systems that have aided female SBAE teachers in Georgia to find longevity in the classroom

Objective five sought to better understand participants perceptions of personal support networks in the scope of their responsibilities as a SBAE teacher. The majority of participants (M=77.24%) indicated they strongly agreed that they relied on the support of family ($f=112$) and 23.45% of participants reported they relied on familial support ($f=27$). Participants reported 92% of agricultural educators relied on their family to help them find balance and support in their career. The support of friends was reported by participants (M = 68.97%, $f=112$) strongly agreeing and (M = 23.45%, $f= 134$) with friend support helping their success both inside and outside of the classroom. FFA advisors (92%) indicated a need support from their friends to get through their career. Another supportive group that was identified were other agricultural educators.

Respondents (Table 6) reported (64.58%, $f= 93$) strongly agreed and (29.17%, $f= 42$) agreed that they received support from other agricultural educators. Over 93% of respondents felt supported by their agricultural colleagues.

Table 9
Perceptions of support systems by female SBAE teachers

Rating of support systems		<i>f</i>	<i>%</i>	<i>M</i>	<i>SD</i>
Friends	Strongly Agree	100	68.97		
	Agree	34	23.45		
	Neutral	8	5.52		
	Disagree	3	2.07		
	Strongly Disagree	0	0.00		
Total		145	100	1.41	0.69
Family	Strongly Agree	112	77.24		
	Agree	27	18.62		
	Neutral	1	0.69		
	Disagree	4	2.76		
	Strongly Disagree	1	0.69		
Total		145	100	1.31	0.69
Community members	Strongly Agree	67	46.21		
	Agree	55	37.93		
	Neutral	8	5.52		
	Disagree	13	8.97		
	Strongly Disagree	2	1.38		
Total		144	100	1.70	0.77
Other Ag Educators	Strongly Agree	93	64.58		
	Agree	42	29.17		
	Neutral	6	4.17		
	Disagree	3	2.08		
	Strongly Disagree	0	0		
Total		144	100	1.44	0.67
County/District Admin	Strongly Agree	67	46.21		
	Agree	55	37.93		
	Neutral	8	5.52		
	Disagree	13	8.97		
	Strongly Disagree	2	1.38		
Total		145	100	1.81	0.98
School Colleagues	Strongly Agree	75	52.08		
	Agree	58	40.28		
	Neutral	2	1.39		
	Disagree	9	6.25		
	Strongly Disagree	0	0		
Total		144	100	1.62	0.80
School Administration	Strongly Agree	76	52.41		
	Agree	53	36.55		
	Neutral	3	2.07		
	Disagree	10	6.90		
	Strongly Disagree	3	2.07		
Total		145	100	1.70	0.96

Chapter 5

Summary, Conclusions, Discussion, And Recommendations

Introduction

Many studies have results that show varying degrees of importance to the profession and could be seen as interesting with varying intensities of support from previous research (Edwards & Briers, 2001). The purpose of this study was to see what support systems and other factors contributed to the longevity of female SBAE teachers in the state of Georgia. Job satisfaction and work family balance are taxing on those employed as SBAE teachers. The things we understand and recommendations are explained in this chapter. Unfortunately, from a statistical standpoint, no major findings were found. In spite of this, it gives hope to the future of females within SBAE in Georgia. 65.19% of respondents ($f= 88$) had 10 or less years of experience in the classroom while 17.03% of respondents ($f= 23$) had 16 or more years in the classroom. Like the trends of the past, there are not as many veteran female SBAE teachers still in the classroom as compared to new teachers. Yet, maybe this generation of younger teachers might be finding a way to achieve work life balance that the previous generations research could not achieve. This conclusion is founded on the lack of significant data in the arenas of job dissatisfaction, work life balance issues, mental health strain, or administrative support.

Summary of the Study

This study was designed in the style of previous research in the field. The focus were the positivistic reasons that some women have been able to find longevity in their roles as SBAE teachers. The study added questions based on Georgia's new initiative to expand SBAE into the primary schools in some areas. Through focusing on the gaps within the literature, questions were asked about the work life balance, mental strain, and support systems that teachers engage

in with a daily basis while trying to implement the three-ring model (Clemons & Lindner, 2019). By better understanding the struggles that women specifically go through, support systems could be developed to help these women find longevity in their careers. The research instrument and questions were based upon the National Research Agenda published by the AAAE.

1. Describe the personal characteristics of female SBAE teachers serving in Georgia for the 2020-2021 school year.
2. Describe the perceived support from local administration for female SBAE teachers in Georgia.
3. Describe the correlation between mental health and the experience of female SBAE teachers in Georgia
4. Describe the level of job satisfaction of female SBAE teachers in Georgia
5. Identify the support systems that have aided female SBAE teachers in Georgia to find longevity in the classroom

Though nothing significant in terms of data was found. This research provides a critical look into the lives of females implementing the three-ring model.

Through the utilization of a quantitative, Likert-style survey, descriptive statistics and real world descriptions of the experiences of these women were limited. Respondents participated in an online research survey that breached questions trying to address some of the issues that women face within SBAE. Georgia's female SBAE teachers ($N = 240$) were all contacted via email and 56.25% ($n = 135$) responded to the entire survey. Collected data reported after thorough analysis by the researcher using SPSS and different statistical tests, including ANOVAs, frequencies, percentages, standard deviations, and means.

Conclusions and Discussion

Themes emerged as the research analyzed and reviewed the data.

1. SBAE teachers in Georgia are not that diverse.
2. SBAE teachers seem to find work life balance.
3. SBAE teachers with more experience felt less administrative support.
4. Job satisfaction is not as major as concern.
5. Mental health increased with experience.

Conclusion: SBAE teachers in Georgia are not that diverse.

Of the 135 women that responded to this survey, only 6 were not Caucasian, (%=4.44). Chapman (2017) had 0% ethnic diversity in his study of Georgia middle school teachers. There has been an abundance of research about the lack of diversity within SBAE instructors. It has been found that 88% of SBAE teachers consider themselves Caucasian (Chapman, 2017). If the population of SBAE teachers could become more diverse, it would help in the assistance and recruitment of more diverse students and in turn, maybe inspire more diverse students to enter the profession of SBAE.

Conclusion: SBAE teachers seem to find work life balance.

The respondents did not indicate high levels of stress or job dissatisfaction, direct correlations to issues with work life balance. It has been a decade since Murray (2010) found that female SBAE teachers in Georgia felt torn between their job experiences and familial commitments more than their male peers. Perhaps a decade of progress towards gender equality has helped ease this tension. It is also possible that the younger teachers surveyed that have entered the field and responded truthfully as they might be finding ways to utilize coping strategies, such as technology, to help them manage their commitments more efficiently.

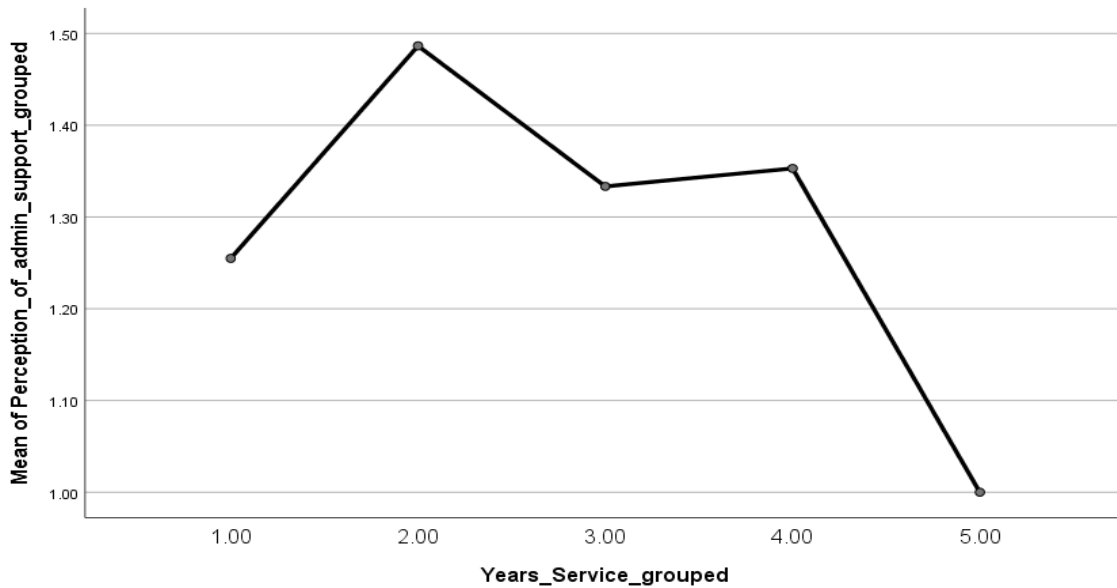
Conclusion: SBAE teachers with more experience felt less administrative support.

Haggard SBAE teachers exist across the country. The past decade has also been rough on administrative staff as the job and expectations of administrators and teachers alike have exponentially grown. Clark et al. (2014) reported that in the United States, 90% of educators that are hired are replacing teachers that did not leave due to retirement but other causes.

It is true that administration cannot please everyone all the time but Solomonson & Retallick (2018) noted that various teachers that felt extreme disdain for current administration for a variety of reasons. It could be posed that teachers in the twilight years of their career have become sullen to the multitude of administrators that they have served over the years. The researcher of this paper had four principals in less than 15 months in the past three years [AUTHOR]. Furthermore, it has been proven that administration can directly control the happiness of teachers at work and their SBAE program's ability to find success through their supportiveness (Clark et al., 2014; Solomonson & Retallick, 2018).

Figure 1 shows the increase and praise for administrative support at the beginning of the career, leveling out in the middle, and a steep decline as one approaches retirement.

Figure 1. *Perceptions of administrative support versus years within the SBAE Classroom*



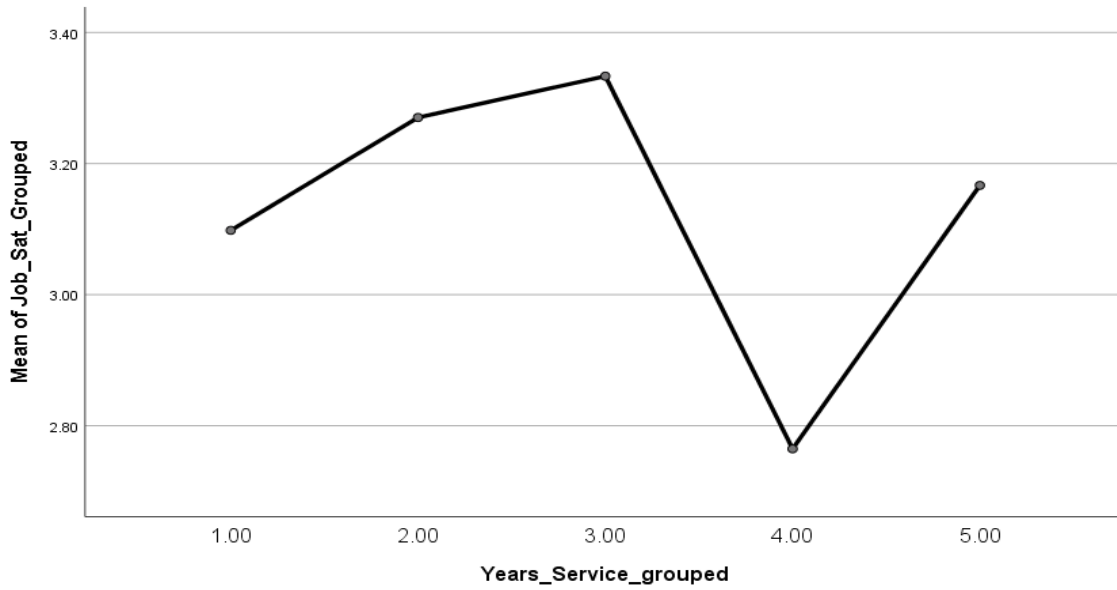
This lack of administrative support can lead to job dissatisfaction, which in turn can lead to attrition (Croom, 2003). Administration needs to become aware of the things that could be re-envisioned to modify the job description or workload for SBAE teachers in the building (Eck et al., 2019). It could be argued that by the time a SBAE teacher has been in the field for the majority of their career, they face a downward slide of support and are tired of explaining what they need to do to complete their a new group of administrators.

Conclusion: Job Satisfaction is not a major concern

Teachers love their jobs. Croom (2003) found that “agriculture teachers appear to be energetic and engaged professionals who were accomplishing something worthwhile for the benefit of students” (p. 11). Agriculture and its future are a passion for many employed within the field of SBAE (Clemons & Lindner, 2019). This study found no significant data showing a dissatisfaction of the respondents. This is a very positive finding about the state of SBAE educators in Georgia because it means that the current female teachers in Georgia have found a satisfaction that is not reflective of some of the previous research. Further research needs to be

conducted to ensure that this finding is correct but maybe teacher preparation programs across the country are better preparing SBAE collegiate students for the every changing world of SBAE. This trend is represented in Figure 2.

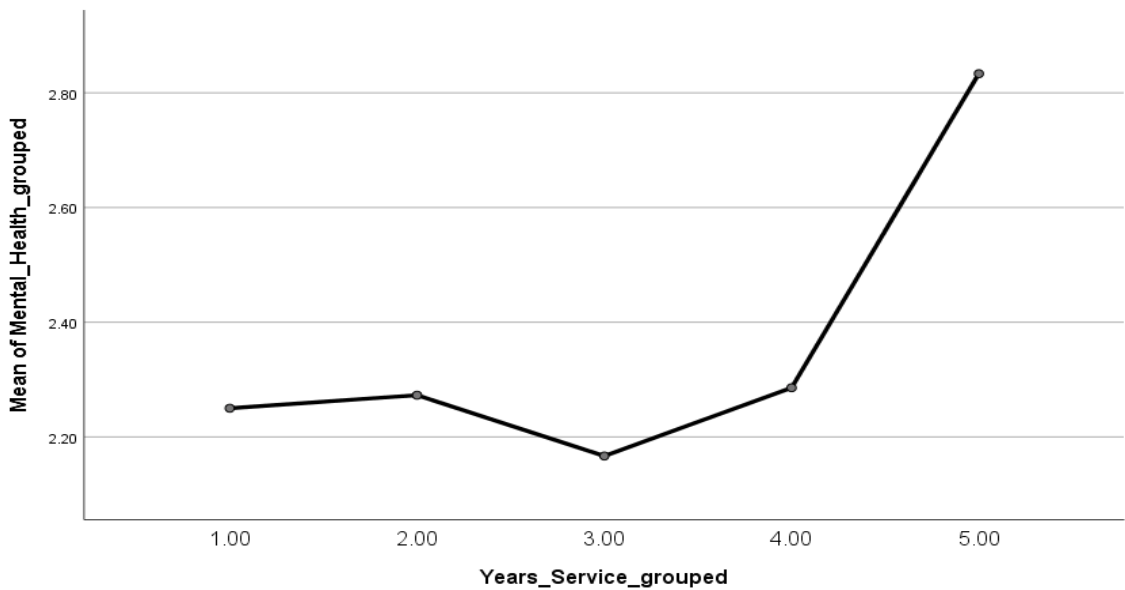
Figure 2. *Perception of job satisfaction versus years within the SBAE classroom*



Conclusion: Mental health increased with experience.

The mental health of educators increased with experience. Older SBAE practioners may find self reliance in their life experiences. Thieman et al. (2012) found that coping mechanisms increase with time in the classroom. This increase decreases burnout and retention rates for veteran teachers. Klassen & Chiu (2010) reinforce these findings that mid-career teachers' job satisfaction levels increase until year twenty but professional learning opportunities should continue so that all teachers can find the peace of mind that comes from increased mental health. Figure 3 represents the findings.

Figure 3. *Perception of mental health versus years within the SBAE classroom*



Recommendations for Practice

Knowledge Gap

One of the easiest ways to find success is to be aware of situation and its challenges before you enter into the field. Cheveney et al. (2008) advocated for SBAE teachers to “be made aware of the problems associated with burnout and how these problems may adversely affect their professional and personal lives” (p. 20). Excitement and a youthful exuberance exist in the beginning of a SBAE teacher’s career (Clemons & Lindner, 2019). The time commitments that come with being a full-time SBAE teacher are hard to fathom until one is in the profession (Torres et al., 2008, p. 86). There is a knowledge gap to overcome that is hard explain until you live it (McKim et al., 2017; Keighar, 2010). For instance, the time commitments that are associated with parent communication, disciplinary actions, planning out the SBAE’s program of activities, organizing the SBAE teacher’s program of work, and general working conditions of daily interactions in the classroom take a toll on the stress levels of new teachers (Torres et al., 2008). One potential solution is giving pre-service SBAE more in-depth experiences while studying at the collegiate level (Smaller & Rank, 2019). Through volunteering or being involved in a multitude of capacities, including classrooms, fairs, shows, CDE/LDE trainings, competitions, conventions, and summer camps, pre-service SBAE student teachers will have a deeper understanding of the commitments it takes to be a SBAE educator (Smaller & Rank, 2019).

Stress Coping Mechanisms

Coping mechanisms for stress, both career related and personal life triggers, should be studied and those strategies implemented and taught to collegiate level students (King et al., 2013). The focus for teacher retention has been at the birth of SBAE teachers’ careers (Kelsey,

2006). Through providing suggestions, strategies, and other coping mechanisms for stress, SBAE teachers could find longer careers in the classroom (Croom, 2003). By focusing on the pre-service SBAE teachers and those early in their career, these individuals would have time to put preventative measures in place and not know a life or career without these coping strategies (Croom, 2003). Pre-service SBAE teachers need to have instruction on the burnout levels of the profession (Croom, 2003).

Practitioners must move past the “one size fits all” trainings of the past and move into individualized, differentiated learning that delves into the true issues for each individual educator that needs support (King et al., 2013; Klassen & Chiu, 2010). Giving collegiate students and new teachers the ability to be exposed to programs with outstanding and successful histories along with veteran teachers may give individuals without experience and unrealistic expectations of what the job entails time with a few wise owls that can remind them that Rome was not built in a day (Solomson et al., 2019).

Seminars, support groups, and mentorship programs could be beneficial to teachers at all stages of their careers. In-service training for current female SBAE teachers may be beneficial for current practitioners to find coping mechanisms from others that might help them with their current struggles and is supported by other research findings (King et al., 2013). This study shows that longevity needs to be on the minds of stakeholders after the five-year mark. Moreover, support groups and mentorship program may benefit states to help teachers find longevity after the first few years of their career. Delnero & Montgomery (2001) found “extensive implications for professional development at both pre-service and in-service levels of teacher education, further research is necessary to describe curricula appropriate” (p. 67). That curricula cannot be developed without further research.

Workload Understanding

Better teacher preparation at the collegiate level links directly with the ability to successfully handle the workload requirements for SBAE instructors as they implement the three-ring model. Clark et al., (2014) found that through learning from mature, career committed educators, younger teachers learn to emulate those coping strategies and that could lower the stress of the individual (Croom, 2003). Through making wiser decisions on what is truly important and learning that it is acceptable to say 'no' or prioritize your family, may lead to higher retention rates (Clark et al., 2014).

Clark et al. (2014) found that there are five stages within the career of teachers and that they transition through these stages in a linear fashion: growth, experiment, establishment, maintenance, and decline. It is up to the Department of Education, the National FFA, state staffs, career and technical education directors, and even local school administration to look at the organization culture of SBAE and make tough decisions that can help lead to more well balanced and mentally fit teachers that can find fulfilling, health, full-term careers (Solomonson et al., 2018). The research and practice procedures should be focused on the future of the profession and through modifying or giving up a traditional task find lower attrition rates for the next generation (Solomonson et al., 2018).

Recommendations for Future Research and Program Development

The data within this study does not pinpoint that there is anything truly significant within the quantitative data. The researcher was left to ponder if given the ability to voice their concerns and tell their stories, if the female SBAE teachers could shed life on the paradox in which so many of them live as a wife, mother, and fulltime agricultural educator. Ricketts et al. (2004) found that “female FFA members were more willing workers than male FFA members” (p. 47). It leaves one to wonder how many of these young women grew up to be today’s female SBAE teachers that are striving to find excellence in all aspects of their lives. The research must continue so that the attrition rate of female SBAE teachers is reversed and the majority of women can find long-lived careers that are fulfilling to the educator, their family, and the thousands of pupils that will cross the threshold of their classroom over the decades of their career.

Today’s Barriers

As with Baxter’s study (2009; 2011), the conclusion of this research has shown that further research is needed to see if a decade later, actual barriers still exist. A thorough study of gender bias to see what barriers exist decades after the first research (Kelsey, 2007). The next generation of research is being left to ask to focus on gender bias and barriers and find solutions to “how can it be combated?” (Kelsey, 2007, p. 61). It seems that the trend still holds true gender bias may be a variable for involuntary attrition if a person does not feel comfortable in a certain environment due to comments, etcetera made about their gender and they feel compelled to leave (Baxter, 2009; Baxter, 2011)

Qualitative Study

In conjuncture with the work of Foster (2001), it seems that there should be a continual study of Georgia’s female SBAE teachers to get a better understanding of their personal and

professional struggles to gain a deeper understanding of how these women find the positivistic approach and reflection of their career. Furthermore, the research needs to be focused on the methods in which women are supported and find longevity in the classroom. The methods that these women are employing need to be shared at the collegiate level with females that are preparing for careers as SBAE teachers and this sentiment was also shared by other research efforts that were conducted previously (Baxter, 2009; Baxter et al., 2011). In order to get the best understanding of the viewpoints of these women, qualitative means should be employed to get the best picture of the current state of affairs.

Research should also be conducted for the SBAE educators that have left the profession due to burnout (Croom, 2003). Also, research should focus on former teachers in different parts of the United States (Solomons et al., 2019). A comparison of the requirements in different regions throughout the United States would be interesting as the requirements vary between State FFA Associations and state Departments of Education.

Change of Culture

SBAE has a century of history within the public schools across the country. Over the years, expectations have only increased on SBAE instructors. Solomonson & Retallick (2018) note that there needs to be a change in the expectations placed upon SBAE teachers at all levels of education from local administration, CTE directors, and state leaders. Many SBAE teachers find themselves stretched between the demands of the three-ring model and a “consolidation of activities and events” (Solomonson & Retallick, 2018, p.15) would make progress at reducing this issue.

SBAE culture needs to evolve its societal expectations among SBAE professionals to be more supportive and understanding of one another. Through the development of a culture that

stresses the “importance of taking vacation days and breaks and spending more time with family” (Clark et al., 2014, p. 51), SBAE teachers might feel that the world of SBAE is seriously worried about the careers but also the familial and personal lives of teachers.

Stress Analysis & Resiliency & Job Satisfaction

Stress Analysis

Within the framework of stress analysis, it would be interesting to build upon the work of Torres et al. (2009) and King et al. (2013) and see if specific resources used by certain SBAE teachers help them manage their stress with great efficiency. For instance, do SBAE teachers that rely on family members to help provide childcare have a greater stress level in comparison to those that pay for childcare? Would the financial burden of paying for childcare offset the guilt that could be associated with having family members spend their time with children while the mother is off completing her work duties? Is there a greater feeling of guilt within these individuals?

Nevertheless, as the research moves forward, it should be done with a “positive inquiry approach” (Lindner & Clemons, 2019, p. 187). By implementing proactive measures to research and teach SBAE educators about personal coping strategies and stress management techniques, challenges within SBAE culture could be avoided (Chenevey et al., 2008). Smith & Smalley (2018) suggest that burnout and emotional exhaustion should continued to be researched. “Although mid-career aged teachers generally satisfied with their job research must move forward to find out how to improve job satisfaction and minimize job stress and burnout” Smith & Smalley, 2018, p. 317). Stress measurements within this population would be interesting to investigate as it may give an understanding to the progression that leads to burnout (Chenevey et al., 2008).

Research into coping strategies is essential (Croom, 2003). If proper coping mechanisms could be identified via research, resiliencies could be improved along with stress reduction which in turn would decrease burnout and increase retention rates (Thieman et al., 20120). Klassen & Chiu (2010) reinforce these findings that research much focus on the mid-career teachers and their job satisfaction while the addition of professional learning opportunities should be developed that are tailored to the unique needs of teachers in various stages of their careers. Furthermore, by focusing on mid-career and late career educators, it may enhance their knowledge, skills, and even boost their confidence, increasing self-efficacy and lowering job stress, therefore enhancing satisfaction from teaching (Klassen & Chiu, 2010). Through the findings of these research agendas, it might be possible for others to find means to replicate the successful actions employed by their SBAE colleagues, proactively attacking issues (Lemons et al., 2015).

Resiliency

Research needs to be expanded into how “employment security, student success, and love of agricultural science are interconnected” (Clemons & Lindner, 2019, p. 198). Through focusing on how SBAE teachers, especially women, have achieve resiliency this will give teachers the ability to find longevity in the classroom with all of the uncertainty and conflicts that arise after decades in the classroom while trying to raise a family (King et al., 2013).

The core value to SBAE is that “the systems of school-based agricultural education and how those hinder the well-being of the professional who are teaching the next generation of agricultural leaders” (Traini et al., 2019). Researchers must focus on the future and the reality that SBAE programs might close due to the lack of qualified educators or individuals that are qualified being unwilling to go into certain programs (Solomonson & Retallick, 2018).

Another question to pose through this study is if there is truly a difference in job satisfaction among genders (Tippens et al., 2013). The “job satisfaction as it related to intention to remain in the profession” would be a great focus to shed light on retention (Tippens et al., 2013, p. 69). By influencing the resiliencies of all teachers in the field of SBAE, it may be possible to help each teacher find ways to increase their personal satisfaction and career longevity (Gilman et al., 2012).

Job Satisfaction

Through this research, it seems that current female SBAE teachers in Georgia are satisfied within their work, feel effective, and have a balance between their careers and families that is working for their situation. As with Blackburn et al. (2017), future research needs to focus on the female SBAE teachers that have conceded to the strife of finding balance between their career and their family and left the profession. Edwards & Briers (2001) concurred with this notion that early leavers might hold the key on how to fix the problems within the profession.

Furthermore, by having an open forum with past teachers and current teachers within a qualitative methodology, maybe bridges can be made between conditions that existed and the hope that the future holds for women to have a successful career with an involved familial life (Tippens et al., 2013). Walker et al. (2004) inquired the thought that through qualitative means researchers could “paint a clearer picture of the ‘true’ reason why the teacher is leaving the profession (p. 36). Unique insights from these educators with a true research focus, might hold solutions that have escaped the field until now (Gilman et al., 2012).

Toxic Positivity

Furthermore, especially in the wake of the COVID-19 crisis, it seems that a new topic is coming to light, toxic positivity. Toxic positivity suggests that “misdirected or overgeneralized

positivity exacerbates” harmful conditions (Sinclair et al., 2020). Likewise, an optimistic bias filled with hope, empathy, acceptance, and resiliency can cause individuals to not see how bad the situation at hand is and even stay in abusive situations (Sinclair et al., 2020). In wake of this trend, it can be postulated that the research results for this study were skewed as individuals curved their answers based on what society deems should be their answer and not true reality. COVID-19 has led to overwhelming pressure on teachers to succeed no matter the circumstance. Follow-up research needs to be done within the target population of this study to see if respondents truly meant their answers or were saying what they thought society thought would be the correct response.

Cultural Changes

SBAE is a demanding profession (Lawver, 2007; Murray et al., 2011; Sorensen et al., 2017) but the impact it can make on young people is exponential (Sorensen et al., 2017). In agreeance with Sorensen et al. (2016), research must examine the “work-family culture within agricultural education and how this culture influences time between work and family roles, as well as the relationship between work-family culture, work family balance ability, and job satisfaction” (p. 155). Professional development with veteran teachers is a novel idea that might empower those that are struggling to continue down their career path in SBAE (Clemons & Lindner, 2019).

Cultural changes within SBAE might also need to happen. Currently, Traini et al. (2019) identified that for many in order to be “a successful agriculture teacher, one must win awards, blue banners, grant dollars, have growing program numbers, and high FFA participation” (p. 248). As this is the standard, many of the teachers did not identify with this notion (Traini C2019). Edwards & Briers (2001) asked “Why is perceived competence related only to FFA

involvement?” (p. 16). Cochran-Smith (2004) also poses if the definition of staying in the classroom should be redefined. “Should staying mean include a variety of career trajectories with multiple avenues for leadership roles and advancement in the career span OR majority of institutions to keep in the pipeline minority teachers and educators who stay the course across their roles and responsibilities (Cochran-Smith, 2004, p. 391).

Summary

It seems that qualitative research methods will be the best platform to move forward in this quest for understanding. More students are finding their ways to SBAE classrooms across the nation. Highly qualified, knowledgeable, and impassioned teachers are needed to fill those classrooms and spark a fire within these students to continue to carry the torch for SBAE and agriculture as an entirety. It is without question that the population of the globe is going to continue to grow exponentially into the future. The ability to feed the world has always fallen on the shoulders of the farmer. Now is most definitely not the time to stop believing in the future of agriculture. The world needs an impassioned army of teachers that are within the profession due to their choices and not by chance.

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Appendix A: IRB Approval Documentation

Monday, June 15, 2020


To Whom It May Concern:

My name is Lindsey Adlen Guyett. I have made the following revisions to my IRB documents.

Revisions:

- 1) Corrected IRB form version using current date, correctly dated signatures.
- 2) Do not need COVID precautions as the study will be conducted online through Qualtrics
- 3) Item 5 & Item 4: Corrected verbiage to show online consent
- 4) Item 12: Study Attachment List provided
- 5) All spelling corrected
- 6) Zoom will not be used for this survey

If I can provide any further information, please let me know.


Lindsey Adlen Guyett
LGM0012@auburn.edu
912-977-6234

Auburn University Human Research Protection Program

EXEMPTION REVIEW APPLICATION

For information or help completing this form, contact: THE OFFICE OF RESEARCH COMPLIANCE,
Location: 115 Ramsay Hall Phone: 334-844-5966 Email: IRBAdmin@auburn.edu

Submit completed application and supporting material as one attachment to IRBsubmit@auburn.edu.

1. PROJECT IDENTIFICATION

Today's Date 6/16/2020

a. Project Title Support factors for female agricultural educators in Georgia contributing to longevity in the profession

b. Principal Investigator Lindsey Adlen Guyett Degree(s) BS Ag, MS Ag, EDS Agriscience Ed
Rank/Title Doctoral Candidate Department/School C & T, College of Ed
Phone Number 912-977-6234 AU Email lgm0012@auburn.edu

Faculty Principal Investigator (required if PI is a student) Christopher A. Clemons
Title Assistant Professor Department/School C & T, College of Ed
Phone Number 334-844-4411 AU Email cac0132@auburn.edu

Dept Head David Virtue Department/School C & T, College of Ed
Phone Number 334-844-4434 AU Email dcv0004@auburn.edu

c. Project Personnel (other PI) - Identify all individuals who will be involved with the conduct of the research and include their role on the project. Role may include design, recruitment, consent process, data collection, data analysis, and reporting. Attach a table if needed for additional personnel.

Personnel Name James Lindner Degree (s) BS, MBA, PhD
Rank/Title Professor Department/School C & T, College of Ed
Role data analysis, reporting
AU affiliated? [X] YES [] NO If no, name of home institution
Plan for IRB approval for non-AU affiliated personnel?

Personnel Name Degree (s)
Rank/Title Department/School
Role
AU affiliated? [] YES [] NO If no, name of home institution
Plan for IRB approval for non-AU affiliated personnel?

Personnel Name Degree (s)
Rank/Title Department/School
Role
AU affiliated? [] YES [] NO If no, name of home institution
Plan for IRB approval for non-AU affiliated personnel?

d. Training - Have all Key Personnel completed CITI human subjects training (including elective modules related to this research) within the last 3 years? YES [] NO []

The Auburn University Institutional Review Board has approved this Document for use from 02/14/2020 to Protocol # 20-079 EX 2002

e. Funding source – Is this project funded by the investigator(s)? YES NO
 Is this project funded by AU? YES NO If YES, identify source _____
 Is this project funded by an external sponsor? YES No If YES, provide the name of the sponsor, type of sponsor (governmental, non-profit, corporate, other), and an identification number for the award.
 Name _____ Type _____ Grant # _____

f. List other IRBs associated with this research and submit a copy of their approval and/or protocol.

2. Mark the category or categories below that describe the proposed research:

- 1. Research conducted in established or commonly accepted educational settings, involving normal educational practices. The research is not likely to adversely impact students' opportunity to learn or assessment of educators providing instruction. 104(d)(1)
- 2. Research only includes interactions involving educational tests, surveys, interviews, public observation if at least ONE of the following criteria. (The research includes data collection only; may include visual or auditory recording; may NOT include intervention and only includes interactions). **Mark the applicable sub-category below (i, ii, or iii).** 104(d)(2)
 - (i) Recorded information cannot readily identify the participant (directly or indirectly/linked); **OR**
 - surveys and interviews: no children;
 - educational tests or observation of public behavior: can only include children when investigators do not participate in activities being observed.
 - (ii) Any disclosures of responses outside would not reasonably place participant at risk; **OR**
 - (iii) Information is recorded with identifiers or code linked to identifiers and IRB conducts limited review; no children. **Requires limited review by the IRB.***
- 3. Research involving Benign Behavioral Interventions (BBI)** through verbal, written responses (including data entry or audiovisual recording) from adult subjects who prospectively agree and ONE of the following criteria is met. (This research does not include children and does not include medical interventions. Research cannot have deception unless the participant prospectively agrees that they will be unaware of or misled regarding the nature and purpose of the research) **Mark the applicable sub-category below (A, B, or C).** 104(d)(3)(i)
 - (A)** Recorded information cannot readily identify the subject (directly or indirectly/linked); **OR**
 - (B)** Any disclosure of responses outside of the research would not reasonably place subject at risk; **OR**
 - (C)** Information is recorded with identifiers and cannot have deception unless participant prospectively agrees. **Requires limited review by the IRB.***
- 4. Secondary research for which consent is not required: use of identifiable information or identifiable bio-specimen that have been or will be collected for some other 'primary' or 'initial' activity, if one of the following criteria is met. Allows retrospective and prospective secondary use. **Mark the applicable sub-category below (I, ii, iii, or iv).** 104(d)(4)
 - (i) Biospecimens or information are publically available;
 - (ii) Information recorded so subject cannot readily be identified, directly or indirectly/linked; investigator does not contact subjects and will not re-identify the subjects; **OR**

- (iii) Collection and analysis involving investigators use of identifiable health information when use is regulated by HIPAA “health care operations” or “research or “public health activities and purposes” (does not include biospecimens (only PHI and requires federal guidance on how to apply); OR
- (iv) Research information collected by or on behalf of federal government using government generated or collected information obtained for non-research activities.
- 5. Research and demonstration projects which are supported by a federal agency/department AND designed to study and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs. (must be posted on a federal web site). 104(d)(5) (must be posted on a federal web site)
- 6. Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture. The research does not involve prisoners as participants. 104(d)(6)

New exemption categories 7 and 8: Both categories 7 and 8 require Broad Consent. (Broad consent is a new type of informed consent provided under the Revised Common Rule pertaining to storage, maintenance, and secondary research with identifiable private information or identifiable biospecimens. Secondary research refers to research use of materials that are collected for either research studies distinct from the current secondary research proposal, or for materials that are collected for non-research purposes, such as materials that are left over from routine clinical diagnosis or treatments. Broad consent does not apply to research that collects information or biospecimens from individuals through direct interaction or intervention specifically for the purpose of the research.) **The Auburn University IRB has determined that as currently interpreted, Broad Consent is not feasible at Auburn and these 2 categories WILL NOT BE IMPLEMENTED at this time.**

***Limited IRB review – the IRB Chairs or designated IRB reviewer reviews the protocol to ensure adequate provisions are in place to protect privacy and confidentiality.**

****Category 3 – Benign Behavioral Interventions (BBI) must be brief in duration, painless/harmless, not physically invasive, not likely to have a significant adverse lasting impact on participants, and it is unlikely participants will find the interventions offensive or embarrassing.**

3. PROJECT SUMMARY

a. Does the study target any special populations? (Mark applicable)

- Minors (under 18 years of age) YES NO
- Pregnant women, fetuses, or any products of conception YES NO
- Prisoners or wards (unless incidental, not allowed for Exempt research) YES NO
- Temporarily or permanently impaired YES NO

b. Does the research pose more than minimal risk to participants? YES NO

Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or test. 42 CFR 46.102(i)

c. Does the study involve any of the following?

June 16, 2020

- (iii) Collection and analysis involving investigators use of identifiable health information when use is regulated by HIPAA “health care operations” or “research or “public health activities and purposes” (does not include biospecimens (only PHI and requires federal guidance on how to apply); OR
- (iv) Research information collected by or on behalf of federal government using government generated or collected information obtained for non-research activities.
- 5. Research and demonstration projects which are supported by a federal agency/department AND designed to study and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs. (must be posted on a federal web site). 104(d)(5) (must be posted on a federal web site)
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- Temporarily or permanently impaired YES NO

b. Does the research pose more than minimal risk to participants? YES NO

Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or test. 42 CFR 46.102(i)

c. Does the study involve any of the following?

June 16, 2020

- Procedures subject to FDA regulations (drugs, devices, etc.) YES NO
- Use of school records of identifiable students or information from instructors about specific students. YES NO
- Protected health or medical information when there is a direct or Indirect link which could identify the participant. YES NO
- Collection of sensitive aspects of the participant's own behavior, such as illegal conduct, drug use, sexual behavior or alcohol use. YES NO
- Deception of participants YES NO

4. Briefly describe the proposed research, including purpose, participant population, recruitment process, consent process, research procedures and methodology.

This will be a statewide study of Georgia's female agricultural educators with a purpose to identify variables that have allowed these women to be successful in the agricultural classroom while balancing the demands of their personal lives as life matures with the development of a family. The PI is an agricultural educator in Georgia and has access to a password protected database with contact and demographic information on Georgia's agricultural educators. The PI has identified that the female population consists of (N=241) potential study participants that are all certified to teach agricultural education, thus are highly qualified. A representative sample (n=148) of the population was determined using Cochran's (1977) formula. This formula takes an acceptable margin of error. Oversampling will occur at 10% to account for nonresponse bias (Lindner, Murphy, & Briers, 2001). Participants will be contacted by email from the PI in the form of email recruitment in the study. A participant can click the survey link or ignore the invitation with no follow up from the PI. If a participant selects the participation link the Online Information Letter for Electronic Survey will be presented within Qualtrics. Information presented to participants will follow IRB protocols as found in the informed consent. An hour time limit will be set. The study will take place from July 2020 - July 2021. Quantitative methods will analyze the data collected.

5. Waivers

Check any waivers that apply and describe how the project meets the criteria for the waiver. Provide the rationale for the waiver request.

- Waiver of Consent (Including existing de-identified data)**
- Waiver of Documentation of Consent (Use of Information Letter)**
- Waiver of Parental Permission (for college students)**

All retrospective information will be de-identified.

The researcher will not track the responses of participants to the survey instrument. All participants will be over the age of 18.

- Procedures subject to FDA regulations (drugs, devices, etc.) YES NO
- Use of school records of identifiable students or information from instructors about specific students. YES NO
- Protected health or medical information when there is a direct or Indirect link which could identify the participant. YES NO
- Collection of sensitive aspects of the participant's own behavior, such as illegal conduct, drug use, sexual behavior or alcohol use. YES NO
- Deception of participants YES NO

4. Briefly describe the proposed research, including purpose, participant population, recruitment process, consent process, research procedures and methodology.

This will be a statewide study of Georgia's female agricultural educators with a purpose to identify variables that have allowed these women to be successful in the agricultural classroom while balancing the demands of their personal lives as life matures with the development of a family. The PI is an agricultural educator in Georgia and has access to a password protected database with contact and demographic information on Georgia's agricultural educators. The PI has identified that the female population consists of (N=241) potential study participants that are all certified to teach agricultural education, thus are highly qualified. A representative sample (n=148) of the population was determined using Cochran's (1977) formula. This formula takes an acceptable margin of error. Oversampling will occur at 10% to account for nonresponse bias (Lindner, Murphy, & Briers, 2001). Participants will be contacted by email from the PI in the form of email recruitment in the study. A participant can click the survey link or ignore the invitation with no follow up from the PI. If a participant selects the participation link the Online Information Letter for Electronic Survey will be presented within Qualtrics. Information presented to participants will follow IRB protocols as found in the informed consent. An hour time limit will be set. The study will take place from July 2020 - July 2021. Quantitative methods will analyze the data collected.

5. Waivers

Check any waivers that apply and describe how the project meets the criteria for the waiver. Provide the rationale for the waiver request.

- Waiver of Consent (Including existing de-identified data)**
- Waiver of Documentation of Consent (Use of Information Letter)**
- Waiver of Parental Permission (for college students)**

All retrospective information will be de-identified.

The researcher will not track the responses of participants to the survey instrument. All participants will be over the age of 18.

6. Describe how participants/data/specimens will be selected. If applicable, include gender, race, and ethnicity of the participant population.

Participants will be selected from the Georgia agricultural education database. This study will focus on female agricultural educators of all races and ethnicities that are currently licensed to teach agriculture at the middle and high school levels. The focus is on individuals with at least five years of teaching experience. All teachers in the state of Georgia must be highly qualified and hold a current license to teach agriculture in the state. This information will be gathered from the password protected Georgia agricultural education teachers' database.

7. Does the research involve deception? YES NO If YES, please provide the rationale for deception and describe the debriefing process.

June 16, 2020

8. Describe why none of the research procedures would cause a participant either physical or psychological discomfort or be perceived as discomfort above and beyond what the person would experience in daily life.

Research questions will be phrased to question individuals about the nature of their job and how they have achieved longevity in the classroom. Nothing of a physical or psychological discomforting nature will be asked.

9. Describe the provisions to maintain confidentiality of data, including collection, transmission, and storage.

Data will be collected using the email link from Qualtrics will serve as consent and no identifiable information will be collected. Qualtrics uses encrypted servers and the data will be stored within this system.

June 16, 2020

10. Describe the provisions included in the research to protect the privacy interests of participants (e.g., others will not overhear conversations with potential participants, individuals will not be publicly identified or embarrassed).

All data will be encrypted and no identifying information will be collected or stored.

11. Will the research involve interacting (communication or direct involvement) with participants?

YES NO If YES, describe the consent process and information to be presented to subjects.

This includes identifying that the activities involve research; that participation is voluntary; describing the procedures to be performed; and the PI name and contact information.

June 16, 2020

AU Exemption
Form Version

Version Date (date document created): _____

page ___ of ___

12. Additional Information and/or attachments.

In the space below, provide any additional information you believe may help the IRB review of the proposed research. If attachments are included, list the attachments below. Attachments may include recruitment materials, consent documents, site permissions, IRB approvals from other institutions, etc.

Online Information Letter for Electronic Survey
Email Recruitment
Sample Questionnaire

Principal Investigator's Signature Lindsey Adlen Guyett Date June 16, 2020

If PI is a student,
Faculty Principal Investigator's Signature _____ Date _____

Department Head's Signature _____ Date _____

June 16, 2020

Appendix B: Pilot Test #1 Invitation Email

Guyett Dissertation Research Instrument Pilot Invitation - TEMPLATE

Lindsey A. Guyett

Auburn University

Ph.D. Candidate, Agricultural Education

College of Education

Department of Curriculum and Teaching

LGM012@auburn.edu

912-977-6234

To: Female Agricultural Education Professionals

Re: Guyett Dissertation Research Instrument Pilot

Dear **[insert name here]**,

Thank you so much for agreeing to participate in the evaluation of my dissertation research instrument. The focus of my study is to research the women in Georgia's agricultural education program that have successfully navigated the addition of a spouse/partner and/or children to find longevity in the secondary classrooms of Georgia.

In order to construct a valid instrument for my study, I would like to form a panel of experienced female extension agents and agricultural educators to accurately assess my instrument. I would like to formally request your assistance during the trial phase of my questionnaire.

To complete this task, please fill out the attached rubric in conjunction with the questions listed within the Qualtrics survey. Feel free to print and write in on the rubric or type into the rubric as you move through the research instrument. It might be easier to go through the instrument on a mobile device. As each question is written, please indicate your thoughts and suggestions in each of the spaces provided. Your feedback is vital and valued as a female practitioner in the field of agricultural education and please know that your responses will help drive the next generation of female agricultural educators to find success in their lives balancing between their career and their family, hopefully enjoying long-lived careers in agricultural education.

Thank you for your time and consideration in this research project.

Sincerely,

Lindsey A. Guyett

Research Instrument Link: https://auburn.qualtrics.com/jfe/form/SV_4UDdDfUkLiOyFMx

Appendix C: Test Pilot #1 Instrument Rubric

Lindsey Guyett Research Instrument Evaluation Rubric

As professional women in the field of agriculture with an understanding of the demands of a Georgia’s female secondary agricultural educators, you are the perfect individual to pilot this questionnaire. Thank you for agreeing to evaluate my dissertation research instrument.

Directions:

Please print out or open up this rubric on your computer while you take the digital survey. While taking this survey, evaluate each question for the following criteria:

- Is it necessary?
- Is it in the correct syntax?
- Is the punctuation correct?
- Is it clear and concise?

A box is also provided below each question for feedback. If you have none, you may leave the box blank.

1	Research Objective: The Role of Female Educators in Agricultural Education	Necessary	Correct Syntax	Correct Punctuation	Clear/ Concise
	As an agricultural educator:				
1	it is necessary for me to earn wages to support my family				
2	my family would remain financially stable without my agricultural educator salary.				
<i>Feedback</i>					
	As an agricultural educator, I am supported by				
3	My school administration				
4	My school colleagues				
5	Other agricultural educators				
6	My community				
7	My family				
8	My friends				
<i>Feedback</i>					
	As an agricultural educator, my duties and responsibilities allow:				
9	Me to be a partner and advocate in my community.				
10	The community to be aware of what my students are achieving				
<i>Feedback</i>					
	As an agricultural educator, agriculture is				
11	A passion of mine				
12	A passion I share through teaching in my school and community				
13	A part of my daily life without the classroom				
<i>Feedback</i>					

1	Research Objective: The Role of Female Educators in Agricultural Education	Necessary	Correct Syntax	Correct Punctuation	Clear/ Concise
	As an agricultural educator, I believe:				
14	I receive equitable support compared to my male peers				
15	Women are faced with more complex challenges in their daily lives in comparison to their male counterparts.				
16	I face different issues than my male colleagues.				
17	Experience has allowed me to overcome challenges throughout my career.				
18	I have an unequal social position compared to male agricultural education colleagues due to my responsibilities as a wife/partner and/or mother/caregiver.				
19	In my job security				
20	My opportunities to advance are less than my male counterparts.				
<i>Feedback</i>					
	As an agricultural educator, in terms of mental health:				
21	I find the balance between work and life to be attainable.				
22	I make time to exercise				
23	I make time to meditate/pray				
24	I make time to enjoy my hobbies				
25	I make time to do things for myself				
26	I am able to find personal time on a weekly basis				
27	I am able to stop being a teacher when school dismisses				
<i>Feedback</i>					
	As an agricultural educator:				
28	My personal happiness is attained through professional success.				
29	It is sometimes necessary to focus on being an agricultural educator instead of the needs of my family.				
30	It is sometimes necessary to focus on being an agricultural educator instead of the needs of my friends.				
<i>Feedback</i>					
	As an agricultural educator, I find				
31	My colleagues are supportive of my ag ed program.				
32	My colleagues are aware of my extra duties/responsibilities as an agricultural educator				
33	My experiences have allowed me to overcome challenges throughout my career.				
<i>Feedback</i>					

2	Research Objective: The Impact of Spouse/Long-Term Relationship on the Longevity of a Female Agricultural Educator's Career	Necessary	Correct Syntax	Correct Punctuation	Clear/ Concise
34	My current relationship status would be best described as:				
<i>Side note:</i>	This is a skip logic question. If a participant answers not involved in a long-term relationship, they will skip the remaining questions in this block.				
	Currently involved in a long-term committed relationship				
	Involved in a long-term committed relationship while service as an agricultural education teacher.				
	Not involved in a long-term committed relationship while service as an agricultural education teacher.				
<i>Feedback</i>					
35	How many years had you taught agricultural education before marriage, union, etc.?				
<i>Feedback</i>					
	As an agricultural educator:				
36	Helped me find resiliency before I started a family.				
37	Benefited my personal relationship with my spouse/partner				
38	Helped me find resiliency after I entered a committed relationship/marriage				
<i>Feedback</i>					
	My spouse/partner:				
39	Has encouraged me to be a better agricultural educator				
40	Was enrolled in agricultural education in high school				
41	Was a member of the FFA in high school.				
42	Is currently an agricultural educator				
43	Previously taught agricultural education				
44	Never taught agricultural education				
<i>Feedback</i>					

2	Research Objective: The Impact of Spouse/Long-Term Relationship on the Longevity of a Female Agricultural Educator's Career	Necessary	Correct Syntax	Correct Punctuation	Clear/ Concise
	As an agricultural educator, I provide				
45	Health benefits for my family				
46	Financial security for my family				
47	Retirement planning for my family				
48	The primary income for my family				
<i>Feedback</i>					
	As an agricultural educator, I feel that my family responsibilities are respected by:				
49	My colleagues				
50	My administration				
51	Other agricultural educators				
52	My state staff.				
<i>Feedback</i>					
	As an agricultural educator, I find				
53	It necessary to make difficult decision between family and agricultural education.				
54	I am able to balance the needs of my family and my career.				
55	Myself committed to my career in the same manner as my family				
56	Myself committed to my agricultural education program in the same manner as my family.				
57	I am able to separate work and personal life.				
<i>Feedback</i>					

3	Research Objective: The Impact of a Woman’s Agricultural Education Career on Her Children	Necessary	Correct Syntax	Correct Punctuatio	Clear/ Concise
58	How many children have been/are being raised in your household?				
<i>Side note:</i>	This is a skip logic question. If a participant answers 0, they will skip the remaining questions in this block.				
	0				
	1				
	2				
	3+				
<i>Feedback</i>					
59	How long had you been teaching when you had children? If you had your children before entering the agricultural education classroom, please indicate that in your response.				
<i>Feedback</i>					
	As an agricultural educator,				
60	I believe I am a better agricultural educator now that I am a mother				
61	I am encouraged to be an involved mother and dedicated FFA advisor at the same time.				
62	I am comfortable when I have to travel with my students and leave my children at home				
63	I am able to hold after school events without worrying about childcare				
64	I am able to take my child/ren with my to my Ag Ed/FFA events				
65	I can schedule FFA events around the needs of my family				
66	I have found that my students require more of my personal focus than my own children				
<i>Feedback</i>					
	As an agriculture teacher, my child/ren:				
67	Attend after school for CDE/LDE practices				
68	Attend after school meeting				
69	Enjoy attending events as a requirement of my position				
<i>Feedback</i>					

3	Research Objective: The Impact of a Woman’s Agricultural Education Career on Her Children	Necessary	Correct Syntax	Correct Punctuatio	Clear/ Concise
	During the traditional school day, childcare consists of:				
70	Daycare				
71	Paid sitter/au pair				
72	Family				
73	Spouse				
<i>Feedback</i>					
	During overnight trip, my primary childcare provider is best identified as:				
74	Daycare				
75	Paid sitter/au pair				
76	Family friend				
77	Family				
78	Spouse				
79	Self				
<i>Feedback</i>					

4	Research Objective: The Impact of FFA Management on a Female Agricultural Education Teacher	Necessary	Correct Syntax	Correct Punctuatio	Clear/ Concise
	My local administration				
80	Has a working understanding of the demands put on agricultural educators				
81	Is supportive of my classroom endeavors				
82	Is supportive of my FFA program				
83	Is supportive of SAE projects				
84	Is supportive of my extra duties				
<i>Feedback</i>					
	As an agricultural educator,				
85	I give my family the devotion they need as an FFA advisor.				
86	I am able to be an effective FFA advisor and give my family the dedication that they need.				
87	The biggest challenge in my career is work and life balance.				
88	Internal pressure to ensure quality time with my family.				
89	The expectations of my FFA program often timesplace my family at a disadvantage.				
90	My colleagues are supportive of my FFA chapter.				
<i>Feedback</i>					
	As an agricultural educator, I feel				
91	Anxious about how to best care of my family				
92	My family is understanding about my extra duties assigned with the FFA chapter				
93	My friends are considerate about my extra duties assigned with the FFA chapter				
94	I am able to separate my emotions from work based issues at home.				
<i>Feedback</i>					

5	Demographic Data	Necessary	Correct Syntax	Correct Punctuation	Clear/ Concise
95	What is your gender?				
	Male				
	Female				
	Other				
	Prefer not to say				
<i>Feedback</i>					
96	Please specify your race.				
	White				
	Hispanic or Latino				
	Black or African American				
	Native American or American Indian				
	Asian or Pacific Islander				
	Other				
<i>Feedback</i>					
97	What is your current relationship status?				
	Single, never married				
	Married or domestic partner				
	Widowed				
	Divorced				
	Separated				
	Choose not to answer				
<i>Feedback</i>					
98	How many children do you have?				
	Does not apply				
	1				
	2				
	3				
	4				
	5				
	>6				
<i>Feedback</i>					

5	Demographic Data	Necessary	Correct Syntax	Correct Punctuation	Clear/ Concise
99	Which option below best describes your formal teacher preparation?				
	Undergraduate teacher education program (full Ag Ed Certification)				
	Graduate program with teacher certification				
	Combined Undergraduate and Graduate program				
	Substitute teaching that led to a permanent position				
	Alternate Teacher Certification				
	No prior teaching experience, but I have a degree in an agriculturally related field				
	Certified in content area outside of Ag Ed				
	No prior teaching experience and do not have a degree in an agriculturally related field				
<i>Feedback</i>					
100	What is the highest degree you have completed?				
	Undergraduate degree				
	Master's degree				
	Educational Specialist				
	Doctorate Degree				
<i>Feedback</i>					
101	Including this year, how long have you been teaching agricultural education?				
<i>Feedback</i>					
102	How many states have you taught in?				
<i>Feedback</i>					
103	Which Georgia FFA Region best represents your program?				
	North Region				
	Central Region				
	South Region				
<i>Feedback</i>					
104	Which student age group best represents your current teaching assignment?				
	Ag in the Classroom				
	Elementary School				
	Middle School				
	High School				
	Both Middle and High School				
<i>Feedback</i>					

5	Demographic Data	Necessary	Correct Syntax	Correct Punctuation	Clear/ Concise
105	What is the length of your current teaching contract?				
	10 months (0 days – 190 total)				
	11 months (20 days - 210 total)				
	11.5 months (30 days – 220 total)				
	12 months (40 days – 230 total)				
<i>Feedback</i>					
106	The curriculum & focus of my agricultural education program is/are:				
	Animal science				
	Plant science				
	Forest science				
	Agricultural mechanics				
	Agricultural leadership/business				
	Agriscience				
	Aquaculture				
	Wildlife Management				
	Middle School Agriculture				
	Elementary Agriculture				
	School Canning Plant				
	School Greenhouse				
	School Forest				
	Other				
<i>Feedback</i>					
107	At your school, how many agriculture teachers comprise your current agricultural education program?				
<i>Feedback</i>					
108	How many students are enrolled in your agricultural education program?				
<i>Feedback</i>					
109	How many of your enrolled agricultural education students are members of your FFA program?				
<i>Feedback</i>					

For all inquiries concerning this survey, please contact:
Lindsey A. Guyett
(912) 977 – 6234
lgm0012@auburn.edu

Appendix D: Research Pilot #1 Reminder Email

Hey there,

Thank you so much for agreeing to participate in the pilot of my research instrument. I just wanted to check in and see if you had any questions about how to complete the rubric. You can just write down notes if that is easier for you. It should not take you more than 30 minutes. I look forward to your feedback.

Sincerely,
Lindsey A. Guyett

912-977-6234

Appendix E: Research Pilot #2 Invitation Email

Lindsey A. Guyett
Auburn University
Ph.D. Candidate, Agricultural Education
College of Education
Department of Curriculum and Teaching
LGM012@auburn.edu
912-977-6234

To: Female Agricultural Education Professionals

Re: Guyett Dissertation Research Instrument Pilot Second Run

Hello there,

My name is Lindsey Guyett. I am contacting you to complete a version of my dissertation research instrument in the pilot phase. The focus of my study is to research the women in Georgia's agricultural education program that have successfully navigated the addition of a spouse/partner and/or children to find longevity in the secondary classrooms of Georgia.

In order to construct a valid instrument for my study, I need at least 30 women with a working understanding of agricultural education to answer my questions to check for validity and reliability of the questions. I would like to formally request your assistance during the trail phase of my questionnaire.

To complete this task, please click on the following link and click through the questions within the Qualtrics survey. Your feedback to these questions is vital and valued as a female practitioner in the field of agricultural education and please know that your responses will help drive the next generation of female agricultural educators to find success in their lives balancing between their career and their family, hopefully enjoying long-lived careers in agricultural education.

Thank you for your time and consideration in this research project.

Sincerely,

Lindsey A. Guyett

Research Instrument Link:

Appendix F: Research Pilot #2 Reminder Email

Hey there,

Thank you so much for the eleven of you that have already participated in my pilot. I need thirty responses to move on with my research. I just wanted to take this opportunity to check in and see if you had any questions about how to complete the instrument. The survey should not take more than 10 minutes of your time. I look forward to your feedback.

Sincerely,
Lindsey A. Guyett

912-977-6234

Appendix G: Research Study Invitation Email

Lindsey A. Guyett
Auburn University
Ph.D. Candidate, Agricultural Education
College of Education
Department of Curriculum and Teaching
LGM012@auburn.edu
912-977-6234

To: Georgia's Female Agricultural Education Teachers

Re: Guyett Official Dissertation Research Instrument

Hello there,

My name is Lindsey Guyett. I am a graduate student in the Department of Curriculum and Teaching at Auburn University. I would like to invite you to participate in my research study to investigate the factors that have allowed female agricultural educators in Georgia to find longevity in the classroom after the family and household dynamic changes of later life. You may participate if you are a practicing female agriscience education teacher in Georgia.

Participants will be asked to complete an item response survey requiring ten minutes of your time.

To mitigate risk potential your personally identifiable information will not be collected. No compensation will be provided and benefits include developing an improved understanding of how female agricultural educators have found success in their work life balance after marriage and children.

Research Instrument Link: https://auburn.qualtrics.com/jfe/form/SV_0vnNlj2t1KIwBQ9=

This link will be active until September 17, 2020 at 12:00 p.m. EDT.

If you would like to know more information about this study, an information letter can be obtained by selecting the Informed Consent link on the survey. If you decide to participate after reading the letter, you can continue on with the survey.

If you have questions, please contact me at LGM0012@auburn.edu 912-977-6234 or you may contact my advisor, Dr. Christopher Clemons, at chrisclemons@auburn.edu 334-844-4411. You may print a copy of this information letter.

Thank you for your time and consideration in this research project.

Sincerely,
Lindsey A. Guyett

Appendix H: Research Study Reminder Email #1

Good morning,

I just wanted to send out a reminder this morning that I am still collecting data for my dissertation from Georgia's 247 female agricultural educators. The survey should not take more than 10 minutes of your time.

Research Instrument Link: https://auburn.qualtrics.com/jfe/form/SV_0vnNlj2t1KIwBQ9

This link will be active until September 17, 2020 at 12:00 p.m. EDT.

I just wanted to take this opportunity to check in and see if you had any questions about how to complete the instrument. Should you have questions or concern, please contact me at LGM0012@auburn.edu 912-977-6234 or you may contact my advisor, Dr. Christopher Clemons, at chrisclemons@auburn.edu 334-844-4411.

Thank you for your time and consideration in this research project. I look forward to your feedback.

Sincerely,

Lindsey A. Guyett

912-977-6234

Appendix I: Research Study Reminder Email #2

Good afternoon!

I just wanted to send out a reminder that I am still collecting data for my dissertation from Georgia's 247 female agricultural educators. 86 of you have responded already, which means over 35% of the women in Georgia agriculture are interested in this topic. I am so excited to see the results. The survey should not take more than 10 minutes of your time.

Research Instrument Link: https://auburn.qualtrics.com/jfe/form/SV_0vnNlj2t1KIwBQ9

This link will be active until Thursday, September 17, 2020 at 12:00 p.m. EDT.

I just wanted to take this opportunity to check in and see if you had any questions about how to complete the instrument. Should you have questions or concern, please contact me at LGM0012@auburn.edu 912-977-6234 or you may contact my advisor, Dr. Christopher Clemons, at chrisclemons@auburn.edu 334-844-4411.

Thank you for your time and consideration in this research project. I look forward to your feedback.

Sincerely,

Lindsey A. Guyett

912-977-6234

Appendix J: Research Study Reminder Email #3

Good morning!

Today is the final day of my study. To hit my ultimate goal, I only need 35 more ladies to take this survey. That would give us a 60% response rate!

It does not matter if you are married or have children to take this survey. Years of experiences do not matter either. We are trying to get an idea of what women are currently in Georgia's agricultural education classrooms and how they are finding balance in their lives.

I am truly excited to see these results. The survey should not take more than 10 minutes of your time.

Research Instrument Link: https://auburn.qualtrics.com/jfe/form/SV_0vnNlj2t1KIwBQ9

I have extended the deadline because we are so close to our goal. This link will be active until Thursday, September 17, 2020 at 5:00 p.m. EDT.

If you have any questions about how to complete the instrument, please do not hesitate to contact me. If you have any further questions or concern, please contact me at LGM0012@auburn.edu 912-977-6234 or you may contact my advisor, Dr. Christopher Clemons, at chrisclemons@auburn.edu 334-844-4411.

Thank you for your time and consideration in this research project. I look forward to your feedback.

Sincerely,
Lindsey A. Guyett
912-977-6234

Guyett Dissertation Research: Official Instrument

Start of Block: Introduction

The Complexity of Ambition: A Quantitative Study of Female Agriculture Education Teachers in Georgia ****This survey should take approximately 10 minutes to complete.**** This survey is being conducted to understand how female agricultural educators are able to balance the demands of family life, including children, with the requirements to be an agricultural education teacher and FFA advisor in Georgia. We hope you will take a moment to complete the survey. Your participation is voluntary and you may stop participating at any time. Your personal identifiable information will not be collected and all responses are anonymous. Please do not hesitate to contact Lindsey Guyett or Ph.D. Chair, Dr. Clemons if you have any questions about this research project. For further information, click the "Female Life Balance Informed Consent" link below. [Informed Consent](#)

This survey should take approximately 10 minutes to complete.

Thank you! Lindsey Guyett Ph.D. Candidate Agriscience Education Auburn University 912-977-6234 lgm0012@auburn.edu Christopher A. Clemons, Ph.D. Assistant Professor Agriscience Education Auburn University 334-844-4411 cac0132@auburn.edu

- I **AGREE** to participate (I have read the informed consent information sheet and choose to participate) (1)
- I **DO NOT** wish to participate (2)

*Skip To: End of Survey If Welcome to the Dissertation study for Ms. Lindsey Guyett. ****This survey should take a = I DO NOT wish to participate***

Page Break

1 The following questions/statements are intended to address your perceptions of professional women in agricultural education. Please review the statements below and indicate your level of agreement with each.

Page Break

2 As an agricultural educator:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
It is necessary for me to earn wages to support my family. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family would remain financially stable without my agricultural education and FFA stipends. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

3 As an agricultural educator, I am supported by:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
My school administration. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school colleagues. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My country/district administration. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other agricultural educators. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My community. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 Page Break

4 As an agricultural educator, my duties and responsibilities allow:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Me to be a partner and advocate in my community. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The community to be aware of what my students are achieving. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Page Break

5 As an agricultural educator, agriculture is:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
A passion of mine. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A passion I share through teaching in my school and community. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A part of my daily life without the classroom. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6 As an agricultural educator, I believe:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
I receive equitable support compared to my male peers. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women are faced with more complex challenges in their daily lives in comparison to their male counterparts. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I face different issues than my male colleagues in my work. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have an unequal social position compared to male agricultural education colleagues due to my responsibilities as a wife/partner and/or mother/caregiver. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security in the field of agricultural education. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My opportunities to advance in the field of agricultural education are less than that of my male counterparts. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

7 As an agricultural educator, in terms of mental health:

	Strongly agree (13)	Somewhat agree (14)	Neither agree nor disagree (15)	Somewhat disagree (16)	Strongly disagree (17)	Not Applicable (18)
I find the balance between work and life to be attainable. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make time to exercise. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make time to meditate/pray. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make time to enjoy my hobbies. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make time to do things for myself. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to find personal time on a weekly basis. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to stop being a teacher when my school day is over. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

8 As an agricultural educator:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
My personal happiness is attained through professional success. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is sometimes necessary to focus on being an agricultural educator instead of the needs of my family. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

9 As an agricultural educator, I find:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
My colleagues are supportive of my FFA chapter. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues are supportive of our students' SAE projects. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues are supportive of my classroom activities. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues are aware of my extra duties/responsibilities as an agricultural educator. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences have allowed me overcome challenges throughout my career. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

End of Block: Role of Women in Agriscience Education

Start of Block: Role of Spouse/Partner to Women in Agriscience Education

10 My current relationship status would be best described as:

- Currently involved in a long-term committed relationship. (1)
- Have been involved in a long-term committed relationship while employed as an agricultural education teacher. (2)
- Never been involved in a long-term committed relationship while employed as an agricultural education teacher. (3)

Skip To: End of Block If My current relationship status would be best described as: = Never been involved in a long-term committed relationship while employed as an agricultural education teacher.

Page Break

11 Were you involved in a committed relationship before your career began as an agricultural educator?

- Yes (31)
 - No (32)
-

Q80 How many years had you taught agricultural education before marriage, union, etc.? If never married, indicate with 0.

Skip To: Q81 If Condition: How many years had you taug... Is Equal to. Skip To: While serving as an agricultural educ....

Skip To: Q81 If Condition: How many years had you taug... Is Equal to. Skip To: While serving as an agricultural educ....

Q81 While serving as an agricultural educator, have you experienced divorce?

- Yes (1)
- No (2)

Skip To: 12 If While serving as an agricultural educator, have you experienced divorce? = No

Q82 How many years had you taught agricultural education before your divorce?

Page Break

12 As an agricultural educator, my experience in the classroom:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Benefited my personal relationship with my spouse/partner. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me find resiliency in my committed relationship/marriage. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me find resiliency before I started a family. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13 My spouse/partner:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Has encouraged me to be a better agricultural educator. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q77 My spouse/partner:

	Yes (6)	No (7)
Was enrolled in agricultural education in high school. (2)	<input type="radio"/>	<input type="radio"/>
Was a member of the FFA in high school. (3)	<input type="radio"/>	<input type="radio"/>
Is currently an agricultural educator. (4)	<input type="radio"/>	<input type="radio"/>
Previously taught agricultural education. (5)	<input type="radio"/>	<input type="radio"/>
Never taught agricultural education. (6)	<input type="radio"/>	<input type="radio"/>

Page Break

14 As an agricultural educator, I provide:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Health benefits for my family. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial security for my family. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement planning for my family. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The primary income for my family. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

15 As an agricultural educator, I feel that my family responsibilities are respected by:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
My colleagues. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My administration. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other agricultural educators. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My State Staff. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My FFA members. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My community. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 Page Break

16 As an agricultural educator, I find:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
It necessary to make difficult decisions between family and my career in agricultural education. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to balance the needs of my family and my career. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Myself committed to my career in the same manner as I am committed to my family. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Myself giving equal effort to my agricultural education program and my family. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to separate work and personal life. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

17 How many children have been/are being raised in your household?

- 0 (1)
- 1 (2)
- 2 (3)
- 3+ (4)

Skip To: End of Block If How many children have been/are being raised in your household? = 0

Page Break

18 How long had you been teaching agricultural education when you had children? If children were present before you began teaching, please indicate that in your response. (example: I had my daughter during my ninth year in the classroom which was my third year as an agricultural educator).

Page Break

19 As an agricultural educator,

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
I believe I am a better agricultural educator now that I am a mother. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am encouraged to be an involved mother and dedicated FFA advisor at the same time. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable when I have to travel with my students and leave my children at home. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to hold after school events without worrying about childcare. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to take my child/ren with me to my Ag Ed/FFA events. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can schedule FFA events around the needs of my family. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have found that my students require more of my personal focus than my own children. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

20 As an agriculture teacher, my child/ren:

	Always (6)	Most of the time (7)	About half the time (8)	Sometimes (9)	Never (10)
Are _____ in attendance at FFA functions. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend after school practices for CDE/LDE teams. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend after school meetings (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoy attending events as a requirement of my position. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

21 As infants and toddlers, while I was teaching, childcare for my children consisted of:

	Always (6)	Most of the time (7)	About half the time (8)	Sometimes (9)	Never (10)
Daycare (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid sitter/au pair (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spouse (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to be at home during this time. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22 When I travel/ed with my FFA chapter for day trips/afternoon competitions when my children were elementary aged, childcare for my children after traditional school hours is/was provided by:

	Always (6)	Most of the time (7)	About half the time (8)	Sometimes (9)	Never (10)
Daycare (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid sitter/au pair (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family friend (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spouse (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self (traveled with me) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23 During overnight trips, my primary childcare provider is best identified as:

	Always (6)	Most of the time (7)	About half the time (8)	Sometimes (9)	Never (10)
Daycare (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid sitter/au pair (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family friend (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spouse (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self (traveled with me) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Impact of 3-Ring Model on Children

Start of Block: Role of Female Agriscience Educators in FFA Chapter

24 My local administration:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
Has an understanding of the demands put on agricultural educators. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is supportive of my classroom endeavors. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is supportive of my FFA Program of Activities. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is supportive of SAE projects. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is supportive of my Program of Work. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is supportive of my extra duties. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

25 As an agricultural educator:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
I am able to be an effective FFA advisor and give my family the dedication that they need. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The biggest challenge in my career is work and life balance. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experience internal pressure to ensure quality time with my family. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The expectations for my FFA program oftentimes place my family at a disadvantage for my time outside of the classroom. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues are supportive of my FFA chapter. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

26 As an agricultural educator, I feel:

	Strongly agree (8)	Somewhat agree (9)	Neither agree nor disagree (10)	Somewhat disagree (11)	Strongly disagree (12)
Anxious about how to best care for my family. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family is understanding about my extra duties assigned as an FFA advisor. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends are considerate about my extra duties assigned as an FFA advisor. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to separate my emotions from work related issues while at home. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Role of Female Agriscience Educators in FFA Chapter

Start of Block: Demographics

Q78 This section collects demographic data about survey participants.

27 What is your gender?

- Please select an option (1)
 - Female (2)
 - Male (3)
 - Other (5)
 - Prefer not to say (6)
-

28 Please specify your race.

- Please select an option (1)
 - White (2)
 - Hispanic or Latino (3)
 - Black or African American (4)
 - Native American or American Indian (5)
 - Asian or Pacific Islander (6)
 - Other (7)
-

29 What is your current relationship status?

- Please select an option (1)
 - Single, never married (2)
 - Married or Domestic Partner (3)
 - Widowed (4)
 - Divorced (5)
 - Separated (6)
 - Choose not to answer (7)
-

30 How many children do you have?

- Please select an option (1)
 - Does not apply (2)
 - 1 (3)
 - 2 (4)
 - 3 (5)
 - 4 (6)
 - 5 (7)
 - >6 (8)
-

Page Break

31 Which option below best describes your formal teacher preparation?

- Please select an option (1)
 - Undergraduate teacher education program (full Ag Ed Certification) (2)
 - Graduate program with teacher certification (3)
 - Combined Undergraduate and Graduate Program (4)
 - Substitute teaching that led to a permanent position (5)
 - Alternate Teacher Certification (6)
 - No prior teaching experience, but I have a degree in an agriculturally related field (7)
 - Certified in content area outside of Ag Ed (8)
 - No prior teaching experience and do not have a degree in an agriculturally related field (9)
-

32 What is the highest degree you have completed?

- Please select an option (1)
 - Undergraduate Degree (2)
 - Master's Degree (3)
 - Educational Specialist (4)
 - Doctorate Degree (5)
-

33 Including this year, how long have you been teaching agricultural education?

Page Break _____

34 How many states have you taught in?

Page Break _____

35 Which Georgia FFA Region best represents your program?

- Please select an option (1)
- North Region (2)
- Central Region (3)
- South Region (4)

36 Which student age group best represents your current teaching assignment?

- Ag in the Classroom (2)
- Elementary School (3)
- Middle School (4)
- High School (5)
- Young Farmer (6)

Page Break _____

37 What is the length of your current teaching contract?

- Please select an option (1)
 - 10 months (0 days - 190 total) (2)
 - 11 months (20 days - 210 total) (3)
 - 11.5 months (30 days - 220 total) (4)
 - 12 months (40 days - 230 total) (5)
-

38 The curriculum & focus of my current agricultural education program is/are:

- Animal Science (1)
- Plant Science (2)
- Forest Science (3)
- Agricultural Mechanics (4)
- Agricultural Leadership/Business (5)
- Agriscience/Biotechnology (6)
- Aquaculture (7)
- Wildlife Management (8)
- Middle School Agriculture (9)
- Elementary Agriculture (10)
- School Canning Plant (11)
- School Greenhouse (12)
- School Forest (13)
- Livestock Exhibition (14)
- Other (15)

Page Break

39 At your school, how many agriculture teachers comprise your current agricultural education program?

40 How many students are enrolled in your agricultural education program?

41 How many of your enrolled agriculture education students are members of your FFA program?

Page Break

End of Block: Demographics

Start of Block: Block 6

Q79 Thank you so much for your participation in this study!

End of Block: Block 6
