

ABSTRACT

MURRAY, KATHRYN ANNE. Georgia Agricultural Teachers' Perceived Ability to Balance Family and Career. (Under the direction of James Flowers.)

The purpose of this study was to examine the issue of career and family balance for Georgia agricultural teachers by gender. The research objectives included describing career and family responsibilities, exploring barriers to fulfilling career and family responsibilities, and describing perceived abilities of teachers to maintain the balance of career and family expectations. The study was conducted as a census of all Georgia agricultural teachers on an extended day/extended year contract via an online survey. It was determined that Georgia agricultural teachers are working an average of 57 hours per week and 39 days per summer, with both genders being similar in the amount of time spent on the job. Teachers carried out traditional gender roles in family responsibilities, with females handling the majority of the housework and childcare and males handling the majority of farm and yard work. Both males and females viewed their job responsibilities to be significant barriers to fulfilling family responsibilities and one third of respondents found it was always difficult or impossible to balance career and family. It was concluded 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.

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Georgia Agricultural Teachers' Perceived
Ability to Balance Family and Career

by
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DEDICATION

To the Georgia agricultural teachers who have leant their support, guidance, and wisdom to me over the course of my life. Your work and cooperation with me on this thesis confirmed how I have always felt about you. Thank you so much for loving and supporting me and always welcoming me “home.” I have been overwhelmed by your love and support over the years - in every phase of my life.

BIOGRAPHY

Katie Murray was born in Moultrie, GA to parents Eddie and Kathy Murray and two siblings Jay and Michael. Her middle and high school years were spent involved with livestock shows and FFA events. Katie graduated from Colquitt County High School in 2002 and served as Georgia State FFA Secretary during the 2002-2003 school year.

Katie completed her first two years of post secondary education at Abraham Baldwin Agricultural College (ABAC) receiving her Associate's Degree in Agriculture. While at ABAC, Katie was involved with the Baptist Student Union, Student Government Association, and Cattlemen's Association. She was the recipient of the Miss Baldwin Award and the ABAC Divisional Award of Distinction for the Agriculture and Natural Resources Division. Katie interned with the Georgia Cattlemen's Association and Georgia Beef Board during the summer after leaving ABAC. From there, Katie transferred to the University of Georgia where she was involved with the UGA FFA, Block and Bridle Club, and a member of the Blue Key Honor Society. In 2006, Katie graduated summa cum laude from UGA with her Bachelor's of Science in Agricultural Education.

Katie taught high school agriculture for one year at Temple High School in Temple, GA. From there, Katie attended North Carolina State University in Raleigh, NC to earn her Master's Degree in Agricultural Education.

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Chapter 1: Introduction

Conceptual Framework

The three components of a complete agricultural education program are classroom and laboratory instruction, supervised agricultural experience (SAE) programs, and FFA activities (Phipps, Osborne, Dyer, & Ball, 2008). When viewed in name only, these expectations of an agricultural teacher may at first seem somewhat routine. However, when examined more thoroughly, each component of the agricultural education model has its own unique characteristics.

Classroom and Laboratory Instruction

The classroom and laboratory instruction area of the agricultural education model primarily involves the role of teaching in the classroom or laboratory. However, that role can quickly branch out to include developing curriculum, preparing lessons, maintaining classroom discipline, meeting the needs of all learners, maintaining records on students, and assessing student learning. Outside of the traditional classroom roles, the agricultural teacher is faced with additional responsibilities such as developing and maintaining laboratory and greenhouse areas and supplies, keeping up with the diversity in the agricultural industry, establishing and maintaining a positive relationship with the community, continuous professional growth, and promoting and marketing the program (Phipps et al., 2008; Osborne, 1992).

Supervised Agricultural Experience Programs

The second component of the agricultural education model involves each student in an agricultural education class having a supervised agricultural experience program. The SAE program is one of the main ways that agricultural education uses experiential learning to teach students, following the concept of “learning by doing.” Since the conception of the SAE program, the focus of the SAE has evolved from production agriculture to one with more of an academic focus. The role that the agricultural teacher plays in the SAE program includes developing relationships with potential SAE partners, instruction on SAEs, working with students to develop an SAE, visiting SAE projects, supervising record keeping, conferencing with students, and evaluating the overall SAE. The majority of these activities are not held in conjunction with classroom instruction, due to the fact that the SAE was designed to be completed outside of the agricultural classroom (Phipps et al., 2008).

National FFA Organization

The last, but certainly not least, component of the agricultural education model involves student participation in the National FFA Organization. This allows for leadership development through various contests, conferences, and conventions. The agricultural teacher is responsible for providing opportunities for students to participate in Career Development Events (CDE), apply for proficiency awards, apply for discovery, greenhand, chapter, state, or national degrees, attend leadership conferences, conventions, and camps, and allow for student interaction through regular meetings and social activities. In addition,

there is often a need for fundraising to support chapter activities, a need for member recruitment, and a need to establish rapport with the community. Similar to the SAE, the majority of these activities are expected to take place outside of the classroom, although the FFA is considered an inter-curricular organization (Phipps et al., 2008).

The time required to establish a complete agricultural education program involving all three components typically involves more than a forty hour work week. Studies have reported that agricultural teachers work an average of 55 hours per week (Cooper & Nelson, 1981). The workload often begins to wear on agricultural teachers and many are choosing to leave the profession, while some are not entering the profession for fear of unrealistic job expectations (Osborne, 1992). Those agricultural teachers who have left the field noted that the expectations, demands, and student opportunities only get added, with nothing ever being removed (Knight & Bender, 1978). From 1977 to 2006, there has been a consistent shortage of agricultural teachers in America (Kantrovich, 2007). Although teacher education departments are preparing the students, many agricultural education graduates are choosing not to enter the field; while some enter and remain three years or less (Osborne, 1992).

Job Satisfaction

Numerous studies have been conducted on job satisfaction among agricultural teachers and have reported that agricultural teachers generally have a moderate level of job satisfaction (Bennett, Iverson, Rohs, Langone, & Edwards, 2002; Cano & Miller, 1992; Castillo, Conklin, & Cano, 1999; Grady, 1985; Grady & Burnett, 1985; Jewell, Beavers,

Kirby, & Flowers, 1990). No matter what the general consensus is on the satisfaction of agricultural educators, whenever an agricultural teacher decides to leave the profession, some level of job dissatisfaction is assumed (Grady, 1985; Jewell et al., 1990). Odell, Cochran, Lawrence, and Gartin (1990) found the addition of children was negatively correlated to the job satisfaction of agricultural teachers. Straquadine (1985) found that the spouse's marital satisfaction also plays a role in the agricultural teacher's job satisfaction. Even if an agricultural teacher does love the job, if they are dissatisfied enough with an area of their job for long enough, the chances of them staying in the field greatly decreases (Walker, Garton, & Kitchel, 2004). In studies on why agricultural teachers are quitting, one of the most common answers is related to time and long hours (Froehlich, 1966; Knight & Bender, 1978; Mattox, 1974). Osborne (1992) found that the agricultural education profession "literally devours its young" (p.3) due to the heavy workload, high stress level, and excessive job expectations that eventually forces agricultural teachers to leave the profession in order to find personal and professional satisfaction. Kotrilik and Malek (1985) felt that after reviewing previous literature on the matter, a decrease in teacher turnover and increase in job performance would only come after finding a way to increase the job satisfaction of vocational agricultural teachers.

Not Entering the Profession

Osborne (1992) also found that many students are not entering the profession for fear of the heavy workload. Crutchfield (2009) lamented that everywhere she goes state staff are

commenting on the decrease of agricultural education majors that actually enter the classroom, as well as those good teachers who leave the classroom and don't return. Cooper and Nelson (1981) concurred, saying that many agricultural education graduates and potential agricultural teachers don't pursue a job in the profession because of their perception that the job is too demanding. Peters (1981) asked students why they were not entering the profession. Some of the answers given included, "For how much time and work vocational agricultural teachers spend in and out of the class for vo-ag and FFA, they don't get nearly enough recognition or pay" (p.19) and "One of my main reasons is that it takes too much preparation time" (p.19).

Finding a Balance

The idea of balance is a central issue in our profession (Crutchfield, 2009) and there is no doubt that handling an effective agricultural program as well as family commitments can be a delicate balance (Niehaus, 2008). When an agricultural teacher is single, or without children, they have more choice over how they spend their time. In the agricultural education profession, this often means choosing to spend time at school with students working on FFA competitions, SAE projects, or lesson plans. Agricultural education provides so many opportunities that the work responsibilities could be never ending. Balancing the classroom, FFA, SAE, and family responsibilities has been a longtime issue for dedicated agricultural teachers (Buehler, 2009). When a family is involved, time spent at school and with FFA activities is time spent away from the family (Lawver, 2007). Spending

numerous nights a week apart from spouse, children, and friends often results in burnout and a high teacher turnover (Osborne, 1992). In some phases of life 55 hours per week or more may be acceptable, however, many times with a spouse and children involved this is no longer an option, leaving the agricultural teacher in conflict between their personal and professional life. When a profession occupies most of a person's time and attention, the effects flow over into the family life. In this culture, work demands are often seen as an obligatory priority and family is viewed as an optional choice, leaving it third or fourth on the priority list (Hawkins, 1982). Also, teaching agriculture is often seen as a lifestyle rather than just a career and this can often make it difficult to know when to draw the line and "head home" (Buehler, 2009). Because of the nature of agricultural education, nights and weekends spent on the job are expected, and this often impacts the agricultural teacher's ability to commit to family.

Cooper and Nelson (1981) found that spouse and family factors within the agricultural education profession play a significant role in teacher turnover, teacher shortage, morale issues, and even to the quality of programs in some situations. Lockwood (1976) also stated that he felt the high dropout rate of agricultural teachers was due to too many hours on the job, with not enough time left to spend with the family/spouse. He noted that in Iowa in the last 18 years, agricultural departments had added eight activities and only lessened one demand. Coughlin, Lawrence, Gartin, and Templeton (1988) found that spouses felt that "successful" agricultural programs required a time commitment that required teachers to spend excess hours away from their home and family. If changes are not made in the

profession to encourage and enable balance between agricultural education responsibilities and family commitments, the profession will continue to pay the price of teacher shortage and high teacher turnover (Cooper & Nelson, 1981; Osborne, 1992).

Women in Agricultural Education

Foster (2001b) commented that the issue of balancing career and family is not one that is specific only to agricultural education, but it does appear that society expects women to be able to maintain a “traditional” family role and a “successful” agricultural program. Female agricultural teachers in her study made several comments regarding the issue of balancing a “normal household” (p.6) and a competitive or successful agricultural program. Many expressed guilt associated with time spent away from home or concerns over never starting a family due to what it might mean to their career. Foster (as cited in Buehler, 2008) stated that educators who leave the profession to start a family rarely return to their jobs. Consequently, the profession is losing women by not helping them find ways to stay or to return (Buehler, 2008). Kantrovich (2007) reported that 27% of the current agricultural teachers nationwide are female, with 52% of newly qualified potential teachers being females. With a continually increasing number of female agricultural education graduates and a continued struggle between maintaining a home life and a successful career, the issue of career and family balance becomes even more prevalent for our female agricultural educators. While Foster (2001b) focused only on female agricultural teachers, men in the

profession may also be experiencing significant issues with balancing career and family responsibilities.

Statement of the Problem

As the shortage of agricultural teachers continues to be an on-going problem, steps need to be taken to close the gap between available job openings and positions filled. However, perceived job demands of agricultural teachers are causing some agricultural education graduates to not enter the field and others to leave after only a few years of teaching. The problem of a high number of hours spent on the job creates a conflict between job and family responsibilities. An increase in female agricultural education teachers also creates a concern over the balance of career and family for agricultural teachers. What are the expectations in career and home responsibilities for agricultural education teachers and are they different for males and females?

Research Objectives

1. Describe the perceived job expectations of Georgia agricultural teachers by gender.
2. Examine the relationship between Georgia Program of Work scores and the agricultural teacher's perceived ability to balance career and family by gender.
3. Describe the responsibilities related to personal and family commitments by gender.
4. Describe the barriers related to family that make it difficult to fulfill job expectations of agricultural teachers by gender.

5. Describe the barriers related to job expectations that make it difficult for agricultural teachers to fulfill family commitments by gender.
6. Describe any perceived challenges of agricultural teachers to balance career and family by gender.
7. Describe the perceptions of agricultural teachers and spouses regarding their ability to balance career and family life by gender.

Definition of Terms

For the purpose of this study, the following words are defined:

Agricultural Teacher/Educator- any instructor of agriculture in a program with students in 6th-12th grade; in this study, it does not include Young Farmer Teachers, part-time teachers, or teachers not on extended day/extended year contracts. Can be used interchangeably with Vocational Agricultural Teacher/Educator.

Extended day/Extended year – Georgia agricultural teachers are contracted to work an extra hour each day and extra days each year, typically in the summer, in order to accomplish their FFA and SAE responsibilities. Those teachers that are on extended day/extended year contracts are required to document all time worked in order to continue receiving funding. For the purpose of this study, an extended year contract includes anything ranging from 15 to 40 extra work days per year.

Vocational Agricultural Teacher/Educator- the term used for agricultural teachers prior to 1988. This term is used interchangeably with agricultural teacher/educator.

Family- a unit consisting of a husband, wife, and/or children.

FFA (Future Farmers of America)- “an educational, nonprofit, nonpolitical national organization for students enrolled in school-based agricultural education programs; an integral component of agricultural education in the public schools that focuses on student leadership and career development; it consists of chartered state associations and student members in local middle school and high school chapters” (Phipps et al., 2008, p. 530).

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).

Career Development Event (CDE)- “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” (Phipps et al., 2008, p. 529).

The Agricultural Education Model- the three core areas consisting of classroom/laboratory instruction, supervised agricultural experience programs, and FFA activities upon which the agricultural education program is built.

Young Farmer Teacher- a teacher in some Georgia agricultural programs that instructs one class per day and spends the remainder of their time assisting farmers in the surrounding community.

Program of Work Scores – Georgia agricultural teachers on extended day/extended year contracts are to fulfill certain program requirements called Program Performance Indicators, developed by the Georgia Vocational Agricultural Teachers Association. They are evaluated annually based on these indicators by regional teachers to determine their Program of Work Scores. Their completion of these indicators determines whether they continue to receive extended day/extended year funding.

Assumptions

1. The agricultural teachers in this study answered the questionnaire honestly.
2. The agricultural teachers in this study knew the answers to the questions asked in the survey instrument.
3. The agricultural teachers in this study answered the questions in the survey if they knew the answer.

Limitations

This study experienced limitations due to the fact that it was entirely dependent on the agricultural teacher's perceptions of professional and family roles and the time involved in those role commitments. With no documentation regarding actual time spent on professional activities versus family activities aside from the agricultural teacher's response, the validity of the study is dependent on those responses being accurate. Also, the hours required for work commitments vary throughout the year, so responses would have to be an estimated average of hours.

Summary

In order to have a complete program, agricultural teachers are expected to fulfill the classroom/laboratory instruction, SAE, and FFA components of the agricultural education model. The hours involved in meeting all three components requires time beyond the forty hour work week, due to responsibilities outside of school time. The time commitment required for the job has led to some students to not entering the agricultural education profession and job dissatisfaction for some teachers, causing them to leave the field. The spouse's marital satisfaction and the addition of children also play a role in the job satisfaction of the teacher and ultimately their commitment to the profession. For some agricultural teachers, the inability to maintain both family and professional life has led to family conflict and has served as a basis for leaving the field. As the number of female agricultural education graduates increases, the issue of career and family balance becomes even more prevalent for our profession. With a history and continued shortage of agricultural teachers, steps must be taken to recruit and retain agricultural teachers in the profession. Unless conflicts between work and family in the agricultural education profession are specified, identified, and corrected, the challenge of recruiting and retaining teachers in the profession is likely to remain a problem.

Chapter 2: Review of the Literature

Theoretical Framework

The theoretical framework associated with this study is the concept of a spillover effect, whether positive or negative, between family and work. The most likely source for the original hypothesis to account for this type of relationship between work and family was Wilensky (1960). Wilensky derived the “spillover leisure hypothesis” (p.544) from Engels (1844) where Engels described the condition of the English working-class. The hypothesis originally stated that the environment that the worker encounters on the job spills over into his leisure time. In other words, in order for the worker to alienate himself from work, he ends up alienating himself from life and he allows the mental stagnation from work to overflow into mental stagnation in leisure time. The original implication of the theory dealt with the overflow from work to family (or leisure) not vice versa.

Since its origination, the spillover theory has been discussed, researched, expanded, and has taken on a variety of meanings, components, and implications over the years by those exploring work-family relations. The terms work-family carryover, work-family interface, and work-family spillover have all been used to describe the relationship between the workplace and family life. Kanter (1977) discussed the ability of not only work to influence family, but family to influence work and looked more closely at the joint effects of the work and family relationship. Kanter stated that “if the emotional climate at work can affect families, so can a family's emotional climate and demands affect members as workers.

Family situations can define work orientations, motivations, abilities, emotional energy, and the demands people bring to the work place” (p.56-57). Piotrkowski (1979) described spillover psychologically focusing on work's effects on a person's energy level and mood. Crouter (1984) expanded on the idea of spillover from family to work and identified “positive spillover” (p.432) and “negative spillover” (p.432) for the purposes of her study. In her study, Crouter (1984) also defined spillover from family to work as one of two categories: educational and psychological. Over the course of its existence, spillover has been defined to focus on different areas of an individual's interactions, including behavioral, psychological, and educational. This study will focus on psychological spillover which includes “the ways in which family life [or work life] affects an individual's energy level, attention span, and mood that, in turn, are brought into the work setting [or family setting] by the worker [or individual]” (p. 438). Crouter (1984) emphasized that the “work-family interface is a dynamic, reciprocal system” (p. 439).

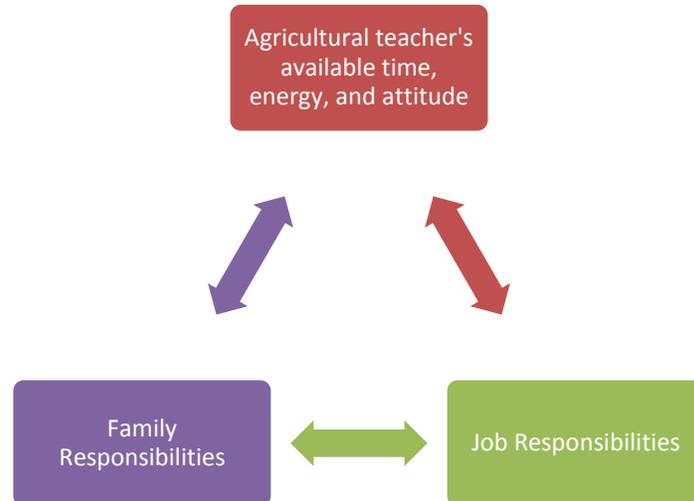


Figure 1 *A Model of Work-Family Life Spillover as a Reciprocal Relationship*

The spillover theory transfers into the life of an agricultural teacher by realizing that if the teacher is distracted or frustrated with the lack of time with their family, then these emotions carry over into their work life. Conversely, if the agricultural teacher is satisfied with their job, this attitude tends to follow them into their family life. However, even if the agricultural teacher loves their job, the amount of time required by it impacts their energy level and emotional availability to be involved and derive satisfaction from their family. Also, no matter how much the agricultural teacher enjoys spending time with their family, the daily responsibilities of caring for a family and maintaining a household detracts from their available time and energy for work responsibilities. The ability of an agricultural teacher to balance family and professional life depends on their responsibilities in both and their ability to limit the effect from one area to another.

Literature Review

Conflict Between Career and Family Life

When examining benefits and problems as they are perceived by spouses of vocational agricultural teachers in West Virginia, Coughlin et al., (1988) found that the excessive number of hours worked with no compensation was the largest problem perceived by spouses of agricultural teachers. Of the ten problems that were listed by spouses and rated as important, three additional items listed were related to time and one dealt with the stress and fatigue experienced by the teacher. Those items related to time included: “overloaded with work certain times of the year, many hours my spouse spends away from home and on the road, and extra activities and events after school and on weekends with students” (p.55). Few differences were found within the rankings when categorized by vocational agricultural department size, years married, number of years spouse had taught vocational agriculture, spouse’s job, and if children were at home.

In a study examining impacts of teachers’ work life on their personal life, Blasé and Pajak (1986) found that teachers labeled work demands as “excessive” (p.310). Based on data collected, teachers reported spending 15 hours per week doing school-related work at home and described work as “physically and emotionally ‘draining’” (p.310) leading to “‘neglected’ spouses and children” (p.310). Approximately two-thirds of the data collected reflected a negative pattern of work factors spilling over into the personal life and having an undesirable effect. One of the factors identified by the researchers was the work overload

factor. This factor as it relates to the amount and difficulty of work, drains teachers and leaves little energy for family and friends. The work overload factor also negatively impacts the level of family conflict. This study revealed a significant conflict between the personal and professional life of teachers. Unfortunately, it appears that teachers often deal with this conflict by catering to the professional demands. At the end of the day, the teacher's professional life too often functions at a high cost to their personal life (Blasé & Pajak, 1986).

Pajak and Blasé (1989) also looked qualitatively at the impact of teachers' personal lives on their professional responsibilities. As a whole, 71% of the teachers viewed different areas of their personal life as having a positive influence on their professional life, with some teachers identifying specific areas as having a negative influence. For eleven teachers, which represented 20% of the total participants who viewed parenthood as having an important influence on their professional role, parenthood had a negative impact and "increased feelings of frustration, tiredness, and guilt" (p.292). Overall, being a parent, more than any other factor, was identified as having a positive influence on the professional life among teachers in general. Teachers felt that parenthood helped them to be more understanding with their students and parents and in general made them more "caring, compassionate, empathetic, dedicated, insightful, competent, and calm" (p.293).

Pajak and Blasé also found that, teachers viewed marriage as a positive impact on their professional lives coming in second to parenthood, however, marriage also ranked as the number one negative factor influencing their professional life. Approximately one-third

of the teachers who viewed marriage as influential to their professional role reported marriage as having a negative influence on their profession. Marital issues for both genders and increased home responsibilities for married females took time and energy away from preparation of lessons. This typically resulted in “feelings of stress, shame, frustration, guilt, and weariness” (p. 294) and teachers reported becoming more distant and inconsistent in the classroom (Pajak & Blasé, 1989).

In Burden’s (1982) qualitative study on the conflict between teachers’ personal and professional life, of the 15 participants in the study, most reported that their personal life had a positive influence on their professional life. Like Pajak and Blasé’s (1989) study, some teachers felt that their marriage caused them to be more understanding at school and that having children of their own helped them to be more caring and understanding of students in their classrooms. According to Burden (1982), when it came to the impact of their professional life on their personal life, some teachers said that when they were happy and satisfied with their career in teaching, they were happy at home also. However, some teachers reported tension at home due to their professional lives, and some considered their professional and personal lives inseparable. Concerning demands of the job, teachers often remarked on “the personal time required to do teaching tasks, the sources of tension, and ways they released the tension” (p.10). Burden found a generally positive and supportive impact of personal life on professional life, but reported that the professional life did at times have a negative effect on teachers’ personal life, which led to attempts to separate personal and professional life. Negative effects of professional life on personal life were documented

in the following forms: “created a strain on their families and on their own mental health” (p.14) and “personal time was needed to complete school work (especially in the first year)” (p.14).

Bruening and Hoover (1991) looked at the personal life factors as they related to the effectiveness and satisfaction of secondary agricultural teachers and found that parenting and marriage ranked 8th and 10th respectively out of 10 when ranking personal life factors that had a positive impact on the professional life of agricultural teachers. Interestingly enough, fulfillment from teaching was the number one positive factor. When looking at personal life factors that had a negative influence on professional life, agricultural teachers ranked marriage and parenting as the number two and number three negative factors.

Odell et al. (1990) reported that the marital satisfaction of the spouse and the presence of children at home influenced the job satisfaction expressed by the teacher, with marital satisfaction being positively correlated and children negatively correlated to job satisfaction. High work expectations for agricultural teachers and the conflict that arises between family and professional responsibilities could explain the negative relationship found between children living at home and the level of job satisfaction expressed by teachers.

Straquadine (1985) looked at marital satisfaction as perceived by the spouses of the vocational agricultural teachers in New Mexico and found that the majority of the spouses felt that marital satisfaction and job status were interconnected. Almost forty-five percent of spouses felt that their husband’s/wife’s job responsibilities prevented him/her from spending time with their children. When evaluating what the spouses disliked about the

husband's/wife's career as an agricultural teacher, the top two frequent responses given were "the amount of time spent away from home for judging contests, meetings, and fairs" and "spends too much time on the job" (p.53). Almost two-thirds of the spouses felt that there was a negative impact on the marriage satisfaction dependent on how much time was spent in professional activities by the agricultural teacher. Finally, it was concluded that an increase in activities for the agricultural teacher would have a negative influence on the spouse's marital satisfaction.

In a study involving work and family stress, Del Campo (2000) found that dual career couples experienced a negative relationship between work pressure and marital satisfaction. The more work individuals felt required to produce, the lower the levels of marital satisfaction reported. Del Campo implies that this is due to the spillover from work to home. When things are stressful on the job, spouses tend to bring those stressors home. When things are going well at work, then happiness at home often follows.

Lawver (2007) explored work and family life balance among secondary agricultural educators and found that three roles recognized by the participants in the study were that of agricultural teacher, parent and spouse, with the percent identifying with those roles being 100%, 100%, and 82% respectively. The study also identified strategies used by agricultural teachers to balance career and family. Strategies that had 100% agreement were "having an understanding and committed spouse, using technology to support and enhance work and life, doing a quality job to the best of my ability, putting people first, and doing things that are necessary" (p.7). The five factors that were identified as being underlying constructs to

work/family balance strategies of agricultural teachers were “planning and organization, family and personal time, communication and expectations, personal beliefs and values, and character” (p.11).

Culver, Burge, and Stewart (1989) evaluated the relationship between vocational teachers’ work and home satisfaction and found that overall the teachers were satisfied with both their home and work life. However, men reported no difference between the effects of home on work and work on home while the women reported the effect of home on work as being significantly greater than the effect of work on home. According to Berk, (as cited in Culver et al., 1989) this may be a result of the fact that females are typically held accountable for household responsibilities, including child care. Culver et al. suggested that male’s traditional exclusion from being the one primarily responsible for child care may provide for a greater balance between work and family life. Berk (as cited in Culver et al., 1989) suggested that a larger number of women and mothers will be working full time in the future resulting in men taking on greater responsibilities with home and family life.

In Crouter’s (1984) study on the spillover from family to work, she found that 37 of the 55 participants noticed an impact of family on work life. Those who did not report any spillover were generally young, single men and women without any children living at home. Some participants, especially women, viewed their personal responsibilities as causing difficulties to their professional life. In the study, negative spillover from family to work was cited as a greater difficulty for mothers than fathers. Although, spillover from family to work was more apparent in the case of women, Crouter argues that spillover is not a gender issue,

but rather is a reflection of family and household responsibilities which are gender based in our society. Work-family interface was identified as an issue for mothers due to the gender-based roles that are traditionally assigned to women in our society.

Likewise, Piotrkowski and Crits-Cristoph's (1981) study on women's jobs and family adjustment found that women's job experiences spilled over into their family by affecting their mood at home and their level of satisfaction in family relations.

Women in Agricultural Education

When examining perceived barriers due to roles and responsibilities that are specific to female agricultural teachers, Foster (2001b) found the following concerns: time for family and children, choosing not to have, or fear of having a family, feeling guilt for neglect of family responsibilities, spousal support, and single mom issues. When responding to the balancing of personal life and career, women in her study referred often to the difficulty of maintaining a "normal household" (p.6) by society's standards along with a "successful career" (p.6).

When profiling the women in agricultural education in the United States, Foster (2001a) found that female agricultural teachers reported spending 51.8 hours per week on job related tasks with an additional 17 hours per week on personal/family involvement. Although more than 81% of participants in the study were found to be very satisfied with their career in agricultural education, almost two-thirds expressed concern over barriers because of their gender. When asked what they perceived to be the greatest barrier for female agricultural

teachers, the area of balancing career and family, was among the top three answers given (Foster, 2001a).

Pajak and Blasé (1989) in a study on general education teachers found that although both genders replied that parenthood had a positive influence on their professional life, women, more than men, mentioned parenthood, implying a larger personal investment. Also, only female teachers reported parenthood as having a negative influence on their career, mainly due to less time and energy to give to the job. None of the male teachers suggested a negative influence on their profession due to being a parent, giving cause to believe that in this culture the majority of parenthood responsibilities lie on the female. Female teachers mentioned marriage as being a “source of stability, support, security, and positive attitude” (p.294) and mentioned marriage as important almost twice as much as men.

Knight’s (1987) study on the current status of female vocational agricultural teachers and their perceptions of their place in the profession, found that 43% reported the same general difficulties as other vocational agricultural teachers, but 36% also reported concerns unique to women including the challenge of balancing household chores with professional demands. Sixty-eight percent of the female vocational agricultural teachers also expressed concerns over goals such as “getting married, having children and improving their home” (p.83).

Ricketts, Stone, and Adams (2006) found that female agricultural teachers in Georgia generally agreed that they were challenged with balancing family and career and reported working an average of 43 hours per week. Those hours in addition to the 23 hours per week

reported that were related to personal and family commitments have the potential to weigh down female agricultural teachers over time. According to Camp, Broyles, and Skelton (as cited in Ricketts, Stone, & Adams, 2006), forty-three percent of the agricultural education graduates in 2001 were female, but nationwide only 22% of agricultural teachers are female.

In a study on the relationship between vocational teachers' work and home satisfaction, Culver et al., (1989) found that for women, the influence of home on work was predominant, while men's responses showed a more equitable distribution. This points to the fact that many women are still overwhelmed by home and family roles and responsibilities and have not been able to find a balance between work and family (Culver et al., 1989).

Reasons Agricultural Teachers are Leaving or Are Not Entering the Profession

In Froehlich's (1966) study on the tendencies of Iowa State University graduates to not enter or to leave the vocational agriculture profession, freedom and independence of the job, good hours, opportunity for advancement and evenings free were cited by graduates as having a greater influence on their decision to enter a teaching field other than vocational agriculture. He also found that participants who left the agricultural education field after less than five years of teaching cited the following reasons as the greatest influence on their decision to quit teaching: "lack of advancement opportunities, salary, too many evening responsibilities, long hours, and state reports" (p.18). Those who left after five years of teaching gave the following reasons as the greatest influence: "lack of advancement opportunities, salary, too many evening responsibilities, and long hours" (p.18).

Mattox (1974) found that the number two environmental factor given out of a total of twelve factors influencing tenured vocational agricultural teachers to quit was long hours. When evaluating a combination of environmental and sociological factors influencing teachers to leave the profession, “time required for FFA activities,” “community responsibilities,” “required extracurricular activities,” “too many evening responsibilities,” and “wife not happy with vocational agriculture profession” (p.141) were included in the 19 factors listed.

In Dillon’s (1978) study on the number one reason why 26 Nebraska vocational agricultural teachers left the profession between 1969 and 1974, found that two teachers blamed long hours, three thought that too much preparation time was required for teaching, and one cited the time required for FFA activities.

Knight and Bender (1978) found that 263 teachers left the vocational agricultural profession in Ohio from 1970-1975 for reasons other than retirement or death. They felt that the number of teachers leaving the field seemed to be a great contributor to the overall shortage of teachers. When evaluating influential factors of vocational agricultural teachers in Ohio who left the profession between 1970 and 1975, included in the highest 15 factors by mean score were: “long hours,” “too many required extra-curricular activities,” “too many meetings to attend,” “too many evening responsibilities,” and “too much preparation time required for classroom teaching” (p.8). “Long hours” (p.4) was also one of the most frequently cited top three reasons why the former teacher decided to quit teaching. When the influences were categorized into seven basic categories, “time requirements of the job” (p. 5)

was the number two category for reasons given for why teachers left the field and “personal concerns” (p. 5) was the number four category. Overall, the more hours reported as spent with young farmer/adult education, in supervision of SOEs (now SAEs), and in FFA involvement, the more likely that time was cited as having a higher level of influence on why the individual left teaching (Knight & Bender, 1978).

Miller’s (1974) five year follow up on non-teaching agricultural education graduates from Virginia Polytechnic Institute and Virginia State University found that the two of the four most cited reasons for not teaching agriculture were “more personal freedom” (p.22) and “family situation” (p.22). Miller went on to say that similar results have been collected from studies done over the years and the repetition of these issues for agricultural education graduates should present a significant concern, especially in the light of a shortage of agricultural education teachers in America. Relating to time, one of the responses to suggested improvements in employment situation included “less hours required of the teacher” (p. 17). According to Miller, the overall problems that were suggested to be improved were in the areas of “salary, reporting procedures, working hours and pressure to teach students who do not have vocational objectives in agriculture” (p. 23).

Moore and Camp (1979) compared perceptions of the agricultural teacher who left, the principal, and the present agricultural teacher as to why the agricultural teacher left the profession. They found that the most commonly cited reason by the teacher for leaving the profession was “long hours” (p. 12). The fourth and fifth reasons for leaving were “inadequate salary” (p.12) and “too many extracurricular activities” (p.12) also relating to

“long hours” (p.12). However, the study revealed that principals cited the most common reason for agricultural teachers leaving the profession as “long range occupational goal was something different than teaching vocational agriculture” (p.12). “Inadequate salary” (p.12) was second and “long hours” (p.12) was third, according to principals. The present vocational agriculture teacher sided with the principal saying that the number one reason why the former teacher left the profession was “long range occupational goal was something different than teaching vocational agriculture” (p.12) followed by “long hours” (p. 13) in second. All three groups in the study ranked long hours, inadequate salary, and different long range occupational goals in the top four of their reasons why the agricultural teacher left the profession. Moore and Camp suggested that the combination of long hours and inadequate salary could be a possible explanation as to why there is a shortage of qualified agricultural teachers. They suggested that the work load of vocational agricultural teachers be examined by the profession.

Birkenholz’ (1986) five year follow-up of agricultural education graduates from the University of Missouri-Columbia found that only 51.5% of the agricultural education graduates were currently teaching. When comparing the time spent on the job between current agricultural teachers, those who never taught, and those who had taught and quit, the study revealed that current agricultural teachers “reported the greatest number of hours per week spent on the job, the most evenings per month away from home on work-related business and the greatest number of months per year employed” (p.52).

Cole's (1984) study on the placement and retention factors of Oregon agricultural teachers looked at all certified agricultural education graduates from Oregon State University from 1971-1982. For those graduates who did not enter the classroom, the top four reasons for not teaching were hours worked, free time for hobbies, opportunity for family time, and evening responsibilities, with salary being reason number five. Those students who did enter teaching and left the top five reasons for making the decision to leave were opportunity for family time, salary, evening responsibilities, hours worked, and lastly certification requirements. For both groups of certified agricultural teachers who were not currently teaching agriculture, hours worked, family time, and evening responsibilities ranked in the top five of the reasons they were not teaching.

Lawver (2007) stated that the job pressures and responsibilities of an agricultural teacher combined with family and household responsibilities could potentially be a discouragement factor for those individuals considering a career in the agricultural education field.

Summary

Many agricultural teachers have expressed concern over the hours required in order to meet the demands and expectations of the job. These job demands are also often referred to as a source of tension and frustration in their personal life, especially when parenthood and marriage are in the picture. Along with that, agricultural teacher's spouses concur with the concept that the number of hours worked by the agricultural teacher limits time spent with

the family and can create work/family conflict. Women in the profession express additional concerns related to the demands of the job and the lack of ability to balance work and family responsibilities. Studies done over the years have consistently cited job demands and time factors as a central reason to why some are not entering the agricultural education profession and why others are leaving the field after only a few years. Studies have shown difficulty in women balancing teaching and family priorities but few studies have examined men's perceptions of balancing these responsibilities.

Chapter 3: Methodology

The study used survey research methodology to collect information on the job and family expectations, barriers to balancing career and family, and perceived ability of Georgia agricultural teachers to balance career and family. The survey instrument was sent to all Georgia agricultural teachers via SurveyMonkey, a website that produces, collects, and analyzes surveys used for research purposes.

Research Design

The research design of this study was descriptive explanatory. This study attempted to describe the perceptions of Georgia agricultural teachers regarding their job expectations, family responsibilities, and barriers to fulfilling job expectations and family responsibilities. The independent variable in this study was the gender of the respondents.

Population

The population for this study consisted of all extended day/extended year Georgia agricultural teachers teaching at the middle or high school level during the 2009-2010 school year ($N=303$). The frame used to determine the population was the 2009-2010 Georgia Agricultural Teacher Directory provided by the State Curriculum Coordinator. Those individuals identified in the directory as student teachers, teacher educators, or young farmer teachers were not included in the population. A list of contract lengths for Georgia agricultural teachers was also provided by the State Curriculum Coordinator and teachers

who were not on an extended day/extended year contract were removed from the population since their perception of balancing career and family would not be the same as those required to work additional hours. Due to the use of an online survey, there was no need to take a sample and a census of all Georgia agricultural teachers was determined to be the most effective way to represent the population. Fifteen teachers opted out of the survey, or had undeliverable email addresses, and one teacher stopped teaching in the process of collecting the survey, so the accessible population was $N=287$.

Instrumentation

The instrument contained thirty-one questions developed by the researcher. The questions were formatted based on a Likert scale, multiple choice format, or a listing of responses. It was reviewed for content validity by agricultural education professors at three universities, as well as by professors with expertise in family life in the Department of Family and Consumer Sciences at North Carolina State University. Appendix A provides a list of the names, universities, and positions of those professors who reviewed the instrument for content validity. A pilot study was conducted on eleven North Carolina agricultural teachers. Reliability was determined using the test/re-test approach. Thirty-five North Carolina agricultural teachers were emailed the original survey and twenty one completed the survey the first time, after receiving two reminder emails. Of the twenty one who completed the first survey, eleven completed the re-test, also after two reminder emails. The instrument was then evaluated for significant differences between the first and second responses of the

eleven teachers. No significant differences were found. Therefore, the instrument was determined to be stable over time. The instrument is reproduced in Appendix B.

The first section of the instrument included eight short answer or multiple choice questions regarding the teacher's agricultural education program. The next thirteen questions were short answer, multiple choice, or Likert scale format and dealt with family responsibilities, barriers, and challenges when balancing career and family for agricultural teachers. The last section contained nine demographic questions. The final question of the instrument was an open-ended question regarding any other information that should be considered in the study as it related to the ability to balance career and family for agricultural teachers in Georgia.

Program of Work scores were determined based on the teacher's completion of the required program performance standards. The instrument used for evaluation by region staff to determine the Program of Work scores for the teachers is reproduced in Appendix C.

Data Collection

A cover letter, consent agreement, and survey instrument were emailed to each of the identified middle or high school teachers in the 2009-2010 Georgia Agricultural Teacher Directory through SurveyMonkey. The consent form is reproduced in Appendix D. The email contained a link to the questionnaire in SurveyMonkey. A follow up email and instrument were emailed at 11 and 26 days after the original survey to give teachers adequate time to complete the survey before they were emailed a reminder. Each subsequent email

explained the nature of the study, encouraged teachers to participate and included a link to the survey. SurveyMonkey ensured that only individuals who had not completed the survey were sent reminder emails. The original email and two follow up emails are reproduced in Appendices E, F, and G.

Program of Work scores were acquired through the Georgia Agricultural Education website. Scores were collected by a fellow graduate student and recorded alongside each teacher's survey responses. Names of teachers were then removed from the database, so that the teacher's scores remained anonymous to the researcher.

One hundred seventy one teachers responded to the instrument for a response rate of 59.6%. Non-response error was controlled for by calling 15% of the non-respondents and asking a selective sample of questions from the instrument to determine if there were any differences between respondents and non-respondents. The only difference found was that non-respondents were less likely to be between the ages of 22 and 30 and more likely to be between the ages of 31 and 50. Since there were no differences between respondents and non-respondents in their response to the questions related to the dependent variables, the respondents were considered to be representative of the entire population.

Analysis of the Data

The data were analyzed using the Statistical Package for Social Sciences version 17.0. Descriptive parameters were run to compare frequencies, percentages, and mean scores. A

Pearson product moment correlation was run on the Program of Work scores and the teacher's perceived ability to balance career and family.

Chapter 4: Results

The population for this study consisted of all extended day/extended year agricultural teachers at the middle or high school level in Georgia ($N=303$). The frame used to determine this population was the 2009-2010 Georgia Agricultural Teacher Directory, excluding teacher educators, student teachers, young farmer teachers, and teachers not on extended day/extended year contracts. A census was conducted via SurveyMonkey with a final $N=287$ as the accessible population. A response rate of 59.6% was achieved. Non-response error was controlled for by calling 15% of the non-respondents and asking a selective sample of questions from the instrument to determine if there were any differences between respondents and non-respondents. No major differences were found related to the dependent variables in the study; therefore, responses were considered representative of the entire population.

Characteristics of the Population

The population of Georgia agricultural teachers on extended day/extended year contracts was made up of 56% ($n=95$) male teachers and 44% ($n=76$) female teachers. When comparing males to females, females (61%) were twice as likely to be between the ages of 22 and 30 as were males (32%). This left twice as many males as females in every other age bracket. Over 70% of Georgia agricultural teachers were 40 years of age or younger.

Regarding years of teaching experience, there were a substantially higher percentage of females in the 0-5 year bracket than males, but the percentages teaching 6-10 and 11-15

years were comparable for males and females. The percentage of males who had taught 16+ years was approximately four times higher than the percentage of female teachers with the same number of years in the profession. Overall, exactly half of the Georgia agricultural teachers were in their first five years of teaching with two-thirds of Georgia agricultural teachers having taught 10 years or less.

The number of unmarried female agricultural teachers was double the number of unmarried male agricultural teachers, with 80% of males stating they were currently married and only 55% of females reporting being currently married. Almost 10% of females were divorced and not remarried, while all male agricultural teachers that were divorced were also remarried, for a total of 5% divorced/remarried male agricultural teachers. Seventy-three percent of all Georgia agricultural teachers were currently married, and 7% of the teachers had been divorced at one time.

When examining the number of children living at home, 64% of male agricultural teachers had children at home compared to 29% of female teachers. Of those teachers who did have children living at home, a substantial proportion (79%) had one or two children, with these percentages being fairly similar between males and females. Also, of those who had children living at home, females were almost twice as likely to use paid daycare or childcare services. Table 1 displays the demographic characteristics for Georgia agricultural teachers.

Table 1 *Frequencies and Percentages of Demographic Characteristics of Georgia Agricultural Teachers*

	Male			Female			Total		
	<i>n</i>	<i>f</i>	%	<i>n</i>	<i>f</i>	%	<i>N</i>	<i>f</i>	%
Gender		95	55.56		76	44.44		171	100.00
Age	92			72			164		
22-30		29	31.52		44	61.11		73	44.51
31-40		29	31.52		13	18.06		42	25.61
41-50		19	20.65		8	11.11		27	16.46
51-59		15	16.30		7	9.72		22	13.41
No. of Years Teaching	92			72			164		
0-5		35	38.04		47	65.28		82	50.00
6-10		16	17.39		12	16.67		28	17.07
11-15		15	16.30		8	11.11		23	14.02
16-20		12	13.04		2	2.78		14	8.54
21+		14	15.22		3	4.17		17	10.37
Marital Status	93			72			165		
Never Married		12	12.90		24	33.33		36	21.82
Married		75	80.65		40	55.56		115	69.70
Separated		0	0.00		1	1.39		1	0.61
Divorced		0	0.00		7	9.72		7	4.24
Divorced/Remarried		5	5.34		0	0.00		5	3.03
Widowed		1	1.08		0	0.00		1	0.61
Children Living at Home	61			22			83		
1		21	34.43		9	40.91		30	36.14
2		26	42.62		10	45.45		36	43.37
3		9	14.75		2	9.09		11	13.25
4		4	6.56		1	4.54		5	6.02
5		1	1.64		0	0.00		1	1.20
Use of Daycare	61			22			83		
Yes		22	36.07		15	68.18		37	44.58
No		39	63.93		7	31.82		46	55.42

When looking at the program characteristics of Georgia agricultural teachers, 39% of males taught in a one-teacher department compared to 57% of female agricultural teachers, with approximately half of the Georgia agricultural education programs being one-teacher departments. Twice as many male agricultural teachers as female agricultural teachers

worked in a two-teacher department, with the same percentage of male and female agricultural teachers working in a three-teacher department.

The high percentage of females in a one-teacher program was not surprising considering that female agricultural teachers were three times more likely (22 females versus 8 males) to teach in a middle school (one-teacher) program than were male agricultural teachers. Three-fourths of Georgia agricultural teachers were teaching in a high school program and approximately 5% of the Georgia agricultural teachers taught in a program that they classified as “other” since it did not meet any of the available choice options. These could include teaching at two different middle school programs, teaching 8th-12th grade or only 7th-8th grade, or teaching a combination of middle and high school.

Over half of Georgia agricultural teachers on extended day/extended year contracts were on a 40 day or 12 month contract. A difference between the two genders was somewhat evident in the length of contracts. Females were approximately 15% more likely to have an extended year contract length of 30 days or less, while males were 17% more likely to have a full 40 day contract. This was understandable since more females were middle school teachers and middle schools were more likely to have an 11 month (or 20 day) contract than were high schools. Table 2 displays the program characteristics for Georgia agricultural teachers.

Table 2 *Frequencies and Percentages of Program Characteristics of Georgia Agricultural Teachers*

	Male			Female			Total		
	<i>n</i>	<i>f</i>	%	<i>n</i>	<i>f</i>	%	<i>N</i>	<i>f</i>	%
No. of Teachers/Dept.	92			72			164		
1		36	39.13		41	56.94		77	46.95
2		30	32.61		13	18.06		43	26.22
3		19	20.65		15	20.83		34	20.73
4		4	4.35		1	1.39		5	3.05
5		3	3.26		2	2.78		5	3.05
Type of Program	91			72			163		
Middle School		8	8.79		22	30.56		30	18.40
Junior High		1	1.10		0	0.00		1	0.61
Ninth Grade		1	1.10		1	1.39		2	1.22
High School		74	81.32		48	66.67		122	74.84
Other		7	7.69		1	1.39		8	4.91
Extended Year Contract	95			75			170		
15-30 Days		29	30.53		35	46.67		64	37.65
31-39 Days		9	9.47		8	10.67		17	10.00
40 Days		57	60.00		32	42.67		89	52.35

Perceived Job Expectations of Georgia Agricultural Teachers

To determine the job expectations of Georgia agricultural teachers, a list of potential weekly activities was provided to teachers to get a representation of hours spent in each area per week. Time spent involved with livestock projects and SAE visits were not included in these options, because they were addressed later in the survey instrument.

The amount of time Georgia agricultural teachers spent in classroom and lab instruction ranged from 20-40 hours per week with an average of 28 hours. Hours involved in class preparation varied from one to 35 hours per week with an average of nine hours of classroom preparation per week. Time spent each week in FFA activities ranged from one to 30 hours, with an average of nine hours per week spent on FFA activities. An average of

almost two hours per week was spent in additional teaching responsibilities that were not listed as an option. These could include things such as school duties, meeting with parents, and livestock and/or SAE visits that teachers included in this part of the survey.

Both male and female agricultural teachers reported approximately the same number of hours spent each week in the total agricultural education program (Classroom, SAE, FFA) with an average of 57 hours per week being reported for all Georgia agricultural teachers.

Table 3 displays the time spent in various job expectations and in the total agricultural education program for Georgia agricultural teachers.

Table 3 *Mean Hours Spent in the Total Agricultural Education Program each Week*

	Male			Female			Total		
	<i>n</i>	μ	σ	<i>n</i>	μ	σ	<i>N</i>	μ	σ
Hours Per Week									
Classroom/Lab	76	27.99	5.25	49	28.64	6.65	125	28.25	5.82
Classroom/Lab Preparation	91	8.57	4.79	68	9.05	5.63	159	8.78	5.16
FFA Activities	90	8.80	5.11	69	9.89	7.36	159	9.27	6.19
Routine Maintenance	90	2.91	2.85	69	2.81	2.03	159	2.87	2.52
Paperwork/Reports	89	2.20	1.84	69	2.69	2.86	158	2.41	2.35
Other	95	1.58	3.54	75	1.84	4.48	170	1.69	3.97
Hours in Total Program each Week	76	57.31	9.81	52	56.42	8.03	128	56.95	9.11

When evaluating the amount of time spent in livestock show participation for Georgia agricultural teachers, three-fourths of male agricultural teachers and two-thirds of female agricultural teachers reported having students in their department that exhibited livestock. Male agricultural teachers reported an average of 25 students compared to 16 students for

female teachers, but both genders reported attending an average of nine livestock shows each year, representing the same amount of time spent away from the classroom and family.

Table 4 displays the livestock show participation for Georgia agricultural teachers.

Table 4 *Mean Livestock Show Participation*

	Male			Female			Total		
	<i>n</i>	μ	σ	<i>n</i>	μ	σ	<i>N</i>	μ	σ
No. of Students Exhibiting Livestock	71	25.11	36.91	50	15.92	13.19	121	21.31	29.77
No. of Single Day Livestock Shows	71	5.23	4.72	50	5.92	3.78	121	5.51	4.36
No. of Multiple Day Livestock Shows	71	4.10	3.50	50	3.92	2.66	121	4.02	3.17

Regarding how Georgia agricultural teachers conducted SAE visits, teachers were provided options of SAE visit tendencies and asked to check all that applied, so more than one answer per teacher was acceptable. Almost 90% of all teachers reported conducting SAE visits as needed or requested and one-third replied that they conducted SAE visits at concentrated times during the year (i.e. right before a livestock show or at the end of the semester prior to grading). Where male and female agricultural teachers differed was in conducting SAE visits on school holidays and during the summer, with male agricultural teachers being almost twice as likely as females to conduct SAE visits during those times.

Table 5 displays how Georgia agricultural teachers conduct SAE visits.

Table 5 *Frequency and Percentage of Teachers' SAE Visits*

	Male (n=95)		Female (n=76)		Total (N=171)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Do Not Conduct	2	2.11	1	1.32	3	1.75
As Needed or Requested	84	88.42	65	85.53	149	87.13
On School Holidays	36	37.89	15	19.74	51	29.82
On a Schedule	21	22.11	11	14.47	32	18.71
During the Summer	23	24.21	9	11.84	32	18.71
Concentrated During Certain Times of the Year	33	34.74	23	30.26	56	32.75
Other	1	1.05	5	6.58	6	3.51

Teachers were also asked to indicate how frequently they conducted maintenance on facilities and asked to select all that applied. Males and females were very similar in how they scheduled facilities maintenance, with a large majority (80%) handling issues as needed, one-third saying they handled maintenance in the summer, and one-third on a routine or regular basis. Table 6 displays teachers' facilities maintenance routines.

Table 6 *Frequency and Percentage of Teachers' Facilities Maintenance*

	Male (n=95)		Female (n=76)		Total (N=171)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
As Needed	76	80.00	61	80.26	137	80.12
In Summer	31	32.63	28	36.84	59	34.50
Routine or Regular Basis	37	38.95	25	32.89	62	36.26

Georgia agricultural teachers on extended year contracts were required to work extra days during the summer, ranging from 15-40 days depending on the contract. The average summer contract length for all teachers was 32 days, with females averaging a 30 day contract and males averaging a 34 day contract. As a whole, male teachers reported working

six days more in the summer than female teachers, which corresponds with the fact that males were on a longer extended year contract. The areas where male and female agricultural teachers displayed differences in summer employment were in the areas of SAE visits, CDE preparation, and the canning plant, with males working an average range of 2-4 more days in those areas than females. Overall, Georgia agricultural teachers spent an average of 11 days on FFA related activities, 12 days with SAE visits and livestock shows, 10 days in the canning plant or facilities maintenance, and six days participating in teacher in-service or other activities. Totaled, they worked an average of almost 39 days in the summer, which was seven days more than the length of the average contract. Table 7 displays the days worked in the summer for Georgia agricultural teachers.

Table 7 *Mean Number of Days Worked in the Summer*

	Male (n=91)		Female (n=73)		Total (N=164)	
	μ	σ	μ	σ	μ	σ
FFA Camp	3.42	2.31	4.18	1.90	3.76	2.16
Teacher In-service	5.73	2.14	4.92	2.20	5.37	2.19
SAE Visits	11.00	6.85	7.71	5.81	9.53	6.59
Officer Training/Leadership Retreats	3.18	2.11	3.55	2.12	3.34	2.12
CDE Preparation	4.27	6.25	2.79	3.15	3.61	5.15
Canning Plant	5.36	8.88	3.63	8.66	4.59	8.80
Livestock Shows	2.43	3.75	1.87	2.91	2.18	3.40
Washington Leadership Conference	0.34	1.40	0.78	2.00	0.54	1.70
Facilities Maintenance	5.41	4.37	5.47	3.93	5.43	4.17
Other	0.34	1.74	0.33	1.43	0.33	1.60

Relationship Between Program of Work Scores and Perceived Ability to Balance

Georgia agricultural teachers were evaluated based on a list of required program standards to determine their Program of Work scores. The score received by the teacher factored into whether they continued to receive extended day/extended year funding. When examining the relationship between Program of Work Scores and the agricultural teacher's perceived ability to balance work and family, a moderate association was found between the two for both male and female teachers who were married and/or had children. The teachers rated their perceived ability to balance career and family on a scale of 1-4, with one being that they could balance almost always and four meaning that they found it impossible to balance. The male teachers revealed a moderate negative correlation ($r=-.34$) meaning that as their Program of Work scores increased, they perceived less difficulty balancing career and family. Females had a moderate positive correlation ($r=.30$) between the two revealing that as their Program of Work scores increased, their perceived difficulty balancing career and family increased. The ability to balance career and family accounted for 11.5% of the variance in Program of Work scores for males and 9% of the variance in scores for females.

Family and Household Responsibilities of Georgia Agricultural Teachers

When dealing with responsibilities related to home and family commitments, those teachers who were married and/or had children were asked to list what percentage of each home responsibility belonged to them. Both male and female agricultural teachers reported spending an average of 20 to 22 hours per week involved with family responsibilities. When

looking at the break down of responsibilities, females reported twice as much responsibility for grocery shopping and meal preparation, ranging from 65-80% responsibility with males having approximately one-third of the responsibility in those areas. Females also reported at least three times as much responsibility as males for cleaning house and doing laundry, reporting 75-80% responsibility in those areas with males reporting minimal responsibility (25%). Males, on the other hand, reported more than twice the responsibility for yard work, farm work (where applicable), and home maintenance, reporting 80-95% of the responsibility in those areas with females claiming 35-40% of the responsibility. Of those with children, females reported approximately twice as much responsibility for child transportation, helping with homework, and overall childcare, with most of them taking on the greater part (80%) of those responsibilities and males having 35-40% responsibility in those areas. When examining the number of hours the spouse worked outside of the home, female agricultural teachers reported that their spouse worked an average of 12 more hours per week than did male teachers' spouses. Table 8 gives a more detailed layout of household responsibilities by gender.

Table 8 *Mean Percentage of Responsibility for Home and Family Commitments*

	Male			Female		
	<i>n</i>	μ	σ	<i>n</i>	μ	σ
Hours Given to Family Responsibilities/Week	76	20.17	11.98	40	21.88	15.36
Percentage of Responsibility						
Grocery Shopping	77	31.83	31.57	41	80.00	28.55
Meal Preparation	77	33.73	29.83	41	65.39	30.98
House Cleaning	77	26.17	23.70	41	75.22	28.24
Yard Work	78	82.69	26.95	41	34.51	28.83
Laundry	78	23.04	23.95	41	79.27	25.95
Farm Work	41	94.63	11.85	18	43.06	26.24
Home Maintenance	78	89.78	18.52	41	34.27	26.61
Child Transportation	54	32.59	20.66	20	78.50	23.46
Helping With Homework	45	40.56	26.46	18	77.50	26.25
Childcare	55	34.31	18.11	20	75.75	19.21
Hours/Week Spouse Works Outside of Home	77	34.39	17.95	38	46.84	14.24

To get an idea of commitment required for family vacation, teachers were asked to list the number of family vacation days taken annually. Male and female agricultural teachers both reported taking an average of seven days of family vacation per year.

For the results in Table 9, teachers were given the option of selecting more than one vacationing tendency so as to include all of the options that applied to their family. Male and female agricultural teachers had similar results with almost half taking vacations during school holidays and a sizeable majority (82%) taking them during the summer. The largest area of difference between the two genders was that male agricultural teachers were more than twice as likely to take vacations on the weekends as were females, with females being

slightly more likely to report not taking a vacation at all. Table 9 displays the vacation tendencies of Georgia agricultural teachers.

Table 9 *Frequencies and Percentages of Family Vacations*

	Male (n=78)		Female (n=41)		Total (N=119)	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Don't Take Vacations	6	7.69	5	12.20	11	9.24
On Weekends	31	39.74	7	17.07	38	31.93
During School Holidays	38	48.72	17	41.46	55	46.22
During the Summer	64	82.05	34	82.93	98	82.35

Family or Household Responsibilities as a Perceived Barrier to Completing Job Expectations

When dealing with responsibilities related to family that created perceived barriers to fulfilling job responsibilities, teachers who were married and/or had children were asked to rate family responsibilities on a scale of 1-10, with 1 being no problem and 10 being impossible, with regard to the difficulty in fulfilling job responsibilities. For this study, the scale was interpreted to mean that anything over a five was considered a legitimate barrier. Females considered all of the family responsibilities listed as more significant barriers to job responsibilities than males. Females also perceived responsibility for meal preparation as almost twice the barrier as males, scoring it a point and a half higher than males. However, at least 40% of both genders ranked spouse's desire for family time and spouse's desire for couple time as a 7-10, perceiving it to be a substantial barrier to completing job responsibilities. Both males and females listed other activities such as work on the family

farm and church involvement, as also being a difficult barrier to fulfilling job responsibilities.

Table 10 shows the barriers to fulfilling job expectations caused by family responsibilities.

Table 10 *Mean Scores of Family Responsibilities as Perceived Barriers to Fulfilling Job Responsibilities*

	Male			Female		
	<i>n</i>	μ	σ	<i>n</i>	μ	σ
Sick Children	74	3.51	2.67	35	4.51	2.62
Children's Extracurricular Responsibility for Meal Prep	74	3.19	2.37	33	4.27	3.11
Poor Health of Family Member	77	2.82	2.13	39	4.26	2.46
Spouse Desire for Family Time	77	3.43	2.73	38	3.87	2.55
Spouse Desire for Couple Time	74	5.28	2.70	40	5.43	2.95
Extended Family	76	5.38	2.87	40	5.58	2.78
Other	76	4.72	2.78	39	5.49	2.69
Other	2	4.00	2.83	1	5.00	0.00

Note. $\mu \geq 5$ is considered a legitimate barrier in this study.

Job Responsibilities as a Perceived Barrier to Fulfilling Household or Family Responsibilities

Teachers who were married and/or had children were asked to rate their job responsibilities as a perceived barrier to fulfilling family responsibilities ranging from 1-10, with 1 being no problem and 10 being impossible. For this study, the scale was interpreted to mean that anything over a five was considered a legitimate barrier. Both males and females perceived all job responsibilities as creating a legitimate barrier to fulfilling family responsibilities. However, females perceived all but one job responsibility as a larger barrier to family responsibilities than did males.

A majority (51%-62%) of the males ranked all of the areas, except for taking work home, as a 7-10, with a majority (55%-76%) of the females ranking all of the areas as a 7-10.

Fatigue from the work day was perceived to be a “9” by 36% of females as a barrier to fulfilling family responsibilities. The areas that caused the largest barriers for both genders were long work days, night meetings and/or activities, and fatigue from work. Table 11 displays the mean scores for job responsibilities as barriers to completing family responsibilities as perceived by Georgia agricultural teachers.

Table 11 *Mean Scores of Job Responsibilities as Perceived Barriers to Fulfilling Family Responsibilities*

	Male			Female		
	<i>n</i>	μ	σ	<i>n</i>	μ	σ
Long Work Day	78	6.60	2.22	41	7.20	1.94
Night Meetings/ Activities	78	6.68	2.27	42	7.19	2.02
Weekends Away	78	6.49	2.53	42	7.02	2.21
Inability to Leave During School Day	77	6.38	2.66	40	6.33	2.71
Excessive Work Demands	78	6.40	2.22	41	6.80	2.33
Fatigue from Work	77	6.60	2.51	42	7.52	2.11
Taking Work Home	77	5.09	2.87	40	6.18	2.93

Note. $\mu \geq 5$ is considered a legitimate barrier in this study.

Perceived Challenges to Balancing Career and Family

When teachers were asked to list their top five challenges to balancing career and family, a majority of the teachers mentioned some aspect of having to choose between family and career or trying to find time to spend with family. Almost half of the teachers listed FFA events or CDEs as one of their top five challenges to balancing. Some mention of amount of time available to fulfill family and career responsibilities was also presented by almost half of the teachers, with one-third of the teachers specifically listing excessive demands of an agricultural teacher as one of their challenges to finding a balance. Between 12-17% of the

teachers listed inability to complete household responsibilities, fatigue at the end of the day, SAEs or livestock shows, and weekends away or travel involved as a challenge. Table 12 shows the items that agricultural teachers perceived as challenges to balancing career and family.

Table 12 *Frequencies and Percentages of Challenges to Balancing Family and Career*

	<i>f</i>	<i>%</i>
Neglect of Family	59	53.64
FFA/CDE Events	54	49.09
Time	48	43.64
Excessive Work Responsibilities	37	33.64
Inability to Complete Household Responsibilities	19	17.27
Fatigue/Exhaustion	18	16.36
SAE/Livestock	16	14.55
Travel/Weekends	14	12.73

N=110

Teachers were also given the option to list any special circumstances related to their ability to balance career and family in an open-ended response. Fifty-seven teachers chose to respond to the question. Of those responses, the main theme that emerged from 21 of the teachers revolved around building a new program or re-building an obsolete agricultural program and/or being in a single teacher department.

When teachers were asked to list their resources for balancing career and family, a supportive spouse was mentioned by a considerable majority (75%) of the teachers. Teaching partners were mentioned second most frequently and almost one-fourth of the teachers listed the help and support of extended family as a resource. Also worthy of mentioning was the number of teachers who listed supportive administration, religion/church,

and community, parent, or alumni support. Table 13 displays a list of all the resources mentioned by five or more teachers.

Table 13 *Frequencies and Percentages of Resources for Balancing Career and Family*

	<i>f</i>	<i>%</i>
Supportive Spouse	83	75.45
Teaching Partners	42	38.18
Extended Family	25	22.73
Supportive Administration	18	16.36
Religion/Church	15	13.64
Community, Parent, or Alumni Support	13	11.82
Years of Experience	10	9.09
Learning to Say No	9	8.18
Understanding or Supportive Children	8	7.27
No Children or Age of Children	8	7.27
Improved Planning	8	7.27
Support of Friends	6	5.45
Support provided by State Staff and Region Teachers	5	4.55
Finding Ways to Involve Family in Program	5	4.55
Helpful Students and/or FFA Officers	5	4.55

N=110

When asked at the end of the instrument if there were any additional comments that they felt were applicable to the balance of career and family, thirty-three teachers chose to respond. More than half of those who responded to the question reflected on their personal struggles, failures, and successes when it came to balancing career and family. These comments are listed below by gender:

Males:

“I love being an agriculture teacher. The only reason my wife stayed with me is because she is tough. I have sacrificed too much and I owe my wife and my children a great deal of back hours and intend to give it to them even if it means the program suffers. In the final analysis, I want my children to remember me for who I am and what I meant to them, not oh, he was a good ag. teacher.”

“My responses reflect my current situation which is that my children are gone and in college. However, when they were home and growing up, I never had too much of a problem with balancing work and family. This is because I decided in the beginning of my family and my career that, for the most part, God and my family would always take priority. This is not to say that there were some conflicts, I had to fulfill the duties of my job. Teachers have to decide in the beginning to not overload themselves with so many activities that their family life suffers. You never hear anyone on their death bed say they wished they had worked more at their jobs!”

“It is hard to make a distinction in family at times. Many students look at you as you are family even though you are just their teacher. Teaching Ag is a lifestyle career, This sometimes makes it difficult to separate the job from our jobs at home with our real families. Sometimes you just have to say as much as I love Agriculture Education, I love my wife and kids more. Just saying no because of time constraints is a hard thing to do.”

“I regret that young married ag teachers who are normally family oriented cannot do justice to their families because of the workload. With a wife fulltime at home I have been spared that difficulty. I would not recommend my daughters go into this field rather they should go into fields that can be converted to part-time as families grow.”

“My wife stays at home with the kids and runs the household. She takes care of most things and this is a point of contention between us every day. If it weren't for the children, she probably wouldn't be in the household anymore.”

“Ag ed needs to be more family friendly, I know we have a job to do but we need lives too.”

“This study is very helpful its about time someone realizes the amount of dedication that we agriculture teachers put into a program to make it successful. The countless hours spent away from family and loved ones is remarkable.”

“Make sure your spouse knows what they are getting into. My wife is a former State Officer from [State] and it is still hard at times.”

“Your must be able to prioritize your life: God, spouse, family, job, church. This is the pattern God has given us to follow. So I follow it!”

Females:

“I am usually stressed all of the time trying to be a good ag teacher, a good wife, and a good mother. I don't have any time to do things that I find enjoyable and wish I could be more involved in my church, but my job usually prevents it.”

“Some male teachers do not fully understand how hard it can be for females who want family time since they tend to have wives at home who take care of household chores. There are several males who make rude comments towards the females when something about home life comes into the conversation. I devote 90% of my life to my program and my husband only gets the 10% that is left. Having children is a dream that can more than likely only be realized if I give up my career.”

“Teaching Ag Ed requires a lot of time at school and outside of school hours. There is no way I could have a family with kids and still put in the hours of work I do associated with my job!”

“Teaching agriculture this first year has been very taxing on my personal and family relationships. I spend 80 hours a week for FFA and school activities and only have an average of 10 hours a week for quality family time.”

“I was married last year (my first year of teaching ag). We were divorced over the summer due in large part to my job and not being able to balance this career and a spouse that had no desire to be involved in agriculture. I do not believe that I will remain in this field if I choose to marry again or if I have children.”

“It is hard to balance career and family, but with a strong religious belief, family, and friends, it is possible. You have to make sure to keep your priorities straight. My God, then my family, and then my work are how my priorities are listed.”

“While I do not have a husband, I have a boyfriend that is long term, I have no time to spend in the relationship. I also used to have many hobbies before becoming an ag teacher, Now i have no time for any of these things.”

“Child care would be fantastic at the CDE's, or a "SAFE" place for children...so that teachers can bring their children and not have the extra cost or worry over them. My 8 year old comes to me directly from the elementary school.....I HAVE TO have him with me while my husband is coaching...He is severly ADHD and I need help with him when I go to these places.....he is understanding more about FFA and starting to learn more about what I do...but with a kid like that....my job is extremely difficult and stressful.....many contests or places I'd like to take my students to..I can't because of his erratic, wierd behavior...he's on medicine

and getting extra "help" at school...but once I get him in the afternoon, all medicine is gone. I do the best I can right now...and hopefully time will make it easier as he matures.”

“It is hard to be a great wife, mom, and ag teacher!!! At this time in my life and career, I would not recommend this career to my daughter. Sad to say.”

“This is a very demanding job, and although it is vitally important for the students we serve, I believe family members get neglected.”

”It is very important for young teachers to put priority into their families.”

Perceptions of the Ability to Balance Career and Family

Regarding the agricultural teachers’ perception of their ability to balance career and family, males and females were very similar with a majority (56%) of teachers who were married and/or had children reporting that they could usually balance, but it was difficult at times and another 34% stating that it was always difficult or impossible to balance.

When evaluating the frequency of stress teachers experienced as they balanced career and family, approximately half of both genders reported occasional or monthly stress. Five percent of males said they had no stress balancing the two, while all females claimed experiencing some level of stress. Between weekly and daily stress, males were slightly

more likely to experience weekly stress, while females were slightly more likely to experience daily stress.

Approximately 35% of all teachers said their spouse would consider their ability to balance career and family as always difficult or impossible. Table 14 shows the agricultural teachers' perceptions of their ability to balance career and family as well as the agricultural teachers' view of their spouses' perception of their ability to balance career and family.

Table 14 *Frequencies and Percentages of Perception of Balance and Stress Level*

	Male			Female			Total		
	<i>n</i>	<i>f</i>	%	<i>n</i>	<i>f</i>	%	<i>N</i>	<i>f</i>	%
Teacher's Perceived Ability to Balance Career and Family	78			41			119		
Can Balance Almost Always		8	10.26		4	9.76		12	10.08
Can Usually Balance, but Difficult at Times		44	56.41		23	56.10		67	56.30
Always Difficult to Balance		23	29.49		13	31.71		36	30.25
Impossible to Balance		3	3.85		1	2.44		4	3.36
Teacher's Perceived Stress Level with Balancing Career and Family	78			42			120		
No Stress		4	5.13		0	0.00		4	3.33
Occasional Stress		18	23.08		11	26.19		29	24.17
Monthly Stress		19	24.36		11	26.19		30	25.0
Weekly Stress		19	24.36		5	11.90		24	20.0
Daily Stress		18	23.08		15	35.71		33	27.50
Spouse's Perception of Teacher's Ability to Balance Career and Family	77			40			117		
No Problem		7	9.09		5	12.50		12	10.26
Difficult at Times		45	58.44		19	47.50		64	54.70
Always a Struggle		22	28.57		14	35.00		36	30.77
Impossible		3	3.90		2	5.00		5	4.27

Chapter 5: Summary, Conclusions, Implications, and Recommendations

Summary of Purpose and Objectives

Perceived job demands of agricultural teachers are causing some graduates to not enter the field and others to leave after only a few years of teaching. The problem of a high number of hours spent on the job creates a conflict between job demands and family responsibilities. An increase in the number of female agricultural education teachers also creates a concern over the balance of career and family for agricultural teachers. The purpose of this study was to determine the level of conflict between the demands of the agricultural education profession and family responsibilities and to describe any differences between genders. The research objectives for this study were to:

1. Describe the perceived job expectations of Georgia agricultural teachers by gender.
2. Examine the relationship between Georgia Program of Work scores and the agricultural teacher's perceived ability to balance career and family by gender
3. Describe the responsibilities related to personal and family commitments by gender.
4. Describe the barriers related to family that make it difficult to fulfill job expectations of agricultural teachers by gender.
5. Describe the barriers related to job expectations that make it difficult for agricultural teachers to fulfill family commitments by gender.
6. Describe any perceived challenges of agricultural teachers to balance career and family by gender.

7. Describe the perceptions of agricultural teachers and spouses regarding their ability to balance career and family by gender.

Summary of Methodology

The study used survey research methodology with a descriptive explanatory research design to collect information to describe the perceptions of Georgia agricultural teachers regarding their job expectations, family responsibilities, and barriers to fulfilling job expectations and family responsibilities by gender.

The population for this study consisted of all extended day/extended year agricultural teachers teaching at the middle or high school level in Georgia ($N=303$) during the 2009-2010 school year. The frame used for this population was determined by using the 2009-2010 Georgia Agricultural Teacher Directory, excluding teacher educators, student teachers, young farmer teachers, and teachers not on extended day/extended year contracts. Sixteen teachers opted not to participate in the study or had undeliverable email addresses. A census was conducted with a final $N=287$ as the accessible population.

The instrument contained thirty-one questions developed by the researcher. It was reviewed by a panel of agricultural education professors from three universities, as well as specialists in the Department of Family and Consumer Sciences at North Carolina State University, to determine content validity. Reliability was determined using the test/re-test approach. Eleven North Carolina agricultural teachers completed the test and re-test. The instrument was then evaluated for significant differences between the first and second

responses of the eleven teachers. No significant differences were found. Therefore the instrument was determined to be stable over time.

A cover letter, consent agreement, and survey instrument were emailed to each of the identified extended day/extended year middle or high school teachers in the 2009-2010 Georgia Agricultural Teacher's Directory through SurveyMonkey. A follow up email and instrument were sent 11 and 26 days after the original survey. One hundred seventy one teachers responded and a response rate of 59.6% was achieved. Non-response error was controlled for by calling 15% of the non-respondents and asking a selective sample of questions from the instrument to determine if there were any differences between respondents and non-respondents. No major differences were found in the responses related to the dependent variables. Descriptive parameters were run on data to compare frequencies, percentages, and mean scores.

Summary of Findings

Research Objective 1: Describe the perceived job expectations of Georgia agricultural teachers by gender.

Georgia agricultural teachers reported working an average of 57 hours per week and the vast majority of teachers were attending nine livestock shows per year, with males averaging 25 students and females averaging 16 students exhibiting livestock. SAE visits and facilities maintenance were conducted primarily on an as needed basis, with males conducting SAE visits more often during the summer and on school holidays than females.

Georgia agricultural teachers, in general, were working an average of 39 days in the summer, with males working an average of six more days than females.

Research Objective 2: Examine the relationship between Georgia Program of Work scores and the agricultural teacher's perceived ability to balance career and family by gender.

Male agricultural teachers had a moderate negative correlation between their Program of Work Scores and their perceived ability to balance career and family meaning that as their performance scores went up, they perceived less difficulty in their ability to balance career and family. Females had a moderate positive correlation between the two revealing that as their performance scores increased, their perceived difficulty balancing career and family increased.

Research Objective 3: Describe the responsibilities related to personal and family commitments by gender.

Females reported being responsible for an average of 65-80% of all household and childcare responsibilities in their family, while males reported being responsible for an average of 80-90% of all yard work, farm work, and home maintenance in their families. Both genders reported spending at least 20 hours per week involved in family commitments. Males reported their spouses working 12 hours less per week outside the home than females' spouses.

Georgia agricultural teachers reported spending an average of seven days per year on family vacation. Most agricultural teachers reported taking family vacations in the summer, with males being more likely than females to take vacations on weekends.

Research Objective 4: Describe the barriers related to family that make it difficult to fulfill job expectations of agricultural teachers by gender.

Females saw all family commitments as a legitimate barrier to fulfilling job responsibilities, with males perceiving them to be a slightly smaller barrier. The largest difference between males and females was in the area of responsibility for meal preparation, where females perceived it as a somewhat larger barrier than males. The area that both genders perceived as the largest barrier and where they were in most agreement was in the spouse's desire for family time and spouse's desire for couple time.

Research Objective 5: Describe the barriers related to job expectations that make it difficult for agricultural teachers to fulfill family commitments by gender.

All agricultural teachers perceived all job responsibilities as legitimate barriers to fulfilling family responsibilities, particularly in the areas of long work days, night meetings and activities, and fatigue from the work day. However, females considered all areas but one as a greater barrier than males.

Research Objective 6: Describe any perceived challenges of agricultural teachers to balance career and family by gender.

Agricultural teachers were challenged most in the area of trying to find time for their families and also in special circumstances that required extra attention such as building or rebuilding their agricultural program or being in a single teacher department. A supportive spouse and teaching partner were the two most helpful resources for agricultural teachers.

Research Objective 7: Describe the perceptions of agricultural teachers and spouses regarding their ability to balance career and family by gender.

One third of agricultural teachers perceived their ability to balance career and family to always be difficult or impossible and believed their spouse would agree. At least 45% of all respondents reported experiencing weekly or daily stress in the attempt to balance career and family.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. The number of hours the teachers reported working each week and the number of days reported for summer employment were well over the 45 hours and 32 day average for which they received compensation.

2. The vast majority of teachers perceived exhibiting livestock as a job expectation, although livestock shows were not listed as a required standard. As part of their livestock responsibilities, they were attending an average of nine shows per year.
3. There was a difference in the relationship between total job performance as determined by Program of Work scores and perceived ability to balance career and family between male and female agricultural teachers.
4. Despite the reported similar career responsibilities of male and female agricultural teachers, agricultural teachers were carrying out traditional roles for men and women at home.
5. Twenty plus hours per week spent in family responsibilities after a 57 hour work week was a demanding schedule for both genders of agricultural teachers.
6. Georgia agricultural teachers did not differ in the number of vacation days per year by gender.
7. While both male and female agricultural teachers perceived their family responsibilities as a slight barrier to fulfilling job expectations, female agricultural teachers perceived the barriers to be larger than male teachers. Teachers felt torn between what they felt like their family deserved and expected of them and what their job required.
8. Both male and female agricultural teachers perceived all job responsibilities listed as legitimate barriers to fulfilling family responsibilities, but females perceived them as larger barriers than males. Specifically, agricultural teachers viewed the long work days, night meetings, and general fatigue as their largest barriers to family responsibilities.

Again, it appears that agricultural teachers felt very torn and overwhelmed by their job responsibilities especially as it related to fulfilling family commitments as well.

9. Prioritizing family over career was a challenge and concern for Georgia agricultural teachers. Dealing with FFA activities and the overall lack of time was also of significant concern. Specifically, the building up or re-building of a program created a special circumstance in trying to find a balance between career and family.
10. The biggest resource for Georgia agricultural teachers in maintaining the balance was a supportive spouse, with teaching partners being the second most beneficial resource.
11. The frequency with which both male and female agricultural teachers experienced difficulty in balancing career and family should be a concern to the profession.

Implications

The disproportionate number of females to males that were between the ages of 22 and 30, have taught less than five years, were not married, and did not have children is a concern to the profession. It is likely that these females will want to get married and have children at some point and since they made up a larger percentage of the upcoming generation of teachers than did males, what does this mean for the profession? Female agricultural teachers were feeling more of a struggle to balance than were males and results from other studies show similar concerns for career and family balance for females (Foster, 2001a; Foster, 2001b; Knight, 1987; Ricketts, Stone, & Adams, 2006). If changes are not made to accommodate and facilitate female agricultural teachers with families, as well as

male teachers with families, there is reason to believe that these teachers will be lost to the pressures of job and family balance (Coughlin et al., 1988; Cole, 1984; Mattox, 1974; Miller, 1974; Knight & Bender, 1978; Straquadine, 1985). However, the increase in female agricultural teachers and the struggle between career and family balance may simply be a trend that either disappears in time and/or evolves over time. As more females enter the profession and go on to serve on state and regional staff, the more the issue of career and family balance may come to the forefront and therefore right itself.

While many professionals often work beyond a typical 40-hour work week, the 57 hours per week worked by agricultural teachers is most likely more than peer teachers in their schools work and is still considerably higher than the standard 40-hour work week. This finding is similar to previous data by Cooper and Nelson (1981) that reported agricultural teachers working an average of 55 hours per week. This means that the amount of time spent on the job has remained fairly consistent over the past 30 years.

The combination of 57 hours per week and 39 days in the summer, when only required to work 45 hours per week and an average of 32 days in the summer, is likely to result in teachers becoming overloaded and burnt out. Long hours have been shown to be a contributor to teachers leaving the field or not entering the field (Birkenholz, 1986; Cole, 1984; Dillon, 1978; Froehlich, 1966; Knight & Bender, 1978; Lawver, 2007; Mattox, 1974; Miller, 1974; Moore & Camp, 1979). It is reasonable to assume that a schedule of this intensity may be affecting the number of Georgia agricultural education graduates who enter the field and those who leave the field. The fact that 67% of the teachers have taught less

than 10 years and half have taught 5 years or less could be because they are not staying in the profession. Prior research points to the concept that an intense work schedule is certainly one of the contributing factors to teachers leaving the profession (Cole, 1984; Dillon, 1978; Froehlich, 1966; Knight & Bender, 1978; Mattox, 1974; Moore & Camp, 1979). Is the intense schedule a contributor to the lack of seasoned teachers?

Age of the teacher, ages of children, and years of teaching experience could be potential contributors to the difference between males and females regarding the correlation between Program of Work scores and perceived ability to balance career and family. It is possible that since the majority of females were substantially younger than males, they would also have children of a younger age resulting in a perceived decreased ability to balance career and family. Also, the years of experience in teaching could influence the perceived ability to balance career and family as well, leaving females overwhelmed with the burden of fulfilling all of the program requirements as a new teacher and therefore perceiving their ability to balance career and family as disproportionate. Regardless of these possibilities, the results indicated that the more standards the females achieved at work, the greater the perception of inability to balance career and family, while males who scored higher on Program of Work scores indicated an increased perception of ability to balance career and family. The relationship between Program of Work scores and perceived ability to balance career and family for females could be an example of negative spillover since one area tends to negatively affect the other. On the other hand, males' perceived increase in ability to balance career and family as their Program of Work scores increased could be an example of

positive spillover in that the domains of work and family appear to positively affect one another.

Females were responsible for substantially larger portions of the grocery shopping, meal preparation, laundry, house cleaning, childcare, help with homework, and child transportation than males. Males were responsible for the vast majority of the yard work, farm work, and home maintenance. These results followed traditional gender roles with women handling most of the home and child care (Crouter, 1984; Culver et al., 1989; Foster, 2001a; Foster, 2001b; Knight, 1987; Pajak & Blasé, 1989). This aligns with other studies showing that females still fulfill “traditional” female roles and feel that their job makes it difficult to fulfill this role (Crouter, 1984; Culver et al., 1989; Foster, 2001a; Foster, 2001b; Knight, 1987; Pajak & Blasé, 1989).

The significantly fewer hours worked by spouses of male agricultural teachers reflected a distinct difference in the amount of hours available to male and female agricultural teachers. Another person available to handle responsibilities at home allows more option for the male agricultural teacher to spend time working. The male agricultural teacher may feel pressure to be at home to help with family responsibilities, but the female teacher may not have the option if her husband is at work.

It appears that regardless of gender, the perception that the spouse expected the agricultural teacher to be home for certain amounts of time presented a barrier to the teacher completing their job responsibilities. This corresponds with the statement above that although male agricultural teachers reported more potentially available time due to having a

spouse home more often, having that spouse at home did not relieve the pressure for the agricultural teacher to be home and spend time with them. It appears that teachers felt torn between what they felt like their family deserved and expected and what their job required.

Females were experiencing stress on a more frequent basis than males in their attempt to maintain the balance. This follows with previous research by Crouter, 1984; Culver et al., 1989; Foster, 2001b; Knight, 1987; Pajak and Blasé, 1989; and Piotrkowski and Crits-Cristoph, 1981. This could be attributed to the fact that many of the family responsibilities reported as being handled by females occurred on a daily basis, whereas male reported responsibilities tended to be seasonal or occasional.

Recommendations for Profession

1. Place new teachers or teachers with young families with an experienced mentor. The support from an experienced teacher could help relieve the workload and would provide guidance on how to better handle the balance of career and personal life.
2. Provide time management workshops as part of teacher in-service. Time management training as a pre-service activity may be lost on students because they are not yet in that phase of life. Providing it as an in-service allows those that are currently in need of time management skills to take advantage of the professional development.
3. A message of career and family balance should be sent from State and Regional Staff. Pressure to perform for State and Regional expectations leads agricultural teachers to feel

over-burdened, so an encouragement from these departments to find a balance, while still completing the job, might enable some teachers to heed that advice.

4. Pre-service teachers should be encouraged to set prior limits to activities in order to find balance. Advice should be given on how to set limits, so that burn out doesn't occur once in the field.
5. Provide a way in the list of Program Standards for livestock show participation to receive credit in place of another standard. Seventy percent of Georgia agricultural teachers are participating in livestock shows, but not receiving any performance evaluation credit towards it.
6. Half-time positions should be created for agricultural teachers to provide options other than completely leaving the agricultural education profession.
7. An increased effort should be made to maintain the gender balance recruitment of agricultural education majors and graduates.

Recommendations for Research

1. A five year and ten year follow up study should be conducted on Georgia agricultural teachers to observe any differences or similarities regarding career and family balance.
2. Similar studies in other states should be conducted in order to increase the generalizability of the findings in this study.

3. Further studies should be conducted to evaluate possible reasons behind the differences between the correlation of Program of Work Scores and ability to balance career and family balance for males and females.
4. Further studies should be conducted to examine the difference in stress level between agricultural teachers with a spouse and/or children and those without.
5. Further studies should be conducted to compare the household and career stressors for female agriculture teachers to females in other professions and/or areas.

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APPENDICES

Appendix A

North Carolina State University, Department of Agricultural and Extension Education

- Dr. Jim Flowers, Department Head
- Dr. Barry Croom, Associate Professor
- Dr. Beth Wilson, Associate Professor

University of Georgia, Department of Agricultural Leadership, Education, and Communication

- Dr. John Ricketts, Associate Professor
- Dr. Dennis Duncan, Associate Professor
- Dr. Jason Peake, Associate Professor

Texas A & M University, Department of Agricultural Leadership, Education, and Communication

- Dr. John Rayfield, Assistant Professor

North Carolina State University, Department of Family and Consumer Sciences

- Dr. Karen DeBord, Professor and Extension Specialist, Child Development
- Dr. Carolyn Bird, Assistant Professor, Specialist in Family Resource Management

Appendix B

Page 1 – Consent Form

Page 2 - Your Agriculture Education Program

1. On average, how many hours a week do you spend in each of the following areas during the school year? Please give a whole number, not a range.

Classroom/Lab Instruction	<input type="text"/>
Classroom/Lab Preparation	<input type="text"/>
FFA Activities (include alumni activities, do not include livestock shows)	<input type="text"/>
Routine maintenance of facilities	<input type="text"/>
Monthly reports and/or paperwork	<input type="text"/>
Other (Please give number of hours and describe the area)	<input type="text"/>

2. How do you handle Supervised Agricultural Experience (SAE) visits? Select all that apply.

- I do not conduct SAE visits.
- I conduct SAE visits as needed or requested.
- I conduct SAE visits on school holidays.
- I conduct SAE visits on a schedule (once a week, one Saturday a month, etc).
- I conduct most/all SAE visits in the summer.
- My SAE visits are concentrated during certain times of year (i.e. right before livestock shows).
- Other (please describe)

3. How do you typically schedule maintenance of facilities? Select all that apply.

- As needed
- In Summer
- On a routine or regular basis (weekly, monthly, etc)
- Other (please describe)

⏪⏩

4. Approximately, how many students in your program exhibit livestock? Please give a whole number, not a range.

If none, skip to question #7.

5. Please approximate the number of livestock shows you attend during the year that are single day events. Please give a whole number, not a range.

6. Please approximate the number of livestock shows you attend during the year that are multiple day events. Please give a whole number, not a range.

7. On average, how many hours a week do you invest into the total agricultural education program at your school (include FFA, SAE, Classroom, livestock, etc)? Please give a whole number, not a range. I know the schedule changes weekly, but make an estimation of the average number of hours each week invested into your program.

8. Approximately how many days are spent at each activity for your typical summer? Please give a whole number, not a range.

FFA Camp	<div style="border: 1px solid #ccc; height: 20px;"></div>
Teacher In-service/Professional Development	<div style="border: 1px solid #ccc; height: 20px;"></div>
SAE visits	<div style="border: 1px solid #ccc; height: 20px;"></div>
Officer/leadership training/retreats	<div style="border: 1px solid #ccc; height: 20px;"></div>

Career Development Event Preparation

Canning plant

Livestock shows

Washington Leadership Conference

Facilities Maintenance

Other (please describe activity and list days spent)

Page 3

***If you are single and have no children, please skip to Question #22. Thank you!

Page 4 – Responsibilities, Barriers and Challenges

9. On average, what percentage of each household responsibility is yours?

Grocery Shopping

Meal preparation

House Cleaning

Yard work

Child Care

Laundry

Farm work

Home Maintenance

Child Transportation

Helping with Homework

Other (Please describe responsibility and list percentage that belongs to you)

10. On average, how many hours a week does your spouse work outside the home? Please give a whole number, not a range.

11. Approximately how many days of family vacation do you take each year? Please give a whole number, not a range.

12. When does your family typically take vacations? Select all that apply.

- Don't take vacations
- On weekends
- During school holidays
- During the summer
- Other (please describe)

13. On average, how many hours per week do you contribute to family involvement or household responsibilities during the school year? Please give a whole number, not a range.

14. On a scale of 1-10, rate the following family responsibilities as perceived barriers to fulfilling your job expectations.

	1 -No Problem	2	3	4	5	6	7	8	9	10-Impossible
Sick children/doctor appointments	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
Children's extracurricular	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10

activities										
Responsibility of meal preparation	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
Poor health of a family member (child, parent, etc)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
Spouse desire for family time	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
Spouse desire for couple time	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
Extended family desire for family togetherness	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10

Other (please describe responsibility and rate it as a barrier)

15. On a scale of 1-10, rate the following work responsibilities as perceived barriers to your family involvement.

	1-No Problem	2	3	4	5	6	7	8	9	10-Impossible
Long work day	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
Night meetings/activities/CDE competitions	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
Weekends away for FFA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
Inability to leave during school day	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
Excessive work responsibilities	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
Fatigue from meeting work responsibilities	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10
Taking home work to complete	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10

Other (please describe the responsibility and rate it as a barrier)

16. What are your top five challenges to balancing career and family? (be sure to include challenges from both career and family, if applicable)

First	<input type="text"/>
Second	<input type="text"/>
Third	<input type="text"/>
Fourth	<input type="text"/>
Fifth	<input type="text"/>

Page 5 – Ability to Balance Career and Family

17. What is your perceived ability to balance career with family?

- Can balance almost always
- Can usually balance but it is difficult at times
- Always difficult to balance
- Impossible to balance

18. What is your perceived stress level associated with balancing career and family?

- No stress
- Occasional stress (infrequent and on an irregular basis)
- Monthly stress (every month I experience stress associated with career and family balance)
- Weekly stress
- Daily stress

19. What would your spouse say about your ability to balance career and family?

- No problem
- Difficult at times
- Always a struggle
- Impossible

20. What resources, if any, tend to help you balance career and family? (ex: supportive spouse, experienced teaching partners, etc.) If any, please list in order beginning with the most helpful resource.

- 1.
- 2.
- 3.
- 4.
- 5.

21. Please list and explain any special circumstances related to your family and career that influence your ability to balance career and family. (Ex: caring for an elderly parent or building up a new ag ed program)

Page 6- Demographics

22. What is your gender?

- Male
- Female

23. What is your age?

24. How many years have you taught agriculture, not including this year?

25. Which of the following best describes your current family situation?

- Never Married
- Married
- Separated
- Divorced
- Divorced/Remarried
- Widowed
- Other (please describe)

26. How many children are currently living in your home, either full-time or part-time? If no children, please go to question #29.

27. Please list the ages of your children.

28. Do you use daycare or paid childcare services during your or your spouse's work hours?

- Yes
- No

29. How many total agriculture teachers (including Young Farmer if applicable), including you, are there in your department?

30. In what type of program do you teach? Select all that apply.

- Middle School (Grades 6-8)
- Junior High (Grades 8-9)
- Ninth Grade
- High School (Grades 9-12)/(Grades 10-12)
- Other (please describe)

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31. Please provide any additional comments or information you feel is applicable to this study.

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Appendix C

AGRICULTURAL EDUCATION PROGRAM

Performance Indicators Manual



Developed by the

**Georgia Vocational Agriculture
Teachers Association**

For the FY 99 School Year

INTRODUCTION

We the members of the Georgia Vocational Agriculture Teacher's Association are teachers of agriculture by choice and not by chance. We believe in American agriculture and dedicate our lives to its development and the advancement of its people. Consequently, we wish to maintain high standards for our programs knowing that only through comprehensive, quality programs can we provide the kind of educational experiences for the youth and adults of our communities that will meet their needs and have a lasting, positive influence on their lives.

Our concerns for quality programs and program improvement have led to the adoption of this Program Performance Indicators Manual. The Manual was developed and approved by members of the profession for the purpose of program evaluation and program improvement. The manual sets forth minimum expectations for individual teachers (high school, middle school), and system support for programs.

The Georgia Vocational Agriculture Teachers Association recommends that each teacher of agriculture be evaluated using this instrument at the conclusion of each school year by the Regional Coordinator or his designee, along with a local administrator. The presence of a peer teacher at the evaluation is recommended, but not required. The specific criteria for establishing a final rating is included at the end of each program area.

The Georgia Vocational Agriculture Teachers Association recommends that each Regional Coordinator mail a copy of the evaluation instrument along with a cover letter to the appropriate local administrator by September 1 of each year.

The Georgia Vocational Agriculture Teachers Association further recommends that the completed evaluation be mailed to the teacher of agriculture upon completion of the evaluation process, and that additional copies of the evaluation be mailed to the Vocational Supervisor, Principal, and Superintendent.

Performance Indicators for High School Agriculture Programs

Professional Teacher Performance Indicators

* Required Indicator

Met **Did Not Meet**

- | | | | |
|-------|-------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____ | _____ | *1. | Does the teacher hold a valid Teaching Certificate in Agriculture Education?
If employed on a provisional certificate, is the teacher working toward completion of certification requirements? |
| _____ | _____ | *2. | Did the teacher comply with the “Code of Ethics for Agriculture Education Teachers”? |
| _____ | _____ | *3. | Is the teacher actively involved in the professional teacher organization specifically for agriculture educators in the state? |
| _____ | _____ | *4. | Did the teacher attend all Area meetings for Agriculture Education Teachers? |
| _____ | _____ | *5. | Did the Agriculture Education Department have at least 2 advisory committee meetings one of which may have been an informal meeting? |
| _____ | _____ | *6. | Is a copy of each monthly report on file in the region office for the teacher? |
| _____ | _____ | *7. | Was the annual program of work approved by the local system and the regional coordinator of Agriculture Education?
A. Did the annual program of work reflect activities in the approved areas for extended year and day? |
| _____ | _____ | *8. | Did the teacher attend the GVATA Summer Leadership Conference?
A. Did the teacher attend the Mid-Winter Leadership Conference? |
| _____ | _____ | 9. | Did the teacher attend a minimum of one staff development activity conducted by Agriculture Education? (Excluding Summer Leadership Conference and Mid-Winter Leadership Conference) |

In-school Instructional Program Performance Indicators

Met Did Not Meet

- _____ _____ *10. Has the teacher submitted a class schedule with enrollment counts to the Regional Coordinator? (1 per semester)
- _____ _____ *11. Have practical lesson plans been developed and filed for each course taught?
- _____ _____ 12. Are all classes taught by the teacher listed on the approved Agricultural Education course (CIP taxonomy) listing?
- _____ _____ *13. Has a course calendar or course syllabus of all teaching units been prepared for each course?
- _____ _____ *14. Was a unit on leadership and personal development (including parliamentary procedure) taught?
- _____ _____ *15. Did the teacher maintain all facilities (ex. Classroom, agricultural mechanics laboratory, livestock facilities, food processing center, forestry plot, greenhouse) in a safe, neat, and aesthetically pleasing condition?

Supervised Agricultural Experience Program Performance Indicators

Met Did Not Meet

- _____ _____ *16. Do at least 60% of students have in place an approved Supervised Agriculture Experience Program? An approved Supervised Agriculture Experience Program is one that is conducted beyond the regular classroom instructional time.
- _____ _____ *17. Did the teacher provide project supervision for each student with an approved Supervised Agricultural Experience Program?
- _____ _____ *18. Were students provided with record books appropriate for their Supervised Agricultural Experience Programs?
- _____ _____ *19. Was systematic instruction on record keeping included in the instructional program?

- _____ 20. Did the chapter (each teacher in multi-teacher departments) submit one or more proficiency applications for regional consideration?

FFA Performance Indicators

Met Did Not Meet

- _____ *21. Was the Chapter Program of Activities and Budget submitted to the Regional Coordinator by November 30?
_____ A. Did the chapter submit a Superior Chapter Application?
- _____ *22. Was systematic instruction on the FFA included in the instructional program?
- _____ *23. Did the chapter hold a minimum of ten chapter meetings during the year using the official opening and closing ceremonies?
- _____ *24. Did the chapter conduct an awards or parent member banquet?
- _____ *25. Did the chapter conduct activities in recognition of National FFA Week?
- _____ *26. Did the chapter conduct a community service project?
- _____ *27. Did each teacher have an Area participant in the Prepared Public Speaking, Extemporaneous Public Speaking, Jr. Division Public Speaking, Parliamentary Procedure, Discussion Meet, or Creed Speaking?
- _____ *28. Did the chapter have two official delegates at the State FFA Convention?
- _____ *29. Did the chapter compete in a minimum of four FFA Career Development Events conducted on the Area or state level? A minimum of two shall be team events. Not including those listed in item 27. (In multi-teacher departments, a minimum of three per teacher)
- _____ 30. Did the Chapter have members attend the FFA Camp at either the State FFA-FHA Camp or Camp John Hope?
- _____ 31. Did the chapter have one or more applicants per teacher for the State FFA Degree (newly established departments will have three years to fulfill)?
- _____ 32. Was each student enrolled in Agriculture Education and a FFA member?

Adult Education Performance Indicators

Met **Did Not Meet**

_____ _____ *33. Was a minimum of one organized adult class conducted by the teacher? The course must have shown a minimum of 10 adults on an enrollment form submitted to the adult education coordinator.

_____ _____ 34. Is there an organized FFA Alumni affiliate?

Performance Indicators for High School Agriculture Programs

Name of Agriculture Teacher _____

Name of Evaluator _____

Evaluation Period _____ to _____

Percent of Required Performance Indicators met by the teacher _____%

Number of additional Performance Indicators met by the teacher _____

Signature of Teacher

Signature of Evaluator

Date

Date

Signature of Administrator

Date

Performance Indicators for Middle School Agriculture Programs

Professional Teacher Performance Indicators

* Required Indicator

Met **Did Not Meet**

- | | | | |
|-------|-------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____ | _____ | *1. | Does the teacher hold a valid Teaching Certificate in Agriculture Education? If employed on a provisional certificate, is the teacher working toward completion of certification requirements? |
| _____ | _____ | *2. | Did the teacher comply with the “Code of Ethics for Agriculture Education Teachers”? |
| _____ | _____ | *3. | Is the teacher actively involved in the professional teacher organization specifically for agriculture educators in the state? |
| _____ | _____ | *4. | Did the teacher attend all Area meetings for Agriculture Education Teachers? |
| _____ | _____ | *5. | Did the Agriculture Education Department have at least 2 advisory committee meetings one of which may have been an informal meeting? |
| _____ | _____ | *6. | Is a copy of each monthly report on file in the region office for the teacher? |
| _____ | _____ | *7. | Was the annual program of work approved by the local system and the regional coordinator of Agriculture Education?
A. Did the annual program of work reflect activities in the approved areas for extended year and day? |
| _____ | _____ | *8. | Did the teacher attend the GVATA Summer Leadership Conference?
A. Did the teacher attend the Mid-Winter Leadership Conference? |
| _____ | _____ | 9. | Did the teacher attend a minimum of one staff development activity conducted by Agriculture Education? (Excluding Summer Leadership Conference and Mid-Winter Leadership Conference) |

In-school Instructional Program Performance Indicators

Met	Did Not Meet	
_____	_____	*10. Has the teacher submitted a class schedule with enrollment counts to the Regional Coordinator? (1 per semester)
_____	_____	*11. Have practical lesson plans been developed and filed for each course taught?
_____	_____	12. Are all classes taught by the teacher listed on the approved Agricultural Education course (CIP taxonomy) listing?
_____	_____	*13. Has a course calendar or course syllabus of all teaching units been prepared for each course?
_____	_____	*14. Was a unit on leadership and personal development (including parliamentary procedure) taught?
_____	_____	*15. Did the teacher maintain all facilities (ex. Classroom, agricultural mechanics laboratory, livestock facilities, food processing center, forestry plot, greenhouse) in a safe, neat, and aesthetically pleasing condition?

Supervised Agricultural Experience Program Performance Indicators

Met	Did Not Meet	
_____	_____	*16. Was a unit on Supervised Agriculture Experience Programs taught?
_____	_____	*17. Did the teacher provide project supervision for each student with an approved Supervised Agricultural Experience Program?

FFA Performance Indicators

Met **Did Not Meet**

- _____ _____ *18. Was the Chapter Program of Activities and Budget submitted to the Regional Coordinator by November 30?
_____ _____ A. Did the chapter submit an Superior Chapter Application?
- _____ _____ *19. Was systematic instruction on the FFA included in the instructional program?
- _____ _____ *20. Did the chapter hold a minimum of four chapter meetings during the year using the official opening and closing ceremonies?
- _____ _____ *21. Did the chapter conduct an awards or parent member banquet?
- _____ _____ *22. Did the chapter conduct activities in recognition of National FFA Week?
- _____ _____ *23. Did the chapter conduct a community service project?
- _____ _____ *24. Did each teacher have an Area participant in Jr. Division Public Speaking, Jr. Parliamentary Procedure, FFA Quiz or Creed Speaking?
- _____ _____ *25. Did the chapter have two official delegates at the State FFA Convention?
- _____ _____ *26. Did the chapter compete in a minimum of three FFA Career Development Events conducted on the Area or state level? A minimum of two shall be team events. Not including those listed in item 24. (In multi-teacher departments, a minimum of two per teacher)
- _____ _____ 27. Did the Chapter have members attend the FFA Camp at either the State FFA-FHA Camp or Camp John Hope?
- _____ _____ 28. Was each student enrolled in Agriculture Education an FFA member?

Adult Education Performance Indicators

Met Did Not Meet

_____ _____ *29. Was a minimum of one organized adult class conducted by the teacher? The course must have shown a minimum of 10 adults on an enrollment form submitted to the adult education coordinator.

_____ _____ 30. Is there an organized FFA Alumni affiliate?

Performance Indicators for Middle School Agriculture Programs

Name of Agriculture Teacher _____

Name of Evaluator _____

Evaluation Period _____ to _____

Percent of Required Performance Indicators met by the teacher _____%

Number of additional Performance Indicators met by the teacher _____

Signature of Teacher

Signature of Evaluator

Date

Date

Signature of Administrator

Date

Local System Support Performance Indicators

Met **Did Not Meet**

- | | | | |
|-------|-------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____ | _____ | 1. | *Was the teacher provided with adequate funds to cover travel expenses for such things as FFA activities, project supervision, State and National Conventions, and Regional and State Teacher's Meetings? |
| _____ | _____ | 2. | *Is the teacher currently employed on an extended day contract based upon the recommendation of the Regional Coordinator? |
| _____ | _____ | 3. | *Is the teacher currently employed on an extended year contract based upon the recommendation of the Regional Coordinator? |
| _____ | _____ | 4. | *Does the teacher have a planning or preparation period during normal school hours (preferably during the last instructional period of the day)? |
| _____ | _____ | 5. | *Does the budget for the purchase of consumable materials meet the needs of the program? |
| _____ | _____ | 6. | *Does the budget for the purchase of new equipment meet the needs of the program? |
| _____ | _____ | 7. | *Does the Agricultural Education Department have enough computers to meet the needs of the instructional program? |
| _____ | _____ | 8. | *Is there adequate office space? |
| _____ | _____ | 9. | *Does the Agricultural Education Department have access to audio visual equipment including:
Camera
Slide Projector
TV and VCR
Video Camera (Camcorder)
Cassette Tape Recorder
Overhead Projector
Other (List) |
| _____ | _____ | 10. | *Are specialized facilities available to compliment the instructional program and facilitate school-provided Supervised Agricultural Experience Programs?
Greenhouse
Nursery/Shade House
School Forest/Forestry Plot
Ag Mechanics Laboratory |

Livestock Facility
School Farm/Land Laboratory
Food Processing Center/Meats Laboratory

- _____ 11. *Do the classroom facilities adequately meet the needs of the program?
- _____ 12. *Was the teacher provided with adequate funding, supervision, and support to maintain all facilities in a safe, neat, and aesthetically pleasing condition?

Local System Support Performance Indicators

Name of School: _____

Name of Evaluator: _____

Evaluation Period _____ to _____

Percent of Required Performance Indicators met by the School: _____%

Signature of Teacher

Signature of Evaluator

Date

Date

GVATA SUPPORT

GVATA recognizes the potential for strengthening programs by utilizing this instrument, and genuinely cares about quality agricultural education and seeing their fellow teachers succeed.

The GVATA recommends that:

1. The Regional Coordinators of Agricultural Education utilize the Area Teacher staff in working with local agriculture teachers and local school systems in a unified effort to increase achievement on the performance indicators.
2. The Regional Coordinators, together with the GVATA District Directors, secure the services of qualified peer teachers who will offer assistance in helping local teachers increase achievement on the performance indicators.

DEFINITIONS

Supervised Agricultural Experience Program (SAEP) - any individual project or projects related to production agriculture/agribusiness where records are kept and the project is approved and supervised by the teacher of agriculture.

Appendix D

INFORMED CONSENT FORM for RESEARCH

Georgia Agriculture Teachers' Perceived Ability to Balance Family and Career

Katie Murray, Principal Investigator

Dr. Jim Flowers, Faculty Sponsor

The Department of Agricultural and Extension Education at North Carolina State University would like to involve you in a research study. The purpose of this study is to determine Georgia agriculture teachers' perceived ability to balance their career and family. Specifically, we would like to know what the perceived job expectations and family responsibilities of Georgia agriculture teachers are and their perceived ability to balance career and family.

Your participation in this study is voluntary. You have the right to be a part of this study, to skip any questions you do not want to answer, and to choose not to participate or to stop participating at any time. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Although this study poses minimal risk to you, you will find specific details in this consent form about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above.

If you agree to participate in this study, you are asked to complete the attached confidential survey instrument. Your participation in this study allows the Department of Agricultural and Extension Education to develop new classes and services to match the present and future needs of teachers in the field in regards to their ability to balance both career and family.

The researcher will be aware of which study participants have filled out the questionnaire for follow-up purposes. A follow up email and link to survey will be sent 7 and 14 days after the original as a reminder to complete the questionnaire. All names will be kept confidential and separate from data collected. As a part of this study, the researcher will be correlating Georgia Performance Evaluation scores with information collected from the questionnaire. Due to the researcher's proximity to many of the participants in the study, the faculty sponsor, Dr. Jim Flowers will be handling the correlation of scores to collected data. There is

no appreciable risk to your participation in this study; your survey information will be kept strictly confidential. Data will be stored securely. No reference will be made in oral or written reports which could link you to the study.

If you have questions about the study or the procedures, you may contact the researcher, Katie Murray, Box 7607, Raleigh, NC 27695-7607, (229) 319-0518. If you feel that you have not been treated according to the descriptions in this form, or your rights as a participant have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919) 515-4514, or Carol Mickelson, IRB Coordinator, Box 7514, NCSU Campus (919) 515-7515.

Consent To Participate

“I have read and understand the above information. I have received a copy of this form. By completing this survey I agree to participate in this study with the understanding that I may withdraw at any time.”

By taking this survey I am confirming that I have read and understand the information provided above, and I agree to participate in this study.

Appendix E

Delivery completed on November 11, 2009 12:26 PM.

Below is a preview of your message based on the first recipient in your list ([Email])

To: [Email]
From: kmurray7684@gmail.com
Subject: Career and Family Balance for Georgia AgTeachers
Body: [FirstName],

In an effort to better meet the needs of agriculture teachers, the Department of Agricultural and Extension Education at North Carolina State University would like to involve you in a research study. Your participation in this study will allow the profession to develop new inservice training opportunities for teachers, and help us design courses and curricula to match the present and future needs of teachers in the field.

The purpose of this study is to examine the job and family responsibilities of agriculture teachers and their perceived ability to balance career and family. There has been little research done on this topic in the last twenty years and we feel the issue is worthy of examining once again. Your answers to these questions will provide insight into the current job and home situations of Georgia agriculture teachers. All responses to this survey will remain confidential.

Please follow the link below to the survey:
<http://www.surveymonkey.com/s.aspx>

Thank you for all that you already do for Georgia Agricultural Education!

Katie Murray
Graduate Student
North Carolina State University

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
<http://www.surveymonkey.com/optout.aspx>

Appendix F

Delivery completed on November 22, 2009 9:36 PM.

Below is a preview of your message based on the first recipient in your list ([Email])

To: [Email]
From: kmurray7684@gmail.com
Subject: Reminder for Career and Family Balance Survey
Body: Hey [FirstName],

I have gotten a great response so far on the survey regarding Career and Family Balance for Georgia Agriculture Teachers, but I would still love to have your input. The research is most beneficial to the profession if everyone's viewpoint is represented. As Thanksgiving break nears (or has already begun for some of you), please take a few minutes and fill out the survey at the link below. Your input is invaluable to this study!

<http://www.surveymonkey.com/s.aspx>

Thanks again for your support so far and for all that you do for Georgia Agricultural Education!

Katie Murray
Graduate Student
NC State University

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.

<http://www.surveymonkey.com/optout.aspx>

Appendix G

Delivery completed on December 7, 2009 10:10 AM.

From: kmurray7684@gmail.com
Subject: Final Reminder for Career and Family Balance Study
Body: Hi [FirstName],

If you haven't gotten a chance to fill out the survey regarding career and family balance for Georgia ag teachers, please take a moment and go to the link below to offer your input. This study DOES apply to those teachers who are not married or do not have children, so please don't be misled by the title - it applies to everyone! If you would prefer that I mail you a paper copy to complete, please just email me your address and I will get it in the mail to you ASAP.

I currently have a 40% response rate from Georgia Ag Teachers, but my committee chair is telling me that I must have at least 60%. Of course I want a high response rate, but more than that I want to have input from as many Georgia ag teachers as possible! As the semester comes to an end, please take a minute and go to the survey link below.

Here is a link to the survey:
<http://www.surveymonkey.com/s.aspx>

I am trying to get all responses in by Christmas, but will not bother you with anymore reminder emails after this one. For those who respond to the survey, I will be sending out a 1 page abstract in January with the results of the survey.

Thanks so much for all of your efforts! Enjoy the final few days of your semester! Christmas is just around the corner!!!

Katie Murray

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
<http://www.surveymonkey.com/optout.aspx>