

The Spouse's Perspective of Agricultural Education as a Career

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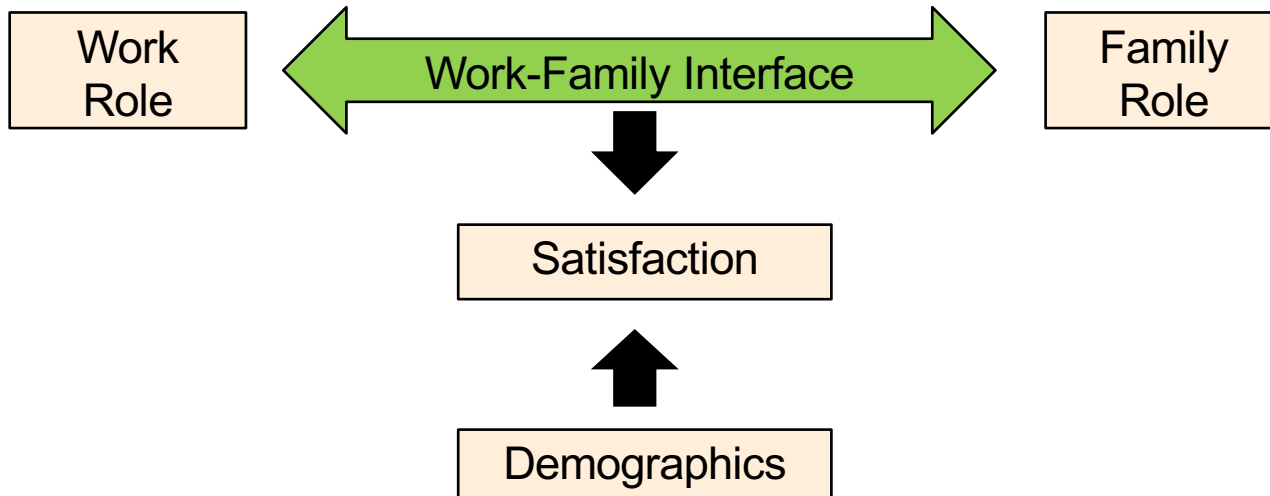
Background and Need for research

- National shortage of agriculture teachers (Smith, Lawver, Foster, 2018)
- National research priority three calls for a “sufficient scientific and professional workforce that addresses the challenges of the 21st century” (Roberts, Harder, & Brashears, 2016)
- Agriculture teachers struggle to balance other life roles (e.g., Family, Leisure) (Sorensen & McKim, 2014)
- Work family conflict is identified as a factor of teacher turnover (Sorensen, McKim & Velez, 2016)
- Little is known regarding the perspectives of agriculture teachers’ spouses (family role) regarding agricultural education as a career
- Spouses can influence a teacher’s decision to stay in the profession

Theoretical Framework

Conservation of Resources Theory (Grandey & Cropanzano, 1999; Hobfoll, 1989)

- Individuals seek to build and protect resources within life roles
- Satisfaction emerges when individuals successfully balance life roles and retain resources within multiple roles



Research Questions

1. What are the demographic characteristics of the spouses of agriculture teachers?
2. What are the perceptions of the spouse related to work-family variables?
3. What is the satisfaction of the spouse regarding agricultural education as a career?
4. What is the relationship between spouse's key demographics, perceptions related to work-family variables, and satisfaction with the career?

Methods

- Online Survey Research – (Qualtrics)
- Target population - Spouses of agriculture teachers during the 2018-2019 school year
- Sampling frame – Simple random sample obtained from National FFA (Teachers); Teachers: $n = 699$; Spouses responding $n = 109$ (15%)
- On-time respondents were compared to late-respondents using independent samples t -test, no statistically significant differences were found

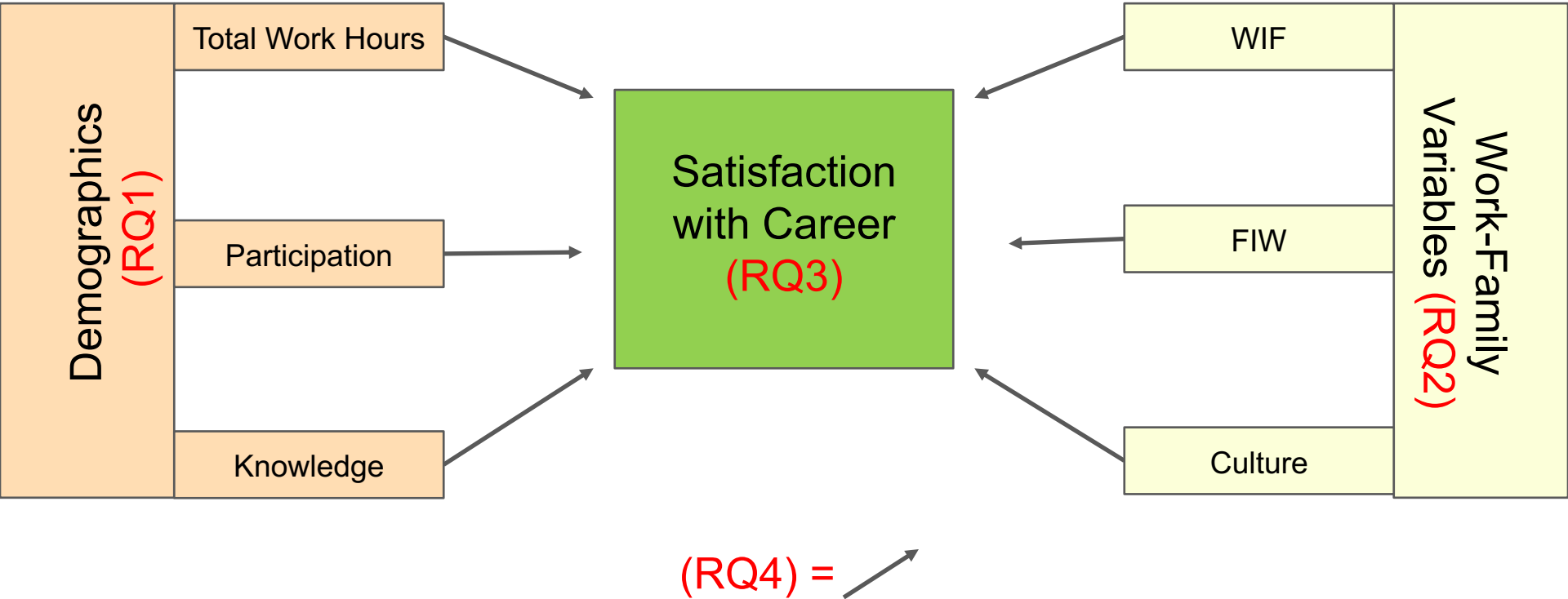
Methods: Instrumentation

- Pilot study with agriculture teachers in Utah
- Content and face validity determined by panel of experts
- Significance level established *a priori* at $\alpha < .05$

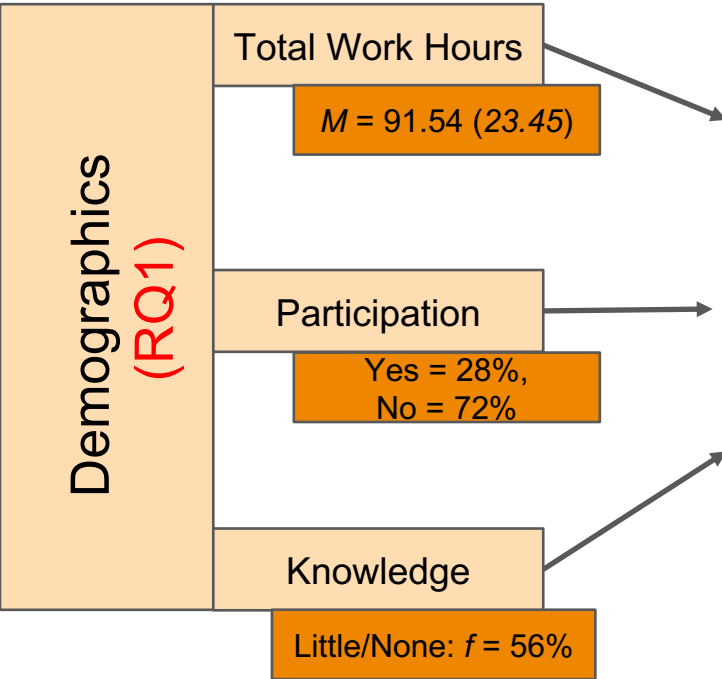
Construct	Number of Items	Pilot Reliability	Study Reliability	Example Item
Job Satisfaction (Judge, Bono, & Locke, 2000)	4	.87	.89	<i>"I feel satisfied with the present job of my spouse/partner."</i>
WIF (Carlson et al., 2000) (work interference with family)	3	.94	.93	<i>"My spouse/partner's work keeps him/her from family activities more than I would like."</i>
FIW (Carlson et al., 2000) (family interference with work)	3	.87	.78	<i>"The time my spouse/partner spends on family responsibilities often interferes with work responsibilities."</i>
Family-supportive Work Culture (Harrington et al., 2011)	5	.71	.78	<i>"The administration of my spouse/partner really cares about the effect that work demands have on his/her personal life."</i>

Note. Items measured on six-point scales from 1 "Strongly Disagree" to 6 "Strongly Agree"

Methods: Analytical Model

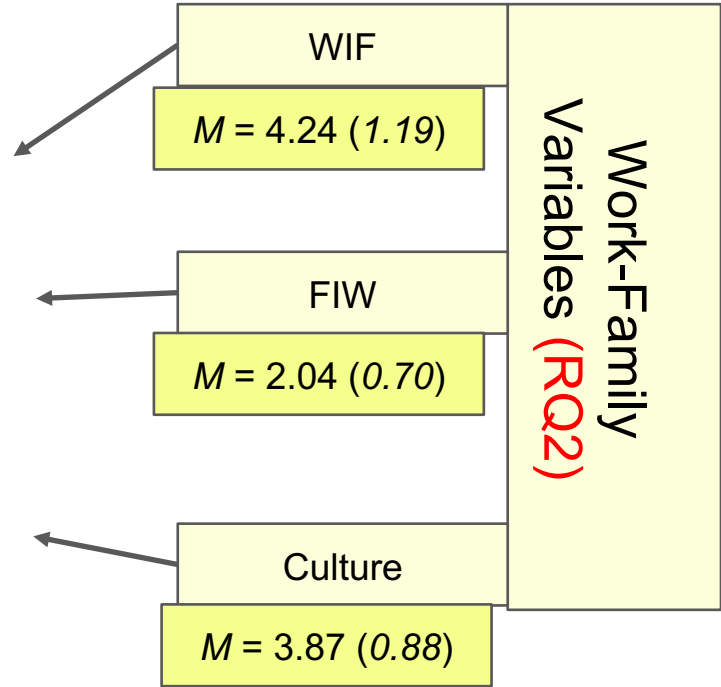
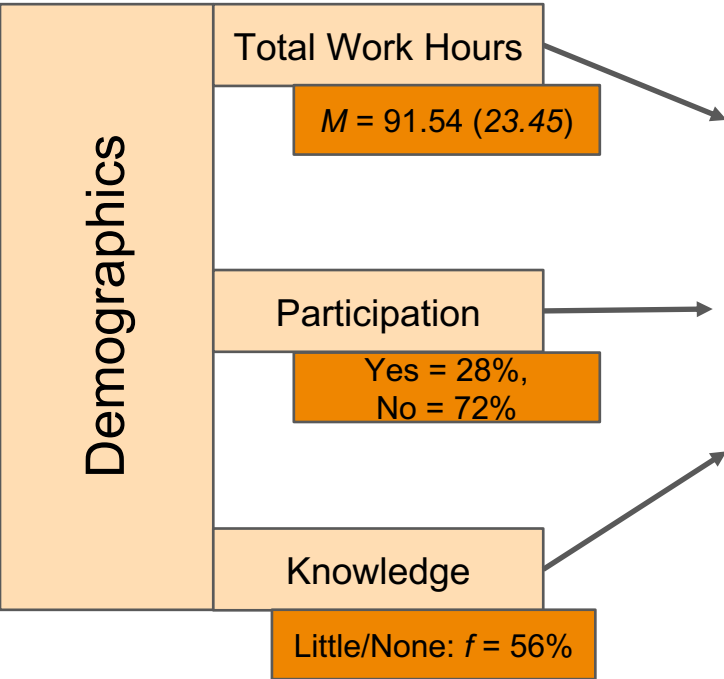


Findings: RQ1

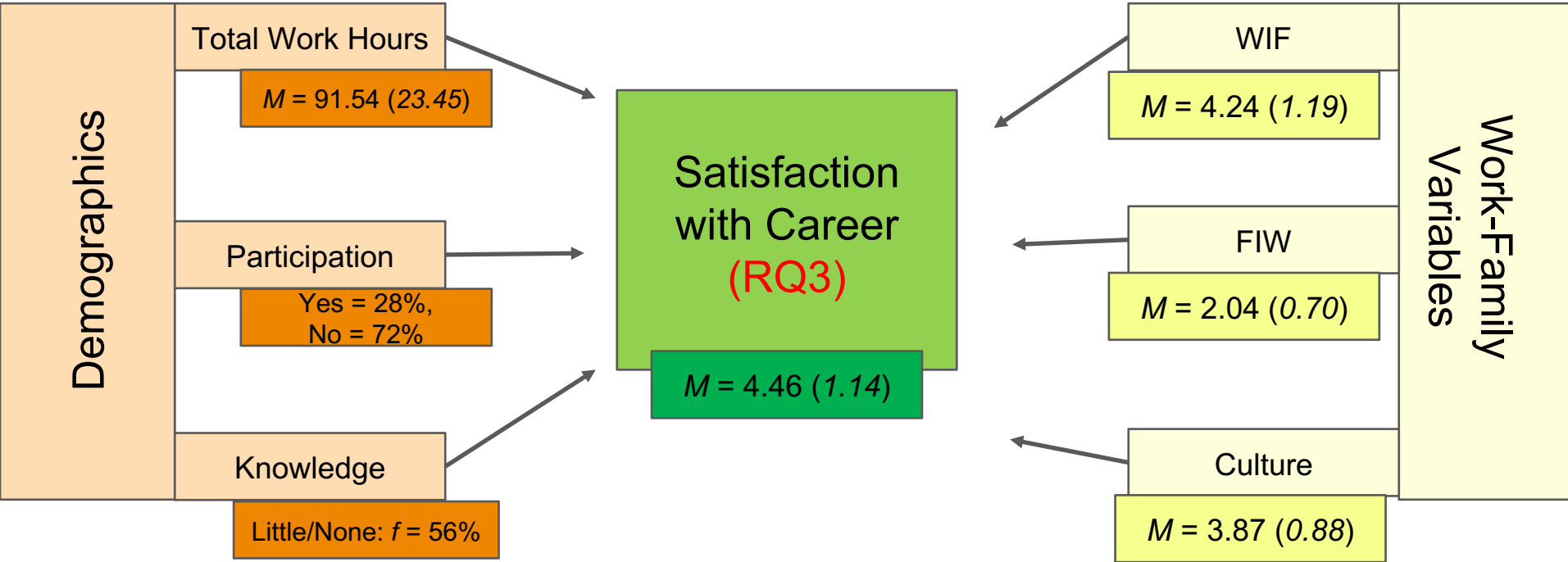


- 35% of the participants had “a lot” or a “great deal” of influence regarding the career-decisions of their spouse
- Percent of spouses that work = 89%

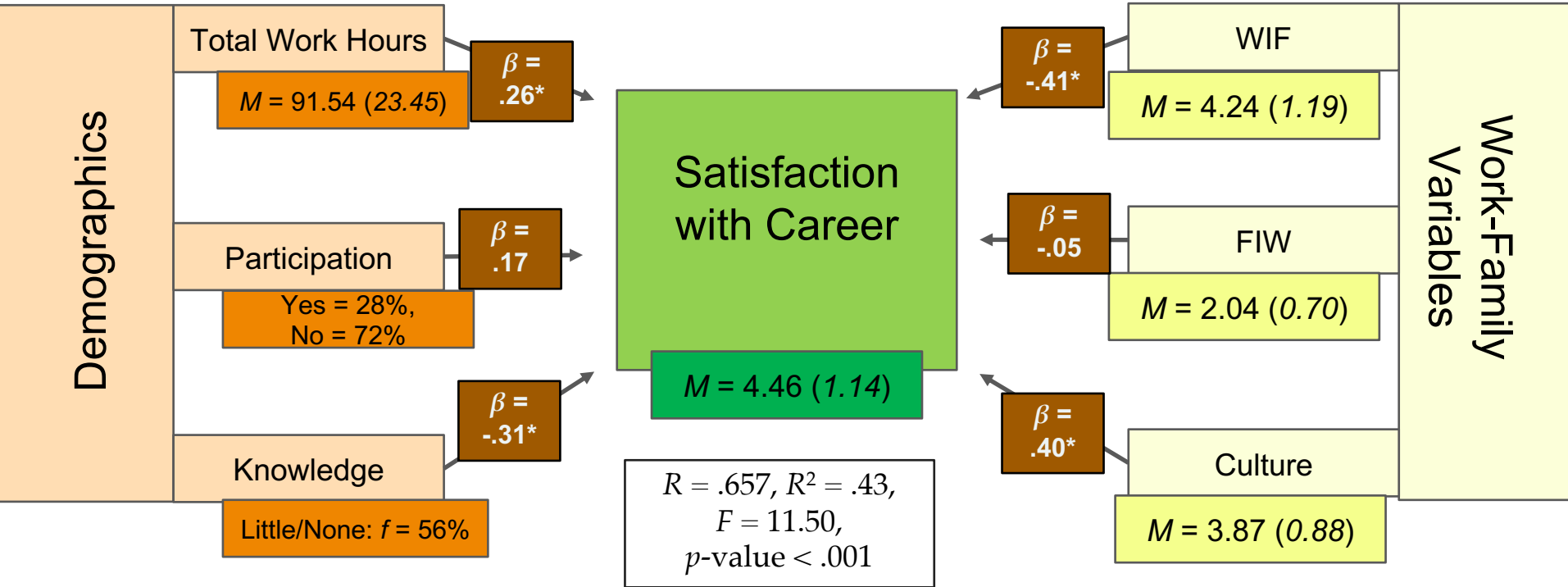
Findings: RQ2



Findings: RQ3



Findings: RQ4



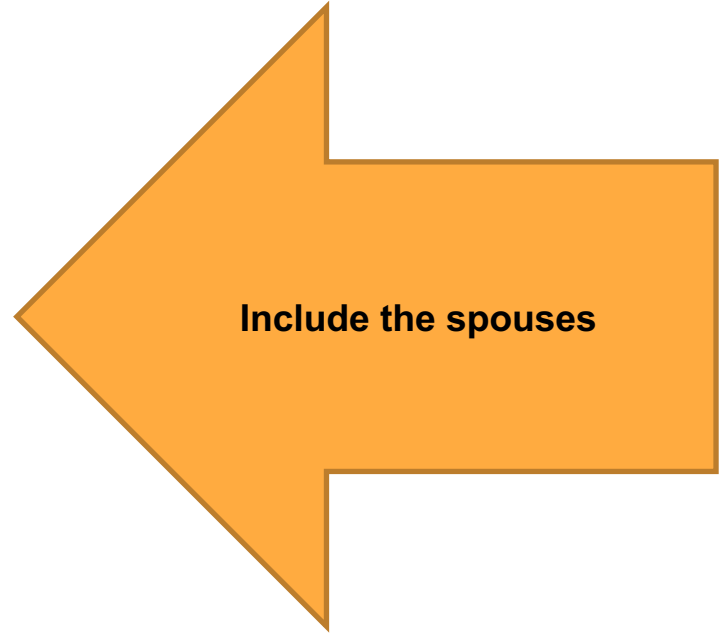
*Statistically significant predictor of Satisfaction

Conclusion

- Spouses have a substantial influence (35%) on spouse's career decisions
- 89% of Ag. Teacher spouses work outside of the home
- According to the spouse, work interferes with family (Sorensen & McKim, 2014)
- Spouse's satisfaction is largely (43%) due to these factors (work hours*, participation, knowledge*, WIF*, FIW, Family-supportive work culture*)
- WIF and Culture are the most significant predictors of spouse's satisfaction
- Not many spouses participated in Ag. Education (secondary) and most had little knowledge of it
- More work hours = more satisfaction? More knowledge = less satisfaction?
- Overall spouses are moderately satisfied with their spouse's career choice to be agriculture teachers

Recommendations

- Create and promote policies reflecting a family-friendly culture within agricultural education, local schools and districts
- Publish materials and workshops regarding work-family balance, conflict and time management within the workplace



Further Research

- Research exploring the other 57% of the variance in career satisfaction of spouses
- Examine what tools or particular experiences have helped spouses overcome their frustrations of agricultural education
- Research the joint effort that is required to obtain work-family balance within a high work load family dynamic
- Explore specific characteristics of the workplace that create a positive family-supportive work culture
- Explore these questions: A) Why does satisfaction with spouse's career increase when total family work hours increase? B) Why does spouse's knowledge of Ag. Education decrease satisfaction with SBAE as a career?

Thank you!

What questions do you have?