



Differences Between Perceived and Ideal Levels of Program Components

Among SBAE Teachers in Georgia, Oregon, and Texas

Dr. Keith J. Frost – Texas A&M University, Commerce

Dr. John Rayfield – Texas Tech University



Introduction and Purpose

- There is a chronic and current shortage of School Based Agricultural Education teachers (Smith, Lawver, & Foster, 2018; Kantrovich, 2007)
- Multiple studies have looked at the concepts associated with work-life balance and the implications of imbalance (Ingersoll & Smith, 2003; Crutchfield, Ritz, & Burris, 2013, Sorenson, McKim, & Velez, 2016)
- This study is part of a larger line of inquiry into the balance of the programs themselves within the context of the three-component model of Agricultural Education

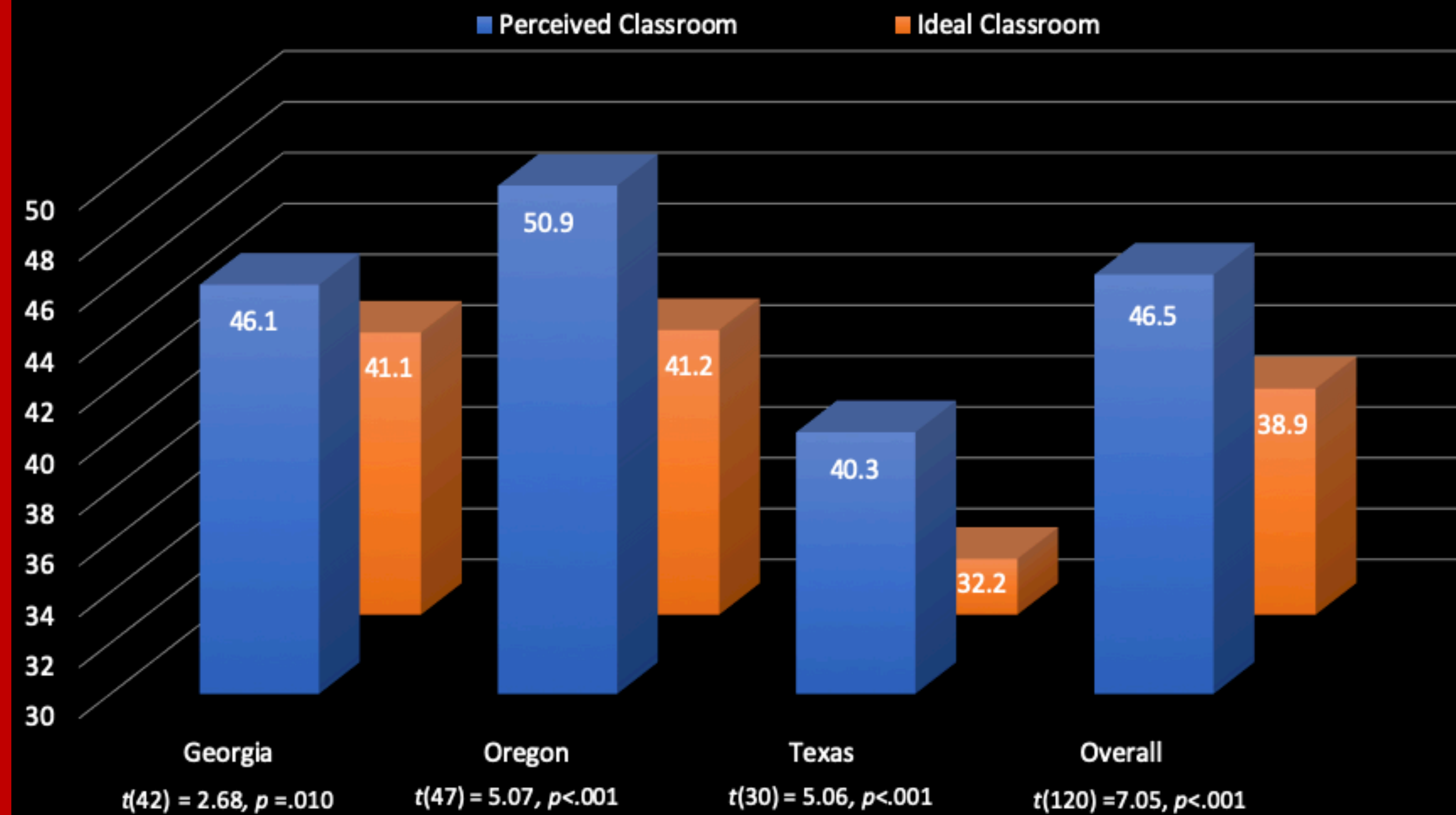
Theoretical Framework

- Expectancy Value Theory and Theory of Planned Behavior served as the theoretical underpinnings of this study (Wigfield, 1994; Ajzen 2006)
- The researchers propose a potential disconnect between how a program is and how it "should be" could be part of the frustration that fuels work-life balance issues

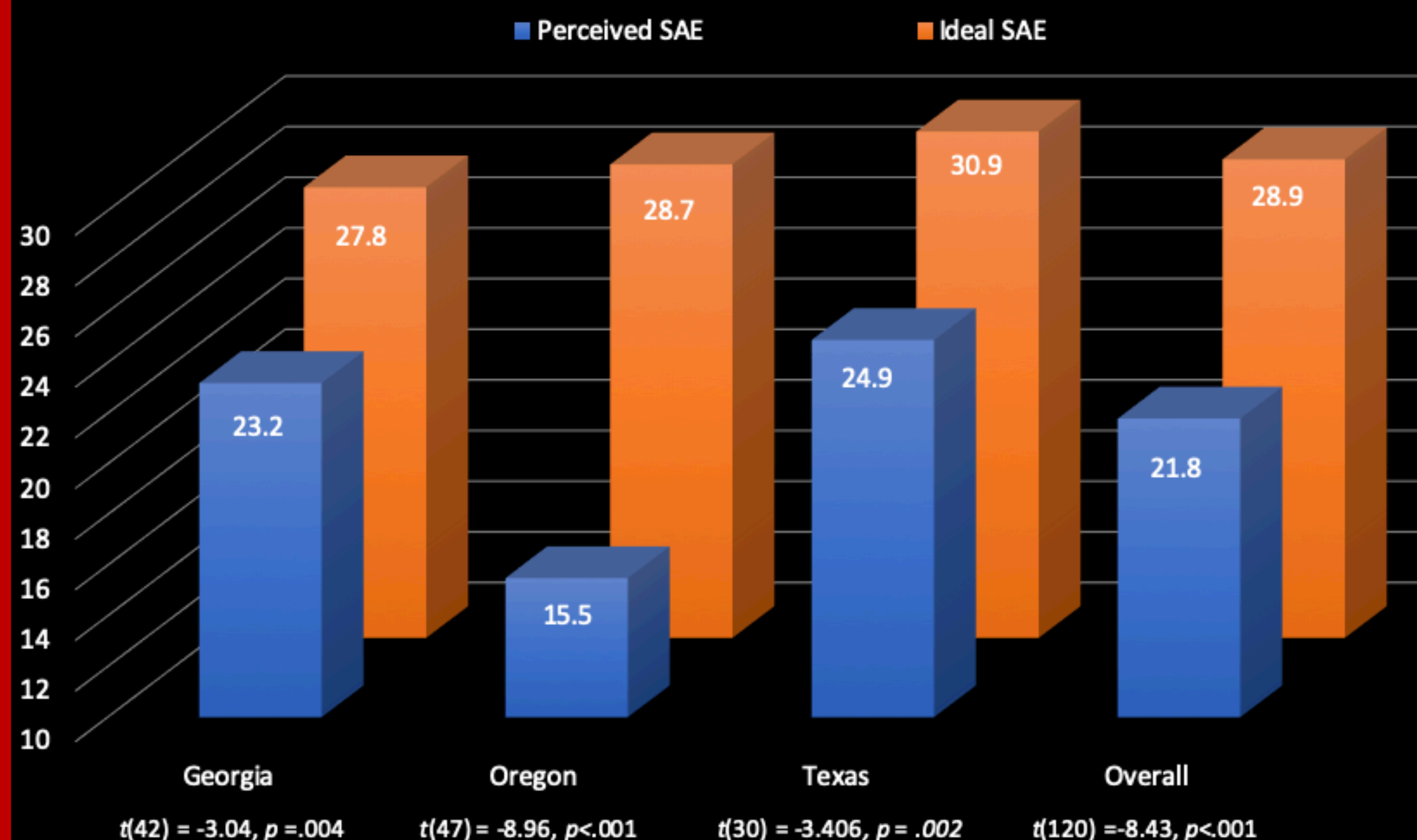
Methods

- A stratified random sample was generated using FFA geographic areas in Georgia, Oregon, and Texas
- Two questions were generated in Qualtrics that utilized "Sliders" for the respondents to indicate the perceived and "ideal" levels of classroom instruction, FFA, and SAE.
- The value of the three areas had to equal 100 representing the percentages of the program areas
- SPSS was used to run paired-sample *t*-tests with significance levels set a priori at $\alpha = .05$

Perceived vs Ideal Levels of Classroom Instruction



Perceived vs Ideal Levels of Supervised Agricultural Experience



Conclusion

- Significant differences were found in how sampled SBAE teachers perceived levels of SAE and Classroom Instruction and "ideal" levels of the same areas as part of the three-component model

Implication

- The perceived surplus or shortfall of program element focus could be a potential source of imbalance that may exacerbate burnout

Recommendations

- Further studies should explore how SBAE teachers would like to increase the SAE and reduce the classroom instruction components of programs

References

Ajzen, I. (2006). *Behavioral Interventions Based on the Theory of Planned Behavior*. Retrieved from <https://people.umass.edu/ajzen/pdf/tpb.intervention.pdf>

Crutchfield, N., Ritz, R., Burris, S. (2013). Why agricultural educators remain in the classroom. *Journal of Agricultural Education*, 54(2), 1-14. Doi: 10.5032/jae.2013.02001

Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Education Leadership*, 60(8), 30-33.

Kantrovich, A. J. (2007). *A national study of the supply and demand for teachers in agricultural education from 2004-2006*. Morehead, KY: Morehead State University

Smith, A. R., Lawver, R. G. & Foster, D. D (2018). *National Agricultural Education Supply and Demand Study, 2017 Executive Summary*. Retrieved from: www.naae.org/teachag/2017%20Nationwide%20Profile.pdf

Sorenson, T. J., McKim, A. J., & Velez, J. J. (2016). Why agriculture teacher leave: A national examination of turnover intentions and work-family conflict. *Journal of Agricultural Education*, 57(4), 186-201. Doi: 10.5032/jae.2016.04186

Wigfield, A. (1994). Expectancy-Value theory of achievement motivation: A developmental perspective. *Educational Psychology Review*, 6(1), 49-78.