

# Beginning Georgia Agriculture Teachers Motivation for Teaching Agriculture

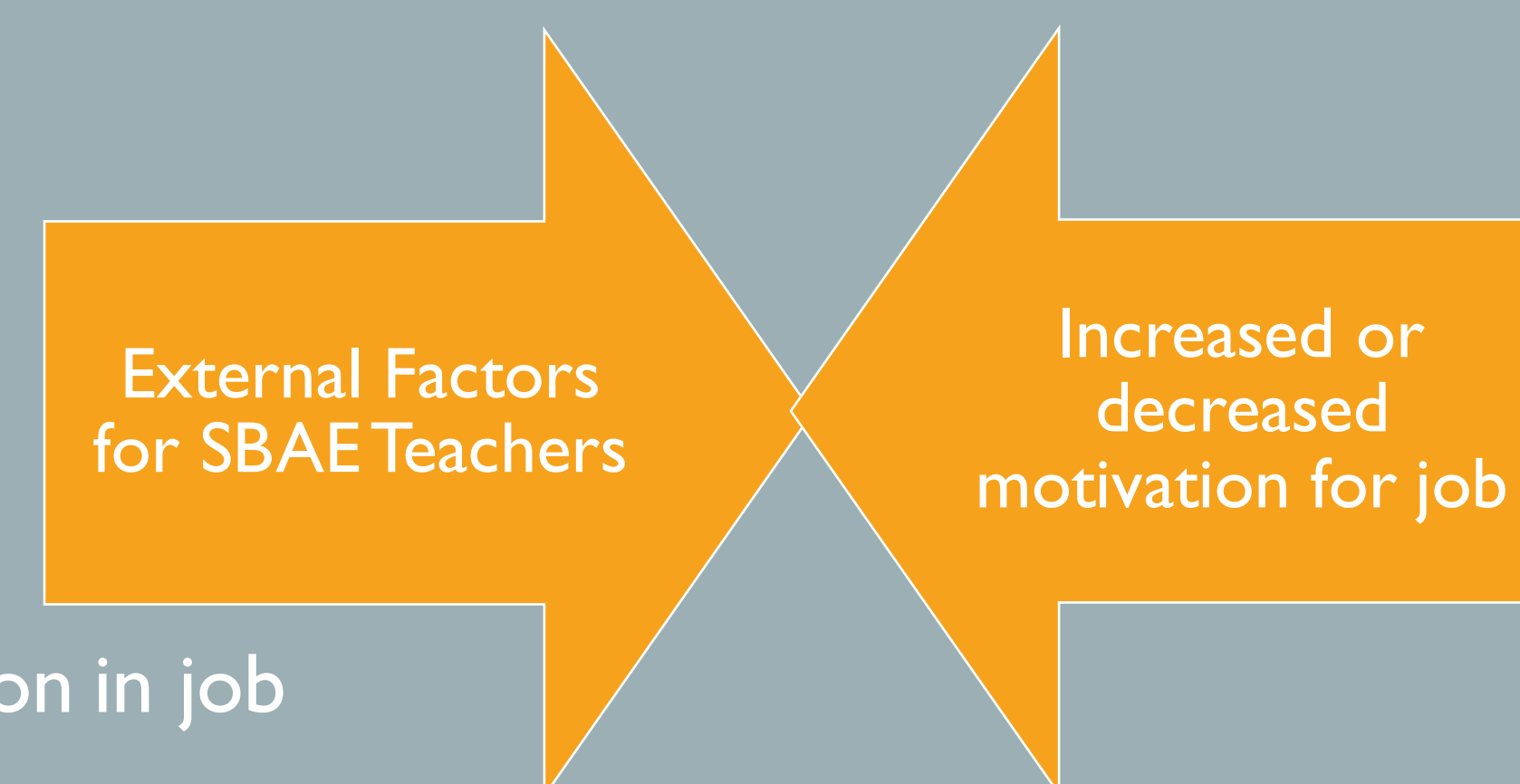
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## Introduction/Need for Research

- Teachers are hired each year to run a successful school-based agriculture education program
- Currently, there is a national shortage of agricultural educators at the secondary school level
- The *National Agricultural Education Supply and Demand* study identified a teacher shortage of over 250 teachers annually (Smith et al., 2018)
- To fill teaching vacancies and reduce the amount of turnover rate, agriculture education supervisors must find out what makes beginning teachers remain in the profession (Rice et al., 2011).
  - What motivates new teachers to have a job in this profession?
  - What experiences and practices are deemed valuable in their job?
  - How can we encourage beginning teachers to remain in the profession?

## Theoretical Framework

- Process motivational theory
  - SBAE teacher involves numerous daily task and roles
  - Requires motivation on teacher's part to complete
    - Tasks producing low motivation=Decreased motivation in job
      - Potential factor for leaving the profession
    - Tasks producing higher motivation=Increased motivation in job
      - Potential factor for remaining in the profession
  - Determining external driving factors in tasks related to profession will help to control whether a current teacher may remain in the profession



## Methodology

- Descriptive, correlational, and utilized a construct-based instrument based upon the seven National Quality Program Standards
- Participants asked to rank the standards from one to seven (1=highest motivator)
- Face validity and construct validity examined by Georgia Agricultural Education teachers and university faculty
- Statistical validity was checked using covariance at a specific alpha level and lack of homogeneity (Drost, 2012)
- Cronbach's alpha was calculated for each standard with research instrument to determine reliability ranging from (r=.84) to (r=.99)
- Population - beginning Georgia SBAE teachers (N=45)
- Data collected via Qualtrics at new agriculture teachers meeting during the Georgia Vocational Agriculture Teachers Association winter meeting

## Results/Findings

- Response rate of 89% (n = 40) beginning agricultural education teachers responding

*Motivation Level for Beginning Agriculture Education Teachers for Teaching Agriculture Based Upon Overall Ranking of Seven National Quality Program Standards*

National Quality Program Standard	M <sup>1</sup>	SD
Standard 3 Leadership and Personal Development through FFA	2.68	1.56
Standard 2 Experiential, Project, and Work-Based Learning through SAE	3.03	1.72
Standard 1 Program Design and Instruction	3.49	1.91
Standard 4 School and Community Partnerships	3.58	1.55
Standard 6 Certified Agriculture Teachers and Professional Growth	4.50	1.94
Standard 7 Program Planning and Evaluation	5.12	1.85
Standard 5 Marketing	5.68	1.63

Note. <sup>1</sup>Mean score based upon ranking of each standard from 1 (highest priority) to 7 (lowest priority).

## Conclusions

- Highest overall standard- Standard 3 Leadership and Personal Development through FFA
  - Importance of total program
  - Teachers see students succeed through Career Development Events, leadership positions, proficiency awards
  - Seeing student succeed appears to personally motivate teachers
- Least overall standard- Standard 5 Marketing
  - Teachers see importance of marketing
  - Least motivating standard

## Implications/Recommendations

- Aid beginning teachers in marketing efforts
  - Develop a strategic marketing plan package
  - Involve chapter officers
  - Teacher preparation programs focus in coursework
  - Innovative marketing tools of today (social media)
- Further research needed to determine:
  - Why marketing is least motivating?
  - Ways to assist teachers in their marketing efforts

References  
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