

Job Perks Outlined by Texas Agricultural Education Openings

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Introduction

Job satisfaction and career commitment have been thoroughly researched in agricultural education and are posed to have a positive relationship (Grissom et al., 2012; Sorensen & McKim, 2014). Job perks are a significant piece of the job description (Andrews et al., 2017), and are usually any benefit that is an addition to salary provided by the district. These perks are incentives created by the districts and are offered to motivate employees. Research has noted there is a positive relationship between job perks and the organizations performance, leading to higher success rates (Adithipyangkul et al., 2009). Providing job perks has evolved into a method in which organizations utilize to compete in the recruitment market to retain valuable and talented human resources (Nyguyen, 2015). This reward system can effectively motivate, satisfy and retain employees (Adithipyangkul et al., 2009; Nyamekye & Faustina, 2012). Employees who perceive their benefits as inadequate tend to experience increasing emotional dissatisfaction over time, leading to feelings of discontent (Mabaso, 2018). Herzberg et al. (1959) proposed that two factors that influence work motivation which include hygiene factors such as salary, benefits, job security and work conditions, or motivator factors such as interest, creativity and work challenge. Empirical research still supports this theory (Bassett- Jones & Lloyd, 2005). To address this, organizations have implemented various strategies to motivate and satisfy their workforce, with job perks being a notable example (Nyamekye & Faustina, 2012). The purpose of the study was to analyze job perks outlined by job postings in Texas, framed within the conceptual framework (Taradfar et al., 2024). The research objectives of this study were: RO1: Determine the frequencies and percentages of the job perks listed on in Texas job postings, and RO2: Categorize the job perks into categories outlined by Taradfar et al. (2024).

Conceptual Framework

The framework of this study was developed based on Taradfar et al. (2024) concept of classifying job perks into five categories which all effect job satisfaction. The five categories are as follows: medical and healthcare perks, food and entertainment perks, administrative privileges, personal and family related perks, and financial and severance perks. This conceptual framework proposes that each of these categories creates a positive effect on job satisfaction. Medical and healthcare perks include allowances and expenses which lower the cost of services. Food and entertainment perks include fees for free lunches and expenses related to entertainment events. Administrative privileges are perks related to the use of faculties and staff. Personal and family related perks include housing allowances and perks relating to the employee's personal life. Finally, financial and severance perks can include any compensation or benefit including insurance or stipends. Identifying what job perks Texas schools outline in job postings can help determine where employers are emphasizing incentives to motivate their employees.

Methodology

Researchers conducted a text-based conceptual content analysis of job listings on the Texas Agriculture Teachers Association website. This analysis involved collecting data from the provided documents to identify patters (Krippendorff, 2018). Data collection took place from January 17th, 2024, to April 30th, 2024. Job perks were documented in a Microsoft Excel sheet and each description was assigned a numerical code for analysis. In total, 206 job postings were

recorded and coded. Similar codes were consolidated by the researchers. The data were analyzed using IBM SPSS Software to determine the frequencies and percentages of the listed responsibilities. Further coding was completed to determine the job perks categories. To ensure validity, a panel of experts was consulted (Roller, 2019). One limitation of this study was a large volume of data collected over four months, which posed a challenge for the generalizability of the findings as the data was time-bound.

Results/ Findings

The most frequent job perk listed by Texas job postings was additional stipend ($f= 30$, 14.56%). Additional stipend includes the following descriptions: welding stipend, CDL one time stipend, basic stipend, and master's degree stipend. The second highest frequency was health care contribution ($f= 14$, 6.80%). The job perks with the lowest frequency ($f= 1$, 0.49%) were: free breakfast and lunch, affordable childcare, three teacher agriculture department with shared responsibilities in managing projects and team training, affiliation, active students in all levels in stock and agriculture mechanics shows, LDEs, CDEs, speaking, and Agriscience fair state qualifying teams, plasma table, active FFA alumni association, inclusive work environment, positive work-life balance, teacher incentive allotment, overall A rating from the TEA, and Forbes rating- one of the best employers in the state of Texas. The most frequent job perk category outlined by Tarafdar et al. (2024) was administrative privileges with a total of 13 listed by 29 schools, followed by personal and family related perks with 11 categories by 26 schools. The financial category had a total of four perks listed by 43 schools. The least frequent category listed was medical and healthcare perks with one category listed by 30 schools, and food and entertainment perks listed one time by one school. Out of 206 job postings, 152 did not include job perks.

Conclusions/ Implications/ Recommendations

It can be concluded schools in Texas focus on posting medical and healthcare perks and financial and severance perks. This implies that school districts may believe posting these category types is the best way to compete in the recruitment market, or these are the job perks that are most readily available. This aligns with research that benefits should be listed for recruitment purposes (Nyguyen, 2015). This is also consistent with previous research which states hygiene factors such as salary, benefits, job security and work conditions such as those listed in job perks contribute to motivation and satisfaction of their workforce and utilized as a job perk (Bassett- Jones & Lloyd, 2005; Nyamekye & Faustina, 2012). A majority of the job postings (73.7%) did not include job perks. School districts should consider including perks in their postings as previous literature states this an important factor employees consider to effectively recruit employees (Adithipyangkul et al., 2009; Nyamekye & Faustina, 2012). A recommendation for further research includes a qualitative portion to investigate the most valuable job perks for both the school districts and teachers. Efforts should also be given to investigate how the job perks motivate teachers to stay with their school districts, move to another district, and if these perks motivate them to stay or leave the profession.

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