

EVALUATING RESPONSE RATES FOR AGRICULTURAL EDUCATORS

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INTRO & FRAMEWORK

- SBAE teachers lead busy and chaotic lifestyles. Surveys can be viewed as an inconvenience for teachers.
- It is difficult to have findings without participation from the target population—our SBAE teachers.
- Homans' (1958) social exchange theory posits individuals engage in activities which have low cost, low effort, and the potential for high reward.
- We value teachers' expertise and want their participation; we wish to minimize cost and communicate high reward to increase SBAE teacher engagement.

PURPOSE

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To examine trends in response rates among SBAE teachers.

OBJECTIVES

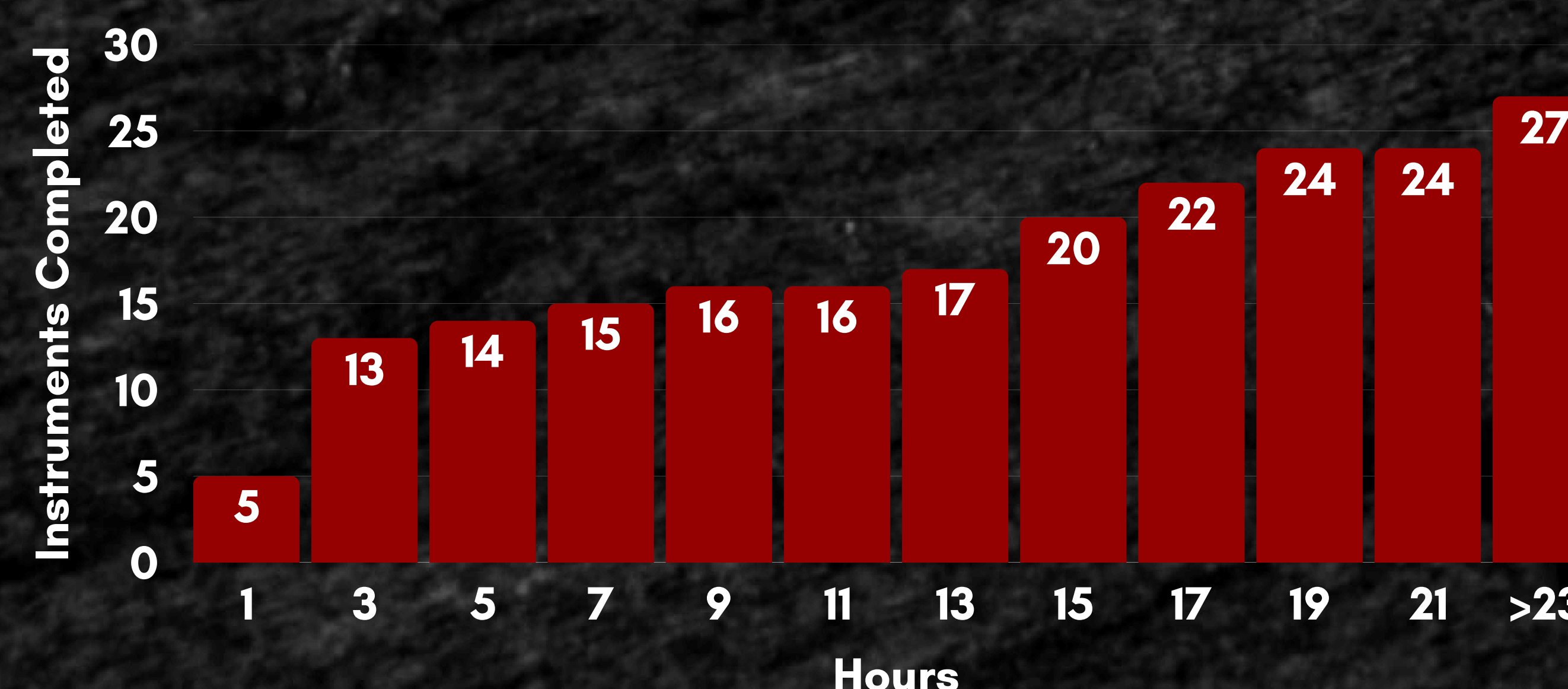
- To evaluate the response rates of respondents at different times of the day.
- To evaluate the amount of time it takes for respondents to submit the instrument.

METHODS

- Instrument reviewed by an expert panel to assure content and face validity (Heale & Twycross, 2015).
- 200 teachers from 4 states within same time zone were identified.
- Teachers assigned to equally-sized groups: 6 a.m., 9 a.m., 3 p.m., 6 p.m.
- Data collected on Qualtrics and analyzed using SPSS and Excel.
- 27 educators participated; 13.5% overall response rate.
- 17 females, 10 males with an average of 11.4 years of teaching ($\sigma = 10.6$).

RESULTS

	Instruments Completed	Response Rates	Average Response Time
6 a.m.	5	10.0%	3.40 hours
9 a.m.	4	8.0%	2.75 hours
3 p.m.	6	12.0%	34.33 hours
6 p.m.	12	24.0%	9.92 hours



CONCLUSIONS

- Instruments sent in the evening (6 p.m.) yielded the greatest response rates ($n = 12$; 24%).
- Most individuals choosing to respond to an instrument did so within the first 5 hours of receiving it ($n = 14$; 51.9%).

RECOMMENDATIONS

RESEARCH

- Use a larger sample size.
- Use the same study design to examine trends in response rates over different days of the week.
- Examine additional times or days which are perceived as lower cost for teachers (Homans, 1958).

PROFESSIONAL PRACTICE

- Distribute instruments at times or days which are most conducive to the busy schedules of teachers.

REFERENCES



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