

The Role of Gender and Experience in SBAE Teacher Work-Home Self-Determination

Introduction & Need for Research

SBAE teachers leave the profession due to career dissatisfaction, challenging workplace conditions, and limited administrative support (Mundt & Connors, 1999).

- Retention and work-life balance remain persistent concerns within the profession (Haddad et al., 2020).

Two groups have recently emerged as important lenses for understanding teachers' work-home experiences.

- **Gender:** Men and women differ in the types of support they value (Williams et al., 2026).
- **Career Stage:** Teachers' needs and work-life experiences vary across career stages (Figland et al., 2019).

Purpose: Explore whether membership in previously identified work-home self-determination profiles differed by gender and years of experience among California SBAE Teachers.

RQ1: Examine whether work-home self-determination profile membership **differed by gender**.

RQ2: Examine whether work-home self-determination profile membership **differed by years of teaching**.

Theoretical Framework

Self-determination theory (SDT; Deci & Ryan, 1985; Ryan & Deci, 2000)

Motivation through the fulfillment of three basic psychological needs: **autonomy, competence, and relatedness**.

SDT provides a useful framework for examining **how work-home self-determination profiles may reflect differences** in autonomy-supportive and autonomy-constraining conditions across professional and personal contexts.

Methodology

This **quantitative, cross-sectional study** used chi-square tests of independence to examine **associations** between work-home self-determination profile membership and teachers' gender and years of teaching experience.

- Modified version of the **Perceived Choice and Awareness of Self Scale (PCASS)** to assess differences in perceived choice and self-awareness.
- Completed the assessment with respect to their work context and with respect to their home context.
- Current California SBAE teachers; **245 valid responses** collected.
- Participants were **previously classified into work-home self-determination profiles** as reported by Gorter et al. (2026).

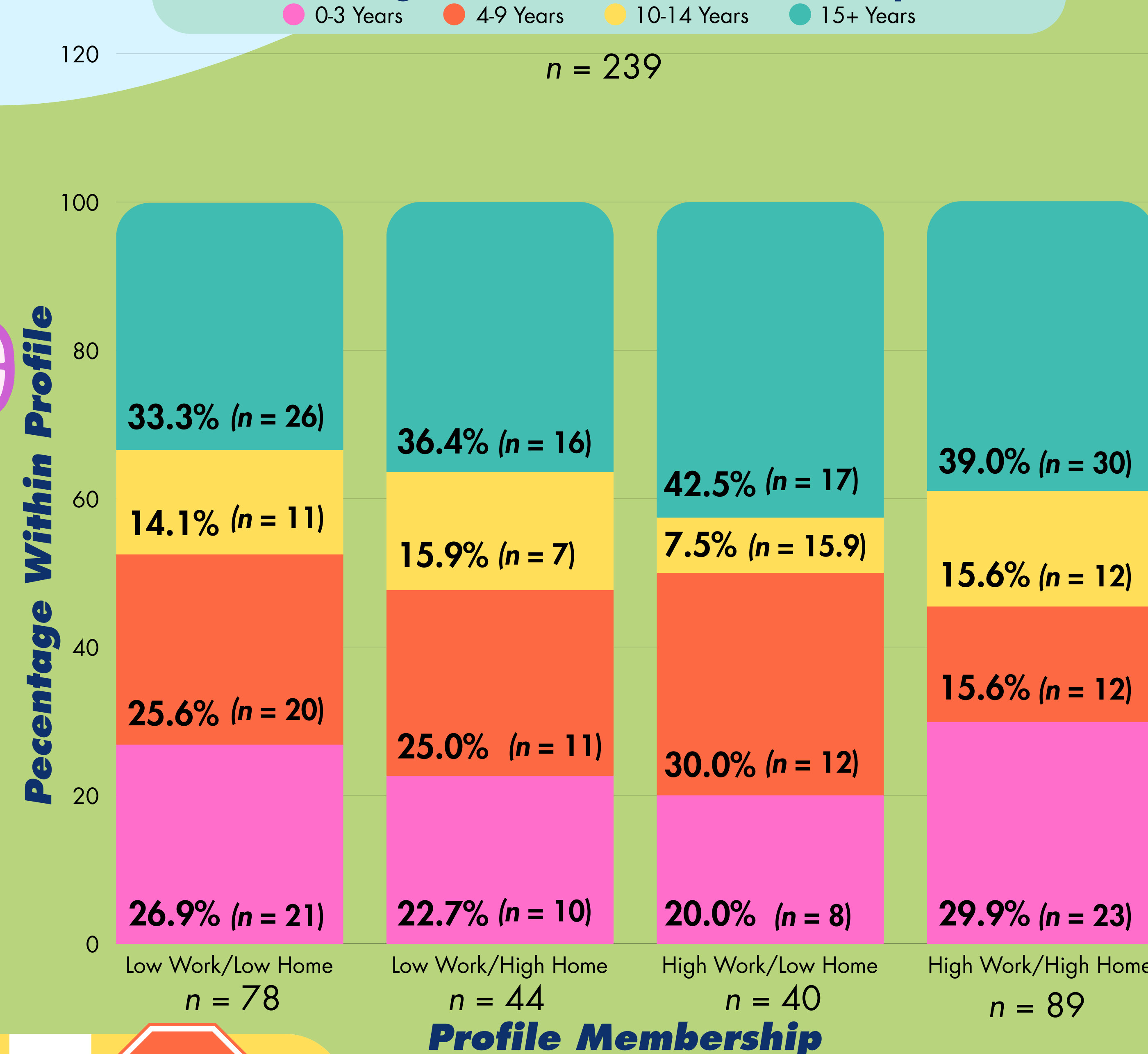
Profile classifications included High/High (HH; $n = 83$, 33.9%), High/Low (HL; $n = 40$, 16.3%), Low/High (LH; $n = 44$, 18.0%), and Low/Low (LL; $n = 78$, 31.8%).

Findings

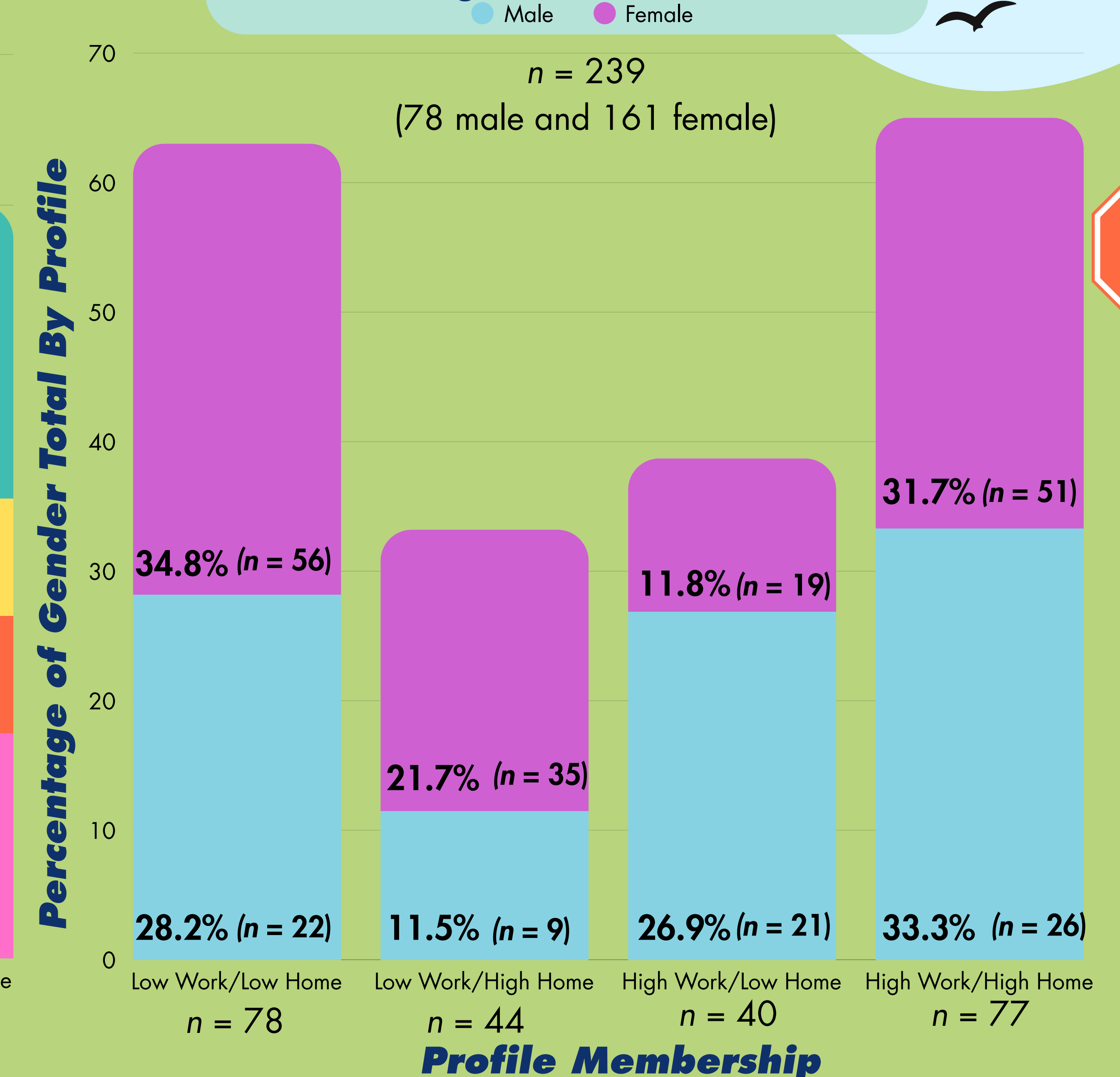
A chi-square test of independence indicated **no statistically significant association between years of teaching and profile**, $\chi^2(9) = 6.37$, $p = .70$

A chi-square test of independence indicated **a statistically significant association between gender and profile**, $\chi^2(3) = 10.89$, $p = .01$

Profiles Categorized based on Years of Experience



Profiles Categorized based on Gender



Conclusions, Implications, Recommendations

- Profile membership **did not significantly differ by years of teaching** experience in this sample, $\chi^2(9) = 6.37$, $p = .70$.
- **Gender** and work-home self-determination profile membership were **significantly associated**, $\chi^2(3) = 10.89$, $p = .01$.
 - The largest descriptive differences by gender were:
 - **26.9% of male** teachers were classified in the **High Work/Low Home** profile, compared with **11.8% of female** teachers.
 - **21.7% of female** teachers were classified in the **Low Work/High Home** profile, compared with **11.5% of male** teachers.
- These descriptive patterns suggest that SBAE teachers' work-home self-determination experiences **may differ by gender**.

• **Differences may reflect variation** in the extent to which teachers experience autonomy, competence, and relatedness across professional and personal settings (Deci & Ryan, 1985; Ryan & Deci, 2000).

• **Practitioners should avoid** assuming that work-home self-determination naturally improves with teaching experience and ensure professional learning resources address differing experiences across contexts, particularly among female SBAE teachers.

• **Future research** should replicate these findings with broader samples, examine organizational and personal predictors of profile membership, and investigate whether profiles are associated with outcomes such as well-being, burnout, commitment, and retention.

References

