Determining Factors That Influence Job Satisfaction Or Dissatisfaction

Among Agricultural Educators In Georgia By Gender

by

DONALD F. GILMAN

(Under the Direction of Jason B. Peake)

ABSTRACT

The purpose of this study was to investigate specific factors associated with job satisfaction and dissatisfaction of male and female teachers of agriculture in Georgia. According to Lawler (1977), “the research evidence clearly shows that employees’ decisions about whether they will go to work on any given day and whether they will quit are affected by their feelings of job satisfaction” (Lawler, 1977, p. 361). Researchers (Beavers, Jewell, Malpiedi, 1987; Flowers & Pebble, 1988; Grady, 1985; Newcomb, Betts, & Cano, 1987) concluded that agriculture teachers are fairly or moderately satisfied with their jobs (Cano & Miller, 1992). Ricketts, Stone & Adams (2006) concluded, “females were satisfied with their careers and felt accepted by students, administrators, parents of students, and the community”. Determining the factors that influence job satisfaction and knowledge of the correlations for Georgia secondary agricultural educators will assist teacher educators in offering more appropriate development opportunities for teachers in addition to determining if there are differences in job perception or job issues with respect to gender.

INDEX WORDS: Job Satisfaction, Job dissatisfaction, Georgia secondary agricultural educators, gender differences

Determining Factors That Influence Job Satisfaction Or Dissatisfaction Among Agricultural Educators in Georgia

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DEDICATION

This is dedicated to my wife Kim. Thank you for always offering encouragement; your support enabled me to achieve my goal. Your dedication inspired me to achieve the most in all areas of life.

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CHAPTER 1

INTRODUCTION

Purpose of the Study

With projected shortages in agricultural educators in the years to come, it is important to understand those factors that impact job satisfaction as well as those factors that influence job dissatisfaction. Satisfaction can be defined as the discrepancy between actual accomplishments and expectation of reward (Kelly, *et. al.,* 1980*).* Predictions indicate that in the next five years the trend of shortages of agricultural educators will continue (Walker, Garton & Kitchel 2004). In the short term, decision makers are faced with assessing how to extend the longevity of educators' careers and determining what are the satisfaction/dissatisfaction factors that influence agricultural educators decision to stay in or leave the profession. According to Castillo, Conklin & Cano (1999) The Motivation- Hygiene Theory, states

Jobs have factors which lead to satisfaction or dissatisfaction. Job satisfaction (motivator) factors include achievement, recognition, the work itself, responsibilities, and advancement. Job satisfaction factors allow individuals to reach their psychological potential and are usually associated with the work itself Job dissatisfaction (hygiene) factors are usually associated with the work environment and include pay, working conditions, supervision, company policy, and interpersonal relationships. Job dissatisfaction factors are pursued to prevent job dissatisfaction or discomfort.

The interaction of man with his environment brings about changes; changes bring about satisfaction or dissatisfaction (Wood, 1973). The debate continues to be whether the problem is a problem of factors exclusive to agricultural educators, a problem of recruitment, a problem of retention or a problem that has not been identified.

Satisfaction can be described as approval, pleasure, happiness, fulfillment, contentment, agreement, or liking. All of these terms describe feelings that are formulated about the work environment that influences one's perceptions of satisfaction or dissatisfaction (Wood, 1973).

Brayfield and Roth (1951) formulated an instrument to measure one's perceptions of job satisfaction that, when used, can be applied to occupational concepts. This instrument has been used in its original form or modified in several studies over the years as a means to predict how job interaction will predict longevity of workers. Cano and Miller (1992) suggested using an instrument such as the Brayfield –Roth (1951) index to assess job satisfaction of agricultural educators. Several researchers (Beavers, Jewell,& Malpiedi, 1987; Flowers & Pebble, 1988; Grady, 1985; Newcomb, Betts, & Cano, 1987) have examined satisfaction factors among agricultural educators.

The field of agricultural educators is no exception when it comes to examining factors of predictability of job satisfaction; the level of satisfaction can indicate a level of longevity (Cano & Miller, 1992). In addition, satisfaction can also give insight to the level of job performance (Cano & Miller, 1992). Knox (1967) identified three categories of behavior necessary to achieve organizational effectiveness. "First, people must join an organization and remain in it. Second, they must perform adequately in the roles to which they assigned. Third, they must occasionally engage in cooperative and innovative behavior beyond that required for membership

maintenance" (et.al.Wood, 1973, p.3) All three factors described by Knox point to levels of satisfaction as described in his study.

As the problems of longevity and short supplies' of agricultural educators continues, studies of behavioral predictors must be made so that decision makers can form sound judgments based upon indicators that accurately indicate satisfaction or dissatisfaction. Research conducted by Walker, Garton & Kitchel (2004) states that "we are in the worst teacher shortage ever" (p.28); identifying factors that influence educator decisions to stay in the occupational field of education is vital to slowing the shortage of educators through attrition. The issue remains in that how much will job satisfaction/dissatisfaction play a role in longevity.

Rationale

Previous research indicates that agricultural educators are fairly to moderately satisfied with their jobs (Cano & Miller, 1992). Given that research indicators are available to use as a comparison, the question now is how satisfied or dissatisfied are educators in Georgia. Determining which factors weigh the heaviest in terms of satisfaction and dissatisfaction as well as the differences between genders may open areas of opportunity for teacher preparation programs as well as strengthen opportunities that are offered state wide in Agricultural Education programs.

Problem Statement

What factors influence job satisfaction/dissatisfaction among agricultural educators in Georgia and how important are these factors in relation to satisfaction. Decision makers are faced with assessing how to extend the longevity of educators' careers and determining what are the satisfaction/dissatisfaction factors that influence agricultural educators decision to stay in or leave the profession. In addition, there are differences of perceptions in job satisfaction between

genders that should be further investigated; “some studies are inconclusive regarding whether males or females are more satisfied (Herzberg et al., 1957)” Scott, Swortzel & Taylor (2005,p.111). Furthermore, “the need for female agriculture educators is great” (Ricketts, Stone & Adams, 2006, p54).

Purpose

The purpose of this study is to examine the factors that influence participants’ perceptions of job satisfaction/dissatisfaction among agricultural educators in Georgia by gender.

Null Hypothesis

There will be no difference in the perception of factors of satisfaction between agricultural educators who perceive their jobs satisfactory and those that perceive their jobs dissatisfactory.

Scope of the Study

The scope of this study will include 380 agricultural educators in Georgia, but the future implications are even greater than for the 380 given the opportunity to be part of the study. A statewide population study of this magnitude will inform teacher preparation, in- service and possibly even recruitment for years to come.

Assumptions

The following assumptions will be made concerning this study:

All participants will respond truthfully to the best of their ability with responses based upon their perception of satisfaction.

Limitations of the Study

This study will be based on all groups of agricultural education instructors in the state of Georgia, Young Farmer educators and state leaders all of which hold many different roles in Agricultural education which many states do not enjoy. Therefore, no generalizations to any other population other than the one participating may be made.

Significance of the Study

The results of this study may show a relationship of satisfaction/dissatisfaction between groups from this study and other studies. In addition, the study may reveal indicators *(i.e.*, achievement, recognition, the work itself, responsibilities, and advancement) that may lead to enhancing job satisfaction and even longevity of career for some educators. This study may also provide significant evidence that would provide a reason for further investigation of this topic in other situations or states.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

The purpose of this chapter is to present a review of the related literature for this research study. This review will illuminate the work previously completed on similar studies, the general findings of these studies, as well as relate the significance of the research to the theoretical framework and the need for further study of the subject. The review is divided into the following sections: (1) History of Agricultural Education; (2) Reasons for performing the study of job satisfaction/dissatisfaction indicators; (3) Agricultural education reforms; (4) Recent views of Ag Educators; (5) Obstacles to Job Satisfaction in the educational work system (6) Summary.

History of Agricultural Education

Agricultural education can trace it beginnings to the Land Grant Act of 1865 introduced to Congress by Senator Justin Morrill, Vermont. Congress sought a delivery system to improve agricultural and mechanical knowledge. Realizing how important it was for a nation to be self sufficient in food production, Congress passed legislation to fund "a college for the common people" (Herren, 1996). In addition, this same year, President Abraham Lincoln signed into law a billed that created the United States Department of Agriculture (USDA). Following the close of the Civil War, most all states had developed a land grant college. From this experience, educators as well as policy makers and producers realized that they had very little scientific knowledge of plant and animal production or mechanization. To further the knowledge process, congress passed the Hatch Act of 1872 which provided for funding for experiment stations to be built and housed on the campus of Land Grant institutions for the purpose of creating science based curriculum for agriculture.

The Land Grant Act of 1890 created colleges to serve black people living in the south. These institutions made a significant contribution to research and the teaching of agricultural

educators. Because of strides made in modern social reforms, these institutions are open to everyone today and continue to impact agricultural education.

The early 1900's saw two important legislative acts passed that impacted agriculture and education. The Smith Lever Act of 1914 set up the Cooperative Extension Service. This act completed the Land Grant System in that the universities were able to teach, conduct research and deliver the information obtained at the university to the people. However, there still existed the problem of getting sound information out to rural populations so that improvements in agriculture could continue. Thus, congress enacted the Smith Hughes Act of 1917 that established Vocational Agriculture in public high schools as a means of teaching new methods of agriculture (Herren 1996). The Smith Hughes Act is the mechanism that provided funding for agricultural education.

Reasons for performing the study of job satisfaction/dissatisfaction indicators;

After the inception of Smith Hughes Act, agricultural education recognized the value of hands on learning (Herren 1996). Word traveled of agricultural "clubs" being established in public high school to further promote agricultural education. In 1928, "the Future Farmers of America brought together students, teachers and agribusiness to solidify support for agricultural education" (Herren, 1996). This organization helped to set up one of the three essential ingredients for agricultural education: classroom instruction, supervised agricultural experiences, and FFA. Agricultural educators would use these three overlapping parts to build educational programs in public high schools through out the United States, Guam and Puerto Rico. From its inception, agricultural educators have been recognized for the extra time and work contributed to student successes (Delnero & Weeks 2000). However, this has not gone with out a price. Many agricultural educators often find themselves dissatisfied with their occupation. Extremely long

hours and added job responsibility has contributed to dissatisfaction among agricultural educators. Lockwood (1976) concluded that the list of teacher responsibilities grew to the point that there are more activities than time to do them. Goode and Stewart (1981) noted during the last 18 years at least eight time-consuming activities were added to the list of agricultural education teacher responsibilities in Iowa. Even now, agricultural educators in Georgia are constantly guided by evaluations and performance standards that measure teacher participation in FFA activities to insure that the "bare minimal standards" are met to ensure program funding for extended day and extended year programs. "The growth of agricultural education program offerings are a mixed blessing; on one hand, students benefit by having more choices, and on the other hand, teachers must constantly incorporate more responsibilities while developing new skills to keep technically updated" (*et.al.* ,Ennis 1991 p. 3) Delnero & Weeks (2000).

Crucial issues face the field of agricultural education today, such as job satisfaction, burnout rates, and retention of secondary agricultural education teachers (Delnero & Weeks 2000). When agricultural education professionals perceive compensation strategies to be unfair, job satisfaction and performance are at risk (Wicks & Linder 2003). Recent evidence suggests that many people are dissatisfied with their jobs or alienated from work altogether (Wicks & Linder 2003). Furthermore, Wicks and Linder also stated "research has shown that agricultural education professionals have perceived that they are not being fairly compensated" (p.115).

The concept that job satisfaction is measurable is the premise of the Motivator-Hygiene Theory (Herzberg, Mausner & Snyderman, 1959). The theory states that jobs have factors which lead to satisfaction or dissatisfaction.

Job satisfying (motivator) factors included achievement, recognition, work itself, responsibilities, and advancement. Job satisfying factors allowed individuals to satisfy their psychological

potential and were usually related to the work itself. Job dissatisfying (hygiene) factors were related to the work environment and were pursued in order to prevent job dissatisfaction or discomfort. Job dissatisfying factors included pay, working conditions, supervision, policies, and interpersonal relationships (Castillo, Conklin, & Cano 1999). Castillo, Conklin and Cano reported in 1999 "Teachers were least satisfied with finances related to teaching and most satisfied with their co-workers" (p.25).

Agricultural education reforms

Agricultural education at the secondary level, when compared to other vocational education programs, is a unique part of the total vocational education program. "Agriculture teachers require a unique set of competencies" (Burris & Keller, 2007, p.111) Agricultural education teachers have additional teacher responsibilities such as Supervised Agricultural Experience (SAE) programs, and the FFA Organization (Delnero & Weeks 2000). Added teacher responsibilities, along with the community leadership role secondary agricultural education teachers' play, make agricultural education program responsibilities challenging. Over the years secondary agricultural education programs have been modified to meet changing school environments and societal demands. Additionally, agriculture's emphasis shift away from production to processing and marketing has played a role in changing agricultural education programs. The result has been a demand for more agricultural education instructors with a wider variety of skill (Delnero &Weeks 2000). When the number of roles that the agricultural educators must now play is calculated, it becomes evident that education reforms have increased the work load. According to Delnero & Weeks (2000), reactions to reports formulated in the 1980's *Nation At Risk* (National Commission on Excellence in Education, 1983) and *Understanding Agriculture: New Directions for Education* (National Research Council [NRC]

Committee on Agriculture in Secondary Schools, 1988) called for major revisions to educational programs which have led to more responsibilities being placed upon the educators. “The Roberts and Dyer study categorized effective teaching characteristics into instruction, FFA, SAE, community relations, marketing, professionalism/professional growth, program planning/management, and personal qualities” (Rickets, Duncan, Peake & Uesseler 2005, p.47) In addition, *No Child Left Behind* has equally presented challenges to the entire educational delivery system including secondary agricultural educators.

Recent views of Ag Educators

Many studies have been conducted over the last fifteen years to measure satisfaction /dissatisfaction among professionals in agricultural education; research has shown “if an individual is not satisfied with his/her job, the likelihood for that individual to remain in the teaching profession is greatly diminished” (Walker, Garton, & Kitchel 2004, p.29). The findings implied that older or younger teachers were not necessarily more or less satisfied with their jobs. A further implication was that the longer a teacher remained in the teaching profession; their level of overall job satisfaction was not affected (Castillo & Cano 1999). The teacher’s age, years in current position, total years teaching, and degree status were not significantly related to overall job satisfaction (Cano & Miller 1992). In an additional study by Cano and Miller in 1992, based upon six taxonomies of agricultural education, it was concluded that “agriculture teachers in the six taxonomies were slightly to somewhat satisfied with each of the five job satisfier factors. However, teachers were undecided about their job satisfaction when all facets of their jobs were considered.”(p.13)

Furthermore, research from Walker, Garton, and Kitchel (2004) pointed out "lack of administrative support" was the most frequently reported reason given by leavers, followed closely by family issues" (p.29) as additional and relative reasons for job dissatisfaction factors.

General consensus among researchers (Cano & Miller 1992), (Castillo, Conklin & Cano 1999), (Bowen & Radhakrishna 1991), (Walker, Garton, & Kitchel 2004) points to secondary agricultural educators are somewhat satisfied with their jobs. Agriculture teachers are generally satisfied or at least not dissatisfied with their jobs (Bennett, Iverson, Rohs, Langone and Edwards, 2002). Castillo, Conklin and Cano, 1999, replicated studies performed earlier by Cano and Miller 1992 and reached similar conclusions. Researchers as recent as 2007 have stated that second year agricultural teachers "are satisfied with their jobs" (Aschenbrener, Terry, Torres & Smith 2007, p.56).

Obstacles to Job Satisfaction in the educational work system

" The key to job satisfaction in the work place is to focus on changing those areas of work that employees want changed, and not the areas that journalists or behavioral scientists think that employees should want changed" (Hackman & Oldham,*et. al.* 1980) Scott, Swortzel & Taylor (2005). Before organizational changes take place, the anticipated sensitive factors for employees need to be identified and analyzed. By identifying and analyzing these factors, administrators will have an understanding of what their employees want from their work. Understanding what their employees want from work can help administrators develop in-service trainings that will meet the needs of their employees, thus keeping job satisfaction at a maximum while simultaneously reducing job dissatisfaction (Scott, Swortzel, Taylor, 2005). In addition, this research also brought to light "if there is not a good fit between employees and their jobs and

employees are dissatisfied, then there may be little that management can do to produce high productivity and job satisfaction."(p.89)

Constructs of Job Satisfaction

Construct I of the survey was adapted from The Brayfield-Rothe "Job Satisfaction Index", as modified by Warner (1973), was used to measure job satisfaction when all facets of the job were considered, Part I (Appendix B). Participants were asked to score that series of 21 statements on a Likert type scale with such statements as: My job is like a hobby to; I am satisfied with my job for the time being; and I find real enjoyment in my work.

Construct II of the survey was adapted from Wood's instrument constituted Part II (Appendix B.) of the questionnaire and provided the basis for describing teacher perceptions of the following factors: achievement, advancement, recognition, responsibility, the work itself, supervision, salary, interpersonal relations, policy and administration, and working conditions.

Theoretical Framework

Hackman and Oldham's (1976) job characteristics theory describes the relationship between job characteristics and individual response to work. This theory is widely utilized to explain the relationship of job characteristics to job satisfaction **(**Scott, Swortzel, & Taylor, 2005). Within in this phenomena are other factors to consider as well. "There is more to teaching agriculture than content and pedagogical process" (Ricketts, Duncan, Peake & Uesseler, 2005, p. 47). As the job duties have generally changed over time, other professional issues have arisen as well (Delnero & Weeks, 2000). Justification for the need to investigate job satisfaction is exemplified in the seemingly observed relationship between the level of job dissatisfaction and turnover, absenteeism, and tardiness (Locke, 1976). The job of being an agricultural education instructor is both demanding and challenging.

Agriculture teachers draw upon physical, emotional and intellectual resources in order to be effective in the classroom (Cano, 1990). Ricketts, Stone & Adams (2006) pointed out that female agricultural educators "contacts her female mentor (another agricultural educator) on a daily or weekly basis through e-mail". Camp (2000) identified the agriculture teacher shortage problem as early as 1977, and the problem has continued well into its third decade (Walker, Garton, & Kitchel, 2004). There is a need to examine agricultural educators in Georgia to investigate the level of job satisfaction, to see what factors influence satisfaction and to possibly discover a correlation that could lead to better satisfaction and teacher retention. To further illustrate this point, "significant factors have been found to contribute to the occupational success or failure of a female" (Ricketts, Stone & Adams, 2006, p. 54).

Summary

This review of literature shows that there are clearly many factors to reflect on when approaching the phenomena of job satisfaction. Knowing the foundations of agricultural education and its progression to an academic subject taught in public schools along with challenges that educators face gives some insight to some factors that impact job satisfaction. Additionally, compensation, work environment and attitudes about job performance and advancement add another dimension to job satisfaction / dissatisfaction. Earlier studies have brought out issues of compensation, work environment and job responsibilities as factors to approach in examining issues of consideration. The question has to be poised: Are there factors that lead to job satisfaction/dissatisfaction? And, is there a general consensus among educators as to what these factors are? Furthermore, is there a difference in job perception, satisfaction/dissatisfaction between genders?

Job retention in Georgia agricultural education will be a priority over the next ten years as a measure to lessen the shortage of educators. Identifying factors that impact retention, *i.e.* satisfaction/dissatisfaction will play a role in lessening the deficit of competent agricultural educators.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study is to investigate the factors that influence job satisfaction/dissatisfaction among agricultural educators in Georgia. The results of this study may be beneficial to state and local school agencies in determining the needs of agricultural educators to lessen the factors of job dissatisfaction and increase factors that help maintain teacher retention. The results may further be beneficial to the agricultural education programs that prepare teachers for service in the educational system by exposing the values that practicing educators recognize as factors that contribute to job retention. In addition, the study may also be of assistance to other educators in the Career, Technical and Agricultural Education programs in Georgia because of the parallelism among jobs in this particular field of education.

The research method used for this study is a survey of the population of agricultural educators in Georgia. Random selection was not considered as all members of the population received the questionnaire and had the opportunity to respond. The educators will be looked at primarily by gender and regional employment. The census received the Brayfield & Roth instrument as was used in the Cano & Miller (1992) study so that the results can be compared to determine if there are parallel conclusions; additionally, this instrument is accurate and valuable in determining job satisfaction/dissatisfaction. (Appendix D).

Institutional Review Board

Federal regulations and The University of Georgia policy require review and approval of all research studies that involve human subjects before investigators can begin their research. A request was made for approval of this study and acceptance was granted of this proposal by the University of Georgia Internal Review Board. The IRB# for this study is 2008- 10037-D. (Appendix C).

Population

The population for this study includes 380 high school, middle school and Young Farmer educators currently employed in Georgia. The groups were educators in the north, central and south regions of agricultural education as described by the Georgia Department of Education and identified by gender.

Instrumentation

The information was gathered using an instrument designed to measure job satisfaction/dissatisfaction in the educational field. The Brayfield-Rothe "Job Satisfaction Index", as modified by Warner (1973), was used to measure job satisfaction when all facets of the job were considered.(Appendix B.) The "Job Satisfaction Index" constituted Part I of the questionnaire. Wood's (1973) instrument was used to assess the level of job satisfaction among secondary agricultural education teachers. Wood's instrument constituted Part II (Appendix B.) of the questionnaire and provided the basis for describing teacher perceptions of the following factors: achievement, advancement, recognition, responsibility, the work itself, supervision, salary, interpersonal relations, policy and administration, and working conditions. Part III of the questionnaire consisted of demographic variables specific to educators in Georgia (Appendix B). This instrument was chosen so that replication of the Cano & Miller 1992 study could be

performed. The instrument when looking at all aspects of job satisfaction/dissatisfaction still has relevance as a viable instrument.

Validity and Reliability

This study relied on the factors given in the Brayfield and Roth instrument, and the demographic information collected to establish homogeneity within the groups. Reliability for the Brayfield-Rothe Job Satisfaction Index via the Cronbach alpha procedure was .90, .94, and .90 in the Newcomb, et al. (1987), Cano and Miller (1992), and Castillo, et al. (1997) studies. Replication is also a tool that will provide a measure of validity and reliability, as the research will be conducted on agricultural educators in Georgia to measure perceptions and compare them to the findings from the study conducted by Cano and Miller (1992). For this study, 225 out of 380 educators participated which provided a population to base recommendations on.

Data Collection

The collection of data was performed by the researcher at the two conferences of Georgia Agricultural Educators in January and July, 2007. The researcher administered the survey and scored the responses. Each participant on his or her instrument provided demographic information including: gender, years of teaching experience, years in current position, geographical region, age, education level, etc.

Data Analysis

All data was analyzed using the Statistical Package for the Social Sciences 14.0, Personal Computer version (SPSS/PC+). Independent Sample T-test, Means, Standard Deviation, and Frequencies were used to analyze the data. The alpha level was set *apriori* at .05 as in the Newcomb, Betts, and Cano (1987), Cano and Miller (1992), and the Castillo, Cano, and Conklin

(1997) studies previously conducted in this area and recognized by the researcher as a reliable source for this study.

Timeline

Spring 2007 Developed proposal and submitted for approval

Spring 2007 Contacted potential participants, Submitted IRB form, Developed instrument

Spring 2007 Collected data

Summer 2007 Collected data from respondents identified as late/non responders

Fall 2007 Analyzed data, wrote up results

CHAPTER 4

RESULTS

Of the 380 agricultural educators in Georgia, 225 responded to the survey (n=135 early responders; n=90 late responders) Early responders are the subjects that completed the survey in January 2007 at the Georgia Vocational Agricultural Teachers' Association (GVATA) Mid Winter Conference. Late responders completed the survey at the GVATA Summer Conference in July 2007. By looking at participation for both early and late responders, a participation rate of 59% of the total population was achieved. After compiling the data, it was determined that there was little to no differences between early and late responders participating in the study. Responding to the questionnaire, it was found that 72 percent (162) were male while 28 percent (63 were female (Table 1). Using a t- test with means and standard deviations, it was found that the mean age for female agriculture teachers was 31.64 years while the mean age for male teachers was 40.31 years. Male teachers were significantly older than female teachers. Male teachers, on the average, had 10.13 years of teaching experience while females averaged 4.76 years (Table 1). Males had significantly more years of teaching experience than females. Furthermore, male teachers had been in their current positions 3.35 years compared to female teachers 1.88 years in their current positions.

Table 1. Means, Standard Deviations, and t-tests for Selected Demographic Variables

	Males (n=162)		Females (n=63)			
Variable	Mean	SD	Mean	SD	t-	Prob.
Age	40.31	10.40	31.64	9.18	-5.64	.001
Total years of teaching	10.13	8.65	4.76	5.69	-4.39	.001
Years in current position	3.35	1.98	1.88	1.54	-5.20	.001

Based on a five point Likert type scale with responses ranging from strongly disagree (1) to strongly agree (5), males provided a mean score of 2.93, while females provided a mean score of 2.94 on the overall job satisfaction scale (Table 2). The mean scores for male and female secondary agriculture teachers on the overall job satisfaction scale were not significantly different.

Table 2. Means, Standard Deviations, and t-test for Overall Job Satisfaction

	Males (n=162)		Females (n=63)			
Variable	Mean	SD	Mean	SD	t-value	Prob.
Overall job satisfaction	2.93	.21	2.94	.27	.21	.836

Note: Based on scale: 1=strongly disagree; 2=disagree; 3=undecided; 4=agree 5=strongly agree.

Utilizing a six point Likert type scale with responses ranging from very dissatisfied (1), to very satisfied (6), males provided the following mean scores on the job satisfier factors: achievement, 4.78; advancement, 4.83; recognition, 4.53; responsibility, 4.89; the work itself, 5.09 (Table 3). The same Likert type scale yielded the following mean scores for female agriculture teachers: achievement, 4.77; advancement, 4.57; recognition, 4.44; responsibility, 4.79; the work itself, 5.03; Male and female agriculture teachers did not differ significantly on any of the job satisfier factors (Table 3). Responses from male and female agriculture teachers revealed from the mean score the following: “The work itself” provided the highest mean for both male and females illustrating a high contentment with their jobs.

Using the same six point Likert type scale with responses ranging from very dissatisfied (1), to very satisfied (6), males provided the following mean scores on the job dissatisfier factors: interpersonal relationships, 5.03; policy and administration, 4.42; salary, 4.65; supervision/technical, 4.91; working conditions, 4.87 (Table 3). The same Likert type scale yielded the following mean scores for female agriculture teachers; interpersonal relationships, 5.02; policy and administration, 4.18; salary, 4.66; supervision/technical, 4.72; working conditions, 4.57. Male and female agriculture teachers did not differ significantly on any of the job dissatisfier factors (Table 3). Males tended to be slightly more satisfied with their salary than did females. Males and Females scored nearly the same response on interpersonal relationship. The evidence here would tend to suggest that while agriculture teachers may not be happy with policy and administration, they value the relationships that are formed in the school systems that they are employed in. Both groups showed slight satisfaction with the factors that were identified as factors for dissatisfaction with both groups means scores being the lowest on policy and administration.

The research supports evidence that both males and females surveyed are satisfied with the individual aspects of their jobs as described in questions 22 – 31. All respondents' scores range from slightly satisfied to somewhat satisfied showing overall satisfaction for the described facets of their jobs. The work itself coupled with interpersonal relationships scored the highest mean scores for both groups with virtually identical scores. These two factors give important insight to key areas of job satisfaction for Georgia agriculture educators.

Table 3. Means, Standard Deviations, and t-tests for Job Satisfier and Job Dissatisfier Factors.

	Males (n=162)		Females (n=63)			
Variable	Mean	SD	Mean	SD	t-value	Prob.
Job Satisfiers						
Achievement	4.78	1.01	4.77	.97	-.09	.929
Advancement	4.83	1.00	4.57	1.10	-1.62	.106
Recognition	4.52	1.29	4.44	1.18	-.43	.664
Responsibility	4.89	1.07	4.79	1.14	-.62	.534
The Work Itself	5.09	.87	5.03	.98	-.40	.692
Job Dissatisfier						
Interpersonal Relationships	5.03	.90	5.02	.97	-.10	.920
Policy and Administration	4.42	1.39	4.18	1.53	-1.11	.271
Salary	4.65	1.15	4.66	1.14	.01	.993
Supervision/Technical	4.91	.99	4.72	.99	-1.30	.196
Working Conditions	4.87	1.05	4.57	1.29	-1.79	.075

Note: Based on scale: 1=very dissatisfied; 2=somewhat dissatisfied; 3=slightly dissatisfied; 4=slightly satisfied; 5=somewhat satisfied; 6=very satisfied.

Correlations were calculated to describe the relationships between agriculture teachers' level of job satisfaction and selected demographic variables. The coefficients ranged in magnitude from negligible to moderate according to Peake (2003). The coefficients for males were (Table 4): age, -.08; years in current position, .08; total years teaching, -.11; level of education, .01. Coefficients for females were (Table 4): age, -.20; years in current position, .07; total years teaching, -.25; level of education, -.17. The only area that showed significant difference in correlation was level of education; all other areas did not show significant differences. The coefficients illustrated that the longer a person is in their job, the more dissatisfied they are; it is more clearly seen with the female population.

Table 4. Relationship Between Overall Job Satisfaction and Selected Demographic Variables.

Variable	Males (n=162)	Females (n=63)
Age	-.08	-.20
Years in current position	.08	.07
Total years of teaching	-.11	-.25
Level of education	.01	-.17

Correlations were calculated to describe the relationships between agriculture teachers' overall level of job satisfaction and job satisfier factors. The coefficients for males were (Table 5): achievement, .11; advancement, .22; recognition, .12; responsibility, .20; and the work itself .26. The coefficients for females were (Table 5): achievement, .06; advancement, .17; recognition, .12; responsibility, .10; and the work itself, .26. None of the job satisfier factors were significantly correlated with overall job satisfaction; however, the work itself had the highest correlation for both males and females (Table 5).

Table 5. Relationship between Overall Job Satisfaction and Job Satisfier Factors

Variable	Males (n=162)	Females (n=63)
Achievement	.11	.06
Advancement	.22	.17
Recognition	.12	.12
Responsibility	.20	.10
The work itself	.26	.26

Correlations were calculated to describe the relationships between agriculture teachers' overall level of job satisfaction and job dissatisfier factors. The coefficients for males were (Table 6): interpersonal relationships, .04; policy and administration, .26; salary, .18; supervision, .21; and work conditions, .20. The coefficients for females were (Table 6); interpersonal relationships, .05; policy and administration, .02; salary, .20; supervision, .20; and work conditions, .15. Males were most dissatisfied with policy and administration while females

were most dissatisfied with salary and supervision. None of the job dissatisfier factors were significantly correlated with overall job satisfaction.

Table 6. Relationship Between overall Job Satisfaction and Job Dissatisfier Factors

Job Dissatisfier	Males (n=162)	Females (n=63)
Interpersonal relationships	.04	.05
Policy and administration	.26	.02
Salary	.18	.20
Supervision	.21	.20
Work conditions	.20	.15

Additionally, Pearson's correlation coefficients were calculated to describe the relationships between agriculture teachers' level of job satisfaction with salary satisfaction and the perception of being adequately paid for the job that they perform. The survey respondents answered positively to the questions regarding being adequately paid and to the question of being satisfied with their pay.

Correlations were calculated using *SPSS 14.0 Pearson method* to calculate and describe the relationships between agriculture teachers' level of job satisfaction and selected demographic variable in addition to using *r2,* to examine the magnitude of the affect. Davis (1971),*et.al,&* Peake (2003) identified correlations of .10 to .29 as lo*w* associations, .30 to .49 as moderate correlations, and .50 to .69 as substantial correlations when studying a group of less than five hundred. The coefficients for the variables identified in Table 7 were low correlations. However, when examining the r_2 factor for both males and females, the perception of being "adequately paid" accounts for four percent of job satisfaction. Additionally, males and females were similar in their perceptions on salary. For males, r_2= 3.2 percent while for females, r_2 = 4 percent. Given that there was a correlation between these two constructs, when examining both items together they account for 8 percent of the variance. Conversely, this means that there are other factors that accumulate for 92 percent of job satisfaction outside of these two constructs.

In examining gender, both males and females had nearly identical views when examining their perception on compensation issues.

Table 7. Relationship Between overall Job Satisfaction and Compensation

Variables	Males (n=162)		Females (n=63)	
Compensation	r	r^2	r	r^2
Adequately paid	.20	.40	.20	.40
Salary	.18	.32	.20	.40

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

Male and female agriculture teachers in Georgia are satisfied with their jobs, and they do not differ significantly in terms of their overall job satisfaction scores. This research is a replication of Cano and Miller's 1992 study in which they stated

It is recommended that both male and female teachers of agriculture use the questionnaire utilized in this study for making objective self evaluations and for determining which facets of their jobs are satisfying and dissatisfying. An evaluation of this type will help agriculture teachers plan professional growth activities which are best suited to their needs.

With both genders showing overall satisfaction in the various areas explored in this research, it becomes incumbent upon individuals to seek out areas for individual improvement to achieve a level of satisfaction that will ensure personal longevity. Furthermore, individuals that identify areas of discontent should work with local Career, Technical and Agricultural Education supervisors and area teachers to set goals annually for their respective programs of work. Additionally this report will be sent to the state director of Agricultural Education as well as region coordinators and area teachers with the recommendation that more emphasis be placed on teachers setting and reviewing goals for completion annually.

Further findings from this research revealed that male agriculture teachers were significantly older, had significantly more years of teaching experience, and had been in their current position significantly longer than female teachers of agriculture. Male agricultural teachers made up 72% of the respondents while female teachers made up 28%. It is

recommended that further research be conducted to uncover the reasons for these differences. Agricultural educators should attempt to ascertain whether the causes of these differences are related to the overall job satisfaction of agriculture teachers. Additionally, it is recommended that females be recruited to enter the teaching profession in the field of agricultural education to close the gender gap as described in this data.

Furthermore, as Cano and Miller (1992) sited in their research

The teacher's age, years in current position, total years teaching, and degree status were not significantly related to overall job satisfaction. The findings on age, total years teaching and degree status are contrary to those of Bems (1989) and Grady (1985) as was cited by Cano and Miller (1992). Bems (1989) found that as the age of the teacher increased so did their level of job satisfaction. Grady (1985) found a significant difference between job satisfaction scores of vocational agriculture teachers with varying amounts of teaching experience. As the number of years of teaching experience increased, job satisfaction also increased. Bems (1989) stated that "teachers with a master's degree were significantly more satisfied with their teaching positions than those with a bachelor's degree only" (p. 34). This contrast in findings should warn that broad generalizations about job satisfaction are not possible among agriculture teachers. The findings of this study only hold true for male and female agriculture teachers in Ohio.

Just as Cano & Miller cited in their research, so too do these findings hold true for the research conducted for this study of agricultural educators in Georgia.

The correlation coefficients calculated to describe the relationship between overall job satisfaction and job satisfier and dissatisfier factors ranged from .024 to .264, relationships of low to significant in magnitude. Some of the relationships between job satisfaction and job

satisfier factors and dissatisfier factors were statistically significant. It is recommended in this study just as it was recommended in the Cano and Miller 1992 study that

> *The job satisfier and job dissatisfier factors as measured by Woods (1973) instrument should not be used to predict the job satisfaction of male and female agriculture teachers. Wood's (1973) instrument provides an excellent assessment of how satisfied teachers are with specific aspects of their jobs, however, an instrument such as the Brayfield-Rothe "Job Satisfaction Index" is needed to assess job satisfaction when all facets of the job are considered.*

With respect to the job satisfier and dissatisfier factors, both male and female agriculture teachers rated "the work itself" highest among the job satisfier indicators. From this finding, program planners of agricultural education have been successful in assembling a quality program for the teachers to deliver to their students. Males and females rated "school policy" lowest from the variables identified as job dissatisfiers; indicating that regardless of gender, agriculture teachers are most dissatisfied with school policy. It is recommended that efforts be made to identify other factors that cause educators to be dissatisfied with school policy. Furthermore additional studies should be considered that show a comparison of Agricultural educators to academic educators concerning dissatisfaction with school policy.

State Supervisors, public school supervisors, and teacher educators should be aware that female agriculture teachers are least satisfied with "level of recognition" when comparing job satisfier factors; this indicator in the job satisfier variables ranked the lowest for females participating in the study. Persons with supervisory duties should review their procedures and methods of supervision to determine if the process is biased against females and ensure that they

are properly recognized for their contributions to not only to classroom achievement but also to FFA activities and student achievement.

A further recommendation and/or implication from this study regards surveying teachers who have already left the profession. Did the teachers leave the profession due to job dissatisfaction, for better paying professions or for family related issues? It is not unwarranted to suggest that teachers who leave the profession are less satisfied, while those who do not leave are somewhat satisfied (Cano & Miller, 1992). A longitudinal study should be conducted after five years to determine if those who left the profession during the five year period were less satisfied at the time of this investigation. Teachers who have left the profession could be interviewed to determine what influenced them most in their decision to leave. Additionally, this study should be replicated on five year intervals and presented to state agricultural education planners to ensure that quality agricultural education is delivered by means of teachers that are satisfied with their perspective jobs and with the perceptions of their jobs.

Also, research has shown a correlation between job satisfaction and salaries. Agricultural educators in Georgia are satisfied with their salaries (87%). It stands to reason that this one finding with its high correlation could be a large reason why as a group, Georgia agricultural educators are satisfied with their jobs. When Ag teachers feel they are not being adequately compensated for their work they are dissatisfied (Wicks & Linder, 2003). Given that Georgia Ag educators were satisfied with their compensation, the cited research gives credibility to the theory that the compensation system in Georgia attributes to teacher satisfaction to both male and female teachers alike based upon correlations from this study. While there are no cause and effect relationships addressed in this study, the findings of this study do offer support that a positive relationship exists between the level of job satisfaction and compensation. Extra

measures should be extended by state leadership to ensure that the current or a better pay scale stays in effect for persons engaged in Georgia's agricultural education delivery system.

When addressing the issue of total responders and validity of this research, 135 responders were early while 90 were late responders. Upon comparison of all categories of early responders to late responders, no significant difference was observed. Given that there was a 59% response rate, research supported that this is a sufficient rate given that 90 respondents participated as late responders. Furthermore by using the methods set forth by Linder, Murphy and Briers, (2001) parallels can be drawn between late responders to nonresponders to suggest that there are no significant differences between the groups. Therefore if there were no difference as was noted in this research between early and late responders the conclusion can be drawn based on Linder, Murphy and Briers (2001) that there are no significant differences between responders and nonresponders in this study. Nonresponse error was controlled by comparing early responses to late responses (Lindner, Murphy & Briers, 2001). It was, therefore, concluded that results could be generalized to the target population, and Nonresponse error was lessened as a threat to the external validity of the study. Moreover, this lends credibility to suggest that the majority of agricultural education teachers in Georgia are overall satisfied with their jobs.

Other studies in different geographical areas should use comparison models with compensation weighing heavily into the instrumentation for evaluation. Improving educators' perceptions of their jobs can strengthen the profession as a whole as well as help build longevity into career educators. With projections indicating teacher shortages over the short term (Walker, Garton & Kitchel, 2004), teacher satisfaction and longevity of careers becomes vital to successful delivery of education in Georgia schools.

In conclusion, the following are the recommendations that have been derived from this study.

1. State supervisors and staff should administer the instrument from this study yearly as a means to identify areas for teacher improvements as a self help technique to strengthen areas needed.
2. Continued emphasis should remain in place to ensure that Georgia agricultural educators have a quality education program to deliver.
3. Persons with supervisory duties should review their procedures and methods of supervision to determine if the process is biased against females and ensure that they are properly recognized for their contributions to not only to classroom achievement but also to FFA activities and student achievement.
4. A longitudinal study should be conducted after five years to determine if teachers who left the profession during the five year period were dissatisfied and the reasons that accompanied their departure
5. Continue and support efforts that ensure Georgia Agricultural Education instructors remain leaders in compensation.
6. Efforts should be made to identify the factors that cause educators to be dissatisfied with school policy.
7. Implement program to help shape teachers perceptions of their jobs in a positive manner to help build job satisfaction and career longevity.

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Appendix A

Informational Letter

Dear Georgia Agricultural Educator:

I am Donald Gilman, a graduate student in the Department of Agricultural Leadership, Education, and Communication at The University of Georgia. I invite you to participate in a research study entitled Teacher Satisfaction Study for Georgia Agriculture Education Teachers. The purpose of this study is to determine the job satisfaction level of Georgia Agriculture Teachers.

Your participation will involve completing a survey and should only take about 10 to 15 minutes. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits. Your responses will be confidential to the extent allowed by law. The results of the research study may be published, but your name will not be used. In fact, the published results will be presented in summary form only. Your identity will not be associated with your responses in any published format.

The findings from this project may provide information on Georgia Agriculture Teacher Satisfaction. There are no known risks or discomforts associated with this research.

If you have any questions about this research project, please feel free to call Donald Gilman at (229) 445-0463 or send an e-mail to dgilman@uga.edu or Jason Peake at (229) 386-3085 or send an e-mail to jpeake@uga.edu. Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 612 Boyd GSRC, Athens, Georgia 30602-7411; telephone (706) 542-3199; email address irb@uga.edu.

By completing and returning this questionnaire in the envelope provided, you are agreeing to participate in the above described research project.

Thank you for your consideration! Please keep this letter for your records.

Sincerely,

Donald Gilman

Appendix B

Informed Consent
Protocol Title:
Teacher Satisfaction
Please read this consent document carefully before you decide to participate in this study.

Purpose of the research study:
The primary purpose of this study is to identify Georgia Agriculture Teacher's level of job satisfaction.

What you will be asked to do in the study:
After you have read this document, you will be asked to certify that you have read it and understood the content by signing on the line provided. Then you will be asked to complete the attached survey that will be used for the study. After the survey is completed, it will be collected and kept confidential.

Time required: 10 to 15 minutes

Risks and Benefits: The findings will be used to attempt to improve Georgia Agriculture Teacher satisfaction. There is no anticipated risk.

Compensation: There is no compensation for taking the survey.

Confidentiality: Your identity will be kept confidential to the extent provided by law. Your information will be assigned a code number. The list connecting your name to this number will be kept in a locked file. When the study is completed and the data have been analyzed, the list will be destroyed. Your name will not be used in any report.

Voluntary participation: Your participation in this study is completely voluntary. There is no penalty for not participating.

Right to withdraw from the study: You have the right to withdraw from the study at anytime without consequence.

Whom to contact if you have questions about the study:
- Donald Gilman, Graduate Student in Agricultural Leadership, Education, and Communication, The University of Georgia, 207 Four Towers, Athens, GA 30602, dgilman@worth.k12.ga.us
- Jason Peake, Assistant Professor of Agricultural Leadership, Education, and Communication, University of Georgia, PO Box 748, Tifton, GA 31793, jpeake@uga.edu, 229.386.3085

Whom to contact about your rights as a research participant in the study:
Human Subjects Office, University of Georgia, 612 Boyd GSRC, Athens, GA 30602-7411, 706-542-3199
http://www.ovpr.uga.edu/grdsturesarch/apl/search=?758309-1-5340957

Agreement: By signing your name on the line below you are voluntarily agreeing to participate in this study.
Participant: _____ Date: _____

Level of job satisfaction

For the following statements please respond by circling the number which best indicates your level of agreement. Circle: (1) strongly disagree; (2) disagree; (3) undecided; (4) agree; (5) strongly agree.

	strongly disagree	disagree	undecided	agree	strongly agree
1. My job is like a hobby to me.	1	2	3	4	5
2. My job is usually interesting enough to keep me from getting bored.	1	2	3	4	5
3. It seems that my friends are more interested in their jobs.	1	2	3	4	5
4. I consider my job rather unpleasant.	1	2	3	4	5
5. I enjoy my work more than my leisure time.	1	2	3	4	5
6. I am often bored with my job.	1	2	3	4	5
7. I feel fairly well-satisfied with my present job.	1	2	3	4	5
8. Most of the time I have to force myself to go to work.	1	2	3	4	5
9. I am satisfied with my job for the time being.	1	2	3	4	5
10. I feel my job is more interesting than others I could get.	1	2	3	4	5
11. I definitely dislike my work.	1	2	3	4	5
12. Most days I am enthusiastic about my work.	1	2	3	4	5
13. Each day of work seems like it will never end.	1	2	3	4	5
14. I feel that I am happier in my work than most other people.	1	2	3	4	5
15. I like my job better than the average worker does.	1	2	3	4	5
16. My job is pretty uninteresting.	1	2	3	4	5
17. I find real enjoyment in my work.	1	2	3	4	5
18. I am disappointed that I took this job.	1	2	3	4	5
19. I am adequately paid for the job I do.	1	2	3	4	5
20. My job has a fair (impartial) promotion policy.	1	2	3	4	5
21. If I could start over, I would choose the same career.	1	2	3	4	5

Level of job satisfaction with specific facets of the job

For the following statements please respond by circling the number which best indicates your level of satisfaction. Circle (1) very dissatisfied; (2) somewhat dissatisfied; (3) slightly dissatisfied; (4) slightly satisfied; (5) somewhat satisfied; (6) very satisfied.

	very dissatisfied	somewhat dissatisfied	slightly dissatisfied	slightly satisfied	somewhat satisfied	very satisfied
22. Are you satisfied with your level of achievement in your job?	1	2	3	4	5	6
23. Are you satisfied with your level of advancement in your job?	1	2	3	4	5	6
24. Are you satisfied with the level of recognition you receive in your job?	1	2	3	4	5	6
25. Are you satisfied with the level of responsibility you have in your job?	1	2	3	4	5	6
26. Are you satisfied with the work itself that you do in your job?	1	2	3	4	5	6
27. Are you satisfied with your interpersonal relationships at your job?	1	2	3	4	5	6
28. Are you satisfied with your schools policy and administration?	1	2	3	4	5	6
29. Are you satisfied with your salary?	1	2	3	4	5	6
30. Are you satisfied with your level of supervision in your job?	1	2	3	4	5	6
31. Are you satisfied with the working conditions at your job?	1	2	3	4	5	6

32. Have you investigated a job out side of Ad Education in the last six months?
    A. Yes
    B. No

33. If you are offered a job out side of Ad Education in the next six months will you take it?
    C. Yes
    D. No

34. I chose Ag Education as a profession because:
    A. I thought I could make a difference in students' lives
    B. The starting salary was good
    C. The work hours are good
    D. The work is rewarding
    E. I thought that I could advance to a higher level job
    F. I would get the summers off
    G. Other, please explain _____

35. Region that you work in
    A. North
    B. Central
    C. South

36. Number of years of teaching
    D. 0 – 5
    E. 6 - 10
    F. 11- 15
    G. 16 – 20
    H. 21 – 25
    I. 26 - 30
    J. Over 30

37. Years in current teaching position _____

38. Age _____

39. Gender
    A. Female
    B. Male

40. Level of Education
    A. Bachelor's Degree
    B. Master's Degree
    C. Specialist's Degree
    D. Doctorate Degree
    E. Other _____

41. Classification of the school that you teach in
    A. Middle School
    B. High School
    C. Other _____

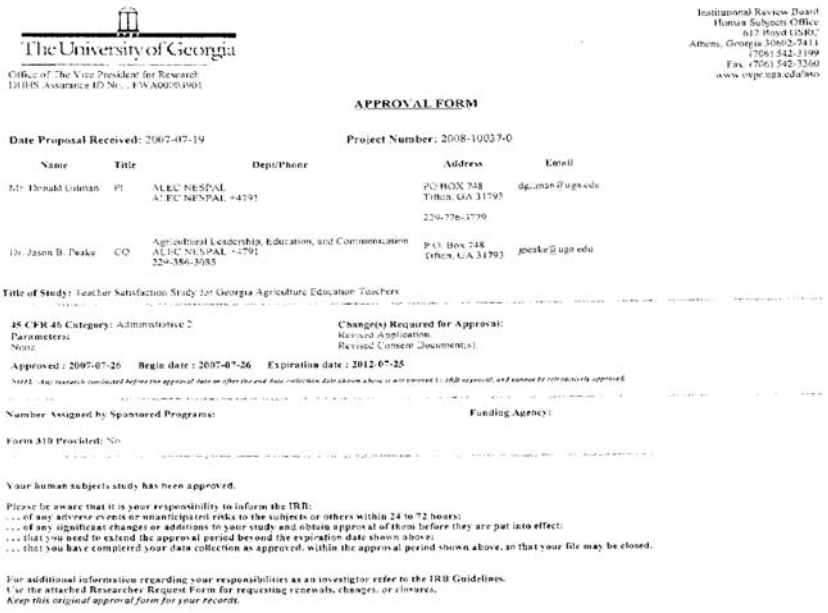
Thank you for taking the time to complete this survey, please return to:

Donald Gilman
406 West King Street
Sylvester, GA 31791
Phone: 229-776-8625
Fax: 229-776-7689

* Brayfield, A. H., and H.F. Rothe. "An Index of Job Satisfaction," Journal of Applied Psychology, Vol. 35 (1951), 307-311 Retrieved from: http://www.apa.org/journals/apl/search=?758309-1-5340957

Appendix C

Internal Review Board Approval



The University of Georgia

Office of The Vice President for Research
IRB/HS Assurance ID No.: FWA00003901

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APPROVAL FORM

Date Proposal Received: 2007-07-19 **Project Number:** 2008-10037-0

Name	Title	Dept/Phone	Address	Email
Mr. Donald Usman	PI	ALEC NESPAL ALEC NESPAL +4791	PO BOX 748 Tifton, GA 31793 229-776-3779	dgusman@uga.edu
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Title of Study: Teacher Satisfaction Study for Georgia Agriculture Education Teachers

45 CFR 46 Category: Administrative 2
Parameters:
None

Change(s) Required for Approval:
Revised Application
Revised Consent Document(s).

Approved : 2007-07-26 Begin date : 2007-07-26 Expiration date : 2012-07-25

NOTE: Any research conducted before the approval date or after the end date collection date shown above is not covered by IRB approval, and cannot be retroactively approved.

Number Assigned by Sponsored Programs:

Funding Agency:

Form 310 Provided: No

Your human subjects study has been approved.

Please be aware that it is your responsibility to inform the IRB:
. . . of any adverse events or unanticipated risks to the subjects or others within 24 to 72 hours;
. . . of any significant changes or additions to your study and obtain approval of them before they are put into effect;
. . . that you need to extend the approval period beyond the expiration date shown above;
. . . that you have completed your data collection as approved, within the approval period shown above, so that your file may be closed.

For additional information regarding your responsibilities as an investigator refer to the IRB Guidelines.
Use the attached Researcher Request Form for requesting renewals, changes, or closures.
Keep this original approval form for your records.

Appendix D

Georgia Department of Education: Region & Area Map