

Impact of the COVID-19 pandemic on School-Based Agricultural Education (SBAE) teachers’
job satisfaction and work-life balance

by

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B.S., Kansas State University, 2001
M.S., Kansas State University, 2005

AN ABSTRACT OF A DISSERTATION

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Abstract

The COVID-19 pandemic created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries (Pokhrel & Chhetri, 2021). By the end of March 2020, more than 124,000 U.S. public and private school buildings experienced closure affecting 55.1 million U.S. children and over 80 percent of the world's student population (Sahu, 2020; Van Lancker & Parolin, 2020). The new standard operating procedures disrupted traditional education practices and presented another set of challenges for educators (Pokhrel, & Chhetri, 2021). Within a short span of the COVID-19 pandemic, many researchers have shared their works on teaching and learning in different ways, but as we have reopened and began easing restrictions, there is little research on how the pandemic affected school-based agricultural education (SBAE) teachers and programs. This study provided a point-in time for the lasting impact of this historical event on SBAE teachers in National Association of Agricultural Educators (NAAE) Region II.

The purpose of the study was to investigate how the COVID-19 pandemic impacted the overall job satisfaction and the overall work-life balance of School-Based Agricultural Education (SBAE) teachers. The study also examined limitations, challenges, and additional life roles teachers faced during the pandemic and the impact on their stress level and plans to return to the agricultural education classroom. The role conflict theory (Greenhaus & Beutell, 1985) and the conservation of resources theory (Grandey & Cropanzano, 1999) were used as the theoretical framework for the study.

The results of the study indicate SBAE teachers have a lower overall job satisfaction and lower overall work-life balance while teaching during the COVID-19 pandemic. SBAE teachers reported an increase in stress levels during the pandemic, which may contribute to a lower job

satisfaction and retention rate of agricultural education teachers. SBAE teachers were able to give descriptive data throughout the study of how they were impacted, why they have chosen to stay in the agricultural education classroom and the changes made in their SBAE programs due to the COVID-19 pandemic. These responses help to give an insight into how we can provide support for our agricultural education teachers and understand the challenges they may face in the future. Recommendations from this study should be used in the creation of professional development programs to prepare SBAE teachers for educational disruptions while maintaining a high satisfaction rate with their job.

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Dedication

To all the teachers who remained committed to educating their students throughout the pandemic and other major life events. Your dedication to students and their families is nothing short of amazing. Thank you for giving your time and time away from your family while teaching and working to give your students the best education possible.

Chapter 1 - Introduction

The COVID-19 pandemic created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries (Pokhrel, & Chhetri, 2021). Educators have endured the difficulties of teaching during a pandemic (Pokhrel, & Chhetri, 2021). The COVID-19 pandemic began developing in the United States in January 2020 (Centers for Disease Control and Prevention, [CDC], n.d.); this required widespread change throughout the world (Chaplin, 2020). By the end of March 2020, more than 124,000 U.S. public and private school buildings experienced closure affecting 55.1 million U.S. children and over 80 percent of the world's student population (Sahu, 2020; Van Lancker & Parolin, 2020). Closing of schools, post-secondary institutions and other learning spaces have impacted more than 94% of the world's student population. The closing of schools brought far reaching changes to all aspects of our lives, which impacted teachers, parents, and families. As restrictive movement policies and social distancing eased up, schools adopted a wide range of mitigation measures. The new standard operating procedures disrupted traditional education practices and presented another set of challenges for educators (Pokhrel, & Chhetri, 2021).

Within a short span of the COVID-19 pandemic, many researchers have shared their works on teaching and learning in different ways, but as we have reopened and began easing restrictions, there is little research on how the pandemic affected the school-based agricultural education (SBAE) educators and programs. This study provided a point-in-time for the lasting impact of this historical event on SBAE teachers in National Association of Agricultural Educators (NAAE) Region II. Region II is comprised of seven states in the central region of the United States: Arkansas, Colorado, Kansas, Louisiana, New Mexico, Oklahoma, and Texas.

Teachers in every discipline and in every state were forced to stop face-to-face instruction and switch almost overnight to remote instruction in the spring of 2020 (Linder et al., 2020). Amid the rising concern about the COVID-19 pandemic, public health experts and governments imposed several statewide regulations and recommendations that included social distancing, masking, and quarantines as efforts to reduce the spread of COVID-19 (Sahu, 2020). Many districts were forced to adopt new instructional platforms and schedules in a manner of days or weeks that would usually be introduced over months or years (Daniel, 2020). The sudden shift to online-based learning exposed numerous issues with both teacher preparedness and technological capabilities, with one study finding “teachers were devoting what would have been instructional time to tackling technology challenges, whether struggling to get up to speed learning the intricacies of a learning management system or fixing access problems on Zoom calls” (Bushweller, 2020, para. 19). When schools reopened during the 2020-2021 school year, school districts varied widely on their instructional delivery, and mitigation efforts increased the workload of teachers across the United States.

Despite nationwide school closures in spring 2020 to stop the spread of COVID-19, the 2020-2021 school year was open with districts and states imposed mandated school regulations due to the COVID-19 pandemic. The regulation impacted schools and SBAE programs across the United States. As a result, SBAE programs and teachers experienced unusual adaptations to traditional teaching and learning environments while also combating pandemic measures in their personal lives (d’Orville, 2020). SBAE teachers reflected about lacking the ability to do the day-to-day tasks of teaching and advising an FFA chapter via distance (Clemons et. al, 2021). SBAE programs are often seen as more demanding than other educational disciplines (Roberts and Dyer 2004) and many of those activities associated with the three-circle agricultural education model

(instruction, advising and management of the program) were largely changed due to the pandemic. Teachers still attempted to interact with students and engage with their community through online platforms or in person or hybrid upon return to the classroom. Clemons et al., (2021), reported that SBAE teachers in Alabama indicated positive motivation in addressing their professional duties during the 2020 school closures, but struggled to complete the day-to-day tasks of a complete three-circle model of the agricultural education program. While teachers have reported their job satisfaction is attained through daily teaching tasks (Klassen & Chiu, 2010), some have noted that these same daily tasks have contributed to teacher stress (Smith & Smalley, 2018). Recent shifts in all aspects of SBAE teachers' daily tasks due to the COVID-19 pandemic increases stressors, shifting their coping strategies and impacting teacher job satisfaction (Shoulders et al, 2021). The COVID-19 pandemic has created unprecedented teaching environments, altered teacher routines, and added additional responsibilities and technologies to teachers' overloaded days (Daniel, 2020). Managing these increasing tasks due to COVID-19 led to a 23.13% decline in SBAE job satisfaction in 2020 (McKim & Sorensen, 2020). This drastic decline suggests teachers' value the elements of their job lost during the pandemic (McKim & Sorensen, 2020). This decrease in job satisfaction is of utmost concern, as job satisfaction is closely link to retention in the teaching profession (Allen, et al., 2000; Bruck et al., 2002; McKim & Sorensen, 2020, Sorensen et al., 2016a; Sorensen et al., 2017;). As restrictions eased, the mitigation efforts became a local district decision, causing a wide variety of instructional methods used throughout the 2020-2021 and 2021-22 school years (Eck, 2021)

Prior to the COVID-19 pandemic, SBAE programs were completed within a traditional approach to teaching and learning; teachers were face to face with their students in the classroom, met learning objectives, and managed their local FFA chapters in the traditional

three-circle agricultural education model that promotes teaching the whole agricultural education student (Croom, D. B. 2008). SBAE teachers were motivated by their realistic teaching methods (Frost & Rayfield, 2020), face-to-face interaction with their students, and the energy of the school and its constituent body. The COVID-19 pandemic has created unprecedented teaching environments, altered teacher routines, and added additional responsibilities and technologies to teachers' overloaded days in many areas (Daniel, 2020). COVID-19 pandemic has required a change in the instructional methods of SBAE teachers, which rapidly facilitated this alteration of pedagogical approaches where teachers became facilitators in both synchronous and asynchronous digital classrooms (Clemons et al., 2021). This shift occurred during the nationwide shutdown and as SBAE teachers were coming back for the 2020-21 and 2021-22 school years.

Sorensen et al., (2017) cautioned that traditional instruction in agricultural education, unexpected transitions, and balancing multiple roles as SBAE teachers could be detrimental to feelings of security and contentment. In addition to teaching, literature has shown that SBAE teachers who experience strain because of managing work-life balance often experience a decrease in job satisfaction and increased intention to quit (Allen et al., 2000; Bruck et al., 2002; Sorensen et al., 2016a; Sorensen et al., 2017). Teachers with additional duties of caretaking and life roles were heavily affected by the pandemic. As schools, childcare facilities and workplaces closed, teachers were tasked with working full-time jobs while trying to balance the additional duties added to the multiple life roles, leading to additional strain during the COVID-19 pandemic (Kantamneni, 2020).

With the continued shortage of SBAE teachers nationwide, teacher retention is very important. Given the high costs (both financial and program impact) of replacing teachers each

year and the negative impact on learning, retaining current agricultural teachers is essential to the profession (Touchstone, 2015). Findings show a conflict exists when work interferes with the agricultural educators' family life (Sorensen, & McKim, 2014). When teachers assume too much responsibility for activities beyond classroom instruction, there is the potential for negative impact on their commitment to remain in the teaching profession (Crutchfield, et al., 2013). Therefore, researching the effects of COVID-19 on job satisfaction and work-life balance is important as we continue through the changing aspects of the pandemic. Feelings of professional satisfaction were often reflected in the teachers approach to managing and advising their local FFA chapter and programs (Clemons, et al., 2021). Engaging agricultural education students in the broad scope of daily activities, including FFA chapter activities and Supervised Agricultural Experiences (SAE) programs, was also closely associated with traditional instruction in the overall agricultural education programs (Sorensen & McKim, 2014).

The COVID-19 pandemic not only disrupted the normalcy of teachers' professional lives, but it also disrupted the personal lives of educators as well. The demands of teaching and balancing work and life, including family expectations and personal health concerns, changed how teachers managed their roles. Established routines and work-life balance roles for educators changed as their roles outside of education were disturbed due to the shutdown of schools, businesses, and other entities due to the pandemic. As the personal life roles outside of education changed, it caused SBAE teachers to shift their overall work-life balance role (Bruck, et al., 2002). Established student-teacher relationships were altered (Tate, 2020); professional expectations and technical abilities (Lindner, et al., 2020) to teach during the pandemic became a measure of a teacher's ability to handle all the roles in an unprecedented way. There are a few studies on COVID-19 and the impact it has had on the education system in the educational

literature, but most literature available is directly related to medical studies (Sintema, 2020). The purpose of this study is to find the changes in work-life balance and job satisfaction of SBAE teachers in Region II due to teaching during the COVID-19 pandemic.

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Chapter 2 - Literature Review

The traditional model of agricultural education programs in the United States is the three-circle model (Phipps et al., 2008). This framework has been used for many years in School-Based Agricultural Education (SBAE) programs to deliver a well-rounded education for all agricultural education students. This model includes the three components: classroom and laboratory instruction, Supervised Agricultural Experience programs (SAEs), and the FFA organization, which provides the personal and career leadership development of the students (Phipps et al., 2008). Figure 2-1 shows an illustrated example of the three-circle agricultural education model used by SBAE programs across the United States.



Figure 2.1 Three-Circle Agricultural Education Model (Image courtesy of Killingly Agricultural Education Department)

Throughout the education literature regarding the COVID-19 pandemic affecting educational practices and educators, the focus has been on the classroom and laboratory instructional changes. For SBAE, teachers however, they also plan and manage components beyond the classroom and lab that are related to the FFA organization and student activities surrounding their SAE (Croom, 2008). Both of these components in addition to the classroom,

typically occur with face-to-face interaction, so as a result of the pandemic, SBAE educators not only had to change their teaching practices within the classroom and laboratory, but they have also had to change their teaching and management practices related to SAE and the FFA organization (Shoulders et al., 2021).

The challenges faced by SBAE teachers during the COVID-19 pandemic were intensified by the approach to education within the career and technical education (CTE) discipline. Since the Smith Hughes Act of 1917, agricultural education has provided authentic, practical, skills-based, and contextualized instruction through experiential learning and lab-based approaches (Newcomb et al., 2004; Phipps et al., 2008; Talbert et al., 2007). The immediate change to remote instruction in response to the COVID-19 pandemic removed hands-on practical instructions in the classroom and laboratory from many SBAE teachers and students (McKim & Sorensen, 2020). While Conner et al. (2017) reported the role of teachers had shifted from the primary source of knowledge to a more ubiquitous facilitator of the learning process prior to the COVID-19 pandemic. This shift was not enough to prepare for the rapid change due to COVID-19 pandemic which has created unprecedented teaching environments, altered teacher routines, and added additional responsibilities and technologies to teachers' overloaded days in many areas (Daniel, 2020). The pandemic required a change in the instructional methods of SBAE teachers and their agricultural education program which rapidly facilitated this alteration of pedagogical approaches where teachers became facilitators in both the synchronous and asynchronous digital classrooms (Clemons et al., 2021).

In addition to the incongruence between remote instruction and hands-on learning, the COVID-19 pandemic has undoubtedly influenced the working conditions of SBAE teachers (McKim & Sorensen, 2020). Teaching school-based agricultural education can be a stressful

profession, and coping with the additional stressors, such as the COVID-19 pandemic, is related to a change in working conditions which can result in teacher overload and diminished job satisfaction, self-efficacy, and career commitment (Kuntz et al., 2013; Smith & Smalley, 2018). Additionally, research shows stress increases in teachers during external crises, such as the COVID-19 pandemic, because teachers often tend to their own personal needs while also supporting the emotional and academic needs of their students and colleagues (Kuriansky, 2013, McKim et al., 2021). In recent years, teachers have been showing more adverse psychological symptoms and higher sick leave rates associated with the pressure linked to work, and the loss of status in the eye of the public. This, along with teaching during a pandemic, has meant that stress, anxiety, depression, and burnout have become common among teachers (Ozamiz-Etxebarria, et. al, 2021).

Multiple studies within agricultural education have focused on teacher stress and burnout as contributors to the ongoing teacher shortage. SBAE has long been associated with teacher stress, burnout and attrition, and the onset of the COVID-19 pandemic has increased these conditions (Shoulders et al., 2021). The workload of the SBAE teacher is a concern regarding high stress levels, burnout, and limited opportunity for self-care (Smith & Smalley, 2018), and multiple studies within agricultural education have focused on teacher stress and burnout as contributors to ongoing teacher shortage (Cheveney et al., 2008; Graham et al., 2016; Smith & Smalley, 2018). Since the onset of the COVID-19 pandemic, research has identified that teachers have accumulated psychological symptoms such as stress, anxiety, confusion and depression, as adverse consequences of shutdown of schools and restriction placed upon educators and schools upon re-opening. (Ozamiz-Etxebarria et al, 2021). Recent shifts in all aspects of SBAE teachers' daily tasks due to the COVID-19 pandemic increase stressors, shifting their coping strategies and

impacting teacher job satisfaction (Shoulder et al, 2021). COVID-19 pandemic has created unprecedented teaching environments, altered teacher routines, and added additional responsibilities and technologies to teachers' overloaded days in many areas (Daniel, 2020). Managing these increasing tasks due to COVID-19 has led to a 23.13% decline in SBAE job satisfaction in 2020. This drastic decline suggests that teachers value the elements of their job lost during the pandemic teaching (McKim & Sorensen, 2020). This decrease in job satisfaction is of utmost concern, as job satisfaction is closely linked to retention in the teaching profession (Allen, et al., 2000; Bruck et al., 2002; McKim et al., 2020; Sorensen et al., 2016a; Sorensen et al., 2017;).

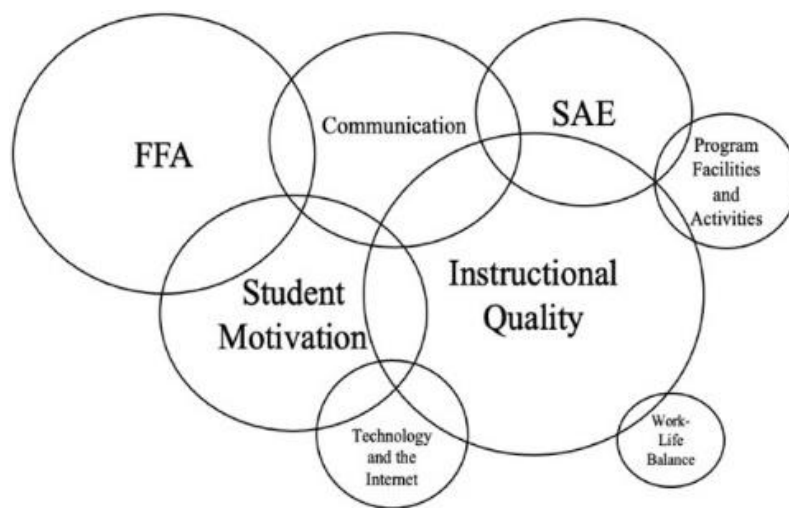


Figure 2.2 Visual Representation of Challenges Faced by SBAE teachers (McKim et al., 2020)

Figure 2-2 shows the visual representation of the relationships among challenges experienced by agricultural education teachers who taught during the spring of the 2020 pandemic (McKim, et al., 2020). Identifying the challenges SBAE teachers face can provide a framework of support for teachers (McKim, et al., 2020). Understanding how the pandemic has affected the stress, workload and work life balance of teachers will help to provide the support and guidance needed for teachers in all disciplines, including the SBAE teachers (McKim &

Sorensen, 2020). With a shortage of qualified agricultural education teachers across the country (Foster et al., 2020), understanding challenges and providing the support needed to keep them in the profession is vitally important. Excessive workload and balancing work and family responsibilities are shown to increase the likelihood of teacher turnover (Sorensen et al., 2016b). Both within and outside of agricultural education, the working environment has contributed to beginning teachers' job satisfaction (Boone & Boone, 2009, Clark et al., 2014; DeLay & Washburn, 2013; Hasselquist, et al., 2017). Additionally, poor work conditions have been reported to have a strong influence on teachers' job satisfaction (Liu & Ramsey, 2008). Included in these conditions are demands from administrators, colleagues, students, and parents; student misbehavior; low autonomy; role ambiguity; lack of recognition (Greenglass & Burke, 2003); low financial reward (Boone & Boone, 2009); inadequate time for planning (Liu & Ramsey, 2008); and a heavy workload (Greenglass & Burke, 2003; Liu & Ramsey, 2008). The multifaceted role of the SBAE teacher may cause the working environment to be particularly critical, as SBAE teachers have reported the responsibilities of managing a full agricultural education program as a major cause of stress (Smith & Smalley, 2018).

The relationship between reducing SBAE teacher stress in all areas of their life roles was important to their ability to maintain a work-life balance (McKim & Sorensen, 2020). Recently published research during the 2020 COVID-19 pandemic shut down shows agricultural education teachers devoted fewer hours to work responsibilities and experiences a decrease in work-family conflict (i.e., the inability to balance work and life roles) because of the pandemic (McKim & Sorensen, 2020). Research indicating teachers are working fewer hours may, initially, seem encouraging; however, McKim and Sorensen (2020) suggest the decline in work hours may have negatively impacted teacher attitudes toward their job. In their study, researchers

found the COVID-19 pandemic significantly decreased job satisfaction among agricultural education teachers, with a 23% decline in overall job satisfaction (McKim & Sorensen, 2020). This could be due to what is referred to as agricultural education teacher identity. Agriculture teachers in schools across the nation have experiences drastically different from teachers of other subjects, both in their personal experiences (Shoulders & Meyers, 2011). “Job satisfaction plays an important role in determining whether or not graduates remain in their chosen career” (Blackburn, & Robinson, 2008). Teachers who feel more satisfied with teaching appear to remain in the teaching profession longer than those who feel dissatisfied (Blackburn, & Robinson, 2008, Garton & Robinson, 2006). The public views and expectations of agriculture teachers also have the potential to be unique when compared to other teachers, and these differences, combined with the history of agricultural education, can create a distinctive professional identity shared among many agriculture teachers (Shoulders & Meyers, 2011). The research done by McKim and Sorensen (2020) adds to existing research on job satisfaction which has identified extended work hours (Murray et al, 2011; Sorensen et al., 2017) and conflicts balancing work and family roles (Crutchfield et al., 2013; Murray et al., 2011; Sorensen & McKim, 2014; Sorensen et al., 2016a; Sorensen, et al., 2017) are negatively related to job satisfaction. In combination, these studies highlight that job satisfaction may not be solely related to the amount of work, but also the kind of work teachers’ experience (McKim et al., 2021)

This may imply that striking a balance between work and family time is an important component of a satisfied agricultural teacher (Blackburn, et al., 2017). Research highlighting a lower job satisfaction is concerning for agricultural education programs across the county, as job satisfaction is a significant predictor of career commitment in agricultural education (Sorensen & McKim, 2014). (Shoulders et al., 2021), reported SBAE teachers are stressed; however, teachers’

working conditions necessitated by the pandemic were not related to any of the other variables of interest, indicating that teaching via hybrid or remote methods was not related to higher sources of pressure, greater symptoms of stress, or reduced job satisfaction. This is divergent from the study completed by McKim and Sorensen (2020) that found the pandemic had increased teacher stress and decreased teacher job satisfaction. This difference may be due to teachers having time to adjust to the environmental pressures of COVID-19 by the time of the study (Shoulders, et al., 2021).

During the COVID-19 pandemic U.S. public and private school buildings experienced closure in the spring of 2020 (Sahu, 2020; Van Lancker & Parolin, 2020). The closing of school buildings brought far-reaching changes to all aspects of education, with schools being 100% remote instruction during spring 2020. As restrictive movement policies and social distancing eased up, schools adopted a wide range of instructional methods that fit their mitigation measures and the needs of the school and community. The new standard operating procedures disrupted traditional education practices and presented another set of challenges for educators (Pokhrel, & Chhetri, 2021). Within a short span of the COVID-19 pandemic, many SBAE teachers have experienced multiple modes of instruction in the agricultural education programs. Working conditions and work factors predicting 22% of the variance in work life balance and job satisfaction (Sorensen, 2015). Understanding how the changes in the educational format for SBAE programs and teachers can help to understand the overall impact of COVID-19 teaching and help to address teacher retention and the teacher shortage crisis in agricultural education in the future (Foster et al., 2020).

Clarifying how the COVID-19 pandemic impacted agricultural educators requires an investigation into the types of instruction required during the pandemic; remote instruction, in-

person learning, hybrid learning or a combination of the above. Remote instruction or E-learning and the associated technology have increased burnout, changed teachers' perspective and been a challenge for all educators during the pandemic (Hamilton et al., 2020; Reich et al., 2020).

Research indicates that even if some teachers were ready to face the situation, a large majority of teachers lacked the training, equipment, and internet access to be successful with remote instruction (Dietrich et al., 2020; Sintema, 2020). As a result of the pandemic, Lindner et al. (2020) suggest agricultural education teachers need more training in developing online curriculum. With students unable to routinely access the internet, especially in rural areas, SBAE teachers face an additional challenge to effectively communicate expectations and connect with students to meet their needs for an overall agricultural education program. (Hamilton et al., 2020; Kraft et al., 2020; Reich et al., 2020; Van Lancker & Parolin, 2020). Teachers have also reported struggling to motivate their students through remote or online instruction, leading to teacher frustration and burnout (Reich et al., 2020). The reopening of schools in the 2020-21 school year came with great uncertainty and controversy in many school districts across the country.

Returning to classes during the 2020-21 school year brought multiple modes of instruction for teachers (Esteves, et al., 2021). This did not make the stress and anxiety of school districts or teachers disappear. This was a stressful time for many teachers as they dealt with the additional preventive measures required by their schools, while also performing their teaching activities (Esteves, et al., 2021). The challenges that already exist for agricultural education teachers coupled with the challenges of teaching during a pandemic have the potential to impact teachers and SBAE teachers in many ways. SBAE teachers experienced a greater source of pressure, significantly higher symptoms of stress, and lower levels of job satisfaction (Shoulders et al.,

2021) A meta-analysis shows that the proportion of teachers suffering from anxiety, stress, or depression during COVID-19 pandemic is considerable (Ozamiz-Etxebarria, et. al, 2021).

While early research has examined the challenges agricultural education teachers during the beginning of the COVID-19 pandemic, the pandemic spanned multiple school years across the region. Continuing to collect data and information to help understand impact of the pandemic on the SBAE teachers can be used to help prepare for future educational disruptions.

Theoretical Framework

Building on the work of McKim and Sorensen (2020) the research was framed using the role conflict theory (Greenhaus & Beutell, 1985) and the conservation of resources theory (Grandey & Cropanzano, 1999). The role conflict theory positions the work and family domains as distinct and conflicting because available time and energy resources are limited (Greenhaus & Beutell, 1985). Participation in multiple life roles (e.g., work and family) therefore results in the resources of time and energy being depleted (Marks, 1977). The role conflict theory suggests individuals engaging in various life roles have contradictions or multiple life role conflicts. The conflicts occur when individuals are unsuccessful at balancing commitments in each of those roles. The addition of demands in one or more roles increases strain in both life roles because of the limited amount of resources (time and energy) shared by competing roles (Greenhaus & Parasuraman, 1986). The role conflict theory also suggests as the number of work hours increase by an employee, so does conflict between work and family roles (Duxbury et al., 1994). According to this view, the more time an individual spends participating in work-related activities, the more they experience their work interfering with family obligations, thus creating conflict (Wharton & Blair-Loy, 2006). According to the role-conflict theory, combining work and non-work (e.g. family role) should enable the individual to more easily balance these

domains. It is unknown if these assumptions hold true with the COVID-19 pandemic as SBAE teachers were forced to alter their daily activities and time spent on their SBAE programs.

Conservation of resources (COR) theory suggests that individuals are motivated to protect and preserve resources within their life roles (Grandey & Cropanzano, 1999). Time is an example of a resource which has the potential to be protected in both the work and non-work life roles. When increased time obligations change the time commitment in another life role, it can cause physiological stress, dissatisfaction, and weariness in another life role (Grandey & Cropanzano, 1999). Other resource factors include anything that employees feel helps them to successfully fulfill job demands, including social supports (e.g., from administrators, colleagues), material resources (e.g., instructional materials), and internal resources (e.g., knowledge, skill) (Halbesleben et al., 2014). When demands and resources are balanced, employees feel able to manage responsibilities, feel motivated by their job, and thus are more likely to intend to stay. In contrast, high demands and low resources may reduce motivation and thereby increase intent to leave. Research supports the COR theory for predicting employees' commitment and retention (Alarcon, 2011; Halbesleben et al., 2014). When demands and resources are balanced, employees feel able to manage responsibilities, feel motivated by their job, and thus are more likely to intend to stay. For SBAE teachers, the resource of time is an important factor to protect to increase job satisfaction and reduce stress within all life roles. The demanding nature of the SBAE teaching profession (Murray et al., 2011) together with the incomparable teaching responsibilities because of the COVID-19 pandemic, has the potential to threaten teachers' scarce resources of time and, as a result, may cause dissatisfaction with their work-life balance roles. While little is known about the long-term impacts of COVID-19 on SBAE teachers, this

study includes an examination of variables associated with the resource of time, work-life balance and SBAE teachers' job satisfaction in the context of the COVID-19 pandemic.

Purpose and Objectives

The COVID-19 pandemic has presented challenges for educators, including those in agricultural education. While the pandemic has impacted every part of our lives, the disruption to SBAE has been unprecedented. The traditional three-circle model of agricultural education programs: FFA, supervised agricultural experiences (SAE) and the classroom have all been disrupted. With a shortage of qualified agricultural teachers across the country understanding challenges, feelings of stress and finding ways to provide the support needed to keep them in the profession is important therefore, the purpose of this study is to explore work-life balance, stress, overall job satisfaction, teacher retention and the challenges faced before and during the COVID-19 pandemic among a regional sample of agricultural education teachers. To achieve this purpose, the following objectives were established:

Research Objectives

1. Identify the workload of agricultural education teachers before and during the COVID-19 pandemic.
2. Identify the perceived work-life balance of agricultural education teachers before and during the COVID-19 pandemic.
3. Identify the stress levels of agricultural education teachers before and during COVID-19, and as it relates to the future of their teaching careers.
4. Identify the overall job satisfaction and overall work-life balance of SBAE teachers before and during COVID-19 pandemic

5. Analyze the limitations of SBAE programs during the COVID-19 pandemic and the impact on the overall work-life balance of SBAE teachers.
6. Analyze the impact of COVID-19 on teachers remaining in the classroom.
7. Examine the challenges faced by agricultural educators during the COVID-19 pandemic and the impact on their agricultural education program.

Chapter 3 - Methodology

This quantitative study employed the use of survey data to report the work-life balance, stress, overall job satisfaction and the challenges faced during COVID-19 pandemic of SBAE teachers in the National Association of Agricultural Educators (NAAE) Region II. The online Qualtrics survey from which data were obtained included both open-ended and constructs that were measured on a five-point Likert scale. The use of descriptive data allowed for the reporting of various subgroups and challenges the teachers faced during the COVID-19 pandemic.

Following approval from the researcher's dissertation committee, the IRB application was submitted to the Institutional Review Board (IRB). Once the study was approved, an email was crafted and emailed to the National FFA Organization asking for permission to obtain a random sample of emails to participate in the survey from Region II of the NAAE. The consent form included an explanation of the study and information pertaining to the confidential nature of the data collected. While demographic data was collected as a means for data analysis of subgroups, no personally identifiable information about any participant was collected or stored through completion of the survey.

The target population consisted of school-based agricultural education teachers in Region II of the National Association of Agricultural Educators (NAAE) in the United States who taught agricultural education in the classroom during the COVID-19 pandemic ranging from spring of 2020 to the 2021-2022 school year. Region II is made up of seven states: Arkansas, Colorado, Kansas, Louisiana, New Mexico, Oklahoma, and Texas. SBAE were defined as an individual who teaches agricultural education courses to middle and/or high school students in a school setting. The population for this study included all middle school and high school agricultural teachers in NAAE Region II during the 2021-22 school year (approximate N = 3,472). The

names and email addresses of 450 agricultural teachers were obtained from National FFA as a simple random sample of the Region II population. National FFA was selected as the database, due to not all SBAE teachers are members of the NAAE. A region wide survey was conducted to better understand the variances of teacher job satisfaction and teacher work-life balance across the states located in the area. Data was collected during April and May of 2022 via a maximum of five points of email contact with potential respondents (Dillman, 2007). Alternative methods of contact (e.g., phone call) were not conducted due to limited information provided in the sample frame. Of the initial list of 450 educators, 21 email addresses were unusable, reducing the sample frame to 429. A total of 84 agricultural education teachers agreed to participate and provided data responses to the survey, equating to a 19.95% response rate ($n = 84$). The response rate obtained for this study is similar to recent studies using the National FFA frame (e.g. McKim & Sorensen, 2020; Moser & McKim, 2020) Years of teaching experience and overall impact of COVID-19 were compared between on-time to late respondents (Lindner et al., 2001; Miller & Smith, 1983), with no evidence of non-response bias. I encourage readers to exercise caution generalizing the results of this study to the entire population of agricultural teachers during the 2021-22 school year.

Instrumentation

The survey instrument was developed with the purpose that each item was analyzed retrospectively (i.e., before COVID-19, during 2020-2022 school years and the perceived future). The constructs were measured on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The work-life balance construct included questions on time-based interference, workload, overall job satisfaction and overall impact of COVID-19. These constructs in the current study were adopted using a previous research survey that studied the

impact of COVID-19 on SBAE teachers (McKim & Sorensen, 2020). Study respondents were contacted using Qualtrics survey software providing respondents a unique link to access the questionnaire via email addresses given by the National FFA Organization as a random sample of the SBAE teachers in NAAE Region II.

This study explored challenges experienced by SBAE teachers during the COVID-19 pandemic ranging from spring 2020 until the present 2021-2022 school year, with questions about the mode of instruction and limitations placed on the agricultural education program. The online Qualtrics survey also included open-ended questions. One of the open-ended questions read, “What are the three most prominent challenges, brought about by COVID-19, you experienced as you modified how you ran your agricultural program – including teaching, advising FFA, managing SAEs, etc.?” with an essay-style response option. Changes made in how the SBAE teachers taught their agricultural education courses during the pandemic and changes they implemented in their overall SBAE program because of the pandemic were the focus of two additional open-ended essay style questions used in the Qualtrics survey. Another question asked SBAE teachers to explain why they chose to continue teaching agricultural education or why they chose to leave the profession. In addition, demographic questions were listed on the survey and included the number of years taught and selecting the current state in which the SBAE educator is teaching. The instrument is tailored after the McKim and Sorensen (2020) study which was pilot tested in April and May of 2020 among 47 current SBAE teachers in Michigan and Utah who were not included in the random sample for the study. Results of the pilot test suggested the constructs were reliable with Cronbach’s alpha estimates ranging from .71 to .89. Post-hoc reliability analyses also supported the reliability of constructs with Cronbach’s alpha estimates ranging from .78 to .88 (Fraenkel & Wallen, 2000; Nunnally &

Bernstein, 1994). The McKim and Sorensen (2020) instrument was revised for the current teaching year and pilot tested in the summer of 2021 among teachers in Kansas and Nebraska who were not included in the random sample for the full research study.

Data Analysis

All data were retrieved from Qualtrics, a survey management website, and downloaded into an SPSS file. Within SPSS, appropriate items were reverse-coded, respondents providing unusable data were removed and construct items were transformed into a new variable for analysis. Data to describe the objectives of overall work-life balance, overall job satisfaction, and the overall impact of COVID-19 pandemic was collected using Likert-type questions and was analyzed using modes, frequencies, and percentages. Nominal data was used to analyze the descriptive statistics of the respondents. Construct averages, standard deviations, correlation results, and effect sizes are reported in the findings section.

Data collected through the open-ended three-part questions over COVID-19 challenges were pulled out and coded separately. Survey responses were reviewed multiple times, and then coded into descriptive categories. Each of these categories were then organized into overall themes that emerged from the replies given by the agricultural education teachers. Entries were then selected for direct quotes to emphasize main themes. Full text entries are shared within the findings for each of the open response items in the survey.

Limitations

This study included four limitations. First, the retrospective nature of the “before COVID-19” data may not be as accurate as taking an actual survey of the respondents before the COVID-19 restrictions occurred. Teachers were unaware of what the restrictions for COVID-19 were before they happened, so a retrospective approach was the only option for discerning this

data from SBAE teachers, which could cause SBAE teachers to remember this time inaccurately. This nostalgic preference can cause better recollection of positive experiences than negative experiences (Morewedge, 2013). The second limitation is the low response rate (19.95%) obtained through the survey research methodology. Upon reflecting on the cause of the low response rates, three possibilities emerged. First, supported by the findings, is that the pandemic introduced many challenges for agricultural teachers, and returning to a busy spring schedule of agricultural education programs, that had once been restricted, could cause a low response rate; therefore, a limited number of responses is understandable. This follows along with the previous research study findings that agricultural education teachers are currently stressed (Shoulders, et al., 2021). The second possibility is due to the survey that including both open-ended and Likert-type questions. This could result in respondents opting not to complete the survey when seeing the time required. As a result of this limitation, the results and conclusions are limited to the respondents of this survey and inferential statistics were not used to generalize the findings. The third limitation is the utilization of descriptive data obtained through survey research methods. The author of this manuscript recognizes interviews with teachers would have yielded more in-depth data. However, the choice was made to gather data from a broader scope of teachers as a preliminary, and timely, analysis of the challenges agricultural education teachers faced throughout this region of the United States as they experienced during the COVID-19 pandemic. The final limitation is the survey population was not representative to the profile of NAAE Region II educators. This could be due to timing of state events or familiarity of the university from which the survey was sent. Despite these limitations, this study yields valuable insights into the impact of COVID-19 on SBAE teachers.

Descriptors

The survey was sent to 421 NAAE Region II SBAE teachers. The random sample of the Region II population gave the data a representation overall of Region II agricultural education teachers. The National FFA database was selected due to not all SBAE teachers being members of the NAAE. The survey response rate was 19.95% with comparison profile information being pulled from the NAAE Region II profile information on the NAAE website (NAAE, 2019; NAAE, 2020). Respondents included agricultural teachers from 7 different states: Oklahoma, Texas, Kansas, Arkansas, Louisiana, New Mexico, and Colorado. There were three respondents who indicated “other” as their state. Kansas had the largest proportion of respondents with 25.30% ($n = 19$). Texas had the second largest response rate at 24.00% ($n = 18$). The 2020 NAAE Region II profiles lists Texas as making up 62.10% of Region II SBAE teachers, with Kansas being 6.68% of the Region II SBAE teachers (NAAE, 2019; NAAE, 2020). The large number of Kansas respondents could be attributed to familiarity with Kansas State University Qualtrics system or the timing of when the survey was sent to study participants.

Among respondents, the average years of agricultural teaching experience was 12.91. Looking at the overall profile of the SBAE teachers who responded, 54.70 % were male and 45.30% were female teachers (Table 3.1). The Region II profile for SBAE teachers provided on the Supply and Demand data from 2019 and 2020 shows 56.30% male, 43.69% female teachers and .01% non-binary teachers (NAAE, 2019; NAAE, 2020). The responses given in the survey closely resemble the overall demographics of the NAAE Region II teachers. The highest frequency of respondents ranged in age from 30-39 years with 32% ($n = 24$) of respondents coming from this age group. On average, respondents had taught SBAE for 12.6 years ($SD = 8.47$), which included the 2021-2022 school year.

Table 3.1*Respondent Characteristics*

Personal Characteristics (<i>n</i> = 75)		<i>f</i>	%
Gender	Male	41	54.70
	Female	34	45.30
	Prefer not to say	0	0
	Total	75	100.00%
Age	20-29	18	24.00
	30-39	24	32.00
	40-49	14	18.70
	50-59	16	21.30
	60+	3	4.00
	Total	75	100.00%
Years of Teaching Experience	1 year or less	2	2.70
	2-5 years	17	22.70
	6-10 years	15	20.00
	11-15 years	12	16.0
	16-20 years	5	6.60
	21-25 years	12	16.0
	26+ years	12	16.0
	Total	75	100.00
State currently teaching in.	Arkansas	11	14.70
	Colorado	9	12.00
	Kansas	19	25.30
	New Mexico	1	1.30
	Louisiana	5	6.70
	Texas	18	24.00
	Oklahoma	9	12.00
	Other	3	4.00
	Total	75	100.00%

In total, 71.4 % (*n* = 60) of respondents had a role as a spouse or a partner while teaching during the COVID-19 pandemic (Table 3.2). In addition, 52.4% (*n* = 44) of respondents were parents or caregivers during this time. There were 250 responses to the additional roles beyond teaching listed by the respondents (*n* = 84). The number of roles varied among the individuals with the average SBAE teacher having 2.98 roles in addition to teaching during the COVID-19

pandemic. Other life roles not listed, but included in the open response; pregnant, caregiver to an aging parent, cooperating teacher role, and captain of the fire department. This list is not all inclusive but gives an understanding into the multiple life roles our SBAE teachers have beyond teaching.

Table 3.2

Roles beyond teaching during the COVID-19 pandemic (n = 84)

	<i>f</i>	<i>%</i>
Spouse/Partner	60	71.4
Parent/Caregiver	44	52.4
Community Leader (e.g. 4-H, civic organization)	35	41.7
Church member (e.g. volunteer)	40	47.6
Business Owner/Employee (e.g. farmer, rancher, side business)	39	46.4
Coach (Non Ag Ed)	12	14.3
Student (e.g. Graduate school, additional certification)	15	17.9
Other	5	6

Note. *SBAE teachers selected all roles that apply*

Chapter 4 - Findings

Findings are summarized by order of objectives.

Research Objective One

Workload of agricultural education teachers

The first research objective is to identify the workload of agricultural education teachers before and during the COVID-19 pandemic. Respondents were asked to provide a measurement on a Likert rating scale (*1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree*) of their overall workload as an SBAE teacher before and during the COVID-19 pandemic. Workload is defined by the number of hours an SBAE teacher must work to complete all three-circles of the agricultural education model to maintain their agricultural education program. Teachers were asked if their teaching workload was manageable before and during the pandemic, or if it remained unchanged due to the COVID-19 pandemic. Table 4.1 exhibits respondents' perception of being able to manage their workload. Teacher's perceived ability to manage their overall workload while teaching was .85 points lower during the pandemic ($M = 2.92, SD = 1.11$) compared to before the pandemic ($M = 3.77, SD = .86$). Table 4.2 displays the frequencies of respondents' answers on the 5-point Likert scale. Seventy-seven percent of respondents felt their workload as a SBAE teacher was manageable before the COVID-19 pandemic ("Strongly agree" or "somewhat agree"). When asked about teaching during the pandemic, only 39% ($n = 33$) of SBAE teachers responded that their workload was manageable. When it was asked if the workload was unchanged due to teaching during the COVID-19 pandemic, No teachers responded with "strongly agree."

Table 4.1*SBAE Teachers' Workload Before and During the COVID-19 pandemic (n = 84)*

	Mean	SD
My workload BEFORE COVID-19 pandemic was manageable	3.77	.86
My workload DURING COVID-19 pandemic teaching was manageable	2.92	1.11
My workload has not changed due to COVID-19 pandemic	2.23	1.08

Note: Response options ranged from (1 = *strongly disagree*, 2 = *disagree*, 3 = *neither agree nor disagree*, 4 = *agree*, 5 = *strongly agree*).

Table 4.2*SBAE Teachers' Workload Frequencies Before and During the COVID-19 pandemic (n = 84)*

	Strongly Disagree		Somewhat Disagree		Neither agree or disagree		Somewhat agree		Strongly Agree	
Question	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
My workload BEFORE COVID-19 pandemic was manageable	1	1.19	9	10.71	9	10.71	54	64.29	11	13.10
My workload DURING COVID-19 pandemic teaching was manageable	9	10.71	25	29.76	17	20.24	30	35.71	3	3.57
My workload has not changed due to COVID-19 pandemic	23	27.38	37	44.05	6	7.14	18	21.43	0	0.00

To determine if there was an increase in workload for SBAE teachers during the COVID-19 pandemic, teachers were asked to provide a measurement on a Likert rating scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *neither agree nor disagree*, 4 = *agree*, 5 = *strongly agree*) if their weekly work hours increased in their overall SBAE program and in each of the three areas of the three-circle agricultural education model; classroom, FFA and SAE while

teaching during the COVID-19 pandemic. Table 4.3 exhibits respondents' perception of their weekly hours spent as an SBAE teacher in their overall program, as well as in each of the three program areas. Teachers perceived an increase in their weekly work hours during the pandemic in their overall SBAE programs ($M = 3.42$, $SD = 1.35$). Teachers responded most frequently that there was an increase in weekly hours due to the COVID-19 pandemic spent completing classroom prep and instruction ($M = 4.06$, $SD = 1.12$). SBAE teachers responded that they disagreed that the weekly work hours spent on FFA ($M = 2.30$, $SD = 1.24$) and SAE ($M = 2.64$, $SD = 1.08$) increased while teaching during the COVID-19.

Table 4.3

Teachers Self-Reported Weekly Work Hours during COVID-19 (n = 81)

	Mean	SD
The number of weekly work hours as an agricultural educator increased during the COVID-19 pandemic	3.42	1.35
The number of hours spent completing FFA activities during the COVID-19 pandemic increased	2.30	1.24
The number of hours spent completing SAE (supervised agricultural experience programs) type activities increased during the COVID-19 teaching pandemic.	2.64	1.08
The number of hours spent completing classroom instruction and prep activities increased during the COVID-19 pandemic	4.06	1.12

Note: Response option ranged from (1 = *strongly disagree*, 2 = *disagree*, 3 = *neither agree nor disagree*, 4 = *agree*, 5 = *strongly agree*)

Table 4.4 displays the frequencies of the survey respondents' answers to the 5-point Likert-scale if their number of weekly work hours increased during COVID-19 in their overall SBAE programs and in each of the three-circle model areas of agricultural education. Fifty-six percent of respondents reported their SBAE weekly hours increased for their overall agricultural education program during the COVID-19 pandemic (Strongly agree = 27.16%, $n = 22$) or (somewhat agree = 29.63%, $n = 24$). Looking at each of the three program areas of the agricultural education model, 79.01% ($n = 64$) of SBAE teachers reported an increase in

weekly hours spent in classroom instruction and prep activities for the classroom during COVID-19 pandemic. In the two other areas of the agricultural education model, 62.96% ($n = 51$) of teachers disagreed that the weekly hours spent on FFA increased, while 48.14% ($n = 39$) reported disagreed that the number of hours spent on SAE's increased while teaching during the COVID-19.

Table 4.4

Frequency of Teachers Self-Reported Weekly Work Hours during COVID-19 ($n = 81$)

Question	Strongly Disagree		Somewhat Disagree		Neither agree or disagree		Somewhat agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The number of weekly work hours as an agricultural educator increased during the COVID-19 pandemic	7	8.64	20	24.69	8	9.88	24	29.63	22	27.16
The number of hours spent completing FFA activities during the COVID-19 pandemic increased	27	33.33	24	29.63	14	17.28	11	13.58	5	6.17
The number of hours spent completing SAE (supervised agricultural experience programs) type activities increased during the COVID-19 teaching pandemic.	12	14.81	27	33.33	23	28.40	16	19.75	3	3.70
The number of hours spent completing classroom instruction and prep activities increased during the COVID-19 pandemic	3	3.70	8	9.88	6	7.41	28	34.57	36	44.44

Note: Response option ranged from (1 = *strongly disagree*, 2 = *disagree*, 3 = *neither agree nor disagree*, 4 = *agree*, 5 = *strongly agree*)

Research Objective Two

Work-life balance

The second objective was to identify the work-life balance of SBAE teachers before and during the COVID-19 pandemic. The measurement included managing their job responsibilities in a healthy work-life balance and the overall satisfaction of work-life balance as an SBAE teachers before, during COVID-19 pandemic and the perceived future of teaching agricultural education. SBAE teachers reported, (see Table 4.5), balancing life better before ($M = 3.42$, $SD = 1.03$) the pandemic than during ($M = 2.86$, $SD = 1.07$).

Table 4.5

SBAE Teachers' Management of a Healthy Work-Life Balance Before and During the COVID-19 pandemic (n = 84)

	Teaching Before COVID		Teaching During COVID	
	Mean	SD	Mean	SD
<i>I manage my job responsibilities as an SBAE teacher in a healthy work/life balance.</i>	3.42	1.03	2.86	1.07

Note: Response option ranged from (1 = *strongly disagree*, 2 = *disagree*, 3 = *neither agree nor disagree*, 4 = *agree*, 5 = *strongly agree*).

Table 4.6 displays responses to managing a work-life balance as an SBAE teacher before and during the COVID-19 pandemic. Teachers were asked to report about managing a work-life balance prior to teaching in the COVID-19 pandemic, SBAE teachers reported that 61.90% ($n = 52$) felt they managed their job responsibilities in a healthy work-life balance (Strongly agree = 8.30%, $n = 7$) or (somewhat agree = 53.60%, $n = 45$). SBAE teachers were asked about to respond on managing work life balance when teaching during the pandemic, teachers responded across the scale with 33.30 % ($n = 28$) agreeing with managing a healthy work-life balance and 33.30% ($n = 28$) disagreeing with managing a healthy work life balance. There was a 6% ($n = 5$)

increase in teachers who reported to strongly disagree about managing a healthy work-life balance as an SBAE.

Table 4.6

SBAE Teachers' Perspective of Managing of a Health Work-Life Balance Before and During the COVID-19 pandemic (n = 84)

Question	Strongly Disagree		Somewhat Disagree		Neither agree or disagree		Somewhat agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Healthy work-life balance teaching BEFORE the COVID-19 pandemic	3	3.60	18	21.40	11	13.10	45	53.60	7	8.30
Healthy work-life balance teaching DURING the COVID-19 pandemic	8	9.50	28	33.30	18	21.40	28	33.30	2	2.40

Note: Response option ranged from (1 = *strongly disagree*, 2 = *disagree*, 3 = *neither agree nor disagree*, 4 = *agree*, 5 = *strongly agree*).

Research Objective Three

Teacher Stress

The third objective for the research study is to understand the stress level for SBAE teachers due to the COVID-19 pandemic. SBAE teachers were asked to rate their stress level on a sliding scale (0 = *least stressed*, 100 = *most stressed*) as perceived before the COVID-19 pandemic, teaching during the pandemic and the future of teaching (see Table 4.7). When asked about their stress level prior to COVID-19, SBAE teachers reported having a mean stress level of 55.48 ($SD = 23.91$). Teachers reported their stress level of teaching during the pandemic, and the mean rose to 70.38 ($SD = 24.19$). Educators were asked to rate their level of perceived stress in the future of teaching agricultural education, the mean level they reported less than a 1 point ($M = 69.71$, $SD = 23.55$) drop when compared to the current teaching conditions.

Table 4.7*Stress levels of SBAE Teachers (n=80)*

Question	Before COVID-19 Pandemic		During COVID-19 Pandemic		Perceived Future of Teaching Agricultural Education	
	Mean	SD	Mean	SD	Mean	SD
The amount of stress I feel as an agricultural educator is:	55.48	23.91	70.38	24.19	69.71	23.55

Note: Scale is 0 = least stressed to 100 = most stressed

Table 4.8 displays responses to the reported amount of stress felt as a teacher before and during the pandemic, along with the perceived future of being an agricultural education teacher using a 0-100-point scale, with 100 being the most stressed. SBAE respondents, reported only 14.2% ($n = 11$) of teachers retrospectively felt their stress level was 80-100. During the COVID-19 pandemic, 36.6% ($n = 29$) of SBAE teachers responded to a stress level of 80-100 points on the scale. It is important to note if the data is broken down even more, 16.3% ($n = 13$) of respondents felt their stress level was 100% while teaching during the COVID-19 pandemic. The level of stress of teaching during the COVID-19 pandemic was 15 percentage points higher than the perceived stress of SBAE teachers prior to the pandemic.

Table 4.8*Stress levels of SBAE Teachers (n = 80)*

		Prior to COVID-19		During COVID-19 pandemic		Perceived future of SBAE teaching	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The amount of stress I feel as an agricultural educator is:	0-20	10	12.6	3	3.9	4	5.1
	21-40	13	16.5	9	11.4	5	6.5
	41-60	21	26.4	12	15.3	19	24.1
	61-80	25	31.6	27	34.0	20	25.5
	81-100	11	14.2	29	36.6	31	39.4

Note: Scale is 0 = least stressed to 100 = most stressed

Research Objective Four

The fourth objective was to identify the overall job satisfaction and the overall satisfaction of work-life balance as an SBAE teacher before and during the COVID-19 pandemic. SBAE teachers also indicated their perceived overall job satisfaction and overall satisfaction of work-life balance in the future as the move towards less restrictions in the schools and agricultural education programs.

Job Satisfaction

Job satisfaction plays an important role in determining whether or not teachers remain in their chosen career. Comparing the job satisfaction of SBAE teachers before and during COVID-19 pandemic is useful to determine if SBAE teachers are contented in their career as a SBAE teacher. For each of the questions, teachers were asked to rate their overall job satisfaction as a SBAE teacher before the COVID-19 pandemic, during the COVID-19 pandemic and as a SBAE teacher in the perceived future of agricultural education on a 100-point scale, with 100 being the best. Retrospectively, prior to COVID-19, 67.8% ($n = 54$) of teachers felt 80-100 points satisfied with their SBAE teaching career (see Table 4.9) on the sliding points scale. Teaching during

COVID-19, the most satisfied category dropped to only 10.2% ($n = 8$) of respondents, with almost half of SBAE teachers reporting a job satisfaction of less than 50 points. As respondents looked upon the future of SBAE teaching, the majority of responses are above the 50 points mark, with the largest responses, 33.4% in the 61-80 points range ($n = 26$)

Table 4.9

Job Satisfaction of SBAE Teachers Prior, During, and Perceived Future ($n = 80$)

		Prior to COVID-19		During COVID-19 pandemic		Perceived future of SBAE teaching	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
My overall job satisfaction as an agricultural educator	0-20	2	2.6	17	21.4	7	8.9
	21-40	2	2.6	16	20.2	10	12.8
	41-60	7	9.1	20	25.4	13	16.4
	61-80	15	19.0	19	24.2	26	33.4
	81-100	54	67.8	8	10.2	24	30.4

Note: Scale is 0 = least satisfaction-100 is most satisfaction

Table 4.10 displays SBAE teacher's responses to their overall job satisfaction as an SBAE educator. When asked about their overall job satisfaction teaching during COVID-19, SBAE respondents mean answers were 35.65 points lower ($M = 46.96$, $SD = 27.34$) than teaching prior to COVID-19 ($M = 82.61$, $SD = 20.55$). When asked about the perceived future of teaching agricultural education, the mean was higher ($M = 64.48$, $SD = 26.89$) than during COVID-19, but did not hit the average satisfaction of teaching before the COVID-19 pandemic.

Table 4.10 also displays SBAE teacher's responses to their overall work-life balance as a SBAE teacher. The overall job satisfaction and the overall work-life balance survey response questions asked SBAE teachers to respond on a 0–100-point scale, with 100 being the best. When comparing the overall job satisfaction to the overall work-life balance responses in this table, there are some differences to note. SBAE teachers reported, (see Table 4.10), a higher

point total of overall job satisfaction ($M = 82.61$, $SD = 20.55$) before the pandemic that then point total reported on the same scale for the overall satisfaction with their work-life balance ($M = 69.62$, $SD = 22.61$). The 13-point scale difference is reversed when reported by SBAE teachers during the COVID-19 pandemic. During the pandemic, SBAE teachers report a higher overall satisfaction with work life balance ($M = 54.53$, $SD = 28.80$) than overall job satisfaction ($M = 46.96$, $SD = 27.34$). Looking at the perceived future of teaching, the differences between the two are minimal.

Table 4.10

Job Satisfaction and Overall satisfaction of work-life balance of SBAE Teachers Prior, During, and Perceived Future ($n = 80$)

Question	<i>n</i>	Before COVID-19 Pandemic		During COVID-19 Pandemic		Perceived Future of Teaching Agricultural Education	
		Mean	SD	Mean	SD	Mean	SD
My overall job satisfaction as an agricultural educator	80	82.61	20.55	46.96	27.34	64.48	26.89
My overall satisfaction of work-life balance as an agricultural educator.	78	69.62	22.61	54.53	28.80	64.44	25.63

Note: Scale is 0 = least satisfaction to 100 = most satisfaction

Respondents were asked to share any other comments or insights about the overall job satisfaction as an agricultural education during the COVID-19 pandemic. The results were coded into overall themes found in the survey results. The first theme was the overall workload had increased due to the pandemic. One teacher stated, “Teaching after the pandemic has increased my workload dramatically. I now have to teach in person and virtually to the students that are out sick. This has led to an unhealthy live style habits and increased stress.” Workload increased due to extra prep periods to break up classes, some students in-class while others were online, creating additional prep, while another workload area was sanitation of classroom and shop/lab

areas around their programs. Another respondent left the comment: “There were times when we had students present, while others were at home doing work on the computer. Had to have two different teaching lessons for each class period”

The second theme was motivation of students to complete classroom work and to be excited for the educational components of the FFA and SAEs during the COVID-19 pandemic. This theme was brought up many times, not only in motivation of students, but in their overall attitude towards schooling. One respondent wrote:

Trying to motivate students to go to competitions, be active in FFA and be active in class is very difficult. They are more homebound, have no drive, no desire to succeed. They give up easily, and this makes my life more challenging and is a daunting task to get students motivated to do things and be involved in things. This makes my "life" more stressed and requires more energy to get things done.

Another respondent wrote:

Teaching agriculture and sponsoring FFA Activities came to an abrupt halt as a result of the pandemic. My students lost a lot of drive and individual initiative that we had worked for years to build. I feel that the pandemic and the reaction that Kansas schools have taken in the wake of the past two years, has taken an unmeasurable toll on my students.

The third theme to emerge from the descriptive data was the overall difficulty teachers had during this time for many in SBAE programs across NAAE Region II. Many respondents expressed frustration with how their schools and/or states handled the school shutdowns and restrictions. Others expressed the overall experience was hard on them personally and their SBAE program. One teacher said, “It [teaching during the COVID-19 pandemic] has been incredibly difficult, to put it simply. Teachers are experience high rates of burnout and

discouragement.” Another gave much the same response, “Being a teacher during the COVID-19 pandemic was not enjoyable. It removed all of the things that I enjoy about teaching; student interaction, competition, and watching students grow.” An experienced teacher of 25+ wrote, “teaching during COVID was the worst thing I have done during my career.”

The final theme to emerge from the responses was the positive time added to their home lives of SBAE teachers. While many still felt their overall agricultural education program was hurt due to the pandemic, they enjoyed the extra time outside of work activities. One teacher responded:

CV-19, made me stay at home and my program was unable to travel, so my home life got better. My program and students suffered, not being in class reduced the number of students who were able to get a lone star degree. When we returned to work it was a mess, my state required hybrid we had to offer online options. It was more work, my school had 80 percent return, but it took longer to plan for the 20% online. Overall CV19 allowed me to be at home and finish some projects, at the cost of my program and students. I feel it will take several years, to return to normal if we do not return to long term shut downs.

Another SBAE teacher noticed they were able to spend more time with their family: “With contest limiting the number of students I could bring, this allowed me to spend more time with my family.” Some of the responses shared their enthusiasm for the change in time at home, one teacher responded, “I wasn’t at school. Didn’t have a set schedule. It was great! Longest spring break in history.”

Overall satisfaction of work-life balance

Looking at the overall satisfaction of work-life balance is important for educators as we move through the pandemic of teaching. With COVID-19 causing a disruption in the typical education role, it is important to understand this impact on the overall work-life balance of SBAE teachers. SBAE teachers responded to the question of their overall satisfaction of work-life balance as an agricultural educator retrospectively before the COVID-19 pandemic, during the COVID-19 pandemic and to their perceived overall satisfaction of work-life balance in the future as the move towards less restrictions in the education and agricultural education programs.

For each of the questions; *my overall satisfaction of work-life balance as an agricultural educator*, teachers were asked to rate their overall satisfaction of work-life balance on a 1-100 point scale, with 100 being the best. Table 4.11 displays SBAE teacher's responses to their overall satisfaction of work-life balance as an SBAE educator. When asked about their overall satisfaction of work-life balance, SBAE teachers reported a lower overall satisfaction of work-life balance teaching during COVID-19 ($M = 54.53$, $SD = 28.80$), than teaching before COVID-19 ($M = 69.62$, $SD = 22.61$). When asked about the perceived future of teaching agricultural education, the mean was higher than during COVID-19, and close to that of teaching before the COVID-19 pandemic ($M = 64.44$, $SD = 25.63$).

Table 4.11*Overall satisfaction of work-life balance of SBAE teaching (n = 78)*

	Before COVID-19 Pandemic		During COVID-19 Pandemic		Perceived Future of Teaching Agricultural Education	
	Mean	SD	Mean	SD	Mean	SD
My overall satisfaction of work life balance as an agricultural educator.	69.62	22.61	54.53	28.80	64.44	25.63

Note: Scale is 0 = least satisfaction to 100 = most satisfaction

Table 4.12 displays frequencies of the SBAE teacher's responses to their overall satisfaction of work-life balance as an SBAE educator. When asked about their overall satisfaction of work-life balance while teaching prior to COVID-19, teachers responded retrospectively that prior to COVID-19, 37.3% ($n = 29$) of teachers reported a score of 81-100 points satisfied with their work and life balance between their roles beyond teaching and their agricultural education programs. During the COVID-19 pandemic, the most frequent response was a rating of 41-60 with 27.1% ($n = 21$) of respondents choosing this category. Responses of teaching during COVID-19 showed a somewhat even response rate with their overall satisfaction of work-life balance as an educator. The perceived future of teaching has the most respondents choosing in the range of 41-80 points ($n = 42$) as overall work-life balance, which remains lower than the reported overall satisfaction with work-life balance before COVID-19 and very similar to the percentages reported by SBAE teachers during the pandemic.

Table 4.12*Overall Satisfaction of Work -Life balance of SBAE teaching (n = 78)*

Question		Prior to COVID-19		During COVID-19 pandemic		Perceived future of SBAE teaching	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Overall satisfaction of life and work balance	0-20	3	3.9	16	20.5	7	9.1
	21-40	6	7.8	14	18.1	9	11.6
	41-60	17	21.9	21	27.1	21	27.2
	61-80	23	29.5	12	15.4	21	26.9
	81-100	29	37.3	15	18.8	20	25.7
		78	100.0%	78	100.00%	78	100%

Note: Scale is 0 = least satisfaction to 100 = most satisfaction

Overall Impact of Covid-19 pandemic

An important factor to compare how the COVID-19 pandemic has affected SBAE teachers is to find the overall impact on their lives. The challenges that already existed for agricultural education teachers coupled with the challenges of teaching during a pandemic have the potential to impact SBAE teachers in many ways, including outside of their agricultural education programs. SBAE teachers were asked to rate the overall impact of COVID-19 on their lives using a 5-point Likert scale; results are shown in Table 4.13. SBAE teachers responded with 46.7% ($n = 35$) feeling COVID-19 pandemic slightly impacted their lives in a negative way. A negative impact on their life was selected by 74.7% ($n = 56$) of SBAE teachers who responded. A neither positive nor negative impact was selected by 10.7% ($n = 8$) of teachers. A positive impact was selected by 13.1% ($n = 11$) of respondents, while 2.7% ($n = 2$) felt it had greatly impacted their lives in a positive way.

Table 4.13*Impact of COVID-19 on SBAE teachers (n = 75)*

Question	Greatly Impacted my life in a negative way		Slightly impacted my life in a negative way		Not negatively or positively impacted my life		Slightly impacted my life in a positive way		Greatly impacted my life in a positive way	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Overall Impact of COVID-19 Pandemic	21	28.0	35	46.7	8	10.7	9	12.0	2	2.7

Note: Response option ranged from (1 = Greatly impacted in a negative way, 2 = Slightly impacted in a negative way, 3 = neither negatively or positively impacted nor disagree, 4 = slightly impacted in a positive way, 5 = Greatly impacted in a positive way)

Defining the overall job satisfaction and the work-life balance of SBAE teachers in NAAE Region II is important to better understand the impact of COVID-19 on the SBAE teachers. To determine if there is a correlation between overall job satisfaction of SBAE teachers, the work-life balance of SBAE teachers and the COVID-19 pandemic, a Pearson's correlation coefficient was calculated. This correlation was calculated to assess the relationship between the overall impact of COVID-19 on SBAE teachers, the teacher's job satisfaction, and their work life balance both before and during COVID-19 pandemic. Table 4.14 displays that there was a positive substantial relationship between the overall impact of COVID-19 and the overall job satisfaction of the SBAE teacher during the pandemic ($r = .52, p = .00$). The table also displays there was a positive moderate relationship between the overall impact of COVID-19 and the overall satisfaction work-life balance of the SBAE teacher during the pandemic, ($r = .41, p = .000$). There was no statistically significant relationship and a negligible association between the overall impact of COVID-19 and the job satisfaction ($r = -.07, p = .54$) or the work-life balance ($r = .08, p = .51$) of SBAE teachers before the COVID-19 pandemic.

Table 4.14

Pearson Correlations for Impact of COVID-19 pandemic on SBAE job satisfaction and Work-life balance

Variable	<i>n</i>	1	2	3	4	5
1. Rate the overall impact of COVID-19 on your life.	75	—				
2. My overall job satisfaction as an agricultural educator teaching DURING COVID-19 pandemic	78	.523**	—			
3. My overall satisfaction of life and work balance as an SBAE teacher DURING COVID-19 pandemic	78	.490**	.593**	—		
4. My overall job satisfaction as an agricultural educator teaching BEFORE COVID-19 pandemic	78	-.072	-.109	.131	—	
5. My overall satisfaction of life and work balance as an SBAE teacher BEFORE COVID-19 pandemic	78	-.077	-.061	-.024	.428**	—

Note. ** $p < 0.01$.

Analysis was completed to determine if life roles of the SBAE teachers made an impact on the overall impact of the COVID-19 pandemic, the following table shows the Pearson correlation of the overall impact of COVID-19, the overall job satisfaction and the overall work-life balance of the SBAE teachers as it correlates with their selected life roles. Table 4.15 displays there was both positive and negative relationships between the overall impact of COVID-19 and many of the life role as reported by SBAE teachers. None of these roles showed a statistically significant correlation. The life roles of spouse/partner ($r = .13$), church member ($r = -.13$), coach ($r = .21$), business owner ($r = .11$), and other ($r = .12$) had a low association with the overall impact of COVID-19. Parent ($r = .07$), community leader ($r = -.08$) and student ($r = .09$) all indicate a negligible association of correlation.

Table 4.15 displays there was a negative low association between the overall job satisfaction of an agricultural education and many of the life role as reported by SBAE teachers. The life roles of parent ($r = -.14$), church member ($r = -.21$), both show a low association with the overall job satisfaction of a SBAE teacher during COVID-19. While spouse/partner ($r = -.01$), community leader ($r = -.08$), business owner ($r = -.04$), coach ($r = .01$), student ($r = .05$) and other ($r = -.01$), all indicate a negative negligible association of between the two variables.

Table 4.15 displays that there were both positive and negative relationships between the overall work-life satisfaction of an agricultural education and many of the life role as reported by SBAE teachers. The life roles of spouse/partner ($r = .13$), parent ($r = .1$), community leader ($r = -.15$), church member ($r = -.14$), and business owner ($r = -.12$) show a low association with the overall work-life satisfaction of a SBAE teacher during COVID-19. While coach ($r = .05$), student ($r = .02$) and other ($r = -.09$), all indicate a negligible association of correlation.

Table 4.15

Pearson Correlations for Impact of COVID-19 pandemic on Overall Impact of COVID-19, overall SBAE job satisfaction and overall Work-life balance as determined by life roles.

Life Role	Please rate the overall impact of COVID-19 on your life. (n = 75)	My overall job satisfaction as an agriculture educator. (n = 80)	My overall satisfaction of life and work balance as an agriculture educator. (n = 78)
Spouse/Partner	.134	-.011	.127
Parent	.066	-.136	.135
Community Leader (e.g. 4-H, civic organization)	-.080	-.077	-.152
Church Member (e.g. volunteer)	-.125	-.207	-.136
Business Owner/Employer (e.g. farmer, rancher, side business)	.110	-.037	.120
Coach (Non Ag Ed)	.218	.007	.046
Student (graduate school, certificate, etc.)	.090	-.050	.018
Choice: Other	.116	-.003	-.094

Note. ** $p < 0.01$.

Research Objective Five

Education model and limitations during COVID-19

Research objective number five was to analyze the limitations placed on the schools and the SBAE programs during the COVID-19 pandemic, and the impact on the overall work-life balance of SBAE teachers due to these limitations. Working conditions and work factors both help to predict the variance in work life balance and job satisfaction, understanding how the changes in the educational format for SBAE programs and teachers can help to understand the overall impact of teaching during the COVID-19 pandemic. Within a short span of the COVID-19 pandemic, SBAE teachers experienced multiple modes of instruction in their agricultural education programs. SBAE teachers faced restrictions in all three areas of the agricultural

education model. The following questions gave us insight into the different restrictions SBAE teachers faced since the shutdown in 2020. While most schools in the United States were shut down during the spring of 2020, SBAE teachers were asked to answer what modes of instruction were completed during the COVID-19 pandemic until the present 2021-2022 school year.

Table 4.16 displays the respondents' answers to what modes of instruction SBAE teachers taught in during the COVID-19 pandemic. SBAE teachers were given space to provide additional modes of instruction used during the pandemic. The overall theme of these open answers was that schools were remote teaching in the spring of 2020. During the 2020-2021 school year, school districts gave students and families a choice between remote learning and coming to class for in-person instruction, other SBAE program schools adopted a hybrid version of classes where students alternated in-person groups throughout the school year. The 2021-2022 school year opened with the most of schools back to full in-person instruction. One teacher stated, "We had all of the above at some point during the pandemic." Remote learning was answered the most frequently, with 71.4% ($n = 60$) of teachers selecting this option. The next most selected option with 52.4% ($n = 44$), was in-person learning with all students and teachers in the classroom. The least selected option was hybrid learning, with 35.7% ($n = 30$) of respondents experiencing this type of learning mode.

Table 4.16*SBAE program School's Modes of Instruction During the COVID-19 pandemic (n = 84)*

	Teaching During COVID-19 Pandemic	
	<i>f</i>	%
Remote Learning (all students and teachers learning/teaching virtually)	60	71.4
In-person learning (all student and teachers in person in the classroom)	44	52.4
In-person w/ 1 or more students also being taught remotely	40	47.6
Hybrid model (alternating groups of students in the school/classroom)	30	35.7
Other:	8	9.5

Note: Respondents were asked to select all that apply

SBAE teachers faced restrictions in all three areas of the agricultural education model including managing their FFA chapters, SAEs for students, fundraising for the chapter and the hands-on components of the agricultural education programs. Table 4.17 displays the respondents' answers to what FFA, SAE, or additional program offerings were limited while teaching during the COVID-19 pandemic. SBAE teachers were given an open text option to answer what limitations were placed on the overall SBAE program during this time period. Travel to FFA events was restricted for 71.4% ($n = 60$) of respondents since the beginning of COVID-19 pandemic. In-person FFA meetings were restricted for 66.7% ($n = 56$) of SBAE teachers. For SBAE programs with FFA team practices for career and leadership development events, and community events found (58.3%) ($n = 49$) facing restrictions due to the COVID-19 pandemic. Thirteen schools (15.5%) had no restrictions placed on the FFA and SAE components of their SBAE programs. SBAE teachers were given space to answer about the limitations placed on their agricultural education programs during the COVID-19 pandemic. The overall theme from the open-ended answers were that due to the circumstances of state and national FFA

events being cancelled, or local restrictions placed on their schools and districts, they were not able to travel away from school for FFA activities. Teachers also answered that they were able to complete many of these local activities, but appropriate caution or additional parameters were put in place to complete the activities safely. A SBAE teacher wrote, “I pretty much did not ask permission, we just sort of went on with our FFA life and did the virtual contests until in person came back.”

Table 4.17

Limitations placed on SBAE programs during the COVID-19 pandemic.

Question	Teaching During COVID-19 Pandemic	
	<i>f</i>	%
Travel to FFA events (Career development events, Leadership Workshops, etc)	60	71.4
In-Person FFA Meetings	56	66.7
Team Practices (in-person)	49	58.3
Community Events (breakfast, alumni meetings, etc)	49	58.3
Community Service Events	42	50.0
Fundraisers (Food Sales, Dinners, etc)	37	44.0
Supervised Agricultural Experience (SAE) visits in person	26	31.0
Greenhouse Sales	14	16.7
No events were limited or cancelled	13	15.5
Other	5	6.0

Note: Respondents were asked to select all that apply

When looking at the limitations put on SBAE programs during COVID-19, there were 13 programs that responded to no limitations being placed on the program or cancelled events during COVID-19. A select case test was run to determine if these program limitations were concentrated to one area of Region II or if the SBAE programs were distributed throughout the

survey area. Table 4.18 shows that *no limitations* was spread across four states of the NAAE Region II area surveyed. Texas was the state with the most SBAE programs that faced no event limitations or cancellations with six SBAE programs reporting (46.2%), the survey data shows that Texas makes up 24.0% ($n = 18$) of the respondents in the overall survey. While a larger portion were from Texas, there is not enough to determine that this area of NAAE Region II had no limitations or cancellations in their SBAE program due to policies of the schools or districts during the COVID-19 pandemic.

Table 4.18

SBAE Program with no Limitations ($n = 13$)

	Teaching During COVID-19 Pandemic	
	<i>f</i>	%
Texas	6	46.2
Kansas	3	23.1
Arkansas	2	15.4
Oklahoma	1	7.7
Colorado	0	0.0
Louisiana	0	0.0
New Mexico	0	0.0
Other	1	7.7

Relationships between the limitation of SBAE programs on job satisfaction and work life balance.

A Pearson's correlation coefficient was computed to assess the linear relationship between the overall job satisfaction of SBAE teachers during COVID-19 and the limitations placed on their overall SBAE program. There were negative correlations between all variables

that described a limitation to the SBAE program activity and the overall job satisfaction as listed in Table 4.19. There was a moderate association between the overall job satisfaction of an SBAE teacher the impact of the following limitations on their programs; fundraisers ($r = -.44$), SAE visits ($r = -.49$), team practice ($r = -.38$) and greenhouse sales ($r = -.46$). There was a low association between the overall job satisfaction of an SBAE teacher and the following limitations on their programs; FFA in-person meetings ($r = -.29$), travel to FFA events ($r = -.29$), and community service events ($r = -.27$).

Table 4.19

Pearson correlation between overall job satisfaction, and the limitations placed on SBAE programs during the COVID-19 pandemic. (n = 80)

	My overall job satisfaction as an SBAE teacher during the COVID-19 pandemic
FFA In-person meetings	-.289*
Travel to FFA events (Career development events, leadership workshops, etc)	-.287*
Fundraisers (Food Sales, Dinners, etc)	-.435*
Supervised Agricultural Experience (SAE) Visits in person	-.490*
Team practices(in-person)	-.384*
Community Service events	-.270*
Community Events (breakfasts, alumni meetings, etc)	-.268*
Greenhouse sales	-.457*
No events were limited or cancelled	.216
Other	.036

* $p < 0.05$ level (2-tailed).

There was no statistically significant relationship between the overall job satisfaction of an SBAE teacher during COVID-19 and no limitations placed on the SBAE program, but the correlation was positive and low ($r = .22$) as reported in table 4.19.

Table 4.20

Pearson correlation between overall work-life balance and the Limitations placed on SBAE programs during the COVID-19 pandemic. (n = 78)

	My overall satisfaction of work-life balance as an SBAE teacher DURING COVID-19 pandemic
FFA In-person meetings	-.099
Travel to FFA events (Career development events, leadership workshops, etc)	-.122
(Food Sales, Dinners, etc)	-.192
Supervised Agricultural Experience (SAE) Visits in person	-.252*
Team practices(in-person)	-.111
Community Service events	-.248*
Community Events (breakfasts, alumni meetings, etc)	-.173
Greenhouse sales	-.337**
No events were limited or cancelled	.149
Other	-.082
** p< 0.01 level (2-tailed).	
* p< 0.05 level (2-tailed).	

There were fewer significantly significant correlations between the limitations placed on the SBAE programs during COVID-19 pandemic and their overall satisfaction of work-life balance (see Table 4.20). There was a negative correlation between all variables that described a limitation to the SBAE program activity and, the overall satisfaction of work-life balance during

the pandemic, “greenhouse sales” was the only life role with a moderate association to the overall impact of work-life balance as an SBAE teacher ($r = -.38$).

There was a negative low association between the overall satisfaction work-life balance of an SBAE teacher and the impact of the following limitations on their programs; FFA in-person meetings ($r = -.10$), travel to FFA events ($r = -.12$), fundraisers ($r = -.19$), SAE visits ($r = -.26$), team practice ($r = -.11$) community service events ($r = -.25$), and community events ($r = -.17$).

There was no statistically significant relationship between the satisfaction of work-life balance during COVID-19 of an SBAE teacher during COVID-19 and no limitations placed on the SBAE program, but there was a positive low association ($r = .15$) between the two.

Research Objective Six

Analyze the impact of COVID-19 on SBAE teachers staying in the classroom.

The purpose of research objective six was to analyze the number of SBAE teachers who are remaining in the classroom for the 2022-2023 school year. Teachers were asked if they were remaining in the teaching profession. Of the SBAE teachers responding ($N = 76$), 82.9% ($n = 63$) chose yes, 10.5% ($n = 8$) answered no and 6.6% ($n = 5$) were undetermined if they will remain as an SBAE teacher in the classroom during the 2022-2023 school year (see Table 4.21).

Table 4.21

Will SBAE teachers remain in the classroom in 2022-2023 School Year ($n = 76$)

Question	<i>f</i>	%
Yes	63	82.9
No	8	10.5
Undetermined	5	6.6

Data was analyzed to determine if teaching location was an indicator of teachers planning to stay in the classroom or were leaving the teaching profession, in the NAAE Region II states. A descriptive select case test was run to determine if there were differences among the states; it is displayed in Table 4.22. Texas has the highest number of respondents returning to the classroom with 95.6% ($n = 17$) indicating they were continuing to teach agricultural education for the 2022-2023 school year. Kansas had the largest number of SBAE teachers selecting they were not returning to the classroom in 2022-2023 with 21.1% ($n = 4$).

Table 4.22

Teaching agricultural in 2022-2023 School Year by State ($n = 76$)

State	Yes		No		Undetermined	
	<i>f</i>	% of state respondents	<i>f</i>	% of state respondents	<i>f</i>	% of state respondents
Arkansas ($n = 11$)	9	81.8	1	9.1	1	9.1
Colorado ($n = 9$)	7	77.8	1	11.1	1	11.1
Kansas ($n = 19$)	14	73.7	4	21.1	1	5.3
New Mexico ($n = 1$)	1	100.0	.	.	.	.
Louisiana ($n = 5$)	4	80.0	.	.	1	20.0
Texas ($n = 18$)	17	95.6	1	5.6	.	.
Oklahoma ($n = 9$)	8	88.9	.	.	1	11.1
Other ($n = 3$)	2	66.7	1	33.3	.	.

After answering yes, no, or undetermined, a follow up question was asked to investigate the reason behind the choice. The open text answers were coded and the top responses are included below.

Why will you remain teaching agricultural education?

Respondents were asked to share any other comments or insights about why they will plan to remain teaching agricultural education profession. The results were coded into overall themes found. The first theme was SBAE teachers enjoy being an agricultural education teacher and FFA advisor, they love their jobs their students, and they have a passion for teaching agriculture. A few of the responses indicated this passion for teaching “I love Ag, and I love educating others about it. I’ll keep teaching to make sure that my students have the opportunity of an Ag program.” As many of the responses were about their love for teaching, some were hopeful for a re-engagement as they move out of the pandemic¹:

Hopefully, as things begin to turn around from the Pandemic, students will reengage in school and enter a new phase. I also love ag education and the relationships that I build while teaching. I want to continue teaching students about the field of agriculture. A teacher said “Es de mis grandes pasiones. Me da mucha satisfacción hacerlo pese a lo que estamos pasando. (“It is one of my great passions. It gives me great satisfaction to do it despite what we are going through. (Google translate)”)”

Many of the SBAE teachers’ responses were about the importance of agricultural education to their communities and they wanted to help bring this to their schools. This was the second theme pulled from the “yes” respondents of the survey. SBAE teachers “why” of teaching was giving back and helping out the youth. A response from the survey:

This career has shown me how rewarding it is to see students grow as leaders while also making an immediate impact in my rural community that is based around agriculture. I have built great relationships with my students and am looking forward to experiencing new events and trying new teaching techniques next year.

Another example of responses related to the community and success of youth. “I love what my job instills in the youth of my community and their success is my success.” Another variation on the importance of agricultural education was given by this teacher, “To try and help students push through the end of this pandemic and learn how to help our Country thrive through the agriculture industry.”

The final theme from those who will be coming back to teach another year was they were staying due to being close to retirement being close. A few responses about this “why”; “I have three years to retire so I really am vested in my career and really do not have a choice.” Another response from a teacher looking at the retirement view. “Been doing it for 23 years so a change now would have to pay significantly better to offset the loss of retirement revenue. And this is a pretty good gig!!” Finally, one teacher was to the point of this theme. “To close to retirement to stop.”

What made you decide to not continue teaching agricultural education next school year?

Respondents were asked to share any comments or insights about why they chose not to continue teaching agricultural education for the next school year. The results were coded into overall themes found in the survey results. The overall themes varied widely including responses about retirement, time away from home and the impact of COVID-19 on their lives. The most often response given related to retirement from the profession. Another was the impact of COVID-19, one teacher responded “student respect, bad behavior, and general lack of enthusiasm from students. Burnout as a result of covid and administration.”

Another theme that emerged from the answers were new job opportunities that were less stressful and required less of a time commitment than a SBAE teacher. “It is due to the time being spent at work returning to what it was pre-pandemic. During the pandemic, it opened my

eyes to the amount of time I spent at work and not with my family. I am not willing to continue to miss my young daughter's life.”

Please explain why you selected “undetermined”

Respondents were asked to share any comments or insights about why they selected “undetermined” about teaching agricultural education during the next school year. At the time of the survey, teachers were undecided about making a final decision to continue teaching, find an alternate career, or retire. One SBAE teacher wrote, “The last few years have been spirit crushing for many educators. I am looking at other options and waiting as long as possible to sign my contract”

Overall Impact of COVID-19

Defining the overall impact of COVID-19, the overall job satisfaction, and the work-life balance of SBAE teachers in NAAE Region II is important to understanding the impact of COVID-19 on the SBAE teachers returning to teach in their programs for the 2022-2023 school year. A Pearson’s correlation coefficient was computed to assess the linear relationship between the overall impact of COVID-19 on SBAE teachers, the teacher’s job satisfaction, their work-life balance during COVID-19 pandemic and if the SBAE teachers were continuing to teach. There was no statistically significant relationship between teachers continuing to teach during the 2022-2023 school year and the overall impact of COVID-19 on their lives ($r = -.072, p = .542$). The overall job satisfaction ($r = -.188, p = .104$) and the overall satisfaction ($r = -.111, p = .341$) of work-life balance both did not show a statistically significant relationship between the teachers continuing to teach in 2022-2023. Table 4.21 displays there were positive relationships between the overall impact of COVID-19 and the overall job satisfaction ($r = .523, p = .000$) and overall

work-life balance ($r = .490, p = .000$) of the SBAE teacher during the pandemic which was established earlier in the findings.

Table 4.23

Correlations for Impact of COVID-19 pandemic on SBAE job satisfaction and work-life balance

Variable	<i>n</i>	1	2	3	4
1. Will you be teaching agricultural education during the 2022-2023 school year?	76	—			
2. Rate the overall impact of COVID-19 on your life.	75	-.072	—		
3. My overall job satisfaction as an agricultural educator teaching DURING COVID-19 pandemic	78	-.188	.523**	—	
4. My overall satisfaction of life and work balance as an SBAE teacher DURING COVID-19 pandemic	78	-.111	.490**	.593**	—

Note. ** $p < 0.01$.

Research Objective Seven

COVID-19 Challenges

Objective seven was used to illuminate the challenges from how the COVID-19 pandemic impacted SBAE teachers and programs. The online, Qualtrics survey from which data was obtained included open-ended questions at the end of the survey. The first open-ended question read; “what are the three most prominent challenges, brought about by COVID-19, you experienced as you modified how you ran your agricultural program – including teaching, advising FFA, managing SAEs, etc.” The second question read: “Describe the changes you made in how you taught your agricultural courses due to COVID-19 pandemic.” The third question read; “Identify the changes you implemented due to COVID-19 that you plan on continuing in future years.”

The challenges articulated by agricultural education teachers during the pandemic were grouped into themes. The first theme that emerged was *technology*. Technology was defined as the inability to properly connect during remote learning due to limited internet connectivity, understanding new technology and learning management systems provided by the school. The lack of access is exemplified by the following quotes, “limited internet in my house and for my students in a rural community,” and “not all students have access to the internet to use Google Classroom that is a requirement of our school system.” Lack of access and equity to resources caused students to miss meetings or scheduled classes to keep them up to date on the curriculum. Even when school was in-person, SBAE teachers struggled with technology limitations in the classrooms “having to keep everything online in case a student is remote was difficult, I had to keep up with 2 sets of every class between the online and in person, I couldn’t keep up with Google” and “everything had to be different because my virtual students couldn’t do almost any of the hands on lab activities (CASE, mechanics).”

The second theme from the data was *FFA*. This theme was defined as the negative impact of cancelled FFA events (e.g., conventions, career and leadership development events [CDEs/LDEs]) and challenges preparing FFA members for success while learning either virtually or attending a virtual event. The negative impact of cancelled FFA events is represented by the following excerpts, “Student participation, loss of momentum for the FFA Chapter and the willingness to participate in events or set goals for themselves in FFA to achieve” and “students are not as involved in FFA events as they once were (no competitive CDE teams), FFA activities had to be canceled at multiple levels-or moved to a virtual format (which the students would not participate in.” Comments representing the challenges associated with FFA events included, “difficulty recruiting new members, and the uncertainty about whether things would happen,

when, in what format, etc. was stressful for students and advisors alike” and “struggling through FFA chapter officer elections, officer training, banquets, and other end of the year financial reporting, all while trying to teach multiple preps and modes of instruction.”

The third challenge that emerged was *Student Motivation*. Student motivation lacked during remote learning, and teachers were still faced with the problem when they returned to full in person learning. Teachers reported a significant decline in student participation, with one teacher explaining:

No motivation to work really hard at something and then have it taken away or cancelled.

No motivation from students toward any FFA programs, once they found out that doing nothing was way easier and less time consuming, I have had a lot of students choose to do nothing in their school work, extra-curricular activities, and with life in general. Lazy attitudes are a major obstacle for the youth in our community.

Another example of reduced motivation: “Kids got a taste of what being lazy felt like, it has been hard to get their work ethic back. “Many of the students are doing very little or no work,” and “student participation dropped in half.” Emergent within this theme were both schoolwork, FFA activities and overall community involvement “my volunteer base got smaller for community events.”

The fourth theme that emerged was *Instructional Quality*. McKim, et al., (2020) defined this as the inability to offer the same quality learning opportunities in remote formats, emphasizing an inability to offer hands-on or laboratory learning experiences, identifying appropriate assignments, and challenges supporting students with special education needs, and overall instructional quality. SBAE teachers described this in their responses by not being able to offer the same learning opportunities in remote and online formats, or with COVID-19

restrictions upon returning to school. The predominant challenge within this theme was teaching and not being able to use hands-on or laboratory learning methods that are the core of the agricultural education program model. This challenge was exemplified by the following quotes, “my instruction is mostly hands on, my students and I had no interest in being online,” and from a teacher who tried to modify that ran into hurdles:

Managing hands-on class projects was difficult, most of the students didn't have the equipment or machines to do the regular class projects. All of them had to be modified to meet the tools each individual student had at their disposal.

SBAE teachers felt the lab experiences were vital to success in the classroom and it was a challenge to not have this with students, “La parte práctica de la clase. Es muy importante (Google translate) “The practical part of the class. It's very important.”

The final theme was that emerged as SBAE teacher spoke about their challenges was *Work-Life Balance*. The most common response in this theme was teachers balancing childcare or aging adult care responsibilities during the pandemic and through quarantine, illustrated by the following excerpts, “time management with my own children’s schooling,” and “trying to juggle teaching from home with my kids in quarantine also trying to complete their schoolwork.” In addition, teachers identified the mental health challenge of teaching during the COVID-19 pandemic, one teacher commented “My mental health and motivation.”

Changes made in SBAE programs due to the COVID-19 pandemic

SBAE teachers were asked about the changes made in their SBAE programs due to the pandemic, the open-ended question read: “Describe the changes you made in how you taught your agricultural courses due to COVID-19 pandemic (e.g., had to teach using an online system, had to create packets to be sent home to students, etc.). Reading through the responses, the

following comments were analyzed to determine the overall theme to changes SBAE teachers made while teaching during the pandemic. The main theme was that SBAE teachers used online instruction to continue providing education to their students throughout the pandemic. These online platforms and tools were used to keep students up to date and engaged. Most SBAE teachers responded to using online platform for their classes and posting all materials using this method. The most common response to using online platforms was utilizing Google classroom, but Canva, and Teams were also mentioned. Many of the SBAE teachers responded that utilizing the online platforms was a positive change made in the classroom. One teacher commented:

I used a lot of google classroom. I think that's one good thing that came out of covid. It helps to still use google classroom. When I assign a project, kids get a paper copy and I post online just in case they lose that copy.

Many of the teachers reported using online learning tools such as iCEV, Edpuzzle, Kami, Quizlet, Zoom, Screencastify and Google Meets to adapt lessons for students and keep them up to date as stated by this teacher;

“I adapted a lot of my lessons to an online format with the use of Kami and Quizlet live as an assessment format. I was planning for in person and then had a majority of my students get quarantined but wanted to make sure they were staying caught up with the rest of the students.”

The beginning of COVID-19 pandemic, saw some teachers using packets, or these materials were sent home if a student was unable to access the internet for remote instruction.

Other response included teachers who made no changes to their teaching during the COVID-19 pandemic. Some of the teachers commented, “I didn’t change. I refused to teach ag

[agricultural education] online. It was not possible for our program” or “my shop classes were just cancelled for the rest of the year and grades were frozen (2020).”

Implementing changes into the future of your SBAE programs

Open-ended questions were posed to survey respondents to determine how the COVID-19 pandemic impacted SBAE programs in NAAE Region II. Questions included what changes occurred to their program from the pandemic and what changes the SBAE teachers continue to use and plan to use in their future.

The overall theme from the SBAE teachers’ responses, was that many of the teachers were keeping the change to an online platform for numerous aspects of the overall SBAE program. Some examples included posting classwork and turning in assignments, FFA announcements and study resources, SAE visits, utilizing online testing formats for ease of grading, online resources that can be used for lessons during substitutes or when gone for FFA events. Some responses that highlighted this overall theme; “Our FFA went from paper in the classroom to online. Now students are able to view the resources they need from their phones anywhere. This has been helpful when prepping for CDEs or keeping students informed of events.” And:

I became very proficient in Google Classroom organization. I was able to teach the rest of the staff the tips and tricks that I learned along the way. Students say my organization makes it easy to keep track of assignments and resources. I also learned how to turn paper worksheets into a fillable digital form. This has helped absent students stay on track; I will continue to use these.

Utilizing these resources for students who are absent is a positive and helpful change many teachers mentioned, “Utilizing the computer for students that are absent during regular

class keeps them from getting behind. They can do their work at home or zoom into the class.”

Another SBAE teacher responded how the online tools continue to be utilized by their whole program:

Our ag department learned to use canvas = 100% online learning during COVID-19. We now use canvas as a tool to use when we are out of the classroom (competing and traveling with our FFA students) to utilize with substitute teachers to better help our students and keep them engaged.

SAEs were mentioned by responders as a change in their program that they will continue to utilize “AET is a bigger part of my life and has been a life saver of time! Students actually are better at keeping records and logging than they were before covid-19” and “virtual SAE visits. Students making video recordings of their projects and showing the class.”

The other theme to arise out of the question were some teachers who will not be implementing the changes from teaching during the COVID-19 pandemic into the overall SBAE programs. Illustrating a few of their responses; “I don't want to do any of the things that I did to "survive" during Covid. I am not implementing anything new” and “I don't plan on using anything I implemented during Covid 19 going forward” finally “I hope to never use the same techniques I had to use during COVID.” Reviewing the responses helps researchers look at the overall picture of the COVID-19 affects with the data provided by the SBAE teachers.

Chapter 5 - Conclusion and Recommendations for Further Research

The purpose of this study was to explore work-life balance, stress, overall job satisfaction, teacher retention and the challenges faced before and during the COVID-19 pandemic among a regional sample of agricultural education teachers. To achieve this purpose, the following conclusions were taken from each of the objectives and used to guide the overall discussion of the impact of the COVID-19 pandemic on SBAE teachers and their programs.

Workload of SBAE teachers

Identifying the workload of agricultural education teachers before and during the COVID-19 pandemic was key to understanding the impact of COVID-19. Workload is defined by the number of hours an SBAE teacher must work to complete all three-circles of the agricultural education model to maintain a complete agricultural education program. Teachers were asked if their workload was manageable before and during pandemic, or if it remained unchanged due to the COVID-19 pandemic. It is important to note that respondents were asked their perception of “before” COVID-19 pandemic while continuing to teach in the pandemic, this retrospective nature can cause respondent’s perception to be skewed, also known as nostalgic preference but is the best source of information to compare before and during for the study purposes (Morewedge, 2013). Teacher’s perceived ability to manage their overall workload while teaching was lower during the pandemic as compared to before the pandemic. Seventy-seven percent of respondents felt their SBAE workload was manageable before the COVID-19 pandemic. When asked about teaching during the pandemic, 37% of SBAE teachers indicated their workload was manageable. When asked if the workload was unchanged due to teaching during the COVID-19 pandemic, no teachers responded that they agreed that their overall workload was manageable. These results align with the results from McKim & Sorensen (2020)

that SBAE teachers had to shift their time and attention away from family or work due the COVID-19 pandemic causing a shift in their ability to manage their overall workload.

To determine if workload changed during COVID-19, SBAE teachers were asked if they perceived their weekly work hours increased during COVID-19 in their agricultural education program. This question was also asked for each of the three areas of the three-circle agricultural education model: classroom, FFA, and SAE. Teachers perceived an increase in their weekly work hours during the pandemic in their overall SBAE programs. Teachers responded most frequently that there was an increase in weekly hours due to the COVID-19 pandemic spent completing classroom prep and instruction, (79% agreeing). SBAE teachers responded that they disagreed the weekly work hours spent on FFA and SAE increased while teaching during the COVID-19, reporting 63% disagreeing that FFA hours increased, and 48% disagreeing that SAE hours increased. Teachers were not asked to specify the numbers of hours spent on each of these areas, but the overwhelming majority agreed that classroom and instruction time increased for during the COVID-19 pandemic.

Conservation of resources (COR) theory suggests individuals are motivated to protect and preserve resources within their life (Grandey & Cropanzano, 1999). Time is an example of a resource which has the potential to be protected in both the work and non-work life roles. With the increase in the number of hours spent in classroom and prep, this could suggest teachers were protecting their overall time spent by shifting the duties away from the FFA and SAE components to make time for the increase in weekly hours needed for classroom and instruction.

For SBAE teachers, the resource of time is an important factor to protect to increase overall job satisfaction and reduce stress within all life roles. The demanding nature of the SBAE teaching profession (Murray et al., 2011), together with the incomparable teaching

responsibilities because of the COVID-19 pandemic, has the potential to threaten SBAE teachers' scarce resource of time and, as a result, may cause dissatisfaction with their work-life balance roles. The survey data was analyzed to determine how teachers were managing their workload during the pandemic, this was used to find if they were increasing their time spent at work, or in their life roles due to the pandemic. This data aids in understanding teacher's ability to manage their overall time and resources when their workload was increased due to COVID-19. If we look at the increase in the weekly hours dedicated to classroom prep and instruction and the decrease in hours spent on FFA and SAE, the conservation of resource theory (COR) could explain how teachers are protecting their time resources by reallocating time to keep their workload manageable. When increased time obligations change the time commitment in another life role it can cause physiological stress, dissatisfaction, and weariness on another life role (Grandey & Cropanzano, 1999). Limitations from mitigation efforts due to the COVID-19 restrictions that were placed on the SBAE programs, could have also caused the decrease in hours spent on SAE and FFA activities outside of SBAE classroom activities.

Work-life balance of SBAE teachers

The second objective was to identify the perceived work-life balance of agricultural education teachers before and during the pandemic. The measurement included agricultural education teachers being able to manage their job responsibilities in a healthy work-life balance before and during COVID-19 pandemic. Managing a work-life balance is important to maintaining teachers in the SBAE classrooms (Crutchfield, et al., 2013). When asked to reflect, SBAE teachers reported managing their job responsibilities in a healthy work-life balance prior to the pandemic. During the COVID-19 pandemic, this overall score was lower as to how the agricultural education teachers perceived managing their job responsibilities in a healthy work

life balance during. Almost 62% of SBAE teachers reported that felt they managed their job responsibilities in a healthy work-life balance prior to teaching in the COVID-19 pandemic. Teachers responding about managing a healthy work life balance during the COVID-19 pandemic answered evenly on both sides of the spectrum with 33.30% ($n = 28$) agreeing with managing a healthy work-life balance, while 33.30% ($n = 28$) also disagreed with managing a healthy work life balance.

Stress Level of SBAE teachers

The third objective for the research study was to identify the stress levels of agricultural education teachers before and during COVID-19, and as it relates to the future of their teaching careers. One of the indicators of work life-balance is the stress of the teachers. Stress is also an indicator of teacher retention and overall job satisfaction for SBAE teachers (Shoulders et al., 2021). The recent pandemic has upended teachers' normal day-to-day responsibilities, which may have shifted the stressors experienced by teachers (Lindner et al., 2020). By understanding the stress, of SBAE teachers during the COVID-19 pandemic, efforts can focus on supporting teachers in ways to help to retain them in agricultural education. Teachers reflected on their stress levels as an agricultural education teacher prior to COVID-19, on a scale of 0-100 with 100 being the most stressed. The average stress level 55.48 ($n = 80$). Teachers then rated their level of stress of teaching during the pandemic and the stress level rose to 70.38 ($n = 80$). When teachers were asked to look at the future of teaching, the perceived stress level only dropped by 1 point, 69.71 ($n = 80$) as compared to the level of stress teaching during the pandemic. Results of this study indicated that teaching during a pandemic is stressful. While SBAE programs have had many of the COVID-19 restrictions and limitations removed by the time of the study (Spring 2022), the unknown future of agricultural education has SBAE teachers still feeling stressed,

especially when compared to their view of pre-pandemic conditions. Since stress is an indicator of job satisfaction and teacher retention in agricultural education, it will be important to help support SBAE teachers during this time and the transition into the future of agricultural education.

Overall job satisfaction and overall work-life balance

The fourth objective of this research study was to identify the overall job satisfaction and overall work-life balance of SBAE teachers before and during the COVID-19 pandemic. Job satisfaction plays an important role in determining whether teachers remain in their chosen career or pursue other options. Teachers who feel more satisfied with teaching appear to remain in the teaching profession longer than those who feel dissatisfied (Blackburn, & Robinson, 2008, Garton & Robinson, 2006). Comparing the job satisfaction of SBAE teachers before and during the COVID-19 pandemic is important. SBAE teachers also indicated their perceived job satisfaction in the future as we move towards less restrictions in the schools and overall agricultural education programs. Teachers reflected that prior to the COVID-19 pandemic, 67.8% ($n = 54$) of SBAE teachers scored themselves in the 81–100-point range on the sliding scale of 0-100 (100 being the best) for overall job satisfaction. Teaching during the pandemic, only 10% ($n = 8$) of teachers responded that they felt this level of job satisfaction. Over 50% ($n = 48$) of the SBAE teachers in the study reported their overall job satisfaction as an SBAE teacher to be less than 50 points on the scale while teaching during the pandemic. The decline in overall job satisfaction suggests teachers' value the sectors (FFA, SAE, etc.) of their job lost due to pandemic-based restrictions. This could also be due to the idea that SBAE teachers identify as agricultural education teachers first. The public views and expectations of agriculture teachers also have the potential to be unique when compared to other teachers, and these differences,

combined with the history of agricultural education, can create a distinctive professional identity shared among many agriculture teachers (Shoulders & Meyers, 2011). This finding for overall job satisfaction correspond to McKim and Sorensen (2020). In-person instruction, offering hands-on learning opportunities, FFA gatherings, and career and leadership development events are just a few of the lost elements of the complete agricultural education program, that comprise the work of an SBAE teacher, which affected overall teacher job satisfaction (McKim & Sorensen, 2020). Lindner et al. (2020) suggested the lack of hands-on learning in SBAE activities due to COVID-19 pose restrictions to learning and potential threats to job satisfaction, the findings of the current study correspond with previous studies over COVID-19. As respondents looked upon the future of SBAE teaching, the majority of responses showed a positive indication towards overall job satisfaction as an agricultural education teacher. This finding suggests that less restrictions on SBAE programs is an important factor to the overall job satisfaction. Teachers being able to fully teach and advise all three components of the three-circle model of agricultural education as intended is significant to their overall job satisfaction.

Looking at the overall satisfaction of work-life balance is important for educators as we continue working through teaching during the pandemic and other major life events that SBAE teachers encounter. McKim and Sorensen (2020), found the conflict between work and family interference can impact the overall job satisfaction of agricultural educators. With COVID-19 causing a disruption in the typical education role, it is important to understand this impact on the overall work-life balance of SBAE teachers. SBAE teachers responded to the question of their overall satisfaction of work-life balance as an agricultural educator retrospectively before the COVID-19 pandemic, during the COVID-19 pandemic and to their perceived overall satisfaction of work-life balance in the future as we move towards less restrictions in agricultural education

programs. The overall satisfaction of work-life balance mimics the findings from the objective determining overall job satisfaction. With SBAE teachers feeling more satisfied pre-COVID-19, then during the pandemic. It is interesting to note that while the job satisfaction and work-life balance questions were on the same scales of 0-100, teachers scored their overall work-life balance 15 points lower during COVID-19 than their overall job satisfaction.

If we look at this through the role conflict theory, it suggests that as the number of work hours increased by an employee, so does conflict between work and family roles (Duxbury et al., 1994). According to this view, the more time an individual spends participating in work-related activities, the more they experience their work interfering with family obligations, thus creating conflict (Wharton & Blair-Loy, 2006). If we look at the results of the study, the work-life balance decreased at a faster rate than job satisfaction. This could indicate a conflict between their work role interfering with their life role (e.g., parent, spouse, coach, etc.). This is different than what the McKim and Sorensen (2020) and Eck (2021) found, regarding work satisfaction during COVID-19. In both studies, which were completed in spring of 2020, they observed that SBAE teachers reported life satisfaction rose during COVID-19. This perhaps can be related to the reduced time spent teaching, conducting SAE visits, and advising the FFA chapter along with the additional time reported for personal/family time. For many, teaching SBAE is life, linking the impact on both work and life satisfaction (Eck, 2021). This data suggests COVID-19 shifted SBAE teachers' time and emotional attention away from the work role into the family/life domain (McKim & Sorensen, 2020). This difference in findings could be due to the time frame of the study, and the work obligations posed on SBAE teachers during the spring of 2022 versus the spring of 2020.

SBAE teachers were asked provide insight to the overall job satisfaction. Their answers were not only about their job, but also blended into their roles of work and life balance as well. The four major themes emerged from the responses, three negative and one positive theme. They were: overall workload had increased due to the pandemic, motivation of students to complete classroom work and to be excited for the educational components of the FFA and SAE during the COVID-19 pandemic was severely lacking, and teaching was difficult during this time for many teachers in SBAE programs across NAAE Region II. The first three themes are all negative consequences, which most likely affected their overall job satisfaction and work-life balance of agricultural education teachers. The final theme to emerge from the responses was a positive theme of the time added to their life roles during the COVID-19 pandemic.

Included in the results of objective four was the overall impact of the COVID-19 pandemic on the lives of the SBAE teachers in the survey. This measure helped to understand how teachers felt the pandemic impacted their lives two years after the initial shutdown in the spring of 2020. A significant portion of survey respondents, 75% ($n = 56$) felt their life was impacted in a negative way due to the COVID-19 pandemic. A positive impact was selected by 13.1% ($n = 11$) of respondents, while 2.7% ($n = 2$) felt it had greatly impacted their lives in a positive way. More research into the long-term impact of COVID-19 on SBAE teachers will be a factor in determining the overall long-term effects of the pandemic on SBAE programs and teachers.

As part of the study, a Pearson correlation was run between the overall impact of COVID-19 on the overall job satisfaction and the overall work-life balance of SBAE teachers during the pandemic. There was a positive substantial association between the overall impact of COVID-19 pandemic and the overall job satisfaction of an agricultural education teacher. There

was a positive moderate association between overall work-life balance of an SBAE teacher and the impact of COVID-19. The theoretical framework of this research included both the conservation of resources theory and the role conflict theory. These theories provide insight into why there is an association between the impact of the COVID-19 pandemic on both the work-life balance and the overall job satisfaction as teachers try to balance their different life roles. A correlational analysis found no statistically significant life roles made an impact on job satisfaction and overall satisfaction of work-life balance of study participants. This was surprising, as it does not follow the theoretical framework on conflicting work-life roles.

Limitations during COVID-19 pandemic

The fifth objective of this research study was to analyze the limitations of SBAE programs during the COVID-19 pandemic and the impact on the overall work-life balance of SBAE teachers. Understanding the limitations placed on agricultural education programs can help determine if this was a factor in the decline of the SBAE teachers' job satisfaction and overall work-life balance. The decline in job satisfaction suggests teachers' value the elements of their job lost amidst the pandemic-based restrictions (McKim & Sorensen, 2020, Shoulders et al., 2020). Attention to what elements of the agricultural education model are being eliminated or restructured is important to understand if it is a determining factor in the overall decline in job satisfaction due to the COVID-19 pandemic. Working conditions and the variances in the modes of instruction showed that most SBAE programs in the survey had full remote instruction during the pandemic. SBAE teachers also had the experience of teaching in person with at least 1 or more students' remote, a hybrid teaching environment where different groups of students came into the school for face-to-face instruction, full face-to-face instruction, and any combination of the above educational modalities. The instructional mode the school was in also limited what the

SBAE program could do during the COVID-19 pandemic. Teachers responded with limitations they faced in their SBAE programs. The largest response to a limitation was travel to FFA events outside of the school (71.4%, $n = 60$), in-person FFA meetings (66.7%, $n = 56$), in-person team practices for career and leadership development events (58.3%, $n = 49$), and in-person SAE visits (58.3%, $n = 49$). These activities are ways to engage and motivate students. Not being able to complete these activities that are vital to the overall three-circle agricultural education model could explain the dramatic decrease in overall job satisfaction of SBAE teachers.

There was a small group of SBAE teachers that reported no limitations were placed on their programs. While Texas had the largest number of responses in this group, it was evenly distributed across the region of the schools who had no limitations. A correlation analysis was done on the relationship between the limitations placed on SBAE programs and the overall job satisfaction of the agricultural educators in the study. There was a statistically significant negative correlation on all of the limitations placed on the SBAE programs and the overall job satisfaction of an agricultural educator with SAE visits having the highest effect size with a moderate association ($r = -.49$) (Davis, 1971). The same was true of the correlation between the limitations placed and the overall work-life balance of SBAE teachers. The effect size for association was lower with the overall satisfaction of work-life balance. Analyzing this outcome, the low association could be due to the conservation of resources theory, that suggest that as the resources of time changed for SBAE teachers in their work roles due to the limitations. This would indicate that the SBAE teachers were able to reallocate this time from their work role to their life role. Both overall job satisfaction and overall work-life balance had a positive low association with the teachers who had no limitations placed on their SBAE programs.

Teacher's remaining in the SBAE classroom

The sixth objective of this research study was to analyze the impact of COVID-19 on SBAE teachers remaining in the classroom. With a shortage of qualified agricultural teachers across the country (Foster et al., 2020), understanding the impacts of COVID-19 on SBAE teachers is important to retention efforts. Understanding the reasons teachers choose to remain in the classroom, along with understanding why teachers are leaving can help to bring insight into retaining more SBAE teachers (Touchstone, 2015). Given the high financial costs and negative impact on learning, retaining current agricultural education teachers is essential to the profession. Increasing agriculture teacher retention relies, in part, on identifying teacher challenges and implementing interventions (e.g., professional development, school organizational change, modifications to teacher education) to address those challenges (Touchstone, 2015). If we know the challenges and can help provide the support needed to keep them in the profession it could be positively impactful to our overall profession.

Teachers in the study were asked if they were remaining in the current job for the 2022-2023 school year, 83% chose yes. Texas has the highest number of respondents returning to the classroom with 95.6% ($n = 17$) indicating they were continuing to teach agricultural education for the 2022-2023 school year. The NAAE (2020) supply and demand data estimates the return rate for SBAE teachers as 97.12% during the 2020-21 school year. Ten percent of teachers chose not to return in the upcoming school year. At the time of the study, the number of teachers leaving the classroom is higher than the current NAAE Region II supply and demand data (NAAE, 2020). Kansas had the largest number of SBAE teachers selecting they were not returning to the classroom in 2022-2023 with 21.1% ($n = 4$). This higher number could be due to the respondents recognizing the university or researcher's name and choosing to complete the

survey despite other obligations and intentions to leave the profession. The survey was given in the spring, during a busy time of year for most SBAE programs, this could have affected the number of “no” and “undetermined” responses from survey participants.

Open response questions were asked as a follow-up to teacher’s response to returning in the 2022-2023 school year. For those teachers responding “yes”, the main theme given for returning was that teaching was their passion. Helping their students understand agriculture and, become involved in the FFA and SAEs was important to them and the reason they became an agricultural education teacher. Additionally, the students and the interactions with them were important to why they were choosing to remain in the classroom. The teachers choosing not to return indicated retirement and/or the time commitment required to be an SBAE teacher as a reason for leaving. These responses help to give an insight into how we can provide support for our teachers and understand the challenges they face.

Challenges faced by SBAE teachers

The final research objective was to examine the challenges faced by agricultural educators during the COVID-19 pandemic and the impact on their agricultural education program. The challenges articulated by agricultural education teachers during the pandemic were grouped into themes of technology, student motivation, FFA, instructional delivery, and work-life balance of teachers. The challenges were very similar to the finding of previous studies completed during the COVID-19 pandemic about SBAE teachers. Within the instruction theme, teachers reported challenges offering quality learning experiences due, at the most basic level, to issues of teachers and students not having access to the internet, learning management systems, inability to provide hands-on learning and providing quality learning experiences (Eck, 2021; McKim et al., 2020). These challenges can also be linked to student motivation and effort, with

limited student motivation viewed as both causing, and being caused by, challenges within the instructional quality and, lack of community events (Eck, 2021; McKim et al., 2020) The FFA component of the three-circle model were also negatively impacted by the COVID-19 pandemic. Teachers reported challenges with either cancelled or modified FFA events, lack of participation from their members and low participation numbers in the events that did occur during the pandemic. The work-life balance challenges listed by SBAE teachers were consistent with previous studies, which illustrates that, for some agricultural teachers, the unprecedented challenges within their agricultural education program brought about by the COVID19 pandemic occurred in addition to unexpected new obligations in their other life roles (e.g., family) (McKim et al., 2020). The overall challenges were similar to previous research studies about the challenges faced by SBAE teachers (Boone& Boone, 2009), though COVID-19 has amplified many of the top challenges faced by teachers across NAAE Region II.

Along with the challenges faced, teachers were asked to respond with any changes implemented in the program during COVID-19 they will be keeping in the future of their SBAE programs. While a few teachers responded they would be keeping nothing from their time teaching during the COVID-19 pandemic, the overwhelming majority responded with new technology. While technology was a challenge for many teachers during the pandemic, many were able to adapt parts of their curriculum, their FFA programs, and their SAE components to online platforms that will continue to benefit them in the future.

Recommendations for the Future

The COVID-19 pandemic has impacted SBAE teachers in NAAE Region II in a variety of ways, from their instructional delivery methods, how they prepare their classroom information, FFA organization and SAE responsibilities, along with all the life roles SBAE

teachers take on outside of their agricultural education programs. The conservation of resources theory was included as a framework for this study. Within this theory, individuals are thought to build and protect resources within the roles (e.g., work, family) that make up their life (Grandey & Cropanzano, 1999). This theory was used to explore how SBAE teachers distributed their work and life roles before and during the COVID19 pandemic. The findings from this study highlight a shift of the overall manageability of the work and life role and gives an opportunity for individuals to transfer their time to meet their needs. Findings from the study support a shift in how the resource of time changed for SBAE teachers during COVID-19; however, it was not a universal shift as individual chose how they shifted time between work and life roles to attempt to manage a balance between these roles. The role conflict theory (Greenhaus & Beutell, 1985) states that when one role is taking too much time, the other will suffer. With the high rates of agricultural education teacher burnout and attrition in the United States, the need for teachers to strike a balance between their work and family responsibilities is imperative as we continue moving forward in education. We need to continue to work on finding a balance between family and work life roles. Between the current teaching atmosphere and pre-pandemic teaching, this is also a time to reflect on potential ways to create a work-life balance and positive outcomes we can glean from the pandemic to help in the future of other life changing events that SBAE teachers may face. An example of this is National FFA continuing to judge National Proficiency Awards, National Agriscience Fair and National Chapter awards virtually after the pandemic. They have also included virtual components to all the career and leadership development events during the 2021 and 2022 National FFA Conventions.

When we looked at the changes made during the pandemic by SBAE teachers, we can learn about the importance of becoming more efficient in our time and use of technology in our

agricultural education programs. Integrating virtual options for content, homework, information dissemination, educational materials and much more can help the SBAE teachers to create a better work-life balance by creating online content that can be used in multiple ways. The pandemic has also broadened options for creating learning opportunities for our students through virtual SAE tours, tours of agriculture businesses and meeting with guest speakers through virtual platforms without having to be in-person which increases the opportunities for our agricultural education programs. Another tool that has been used extensively in the use of online meetings for clubs, organizations, boards, etc. The use of the online meetings has decreased travel time and expenses for organizations. Decreasing the time needed for travel to events could be a potential strategy for SBAE teachers to help develop a greater work life balance.

Moving forward SBAE teachers should evaluate their roles and responsibilities associated with their career and determine how to best bring balance that will increase the overall job satisfaction and overall satisfaction of work-life balance. This study can help us to not only determine the overall impact of the COVID-19 pandemic, but also can give us insight into how SBAE teachers would handle major life changing disrupting events that could take them from the classroom for an extended amount of time (e.g., becoming a parent, health treatment, trauma).

Recommendations for Future Research

Based on the current study, a larger study needs to be completed to determine the impact of COVID-19 on SBAE teachers and programs across the United States. This regional study can help to provide insight into the impact, but due to the wide variability of schools and districts handling mitigation efforts differently as well as regional differences in how COVID-19 was handled, a larger study is needed to determine the effects across the United States. While this study was quantitative, a qualitative research study would provide more detailed and descriptive

data about the lived experiences of SBAE teachers during the COVID-19 pandemic. The stories shared by SBAE teachers would provide a complete picture of the effects of the pandemic and aid in designing professional development that would help in the case of another pandemic or other life altering circumstances.

Based on the conclusions from the current study, future research needs to be conducted to determine the long-term effects of the COVID-19 pandemic on SBAE programs in NAAE Region II. A follow-up study to investigate if the challenges faced by programs during COVID-19 pandemic have continued or if these challenges have been turning into opportunities for growth of the SBAE program and the SBAE teachers is warranted. Additionally, the follow-up study could provide insight into changes in the overall job satisfaction and the overall work-life balance of SBAE teachers in NAAE Region II. Further studies can help determine teacher attrition and teacher retention rates post major life changing events.

Another research study that could be included is the specific needs of educators post-pandemic or post life altering events. These needs could potentially be in the categories of instructional delivery, student motivation and engagement, and/or mental health, stress relief and self-care. The life roles of SBAE teachers did not have a significant impact on the overall job satisfaction or overall work-life balance of educators, this was surprising, as it does not follow the theoretical framework on conflicting work-life roles. Additional research on the roles and responsibilities of SBAE teachers post-pandemic should be conducted to better understand the long term impact of COVID-19, or other future disruptions on the SBAE profession and teacher retention for agricultural education programs.

Implications for Teacher Professional Development

Prior the COVID-19 pandemic, an assumption was made that all teaching would essentially be completed in-person. Along with that the preparation of pre-service teachers and the profession development of current teachers was that the educational experiences they would experience would all be in-person. Even in “flipped” classrooms, most teachers still completed instruction synchronously. The few models of asynchronous teaching prior to the pandemic were typically at the post-secondary level, therefore most SBAE teachers were not trained in this manner pre-pandemic teaching. The majority of the study participants had never taught virtually, nor had they been trained to do so, causing a major disruption during the COVID-19 pandemic. While almost all schools have moved back into traditional models of teaching, the need to continue training and practice in virtual settings is important in education so that SBAE teachers are prepared for future educational disruptions. This study indicates the need to provide SBAE teachers and pre-service teachers with a variety of professional development opportunities in multiple different modalities (in-person, virtual, asynchronous, etc.). For pre-service teachers, this includes professional development in teaching in virtual, blended and in-person environments. Understanding how to organize content into an online platform, build relationships with students and communicate with all parties in each of these modalities is an important component in preparing for the future of teaching agricultural education. While classroom prep and instruction should be a major focus of preparing teachers for using multiple forms of technology, there should be additional opportunities in all areas of the agricultural education model. Developing programs and professional development opportunities of how to organize online platforms, learning material and how to run virtual FFA, SAEs, components should be important to preparing future and current SBAE educators. Both state and National

FFA organizations have moved many events to virtual, as a result of the pandemic, but have kept these to increase opportunities and reduce obstacles. Helping teachers understand how they can capitalize on the online platforms is an opportunity for professional development for all levels of SBAE teachers.

An additional professional development opportunity for SBAE teachers at all levels is mental health and coping strategies for stress. This type of professional development is important to all levels of the profession, as we know that stress is an indicator of teacher retention. This study indicated that the COVID-19 pandemic was a major stress inducing event, Shoulders, et al., (2021) found teachers who employed coping strategies during the pandemic experienced less stress than those who did not. Creating professional development to equip our SBAE teachers with these strategies is vitally important to the overall work-life balance of agricultural educators at every level.

The COVID-19 pandemic has been a life altering event for many people, not just SBAE teachers. It is unknown the overall effects of COVID-19 on education, but in the NAAE Region II, this study can help us understand some of these impacts and give us the opportunity to learn how to better prepare our SBAE teachers for future educational disruptions of agricultural education programs. With reflection and the ability to create professional development programs for teachers, this pandemic can help us understand the needs of SBAE teachers and the challenges they face. This information can help continue to prepare agricultural education teachers and continue to grow the profession

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Appendix A - Survey

Appendix A--Research Survey

Covid-19 effects on agriculture education teachers in SBAE programs

Start of Block: Block 3

Introduction Thank you for all your efforts in teaching agricultural education during difficult circumstances the past few years. I recognize the many challenges you overcame. (I am also a current agriculture teacher.)

The purpose of this survey is to capture your experiences with instruction, work life balance and job satisfaction as an agriculture educator during the COVID-19 pandemic. The results will be compiled and distributed to education stakeholders across agriculture education institutions in order to better inform decisions regarding preparing and supporting our teachers. Information shared may also be used in future research studies.

Your participation is voluntary. Your responses to these survey questions will be kept confidential and will not be tied to you in the reporting of results. Your responses will be combined with those from other survey respondents. The survey should take approximately 15 minutes to complete. Your feedback is important, as your responses will contribute to a better understanding about agriculture educators' experiences during COVID-19 and needs for future of agricultural education teachers.

If you have any questions, please contact Mrs. Kelly Hoelting at krr2823@ksu.edu; (620) 340-2582.

You indicate that you voluntarily agree to participate in this research study by submitting the survey.

Thank you,

Kelly Hoelting

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Q20 Do you agree to participate in this study?

- ☐ Yes, I agree to participate in the study. (1)
- ☐ No, I do not agree to participate in the study. (2)

Skip To: End of Survey If Do you agree to participate in this study? = No, I do not agree to participate in the study.

End of Block: Block 3

Start of Block: Work-Life Balance as an Agriculture Education teacher.

Display This Question:

If Do you agree to participate in this study? = Yes, I agree to participate in the study.

Q1 Please answer the following questions as you think about teaching during COVID-19 compared to previous years of teaching agricultural education.

(If this is your first year teaching, please answer the questions the best you can.)

	Strongly Disagree (1)	Disagree (2)	Neither Agree or Disagree (3)	Agree (4)	Strongly Agree (5)
My workload BEFORE COVID-19 pandemic was manageable (6)	☐	☐	☐	☐	☐
My workload DURING COVID-19 pandemic teaching was manageable (7)	☐	☐	☐	☐	☐

I managed my
job
responsibilities
as an
agriculture
education
instructor
BEFORE the
COVID-19
pandemic in a
way that
enables
healthy work-
life balance (9)



I managed my
job
responsibilities
as an
agriculture
education
instructor
DURING the
COVID-19
pandemic in a
way that
enables
healthy work-
life balance
(10)



My workload
has not
changed due to
COVID-19
pandemic (13)



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Q2 Please answer the following questions as you think about teaching during COVID-19 compared to previous years of teaching agricultural education.

(If this is your first year teaching, please answer the questions the best you can.)

	Strongly disagree (11)	Somewhat disagree (12)	Neither agree nor disagree (13)	Somewhat agree (14)	Strongly agree (15)
The number of weekly work hours as an agriculture educator increased during the COVID-19 teaching pandemic. (6)	☐	☐	☐	☐	☐
The number of hours spent completing FFA activities during the COVID-19 pandemic increased. (9)	☐	☐	☐	☐	☐

The number
of hours
spent
completing
SAE
(supervised
agriculture
experience
programs)
type activities
increased
during the
COVID-19
teaching
pandemic.
(10)



The number
of hours
spent
completing
classroom
instruction
and prep
activities
increased
during the
COVID-19
pandemic.
(11)



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Q3 For each prompt, please provide a response for both before and during COVID-19 pandemic and perceived future of SBAE teaching career (0-little to no stress, 100-very stressed)
(If this is your first year teaching, please answer the questions the best you can.)

The amount of stress I feel as an agricultural educator is:

0 10 20 30 40 50 60 70 80 90 100

Before COVID-19 Pandemic ()	
During the COVID-19 Pandemic ()	
Perceived future of teaching agriculture ()	

Page Break

Q4 For each prompt, please provide a response for both before and during COVID-19 pandemic and perceived future of SBAE teaching career (0-100, 100 being the best)

(If this is your first year teaching, please answer the questions the best you can.)

My overall job satisfaction as an agriculture educator.

0 10 20 30 40 50 60 70 80 90 100

Teaching before the COVID-19 Pandemic ()	
Teaching during the COVID-19 Pandemic ()	
Perceived future of teaching agriculture ()	

Page Break

Q21 For each prompt, please provide a response for both before and during COVID-19 pandemic and perceived future of SBAE teaching career(0-100, 100 being the best)
(If this is your first year teaching, please answer the questions the best you can.)

My overall satisfaction of life and career balance as an agriculture educator.

0 10 20 30 40 50 60 70 80 90 100

Teaching before the COVID-19 Pandemic ()	
Teaching during the COVID-19 Pandemic ()	
Perceived future of teaching agriculture ()	

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Q5 Please share any other comments or insights about your overall job satisfaction as an agricultural educator during the COVID-19 pandemic

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End of Block: Work-Life Balance as an Agriculture Education teacher.

Start of Block: During the COVID-19 pandemic, which of the following describe your school?



Mode of Instruction Which of the following modes of instruction were used in your agricultural education program during the COVID-19 pandemic? (select all that apply)

- ☐ In-person learning (All students and teachers in person in the classroom) (1)
- ☐ Remote Learning (All students and teachers learning/teaching virtually) (2)
- ☐ Hybrid model (alternating groups of students in the school/classroom) (3)
- ☐ In-person, w/ 1 or more students also being taught remotely (4)
- ☐ Other (please explain) (5) _____

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Q8 During COVID-19 pandemic, which of the following did your school/district limit or cancel for agricultural education and/or FFA activities? *(select all that apply)*

- ☐ FFA In-person meetings (1)
- ☐ Travel to FFA events (Career development events, leadership workshops, etc) (2)
- ☐ Fundraisers (Food Sales, Dinners, etc) (3)
- ☐ Supervised Agriculture Experience (SAE) Visits in person (4)
- ☐ Team practices(in-person) (5)
- ☐ Community Service events (6)
- ☐ Community Events (breakfasts, alumni meetings, etc) (9)
- ☐ Greenhouse sales (10)
- ☐ No events were limited or cancelled (11)
- ☐ Other (7) _____

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Q24 Please rate the overall impact of COVID-19 on your life.

Overall the COVID-19 pandemic has:

- ☐ Greatly impacted my life in a negative way (1)
- ☐ Slightly impacted my life in a negative way (2)
- ☐ Not negatively or positively impacted my life (3)
- ☐ Slightly impacted my life in a positive way (4)
- ☐ Greatly impacted my life in a positive way (5)

End of Block: During the COVID-19 pandemic, which of the following describe your school?

Start of Block: 2022-2023 School Year

Q9 Will you be teaching agricultural education during the 2022-2023 school year?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Undetermined (4)

Display This Question:

If Will you be teaching agricultural education during the 2022-2023 school year? = Yes

Q10 Why will you remain teaching agriculture education for the 2022-2023 school year?

Display This Question:

If Will you be teaching agricultural education during the 2022-2023 school year? = No

Q11 What made you decide to not continue teaching agricultural education next school year?

Display This Question:

*If Will you be teaching agricultural education during the 2022-2023 school year? =
Undetermined*

Q26 Please explain why you selected "undetermined."

End of Block: 2022-2023 School Year

Start of Block: Agriculture Education Demographics

Q18 My roles beyond being an agricultural educator during the COVID-19 pandemic include:
(select all that apply)

- ☐ Spouse/Partner (1)
- ☐ Parent (2)
- ☐ Community Leader (e.g. 4-H, civic organization) (3)
- ☐ Church Member (e.g. volunteer) (4)
- ☐ Business Owner/Employee (e.g. farmer, rancher, side business) (5)
- ☐ Coach (Non Ag Ed) (6)
- ☐ Student (Graduate school, certificate, etc) (7)
- ☐ Other (8) _____

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Q24 What is your gender

- ☐ Male (1)
 - ☐ Female (2)
 - ☐ Non-binary / third gender (3)
 - ☐ Prefer not to say (4)
-

Q23 What is your age?

- ☐ 20-29 (1)
 - ☐ 30-39 (2)
 - ☐ 40-49 (3)
 - ☐ 50-59 (4)
 - ☐ 60+ (5)
-

Q22 How many years of experience do you have teaching agricultural education? (Counting this year.)

▼ Less than one year (133) ... 26 years or more (159)

Q25 In what state do you currently teach agriculture?

▼ Arkansas (4) ... Other (11)

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Q21 Describe the changes you made in how you taught your agriculture courses due to COVID-19 pandemic (e.g., had to teach using an online system, had to create packets to be sent home to students, etc.).

Q22 What are the three most prominent challenges, brought about by COVID-19, you experienced as you modified how you ran your agriculture program - including teaching, advising FFA, managing SAEs, etc.

Q23 The following box provides an opportunity for you to identify **changes you implemented** due to COVID-19 that you plan on continuing in future years.

As an example: You might have been forced to teach a class using a new technology, do a fundraiser in a new way, or work more from home and now you plan to utilize these new approaches in the future. The space below give you an opportunity to highlight these modifications.

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Q25 My gratitude to you for all you have done while teaching agricultural education during the COVID-19 Pandemic.

Thank you for continuing to make an impact on students' lives and giving your valuable time to provide honest information and thoughts on this survey.

End of Block: Agriculture Education Demographics