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Hybrid Vigor: A Quantitative Analysis of Job Satisfaction of United States School Based Secondary Agricultural Education Classrooms

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Abstract

The balance between work and personal life has seen a renewed focus in the years since the onset of the COVID-19 pandemic. In the years leading up to the work stoppage in 2020 a growing body of literature was being compiled that agriculture teachers, as many of the American population do, suffered from a lack of balance between personal and work life. This study sought to examine the way agriculture teachers spent their time, how they viewed their job satisfaction, and if any relationships exist between them. A national sample of agriculture teachers (N = 570) was conducted and when the results were interpreted it was found that agriculture teachers are majority female (51.9%), almost all took agriculture courses in high school (89.3%), were active in FFA in high school (81.9%), and many continued that membership into college (44.9%). Most teachers spent some time outside of school hours preparing for class, SAE supervision, and other school-based activities, but most of their time was spent on FFA activities. Teachers reported some time spent in domestic, civic/religious, and recreation time outside of work. Teachers had a heavy slant towards positive job satisfaction, (M = 1.86, SD = .788) on a one through five scale with one being extremely good and five being extremely bad. Significant correlations were found at a small level (Cohen, 2013) between time in SAE, time in recreation, and salary range with job satisfaction. Significant linear ($p < 0.05$) regressions were calculated with salary, time in SAE's, time spent in recreation. Time spent in recreation provided the best fit.

Keywords: Job Satisfaction, Work Life Balance, SAE, Personal Recreation, Motivation

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Introduction

The impact of teacher attrition extends beyond the agriculture education classroom and affects students, school systems, and communities. Rationale for understanding and preventing teacher attrition has been extensively studied in the past [50] years (Lambert et al., 2011), although the underlying cause[s] of job satisfaction have not advanced at a commensurate pace (Locke, 1969). Studies have focused on the SBAE teacher's balance between personal and professional responsibilities as a measure of job satisfaction. Locke (1976) pioneered the contextual understanding of job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" (p. 30). Agriculture education has investigated job satisfaction since the early 1980's with little change in the

findings associated with teacher attrition. Ultimately the findings of yesterday still echo today with reverberation. To better understand 21st century perceptions of SBAE job satisfactions we must yield our scholarly grip around the misperceptions of job satisfaction and teacher attrition and embrace a new understanding representative of today's SBAE teacher.

The often-chaotic approach to obtain balance between personal and professional responsibilities exasperates an ever-expanding void of SBAE teacher classroom longevity. The detrimental outcomes of teacher attrition often exist beyond the schoolhouse gate. Smith et al. (2017) reported 520 SBAE professionals left the field of agriculture education for a myriad of reasons: family, time, work-life balance, mental and physical exhaustion and a general malaise associated with the demands of education. Hasselquist (2012) reinforced the perceived apathy of disenfranchised SBAE teachers, stating "a little more than half of new teacher candidates to not enter the teaching profession after graduation and attrition rates for agriculture teachers have been steadily rising since 1990." (pg. 267). Cranny et al. (1992) reported that employees possessing heightened job satisfaction experienced improved health benefits, perceived employment security more favorably, had better quality of life, and developed mutually beneficial relationships with supervisors. Hasselquist et al, (2012) findings are as relevant in 2021 as they were in 2012.

Atkinson (2020) reported the staggering effect of nationwide SBAE teacher attrition when 868 teachers left the classroom with 677 of those being for reasons other than retirement. This finding strikes at the longevity and overall health of our profession: if we cannot entice new teachers to enter the field and provide meaningful support for existing professionals, our field will continue reinforce SBAE as "an uncertain career field which fuels a teacher's dissatisfaction (Johnson & Birkland, 2003, p. 584). Agricultural education scholars have addressed mental and emotional exhaustion in professional and personal arenas (Croom, 2003; Hainline et al., 2015; Kitchel et al., 2012; Lawver & Smith, 2014; Smith & Smalley, 2018). Roberts and Dyer (2004) reported that the professional responsibilities of SBAE teachers are often overwhelming, reflecting the multifaceted expectations of SBAE programs.

To further understand the potential for career longevity in SBAE classrooms Kitchel, et al. (2012) reported an interconnectivity between teacher longevity and career satisfaction. The confluence between professional endurance, longevity, and career fulfillment seems a logical nexus to made when evaluating SBAE teachers career satisfaction. When Kitchel, et al. (2012) findings are viewed without providing a deeper context encompassing the latent experiences of SBAE teachers, the popular findings representative of career satisfaction can be easily overlooked and potentially misinterpreted.

Cano and Miller (1992) found agriculture teachers were largely undecided on their overall level of job satisfaction alluding a potential juxtaposition when overlaid on the historical research of SBAE teachers attitudes and perceptions. Past studies have reported ubiquitous job satisfaction findings representative of school culture and support, teacher self-efficacy (Hasselquist et al., 2017), family-work life balance, administration support, time allocation between teaching and advisor duties (Clemons et al., 2021), professional and personal emotional exhaustion (Croom, 2003; Hainline et al., 2015; Kitchel et al., 2012; Lawver & Smith, 2014; Smith & Smalley, 2018).

The ideology of SBAE teachers' job satisfaction is often conveyed as the amount of time available for varied aspects of their personal and professional lives. Past arguments have been posited within the assumption of time as a universal litmus test of career satisfaction precariously balanced between career satisfaction and personal happiness. Our field evaluates the vitality of SBAE teacher's ability to weather the demands of professional responsibility (Torres et al., 2008) and the illusion of personal happiness. Current research illuminates the stark inaccuracies of these assumptions. Traini, et al. (2019) broached the misconceptions associated with professional success as a bell weather for meaningful personal contentment.

The true measure of career satisfaction becomes the precipitate of personal and professional juxtapositions When time is viewed as a resource to be traded, repositioned, and justified. Traini et al. (2019) reinforced the conflict of time whereas SBAE teachers can be balanced or successful, but never both. Lambert et al. (2012), citing Terry and Briers (2010) recognized the potential for unbalanced roles of the SBAE teacher, "managing student organizations, coaching competitive events, participating in professional organizations, advising students on their Supervised Agricultural Experience (SAE) projects, and managing the agricultural program" (p. 46). The council's report fails to mention or address personal and family time as a foreboding warning for SBAE teachers. Instead, the findings address the familiar melody of a profession which instructs pre-service teachers' ideology of time management yet fails to achieve balance in practicality. The findings of this study continue to reverberate the significance of the realities facing our field in 2021.

Theoretical Framework

Investigating the varied paradigms of workplace satisfaction have been studied extensively since the publication of Management and the Worker (Roethlisberger & Dickinson, 1939). Of particular interest is the confluence of workplace satisfaction and the ideological consideration of personal well-being. Blustein (2006) described working as "the effort, activity, and human energy in given tasks that contribute to the overall social and economic welfare of given culture" (p. 3). The theoretical framework for this study was structured in Blustein's (2011) relational theory of working. Understanding SBAE teachers experiences of work, relational theory of working (RTW) guided our investigation and framed our analysis of the data. Jung and Heppner (2015) supported the use of RTW to better analyze the "power of relationships and the culture to work" (p. 254). Blustein (2011) theorized the worker performed the functions of their employment as an "inherently relational act" (p. 1), that influences the decisions, actions, interrelationships, and experiences of the employee.

A comparative analysis of work and life balance associated with SBAE career satisfaction relies heavily on the social and cultural contexts in which employees can access resources. These resources are not limiting in nature, instead they transcend the connectiveness of SBAE teachers including culture, race, gender, and social class in the experience of work and personal relationships (Blustein, 2011). This study advances the nuances of balance between career satisfaction personal happiness.

Blustein (2011) postulated the overarching objectives of relational theory of working were evident in two interrelated ways: the interaction between working and relationships where each domain affect the other and the social constructionist perspective entailing the degrees of self-reflection associated with individual's social world, culture, and relationships. It is within this interconnectivity in which the SBAE teachers' perceptions of how their work influences their professional and personal satisfaction is revealed. Structuring our study around RTW, we incorporated Blustein's (2011) seven propositions (Table 1) of relationships and working.

Table 1

Blustein's Seven Propositions of Relationships and Working

Propositions (Blustein, 2011, p. 9-11)	Description and Interpretation
Work and relationships share considerable psychological space in our internal worlds with each context of life shaping the other.	Work and life are intertwined into our complex relationships and affect each other.
The internalization process of individuals differentiates and incorporates core themes,	Infusion of personal relationships from past to present are internalized into the individuals

patterns, and experiences from adolescent and mature relationships shapes attitudes towards work.	framework of making sense of relationships and perceptions, cognitions, and emotions including work-based experiences.
Work and relationships take places in both the market place and in caregiving contexts.	Working is seen as a process as opposed to an activity for financial gain.
The process of making decisions and exploring work and training options is facilitated and/or inhibited by, and influenced by relational experiences.	The individual worker, as a sum of their life choices does not capture the internal and external relational influences that shape their reactions and adjustments to work-based challenges.
The content of work-based decisions is facilitated by and/or inhibited by relationships, which function as a source of influence in the nature and expression of work-based interests and values in conjunction with individual difference factors and socialization.	Individuals find meaning in the occupation if their personal values are aligned with the characteristics of the work setting.
Individuals derive meaning from their work in relational discourse and in cultural contexts.	Influenced by social constructionist critique, individuals understand and make meaning of their lives through their relationships and culture.
Culture functions as a form of a holding environment for individuals as they cope with work-based challenges.	An individual's culture provides safe haven from the uncertainties of relationships and work-based transitions.

The propositions frame the analysis of SBAE teachers' perceptions and realities associated career satisfaction in this study. The RTW theory addresses the interconnectivity of work-based experiences and life choices to better understand the underlying psychological expressions of SBAE teacher's response to career satisfaction.

Objectives

The purpose of this quantitative study was to investigate United States secondary agriscience education schoolteachers' ideologies and realities associated with career satisfaction in the SBAE classroom. Three research questions guided this investigation to better under employment satisfaction. What are the personal characteristics of SBAE teachers expressing varying levels of job satisfaction? What is the perception of time as a measure of balance between personal and professional frameworks? Does a SBAE teachers time allocation relate to their perception of employment satisfaction?

Methods

This descriptive study was undertaken as part of a large national teacher data collection project examining teachers experiences in their school and community, a nationwide sample survey was conducted to understand what factors that contribute to teacher satisfaction.

Sample

The sample was taken from the membership list of the National Association of Agricultural Educators (NAAE) membership list (N=6645). The findings of this study are limited to this selected population. It has been suggested anecdotally that the membership of NAAE does not equitably represent the national community of agricultural education. When examined critically states which represent large percentages of our intended population are strikingly missing from the membership rolls of NAAE, states such as California and Texas. An attempt was made to remedy this by utilizing a sample of individual

states professional organizations. The thought being that this would more accurately represent a "more honest" national sample. This process proved unwieldy and ultimately unfruitful. In light of the lack of a national database where research can be conducted in a timely manner, the NAAE list was decided to be sufficient. Four random samples (n=1452) from the general population were achieved using random number generator features in MS-Excel and Cochran's (1977) for assurance of coverage. Over sampling was done based on a 50% response rate derived from a review of the Journal of Agricultural Education, a common outlet for manuscripts in agricultural education. Imbedded within this study were several methodological experiments that necessitated such a large sample being taken. Due to the nature of the unrelated methodological experiments the population was sampled four times to ensure that if it was determined that the methodological experiment proved significantly different response populations, data would be reliable for this, the primary study. This unrelated embedded study did not affect the results of this study and the data were determined reliable across the entire sample.

Data collection

Data were collected via an instrument containing demographic and Likert type scale questions (Clason & Dormondy 1994; Warmbrod, 2014). Contacts were made with survey respondents via the online survey system, Qualtrics. In total, five contacts were made following Dillman's Tailored Design suggestions (Dillman et al, 2014). Those contacts included a pre-notice that included a link to the survey and four reminder emails sent at one-week intervals. All contacts were generated from the Qualtrics system using a researcher email address as both origination and respond contacts. These efforts yielded 570 respondents for response rate of 39.2%. Non-response bias was controlled for by comparing respondents who responded in the first wave of requests to respondents who responded to the final request (Linder et al., (2001). An independent samples *t*-test was calculated, and no statistically significant differences were found between these two groups allowing for further statistical analysis and generalization.

Instrumentation

The instrument used for data collection was broken into several categories. Category one contained questions focused on gathering information about a teacher's personal information: age, gender, years of service, years at current position, salary, contract information, education. Category two asked about the current assignment and preparation necessary for that assignment; pathways taught, time spent in the three areas of agricultural education Classroom, FFA, and SAE (Croom, 2008). Category three was focused on teaches experiences in the community (out of school activities, frequency of experiences outside of school).

Findings

Findings are present by objectives. First objective of the study was to describe the personal characteristics of SBAE teachers by their perceived job satisfaction. The average teacher responding to this national random sample of NAAE members was female (51.9% f = 295), in their first through fifth year teaching (26.8%, f = 152), has been at that position for one to five years (38.9%, f = 221), is on a longer contract than their colleagues at the same school (71.8%, f = 408), holds a master's degree (49.9%, f = 283), has a salary of between $40,000 and $50,000 per year (26.5%, f = 144), has never been a member of the military or armed services (97.5%, f = 553), took high school agriculture courses in high school (83.1%, f = 472), was an "active" FFA member in high school (81.9%, f = 465), were a member of 4-H before college (60.7%, f = 345) and were likely (79%, f = 449) a member of at least one organization relating to agriculture in college (see Table 1). They held a generally positive evaluation of their current job satisfaction (M = 1.86, SD = .788) on a one through five summated scale with one being extremely good and five being extremely bad (see Table 2).

Table 1

Organizational Membership in College

Organization	*f*	%
Collegiate FFA*	256	44.91
Block & Bridle	117	20.53
Farm Bureau	77	13.51
Sigma Alpha	53	9.3
Ag Ed Focused Club	46	8.07
Alpha Zeta	46	8.07
Collegiate 4-H	40	7.02
Commodity/sector specific Ag Club (Diary, Equine, Hort, etc..)	40	7.02
"Ag" based Fraternity (AGR, FH, etc…)	18	3.16
Generalized Local Agriculture Club	15	2.63
"Ag" based order (Beta of Clovia, Sisters of the Harvest Moon, etc…)	7	1.23
Grange	4	0.7
MANARRS	3	0.53
Other	2	0.35

Note. frequencies include individuals selecting more than one organization. *at the time of this writing Collegiate FFA was no longer officially affiliated with the National FFA organization.

Table 2

Job Satisfaction of SBAE Teachers

Job Satisfaction	*f*	%
Extremely good (1)	181	31.9
Somewhat good (2)	303	53.3
Neither good nor bad (3)	38	6.7
Somewhat bad (4)	27	4.8
Extremely bad (5)	3	.5

The second objective was to describe the perception of time as a measure of balance between personal and professional frameworks. It was found that the average respondent spends one to 5 hours a week preparing for classes (n =308), six to ten hours per week doing FFA activities outside of SAE supervision (n = 216), one to five hours work with students on SAE related activities (n = 365), and one to five hours doing other school related duties not specific to agricultural education (n = 362) (see Table 3).

Table 3

Hours per week: School

Hours	Class.		SAE		FFA		Other school*	
	f	%	*f*	%	*f*	%	*f*	%
0	1	.2	67	11.8	7	1.2	41	7.2
1-5 hours	308	54.2	365	64.3	200	35.2	362	63.7
6-10 hours	192	33.8	85	15.0	216	38.0	117	20.6
11-15 hours	45	7.9	28	4.9	86	15.1	24	4.2

16-20 hours	8	1.4	9	1.6	39	6.9	8	1.4
>20 hours	7	1.2	6	1.1	13	2.3	8	1.4
Total	561	98.8	560	98.6	561	98.8	560	98.6

Note. *operationalized as other responsibilities assigned or undertaken not specific to agricultural education (coaching, after/before school duty, chaperoning, driving busses, chaperoning, etc…).

Outside of school related activities the average respondent spent one to five hours on "domestic" tasks such as housework/mowing/cleaning/cooking (n = 207), one to five hours per week on non-domestic duties such as civic/religious or community related activities (n = 386) and spent one to five hours per week on personal recreation (n = 358). Most respondents did not have employment outside of teaching (n = 372) (see Table 4).

Table 4

Hours per week: Outside of School

Hours	Domestic tasks		Non-domestic		Personal recreation	
	f	%	*f*	%	*f*	%
0	3	.5	31	5.5	67	11.8
1-5 hrs	207	36.4	386	68.0	358	63.0
6-10 hrs	204	35.9	101	17.8	100	17.6
11-15 hrs	92	16.2	27	4.8	17	3.0
16-20 hrs	35	6.2	6	1.1	6	1.1
>20 hrs	17	3.0	4	0.7	2	0.4
Total	558	98.2	555	97.7	550	96.8

Note. Domestic was described in the instrument as cooking, cleaning, mowing, housework, etc… tasks. Not "domestic" activities were described as civic, religious, community etc... tasks.

The third objective was to determine if SBAE teachers time allocation relates to their perception of employment satisfaction. In an effort to address this objective and determine factors that coincide with job satisfaction, Pearson correlations were calculated. Respondents reported on the Likert-type scale question regarding job satisfaction (1 = extremely good, 5 = extremely bad) that they were highly positive regarding job satisfaction (M = 1.86, SD =.788, N = 552). All demographics described in objective one were used in the calculation with the exception of organizational involvement. An alpha threshold for the determination of statistical significance was set *a priori* at $p < 0.05$. Respondents indicated satisfaction is statistically significant correlated found to be with; years of service ($r(552) = -.190$, $p < 0.05$), years spent at current teaching position ($r(552) = -.186$, $p < 0.05$), time spent associated with FFA ($r(551) = -.091$, $p < 0.05$), time spent working on SAEs outside of school ($r(550) = -.104$, $p < 0.05$), time spent in personal recreation ($r(544) = -.118$, $p < 0.05$), and salary range ($r(543) = -.166$, $p < 0.05$). It is noted that only time spent on SAEs outside of school, time spent in recreation, and salary range are the only variables to rise to the level of small correlation (.10 to .29) as defined by Cohen (2013). All others, though statistically significant correlations are less than the threshold for what could be considered a small correlation (Cohen, 2013). Time spent preparing for class, time spent in other school related duties outside of agricultural education, time spent in domestic tasks, and time spent in "non-domestic" such as civic, religious and community were not statistically significant correlations.

To further examine the third objective, the variables associated with correlations that reached a minimum level of "small" were analyzed using multiple linear regression. The multi linear regression was used to test if; salary per year, and time spend on personal recreation per week, time spent working on SAE's outside of school per week significantly predicted a teachers rating of their current job satisfaction.

The overall regression was statistically significant ($R^2 = 0.05$, $F(3, 529) = 10.11$, $p < 0.01$). It was found that time spend on personal recreation per week ($\beta = -.136$, $p < 0.01$) salary per year ($\beta = -.091$, $p < 0.01$) and time spent working on SAE's outside of school per week ($\beta = -.086$, $p = 0.04$) all significantly predicted satisfaction.

Upon calculation of the significant regressions the follow up postulation based on the findings was made that if time in recreation was in fact a function of time at the job. Suggesting that those who have been in the job for longer would have built a system that might allow for more time. However, correlations between years teaching and amount of time spent in recreation are not significantly correlated.

Conclusions and Discussion

The purpose of this study was to explore the how SBAE teachers allocate their time and determine if that time allocation has a bearing on the job satisfaction. The results of this inquiry present several topics for discussion, the first being the clear shift in demographics in SBAE teachers from historically male to majority female. Hainline et al (2015) in a similar study of Texas SBAE teachers reported that only 32% of their respondents were male. It has been reported that agricultural education pre-service teachers have been shifting from male to a female for a number of years (Foster, et. al, 2014; 2015; 2019; Smith, et al, 2016; 2017; 2018). That shift seen originally in pre-service teachers has occurred in practicing classroom teachers and that agriculture teachers are now predominantly female. The move to be more inclusive of all genders is encouraging and the efforts of generations of women to normalize female agriculture teachers appears to have been fruitful. The study reported in this paper does have a noted missing group of the SBAE population that Hainline et. al. were able to reach, Texas teachers. The possibly exists that the discrepancy between findings are more an indication of the state specific vs national demographics rather than any shifts in the five years since Hainline et al.'s work (2015). The equal representation we now are seeing of genders is not to be extended to other demographics. Race and ethnicity are still lagging well behind national population and are not near representative. SBAE is still disproportionately a caucasian/white field (Foster, et al. 2020).

A majority of the teachers surveyed had been a part of school based agricultural education while students. A majority of respondents also considered themselves "active" members of FFA. Most reported continuing that membership though their post-secondary experience by joining collegiate FFA while in college. The former FFA members did not report being any more or less satisfied with their job as an agriculture teacher than those who were not FFA members.

Ag teachers feel as though they work more hours than most (Lambert, et. al, 2011). Regarding time allocation on school-based activities, teachers are devoting some time to school based activities outside of the normal school day. The majority of teaches are spending less than six hours a week planning for their teaching. This is less than others have reported in years past (Hainline et. al, 2015). Hainline et al (2015) found that Texas teachers spent a great deal of effort and time in the supervision of SAE's, specifically stock show animals. It would appear that in this national sample of teachers, SAE supervision is less likely taking SBAE teachers time outside of school hours. Most of the time outside of school reported by the respondents seems to be devoted to FFA based activities. FFA, an organization most of the teachers have been choosing to be a part of for many years. As in Hainline et al. (2015) teachers in this study reported being on longer contracts than their school colleagues.

When time spent outside of work was examined most teachers reported spending less than ten hours a week on domestic tasks, this is counter to Texas teachers who reported spending well over 20 hours per week on family or home responsibilities (Hainline, et. al., 2015). Teachers in this study spent

less than five hours a week completing non-domestic activities such as civic and community organizations, church or religious services, fraternal orders, etc… The item with the lowest number of teachers who indicated any time dedicated outside of school hours, but still representing a large majority, is time spent in personal recreation. Eighty-seven percent of teachers reported that they spend some time during the week on personal recreation. This is a positive finding, since prioritizing personal lives has been associated with a positive work life balance (Traini et al*.,* 2020).

The results of this study point to an overall positive level of job satisfaction for secondary agriculture teachers. Which is logical if teachers have been involved in and around ag teaching since childhood and tie a great deal of their identity to their status as agriculture teachers. Traini et al. described a "Grin and Bear It – silence" (p 182, 2020) saying that teachers, especially early career teachers tended to reserve comment about the negative aspects of their job and show only a smiling face to each other, so the overwhelmingly positive slant to these data may need to be tempered. It appears that as Blustein (2011) suggested work and life are intertwined into a complex relationship that affects each other. The teachers reported a slight increase in job satisfaction with the increase in time devoted to SAE supervision. This supports and continues the findings of Wilson and Moore (2007) that found agriculture teachers valued SAE and their time devoted to it. Wilson and Moore go on to say that teachers felt as though they didn't spend enough energy (time) devoted to SAE. The findings of this study would expand that and say that teachers are more satisfied if they do spend more time on the SAE. These results are partly contrary to the work of Sorenson et al. (2016) who reported a negative effect on work family balance based on the total number of hours worked. Sorenson et al. (2016) examined the construct of work time as a whole and did not granularize that time to smaller pieces and thus might have confounded the time spent. As small as the effect is on total job satisfaction movement in the opposite direction from other items (Classroom preparation time, FFA time, or Other duties in the school) could have affected their results.

As one could surmise, an increased salary positively influenced the reported level of job satisfaction. It is not as direct as one could assume. There appears to be a few career points at which job satisfaction is not associated with salary. Low salary tend to have strongly positive job satisfaction and those with high salary tend to have marginally better job satisfaction. The assumption is that teachers making less tend to be younger members of the agriculture teaching community with fewer financial obligations and those tend be happier with the work. Above a certain level of pay (the older members of the community) few things change as far as satisfaction go. The middle pay scale teachers are those who's satisfaction seem the most associated with pay.

The result most surprising for the research team was the effect personal recreation had on job satisfaction. Teachers who spent more time on personal recreation, doing nothing associated with domestic, civic or school related tasks find more satisfaction in their jobs. This is supported by much of the research being reported on the balance of work and life. The findings here support the findings of Blackburn et. al. (2017), Sorenson and McKim (2014), Crutchfield et. al (2013) and most recently Traini et al (2020).

Traini et al. (2020) suggested that boundaries between personal time and professional space need to be maintained and that the acceptance of those boundaries are one of the keys to the elusive work life balance. The ability to have the balance described by Traini is predicated on a teacher being able to see work and life as separate things that can be placed on opposite dishes of a scale. Clemons and Lindner (2019) reported that SBAE teachers wear their status as teachers as a major part of their identity and that they have trouble divorcing their identity from their jobs as ag teachers. Clemons and Lindner go on to say that SBAE teachers struggle being able to find things outside of ag ed to hang their hat on. This might go back to the demographic statements made here that so many teachers were former FFA members. We would speculate that they have been defining themselves as members of this organization the vast majority of their life, as a member in high school, through collegiate FFA and on as an advisor. The

activities we undertake outside of our profession tend to mirror our professional life. It has been reported that teachers quite literally spend their personal time doing the same things they do at work (Clemons & Lindner, 2020; Hainline, et al, 2015). If we are going to look within our own ranks to keep bringing up our future teachers, how do we teach them to balance when that which defined their young life (school organization, membership to a "culture") now becomes their employment. By relying so heavily on our own internal community are we building with too similar a brick for fear of a new aesthetic? Our animal science colleagues would remind us that sometimes to make improvements you need to get a little hybrid vigor back in the herd. We should look at how we encourage and promote SBAE teaching to outsiders. With similar demographics and similar recruitment strategies, this study should be done at the faculty level to explore how far this phenomenon goes "up" the chain.

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