

Agriculture Teacher Retention Among Tarleton State University Agricultural Education Graduates

Callie Faul , Dr. Rudy Tarpley, Dr. Manon Shockey,
Dr. David Frazier, and Dr. Chandra Andrew

Tarleton State University



Literature Review

- College professors, agriculture teachers, and industry leaders have claimed for years that there is a shortage of agriculture teachers (Swan, Wolf, & Cano, 2011)
- Tippens, Ricketts, Morgan, Navarro, & Flanders (2013) found that at least half of the majority of teacher preparation programs are female dominated
- Crutchfield, Ritz, and Burris (2013) found teachers' personal lives are linked to their professional roles as agriculture teachers.



Literature Review

- Smalley and Smith (2017) found that the mid-career teachers expressed a desire for connections, collaboration, and support
- Tippens et al. (2013) found that teachers in a multiple-teacher department were less likely to leave the teaching field early.



Objectives

1. Describe the population of agriculture teachers who graduated from Tarleton State University from the Fall of 2012 to the Spring of 2017;
2. Identify if agriculture teachers who have graduated from Tarleton State University have adequate resources or administrative support; and
3. Identify factors that contribute to agriculture teacher retention rates among Tarleton State University graduates from Fall of 2012 to the Spring of 2017.



Sample

- Agricultural Education graduates from Tarleton State University from the Fall of 2012 to the Spring of 2017 were the target population for this study

$N = 177$ graduates

$n = 68$ respondents

- Resulted in a 38.4% response rate.



Methods

- The research model for this study was descriptive/correlational
- A 38 item survey was created in Qualtrics to provide quantitative data
- The survey was open from August 20th to October 2nd
- There were multiple follow-up procedures.



Survey Instrument

- The survey instrument was developed using previous research (Rayfield, McKim, Smith, & Lawrence, 2014)
- Content & Face Validity checked with a panel of experts in agricultural education
- Reliability: Cronbach's Alpha = .415.



Data Analysis

- The data was analyzed using IBM SPSS version 24
- The statistics for each objective were reported with frequencies and percentages.



Objective 1

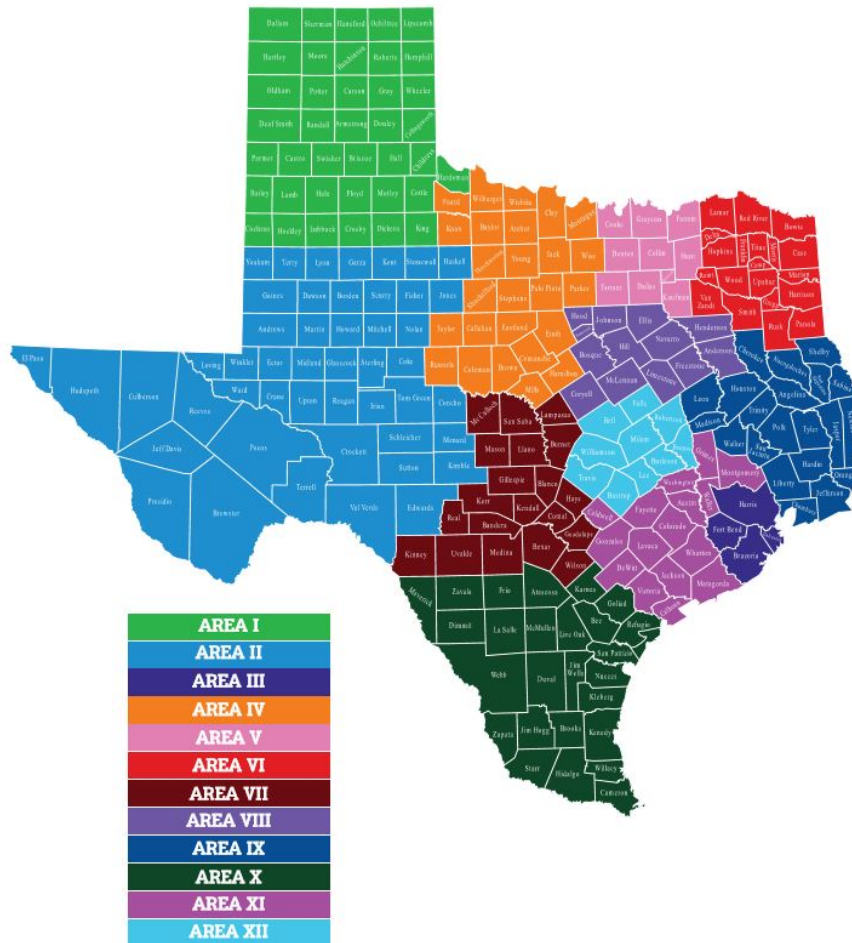
- 18 respondents were male, 50 were female
- 19 were from Spring of 2017, 11 from Spring of 2014
- 62.3% of respondents indicated they had a mentor teacher in their first year of teaching
- Many respondents included the positive impact their high school agriculture teacher or college professors had on them as the reason why they pursued an Agricultural Education degree
- 97.1% indicated they were a member of FFA in high school.



Objective

- The majority
- The majority
- Many of the
- When asked
- career, partic
- However, ma
children adds- Just over half
department.

TEXAS FFA ASSOCIATION AREA MAP



, and 8

several in 4 and 6
helps them in their
ed and / or having
n a 2 – 3 teacher

Objective 2

Would you say that you have administrative support for your FFA program?	<i>f</i>	%
Agree	44	81.5
Neither agree nor disagree	6	11.1
Disagree	2	3.7
Other	2	3.7
Total	54	100.0



Objective 2

Are you able to get the essential resources you need for your program?	<i>f</i>	%
Satisfied	39	72.2
Neither satisfied nor dissatisfied	10	18.5
Dissatisfied	5	9.3
Other	0	0.0
Total	54	100.0



Objective 3

If you are no longer teaching Agriculture, please explain why. Was it a voluntary or an involuntary decision to leave the field?

- For most of the respondents, it was a voluntary decision to leave the field

“Bad admin and teaching partner”

“Too much time away from my family...tired of an unorganized effort by administration, and the politics that were played in the grand scheme”

“Student teaching was not a pleasant experience and made me question my major”

“Pay was unacceptable”.



Objective 3

If you have not started teaching or are no longer teaching Agriculture, what are you doing now career-wise?

- A few of the respondents were still working in the agriculture industry or were still teaching, just not high school agriculture.

Extension

Substitute teaching

Recruiting

Working in higher education

Obtaining a second masters

Teaching science

Working as a sales representative.



Results & Conclusions

- 97.1% of the participants were FFA members in high school
- 77.9% of the participants were still teaching
- Of those not teaching: extension, substitute teaching, recruiting, working in higher education, obtaining a second master's, teaching science, working as a sales representative, etc
- 51.4% of the respondents student taught in the same Area they are from
- 35.8% of the respondents graduated high school from, student taught at, and were currently teaching in the same Area
- 47.1% of the respondents were teaching in the same Area they graduated high school from.



Recommendations

- The researchers recommend more mentorship for first year teachers since 62.3% indicated that they had a mentor teacher to guide them in their first year of teaching (Myers, Dyer, and Washburn, 2005)
- Since 81.5% of the respondents indicated they have administrative support, and 72.2% are getting the essential resources for their program, the researchers recommend that teachers continue to advocate for their programs and cultivate a positive relationship with their administrators.



Thank you

