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The Agricultural Teacher's Struggle for Balance Between Career and Family

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Research has shown that agricultural education graduates are hesitant to enter the profession and seemingly quick to leave, often citing long work hours as a main contributing factor. As the shortage of agricultural teachers continues, there is concern over the balance of career and family and its effect on the profession. The purpose of this study was to examine the issue of career and family balance for Georgia agricultural teachers by gender. It was determined that Georgia agricultural teachers were working an average of 57 hours per week and 39 days per summer, with both genders being similar in the amount of time spent on the job. Teachers carried out traditional gender roles in family responsibilities, with females handling the majority of the housework and childcare and males handling the majority of farm and yard work. One third of respondents reported that it was always difficult or impossible to balance career and family.

Keywords: work–family balance, work–family interface, agricultural education

Introduction

The time required for teachers to establish a complete agricultural education program, including classroom, FFA, and SAE, typically involves longer than a forty hour work week. A study completed almost 30 years ago reported that agricultural teachers work an average of 55 hours per week (Cooper & Nelson, 1981). The workload often begins to wear on agricultural teachers and many are choosing to leave the profession, while some are not entering the profession for fear of overly demanding job expectations (Osborne, 1992). From 1977 to 2006, the trend has been a consistent shortage of agricultural teachers in America (Kantrovich, 2007). Although teacher education departments are preparing the students, many prospective agricultural teachers are choosing not to enter the field. Some enter and remain three years or less (Osborne, 1992).

In studies on why agricultural teachers are leaving the profession, one of the most common answers is related to time and long hours (Froehlich, 1966; Mattox, 1974; Knight & Bender, 1978). Osborne (1992) found that the agricultural education profession "literally devours its young" (p.3) due to the heavy workload, high stress level, and excessive job expectations that eventually forces agricultural teachers to leave the profession in order to find personal and professional satisfaction.

The idea of balance is a central issue in our profession (Crutchfield, 2009), and there is little doubt that handling an effective agricultural program as well as family commitments can be a delicate balance (Niehaus, 2008). When an agricultural teacher is single, or without children, they have more choice over how they spend their time. In the agricultural education profession, this often means choosing to spend it at school working on FFA competitions, SAE projects, or lesson plans. When a family is involved, time spent at school and with FFA activities is time spent away from the family (Lawver, 2007). Teaching agriculture is often seen as a lifestyle rather than just a career, and this can often make it difficult to draw the line and head home (Buehler, 2009). However, spending numerous nights a week apart from

one's spouse, children, and friends often results in burnout and a high teacher turnover (Osborne, 1992). Cooper and Nelson (1981) found that spouse and family factors within the agricultural education profession play a significant role in teacher turnover, teacher shortage, and morale issues.

Female agricultural teachers in Foster's (2001) study expressed guilt associated with time spent away from home or concerns over never starting a family due to what it might mean to their career. According to Buehler (2008), educators who leave the profession to start a family rarely return to their jobs. Consequently, the profession is losing women by not helping them find ways to stay or to return (Buehler, 2008). Kantrovich (2007) reported that 27% of the current agricultural teachers nationwide were female, with 52% of newly qualified potential teachers being females. With a continually increasing number of female agricultural education graduates and a continued struggle between maintaining a home life and a successful career, the issue of career and family balance becomes even more prevalent for our female agricultural educators. Few studies have examined male agricultural teachers' struggles with balancing career and family responsibilities.

Theoretical Framework

The theoretical framework associated with this study is the concept of a spillover effect, whether positive or negative, between family and work. The most likely source for the original hypothesis to account for this type of relationship between work and family was Wilensky (1960). Wilkensky derived the "spillover leisure hypothesis" (p.544) from Engels (1844) where Engels described the condition of the English working–class. The hypothesis originally stated that the environment that the worker encounters on the job spills over into his leisure time. In other words, in order for the worker to alienate himself from work, he ends up alienating himself from life and he allows the mental stagnation from work to overflow into mental stagnation in leisure time. The original implication of the theory dealt with the overflow from work to family (or leisure) not vice versa.

Since its origination, the spillover theory has been discussed, researched, expanded, and has taken on a variety of meanings, components, and implications over the years by those exploring work–family relations. The terms work–family carryover, work–family interface, and work–family spillover have all been used to describe the relationship between the workplace and family life. Kanter (1977) discussed the ability of not only work to influence family, but family to influence work and looked more closely at the joint effects of the work and family relationship. Kanter stated that "if the emotional climate at work can affect families, so can a family's emotional climate and demands affect members as workers. Family situations can define work orientations, motivations, abilities, emotional energy, and the demands people bring to the work place" (pp. 56–57). Piotrkowski (1979) described spillover psychologically focusing on work's effects on a person's energy level and mood. Crouter (1984) expanded on the idea of spillover from family to work and identified "positive spillover" (p. 432) and "negative spillover" (p. 432) for the purposes of her study. In her study, Crouter (1984) also defined spillover from family to work as one of two categories: educational and psychological. Over the course of its existence, spillover has been defined to focus on different areas of an individual's interactions, including behavioral, psychological, and educational. This study will focus on psychological spillover which includes "the ways in which family life [or work life] affects an individual's energy level, attention span, and mood that, in turn, are brought into the work setting [or family setting] by the worker [or individual]" (p. 438). Crouter (1984) emphasized that the "work–family interface is a dynamic, reciprocal system" (p. 439).

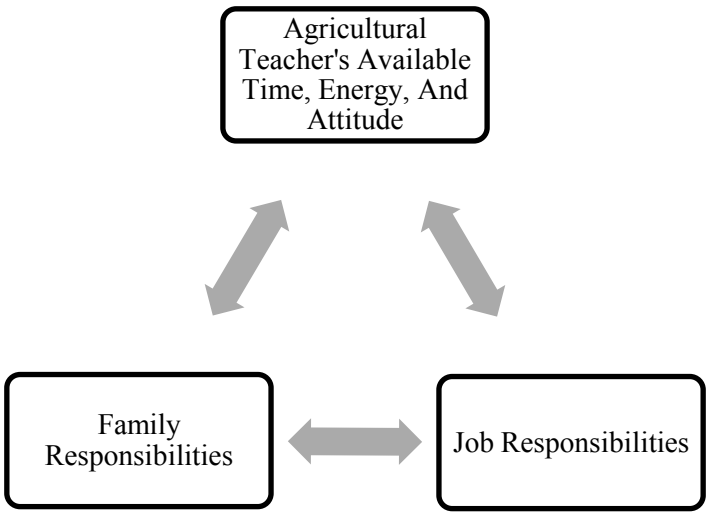

Figure 1. A model of work–family life spillover as a reciprocal relationship

Research Objectives

The purpose of this study was to explore the career and family expectations of Georgia agricultural teachers by gender as well as to identify challenges of agricultural teachers to balance career and family. This study was designed to examine the relationship between job performance and ability to balance career and family responsibilities. The following research objectives were addressed in the study:

1. Describe the perceived job expectations of Georgia agricultural teachers by gender.
2. Examine the relationship between Georgia Program of Work scores and the agricultural teacher's perceived ability to balance career and family by gender.
3. Describe the responsibilities related to personal and family commitments by gender.
4. Describe the barriers related to family that make it difficult to fulfill job expectations of agricultural teachers by gender.
5. Describe the barriers related to job expectations that make it difficult for agricultural teachers to fulfill family commitments by gender.
6. Describe the perceptions of agricultural teachers regarding their ability to balance career and family life by gender.

Methodology

The research design of this study was descriptive explanatory. The study used survey research methodology to describe the perceptions of Georgia agricultural teachers regarding their job expectations and family responsibilities, as well as perceptions of their ability to balance job expectations and family responsibilities based on their gender.

The population for this study consisted of all extended day/extended year Georgia agricultural teachers at the middle or high school level during the 2009–2010 school year (N = 303). Extended day/extended year agricultural teachers in Georgia are paid to work an extra hour each day along with extra days during the summer, ranging from 15–40 days depending on the contract. The frame used to determine the population was the 2009–2010 Georgia Agricultural Teacher Directory provided by the State Curriculum Coordinator. A list of contract lengths for Georgia agricultural teachers was also provided by the State Curriculum Coordinator, and teachers who were not on an extended day/extended year contract were

removed from the population since their perception of balancing career and family would not be the same as those required to work additional hours. Due to the use of an electronic survey, there was no need to take a sample. A census of all Georgia agricultural teachers on extended contracts was the most effective way to represent the population. Fifteen teachers opted out of the survey, or had undeliverable email addresses, and one teacher stopped teaching in the process of collecting the data, so the accessible population was *N*=287.

The instrument contained 31 questions developed by the researcher and was reviewed for content validity by agricultural education professors at three Universities, as well as by professors in the North Carolina State University Department of Family and Consumer Sciences, with expertise in family life. A pilot study was conducted on eleven agricultural teachers in another state and reliability was determined using the test/re–test approach. The instrument was then evaluated for significant differences between the first and second responses of the eleven teachers. No significant differences were found. Therefore, the instrument was determined to be stable over time.

A cover letter, consent agreement, and survey instrument were emailed to each of the identified middle or high school teachers using SurveyMonkey. The email contained a link to the questionnaire. A follow up email and instrument was sent at 11 and 26 days after the original survey. Each subsequent email explained the nature of the study, encouraged teachers to participate and included a link to the questionnaire.

Georgia agricultural education programs are evaluated annually by region staff and the Program of Work scores used were determined based on the teacher's completion of the required program performance standards. Program of Work scores were acquired through the Georgia Agricultural Education website. Scores were collected by a fellow graduate student and recorded alongside each teacher's survey responses. Names of teachers were then removed from the database, so that the teacher's scores remained anonymous to the researcher.

One hundred seventy one teachers responded to the instrument, for a response rate of 59.6%. Non–response error was controlled for by calling 15% of the non–respondents and asking a selective sample of questions from the instrument to determine if there was any difference between respondents and non–respondents. The only difference found was that non–respondents were less likely to be between the ages of 22 and 30 and more likely to be between the ages of 31 and 50. Since there were no differences between respondents and non–respondents in their response to the questions related to the dependent variables, the respondents were considered to be representative of the entire population.

The data were analyzed using the Statistical Package for Social Sciences version 17.0. Since this study examined the entire population, parameters were used to describe the data rather than inferential statistics. A rho coefficient was used to examine the relationship between Program of Work scores and teachers' perceived ability to balance career and family.

Findings

The population of Georgia agricultural teachers on extended day/extended year contracts was made up of 56% male teachers (*n*=95) and 44% female teachers (*n*=76). The average male agricultural teacher was less than 40 years old, had taught less than 10 years, was married with 1–2 children living at home, did not use daycare for their children, and was teaching on a 40–day contract at a high school in a 1–2 teacher department. The average female agricultural teacher was 30 years old or less, had taught for 5 years or less, was married (33% are not married), had 1–2 children at home, and used daycare. They taught in a one–teacher program at a high school (30% at a middle school) and were on an extended year contract of less than 40 days.

The first objective of this study was to describe the perceived job expectations of Georgia agricultural teachers by gender. A list of potential weekly activities of agricultural teachers was provided to teachers to get a representation of hours spent in each area per week. Time spent involved with livestock projects and SAE visits were not included in these options, because they were addressed later in the survey instrument.

Both male and female agricultural teachers reported approximately the same number of hours spent each week in the total agricultural

education program (Classroom, SAE, FFA), with an average of 57 hours per week being reported for all Georgia agricultural teachers. The amount of time Georgia agricultural teachers spent in classroom and lab instruction ranged from 20–40 hours per week with an average of 28 hours. Hours involved in class preparation varied from one to 35 hours per week, with an average of nine hours of classroom preparation per week. Time spent each week in FFA activities ranged from one to 30 hours, with an average of nine hours per week spent on FFA activities. An average of almost two hours per week was spent in additional teaching responsibilities such as school duties, meeting with parents, and livestock and/or SAE visits that teachers included in this part of the survey. Table 1 displays the job expectations for Georgia agricultural teachers.

Table 1
Mean Hours Spent in the Agricultural Education Program Each Week

	Male			Female			Total		
	n	*μ*	*σ*	*n*	*μ*	*σ*	*N*	*μ*	*σ*
Hours Per Week									
Classroom/Lab	76	27.99	5.25	49	28.64	6.65	125	28.25	5.82
FFA Activities	90	8.80	5.11	69	9.89	7.36	159	9.27	6.19
Classroom Prep	91	8.57	4.79	68	9.05	5.63	159	8.78	5.16
Maintenance	90	2.91	2.85	69	2.81	2.03	159	2.87	2.52
Paperwork	89	2.20	1.84	69	2.69	2.86	158	2.41	2.35
Other	95	1.58	3.54	75	1.84	4.48	170	1.69	3.97
Hours in Total Program[1]	76	57.31	9.81	52	56.42	8.03	128	56.95	9.11

[1] Includes hours spent in livestock shows and other agriculture program activities.

Three–fourths of the Georgia male agricultural teachers and two–thirds of female agricultural teachers reported that students in their department exhibited livestock. Male agricultural teachers reported an average of 25 students compared to 16 students for female teachers, but both genders reported attending an average of nine livestock shows each year, representing the same amount of time spent away from the classroom and family.

The average extended year contract length for all teachers was 32 days, with females averaging a 30 day contract and males averaging a 34 day contract. As a whole, male teachers reported working six days more in the summer than female teachers, which corresponded with the fact that males were on a longer extended year contract. The areas where male and female agricultural teachers displayed differences in summer employment were in the areas of SAE visits, CDE preparation, and the canning plant, with males working an average range of 2–4 more days in those areas than females. Georgia agricultural teachers spent an average of 11 days on FFA related activities, 12 days with SAE visits and livestock shows, 10 days in the canning plant or facilities maintenance, and six days participating in teacher in–service or other activities. They worked an average of almost 39 days in the summer, which is seven days more than the length of the average contract. Table 2 displays the days worked in the summer for Georgia agricultural teachers.

Table 2
Mean Number of Days Worked in the Summer

	Male (n=91)		Female (n=73)		Total (N=164)	
	μ	σ	μ	σ	μ	σ
SAE Visits	11.00	6.85	7.71	5.81	9.53	6.59
Facilities Maintenance	5.41	4.37	5.47	3.93	5.43	4.17
Teacher In–service	5.73	2.14	4.92	2.20	5.37	2.19
Canning Plant	5.36	8.88	3.63	8.66	4.59	8.80
FFA Camp	3.42	2.31	4.18	1.90	3.76	2.16
CDE Preparation	4.27	6.25	2.79	3.15	3.61	5.15
Officer Training/Leadership Retreats	3.18	2.11	3.55	2.12	3.34	2.12
Livestock Shows	2.43	3.75	1.87	2.91	2.18	3.4
Washington Leadership Conference	0.34	1.40	0.78	2.00	0.54	1.70
Other	0.34	1.74	0.33	1.43	0.33	1.60

The second objective was to examine the relationship between Georgia Program of Work scores and the agricultural teacher's perceived ability to balance career and family by gender. Georgia agricultural teachers were evaluated based on a list of required program standards. The score received by the teacher factors into whether they continued to receive extended day/extended year funding. A moderate association was found between the two for both male and female teachers who were married and/or had children. The teachers rated their perceived ability to balance career and family on a scale of 1–4, with one being that they could balance almost always and four meaning that they found it impossible to balance. The male teachers revealed a moderate negative correlation (ρ = -.34) meaning that as their Program of Work scores increased, they perceived less difficulty balancing career and family. Females had a moderate positive correlation (ρ = .30) between the two variables, revealing that as their Program of Work scores increased, their perceived difficulty balancing career and family increased. The Program of Work scores accounted for 11.5% and 9% of the variance in their ability to balance career and family.

The third research objective was to describe the responsibilities related to family commitments by gender. Teachers who were married and/or had children were asked to list what percentage of each home responsibility belonged to them. Both male and female agricultural teachers reported spending an average of 20 to 22 hours per week involved with family responsibilities. When looking at the breakdown of responsibilities, females reported twice as much responsibility for grocery shopping and meal preparation as males, ranging from 65–80% responsibility. Females also reported at least three times as much responsibility as males for cleaning house and doing laundry, assuming 75–80% of the responsibility in those areas. Males, on the other hand, reported more than twice the responsibility for yard work, farm work (where applicable), and home maintenance, reporting 80–95% of the responsibility in those areas. Of those with children, females reported approximately twice as much responsibility for child transportation, helping with homework, and overall child care, with most female teachers taking on the greater part (80%) of those responsibilities. Female agricultural teachers reported that their spouse worked an average of 12 more hours per week outside the home than did male teachers' spouses. Table 3 gives a more detailed layout of household responsibilities by gender.

Table 3
Mean Percentage of Responsibility for Home and Family Commitments

	Male			Female		
	n	*μ*	*σ*	*n*	*μ*	*σ*
Hours Given to Family Responsibilities/Week	76	20.17	11.98	40	21.88	15.36
Hours/Week Spouse Works Outside of Home	77	34.39	17.95	38	46.84	14.24
Percentage of Responsibility						
Grocery Shopping	77	31.83%	31.57	41	80.00%	28.55
Meal Preparation	77	33.73%	29.83	41	65.39%	30.98
House Cleaning	77	26.17%	23.70	41	75.22%	28.24
Yard Work	78	82.69%	26.95	41	34.51%	28.83
Laundry	78	23.04%	23.95	41	79.27%	25.95
Farm Work	41	94.63%	11.85	18	43.06%	26.24
Home Maintenance	78	89.78%	18.52	41	34.27%	26.61
Child Transportation	54	32.59%	20.66	20	78.50%	23.46
Helping With Homework	45	40.56%	26.46	18	77.50%	26.25
Child Care	55	34.31%	18.11	20	75.75%	19.21

For the fourth research objective, teachers who were married and/or had children were asked to rate family responsibilities on a scale of 1–10, with 1 being *no problem* and 10 being *impossible*, with regard to the difficulty in fulfilling job responsibilities. For this study, the scale was interpreted to mean that anything over a five was considered a legitimate barrier. Females considered all of the family responsibilities listed as more significant barriers to job responsibilities than males. However, at least 40% of all teachers ranked spouse's desire for family time and spouse's desire for couple time as a 7–10, perceiving it to be a substantial barrier to completing job responsibilities. Other activities such as work on the family farm and church involvement were also listed as barriers. Table 4 shows the barriers to fulfilling job expectations caused by family responsibilities.

Table 4
Mean Scores of Family Responsibilities as Perceived Barriers to Fulfilling Job Responsibilities

	Male			Female			Total		
	n	*μ*	*σ*	*n*	*μ*	*σ*	*N*	*μ*	*σ*
Spouse Desire for Couple Time	76	5.38	2.87	40	5.58	2.78	116	5.45	2.83
Spouse Desire for Family Time	74	5.28	2.70	40	5.43	2.95	114	5.33	2.78
Extended Family	76	4.72	2.78	39	5.49	2.69	115	4.98	2.77
Sick Children	74	3.51	2.67	35	4.51	2.62	109	3.83	2.68
Poor Health of Family Member	77	3.43	2.73	38	3.87	2.55	115	3.57	2.67
Children's Extracurricular	74	3.19	2.37	33	4.27	3.11	107	3.52	2.65
Responsibility for Meal Prep	77	2.82	2.13	39	4.26	2.46	116	3.30	2.34
Other	2	4.00	2.83	1	5.00	0.00	3	4.33	2.1

Note. $\mu \geq 5$ is considered a legitimate barrier in this study.

Reasearch objective five asked teachers who were married and/or had children to rate their job responsibilities as a perceived barrier to fulfilling family responsibilities ranging from 1–10, with 1 being *no problem* and 10 being *impossible*. For this study, the scale was interpreted that any score over a five was considered a legitimate barrier. Both males and females perceived all job responsibilities as creating a legitimate barrier to fulfilling family responsibilities. However, females perceived all

but one job responsibility as a larger barrier to family responsibilities than did males.

A majority of the males (51%–62%) ranked all of the areas, except for taking work home, as a 7–10, with a majority of the females (55%–76%) ranking all of the areas as a 7–10. Fatigue from the work day was perceived to be a "9" by 36% of females as a barrier to fulfilling family responsibilities. The areas that caused the largest barriers for all agriculture teachers were long work days, night meetings and/or activities, and fatigue from work. Table 5 displays the mean scores for job responsibilities as barriers to completing family responsibilities as perceived by Georgia agricultural teachers.

Table 5
Mean Scores of Job Responsibilities as Perceived Barriers to Fulfilling Family Responsibilities

	Male			Female			Total		
	n	μ	σ	*n*	μ	σ	*N*	μ	σ
Fatigue from Work	77	6.60	2.51	42	7.52	2.11	119	6.92	2.41
Night Meetings/ Activities	78	6.68	2.27	42	7.19	2.02	120	6.86	2.19
Long Work Day	78	6.60	2.22	41	7.20	1.94	119	6.81	2.14
Weekends Away	78	6.49	2.53	42	7.02	2.21	120	6.68	2.43
Excessive Work Demands	78	6.40	2.22	41	6.80	2.33	119	6.54	2.25
Inability to Leave During School Day	77	6.38	2.66	40	6.33	2.71	117	6.36	2.67
Taking Work Home	77	5.09	2.87	40	6.18	2.93	117	5.46	2.92

Note. $\mu \geq 5$ is considered a legitimate barrier in this study.

The final research objective was to describe the agricultural teachers' perception of their ability to balance career and family. Males and females were very similar with respect to this variable, with a majority (66%) of teachers who were married and/or had children reporting that they could almost always or usually balance career and family, and another 34% stating that it was always difficult or impossible to adequately balance the two. Table 6 shows the agricultural teachers' perceptions of their ability to balance career and family.

Table 6
Teacher's Perceived Ability to Balance Career and Family

	Male (*n*=78)		Female (*n*=41)		Total (*N*=119)	
	f	%	*f*	%	*f*	%
Can Balance Almost Always	8	10.26	4	9.76	12	10.08
Can Usually Balance, but Difficult at Times	44	56.41	23	56.10	67	56.30
Always Difficult to Balance	23	29.49	13	31.71	36	30.25
Impossible to Balance	3	3.85	1	2.44	4	3.36

Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. Both genders of agricultural teachers were working well beyond the amount of time for which they were being compensated.
2. Twenty plus hours per week spent in family responsibilities after a 57 hour work week was demanding schedule for both genders of agricultural teachers.
3. Despite the reported similar career responsibilities of male and female agricultural teachers, agricultural teachers were carrying out traditional roles for men and women at home.

4. The frequency with which both male and female agricultural teachers experienced difficulty in balancing career and family should be a concern to the profession.
5. The relationship between Program of Work scores and ability to balance career and family was dependent on gender. As male agricultural teachers' Program of Work scores increased, so did their perceived ability to balance career and family. The opposite was true of females.

Implications

While many professionals often work beyond a typical 40–hour work week, 57 hours per week is still considerably higher than the standard 40–hour work week. This finding is similar to previous data by Cooper and Nelson (1981) that reported agricultural teachers working an average of 55 hours per week. This means that the amount of time spent on the job has remained fairly consistent over the past 30 years. Long hours have been shown to be a contributor to teachers leaving the field or not entering the field (Froehlich, 1966; Knight & Bender, 1978; Lawver, 2007; Mattox, 1974). The fact that 67% of the teachers have taught less than 10 years and half have taught 5 years or less could be because they are not staying in the profession. Prior research points to the concept that an intense work schedule is certainly one of the contributing factors to teachers leaving the profession (Froehlich, 1966; Knight & Bender, 1978; Mattox, 1974). Is the intense schedule a contributor to the low percentage of experienced agriculture teachers in Georgia?

The results of this study show that male and female agricultural teachers follow traditional gender roles, with women handling most of the home and child care. This aligns with other studies showing that females still fulfill "traditional" female roles and feel that their job makes it difficult to fulfill this role (Crouter, 1984; Foster, 2001; Knight, 1987). While male agricultural teachers spend similar amounts of time with their home responsibilities, the nature of those responsibilities allow for more flexibility in their schedules. The significantly fewer hours worked by spouses of male agricultural teachers causes a distinct difference in the amount of hours available to male and female agricultural teachers. Another person available to handle responsibilities at home allows more option for the male agricultural teacher to spend time working. The male agricultural teacher may feel pressure to be at home to help with family responsibilities, but the female teacher may not have the option if her husband is at work.

Female agricultural teachers were feeling more of a struggle to balance than were males and results from other studies show similar concerns for career and family balance for females (Foster, 2001; Knight, 1987). If changes are not made to accommodate and facilitate female agricultural teachers with families, as well as male teachers with families, there is reason to believe that these teachers will be lost to the pressures of job and family balance (Knight & Bender, 1978; Mattox, 1974). As more females enter the profession and go on to state and regional staff, the more the issue of career and family balance may come to the forefront and therefore right itself.

The relationship between Program of Work scores and the perceived ability to balance career and family for females could be an example of negative spillover since one area tends to negatively affect the other. On the other hand, males' perceived increase in ability to balance career and family as their Program of Work scores increase could be an example of positive spillover in that the domains of work and family appear to positively affect one another.

Recommendations

For the profession:

1. Pre–service teachers should be encouraged to set prior limits to activities in order to find balance. Advice should be given on how to set limits, so that burn out doesn't occur once in the field.
2. Place new teachers or teachers with young families with an experienced mentor. The support from an experienced teacher could help relieve the workload and would provide guidance on how to better handle the balance of career and personal life.
3. Provide time management workshops as part of teacher in–service. Time management training as a pre–service activity may be lost

on students because they are not yet in that phase of life.
4. A message of career and family balance should be sent from State and Regional Staff. Pressure to perform for State and Regional expectations leads agricultural teachers to feel over–burdened, so an encouragement from these departments to find a balance, while still completing the job, might enable some teachers to heed that advice.
5. Create half–time positions for agricultural teachers to provide options other than completely leaving the agricultural education profession.

For research:

1. A five–year and ten–year follow up study should be conducted on Georgia Agricultural teachers to observe any differences or similarities regarding career and family balance.
2. Similar studies in other states should be conducted in order to increase the generalizability of the findings in this study.
3. Further studies to evaluate possible reasons behind the differences between correlation of Program of Work Scores and ability to balance career and family balance for males and females.

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