Farm Like a Women in Agritourism: Joining Efforts to Succeed!

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Presentation Outline

- **Overview**
  - About agritourism
  - Women in agritourism

- **Project Specifics**

- **Research Highlights**
  - Procedures
  - Results

- **Extension Implications**

- **Moving Forward**
Overview – About Agritourism

Any type of education or recreational activity offered on working farms

Gil Arroyo, Barbieri & Rich (2013); Che et al. (2005); Schilling et al. (2012); Tew & Barbieri (2012)
Overview – About Agritourism

Main contributions:

- Connects farmers to local communities
- Increases the economic viability of family farms
- Preserves farmlands
- Revitalizes rural areas

Anthopoulou (2010); Barbieri (2013); McGehee & Kim (2004); Nickerson et al. (2001); Schilling et al. (2012); Yang (2012)
Overview - Women in Agritourism

- Women operators in agriculture have increased substantially in last 30 yrs. (Hoppe & Korb, 2014).

- More women involved in:
  - Alternative agriculture
  - Agritourism
  (Ikerd, 2017; Johnson, Schnakenberg, & Perdue, 2016)

- Historically, women are the innovators on the farm...
  - Repurposing farm resources
  - Creating economic activities
  (Alston, 2002; Anthopoulou, 2010; Ball, 2014; Jones, 2002; Wright & Annes, 2016)
Overview - Women in Agritourism

- **Women earn less profits than men!** (Average ~$35,000 less)  
  (Barbieri & Mshenga, 2008)

**But why?**

- **Different motivations** (e.g., quality of products over quantity)
- **Unique constraints as:**
  - Women (e.g., masculine ideologies)
  - Entrepreneurs (e.g., liability, regulations)
  - Farmers (e.g., family business dynamic)

(Anthopolou, 2010; Brandth, 2002; Halim, 2016; McGehee, Kim, & Jennings, 2007)
Project Specifics

**Aim:** Maximize women’s agritourism benefits

**Objectives:** To identify...
- Indicators of agripreneurial success
- Challenges to that success
- Opportunities to overcome challenges

**Multi-facet project:**
- **Research** → 2 phases (Qualitative & Quantitative)
- **Extension** → 5 outputs (fact sheets, webinars, online curriculum, educational videos, educational-networking workshop)
Research Highlights - Procedures

**Qualitative Phase:**
- Combination of methods (Interviews, focus groups)
- 33 participants (3 regions of the state, varied profiles)

**Survey Phase:**
- Mail & web-based data collection (Jan. – May 2017)
- 180 participants (59% response rate)

**Survey Instrument:**
- Agripreneurial Success (20 items, 5-point Likert-type scales)
- Challenges affecting success (32 items total, 4-point scales)
- Opportunities (18 items, 5&4 points Likert scales)
- Socio-demographics
Results – Demographic Profile

- **Age:** 49 years old (average)

- **Highly educated:**
  - 68% completed at least a 4-year college degree
  - 32% held post-graduate degrees

- **Household Income:** 51% reported $50,000-$150,000

- **Household composition:**
  - 91% live with a spouse
  - 43% live with at least one child (varying ages)
Results – Agricultural Profile

- **Family Farm:**
  - 74% live on the farm
  - 37% multi-generational farmers
  - 89% farm owner/co-owner

- **Agritourism:**
  - 69% currently offer agritourism
  - 51% received less than 500 visitors (2016)
  - 77% forecasted a visitors increase (2017)

- **Agritourism Offerings:**
  - 81% Educational activities
  - 54% Festivals
  - 50% Farm based recreation activities
## Results – Agripreneurial Success Indicators

<table>
<thead>
<tr>
<th></th>
<th>Options</th>
</tr>
</thead>
</table>
| **Self-fulfillment** (4.6) | o Pursuing happiness (4.7)  
                              | o Remaining mentally creative (4.7)  
                              | o Having a good work-life balance (4.6)  
                              | o Having flexibility in work hours (4.5) |
| **Business factors** (4.5)   | o Building long-lasting relationships with customers (4.7)  
                              | o Earning a good income (4.4) |
| **Family contributions** (4.1) | o Family supporting my farming career (4.4)  
                              | o Passing the farm on to the next generation (3.9) |
| **Personal growth** (4.1)    | o Educating the public about farming (4.5)  
                              | o Having an active lifestyle (4.5)  
                              | o Being an expert in some aspect of farming (4.0)  
                              | o Being an “agritourism” expert (3.4) |
| **Belonging & recognition**(4.0) | o Setting an example for other women farmers (4.3)  
                              | o Being part of the local farming community (4.2)  
                              | o Gaining respect from other farmers (3.9)  
                              | o Receiving similar recognition as male farmers (3.8) |

5-point Likert-type scale from “Very unimportant” to “Very important”.
Results – Main Challenges

As a Women Farmer:
- Not sharing the household chores fairly with my spouse/partner (2.5)
- Not dividing farm chores equitably with other family members (2.3)

As an Agritourism Farmer:
- Managing the number of visitors at a desirable level (3.4)
- Keeping the quality of farm products with the growth of visitors (3.2)
- Minimal revenues agritourism generates (3.1)
- Being uncertain about regulations related to agritourism (3.1)
- Agritourism is not perceived as “real” agriculture (2.6)

(4-point scale: “1 = Not at all”; “2 = Very little”; “3 = Some”; “4 = Very much”)
## Results – Extent of gendered challenges

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>(p) value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing off-farm &amp; on-farm work</td>
<td>3.5</td>
<td>3.0</td>
<td>***</td>
</tr>
<tr>
<td>Physical demand of farm-work</td>
<td>3.3</td>
<td>2.5</td>
<td>***</td>
</tr>
<tr>
<td><strong>Farm Family Household</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balancing farm &amp; household tasks</td>
<td>3.6</td>
<td>2.4</td>
<td>***</td>
</tr>
<tr>
<td>Expectations as a caregiver</td>
<td>3.5</td>
<td>2.1</td>
<td>***</td>
</tr>
<tr>
<td>Cooperation from spouse/ partner</td>
<td>3.4</td>
<td>2.7</td>
<td>***</td>
</tr>
<tr>
<td>Demand of childcare</td>
<td>3.3</td>
<td>2.0</td>
<td>***</td>
</tr>
<tr>
<td>Falling short on caring for the family</td>
<td>3.3</td>
<td>2.3</td>
<td>***</td>
</tr>
<tr>
<td>Ability to inherit farmland</td>
<td>3.1</td>
<td>2.8</td>
<td>***</td>
</tr>
<tr>
<td>Knowledge sharing from parents</td>
<td>2.7</td>
<td>2.6</td>
<td>**</td>
</tr>
<tr>
<td><strong>Society</strong></td>
<td></td>
<td></td>
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<tr>
<td>Availability of farmers networks</td>
<td>3.1</td>
<td>2.7</td>
<td>***</td>
</tr>
<tr>
<td>Access to grants</td>
<td>3.1</td>
<td>2.8</td>
<td>***</td>
</tr>
<tr>
<td>Falling short on others’ expectations</td>
<td>2.9</td>
<td>2.3</td>
<td>***</td>
</tr>
<tr>
<td>Number of farmers of the same gender</td>
<td>2.6</td>
<td>1.7</td>
<td>***</td>
</tr>
<tr>
<td>Lack of respect towards farmers</td>
<td>2.9</td>
<td>2.2</td>
<td>***</td>
</tr>
</tbody>
</table>

\[** p<0.001; \quad **p<0.05; \quad *p<0.10\]

(4-point scale: “1 = Not at all”; “2 = Very little”; “3 = Some”;“4 = Very much”)
Results – Challenges by type of farm

<table>
<thead>
<tr>
<th>Internal Factors</th>
<th>Agritourism Farm</th>
<th>Non-Agritourism Farm</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Managing liability</td>
<td>3.7</td>
<td>3.1</td>
<td>***</td>
</tr>
<tr>
<td>o Reaching markets</td>
<td>3.6</td>
<td>3.5</td>
<td>**</td>
</tr>
<tr>
<td>o Handling administrative work</td>
<td>3.5</td>
<td>3.2</td>
<td>***</td>
</tr>
<tr>
<td>o Controlling business growth</td>
<td>3.4</td>
<td>3.1</td>
<td>***</td>
</tr>
<tr>
<td>o Managing tasks by farmers themselves</td>
<td>3.4</td>
<td>3.2</td>
<td>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Factors</th>
<th>Agritourism Farm</th>
<th>Non-Agritourism Farm</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Dealing with business seasonality</td>
<td>3.7</td>
<td>3.3</td>
<td>***</td>
</tr>
<tr>
<td>o Finding reliable staff</td>
<td>3.7</td>
<td>3.5</td>
<td>**</td>
</tr>
<tr>
<td>o Managing risks associated with agriculture</td>
<td>3.5</td>
<td>3.2</td>
<td>--</td>
</tr>
<tr>
<td>o Receiving institutional support</td>
<td>3.1</td>
<td>2.9</td>
<td>**</td>
</tr>
</tbody>
</table>

*** p<0.001; **p<0.05; *p<0.10
(4-point scale: “1 = Not at all”; “2 = Very little”; “3 = Some”; “4 = Very much”)
Results - Opportunities

➢ **Top 3 Strategies for Success:**
  - Growing without getting in debt (4.6)
  - Managing desirable number of visitors (4.3)
  - Seeking advice from other agritourism farmers (4.1)

5-point Likert-type scale from “1 = Not at all useful” to “5 = Extreme useful”.

➢ **Top Trends Facilitating Success:**
  - Demand of local products (3.7)
  - Access to social media (3.7)
  - Public interest in local agriculture (3.7)
  - Entrepreneurial mindset among new farmers (3.6)
  - Women’s leadership in agritourism (3.5)
  - Women’s involvement in farming (3.5)

(4-point scale: “1 = Not at all”; “2 = Very little”; “3 = Some”; “4 = Very much”)
Extension – From Research to the Field

Fact Sheets:
- Success in Agritourism – Turning Challenges into Opportunities
  (http://www4.ncsu.edu/~cebarbie/reports/Agritourism-2016-Women.pdf)
- Female Farmers are doing it for themselves! *
- Women’s Ch-Ch-Ch-Challenges in Agritourism: Time to make a change *

Webinar:
- Understanding Women in Agritourism

Educational videos:
- Promotional video (10-minutes)
- Farmer Profiles (4, 2-minutes)

* forthcoming in 2018
2-day Educational Network Workshop (March 2017, Asheboro, NC)

- 50 women from across NC (farmers, managers & extension agents)

Activities:
- Network development & expansion
- Idea sharing (focusing on challenges & solutions)
- Educational sessions (e.g., income sales & taxation)

Impact (post-workshop follow ups):
- Connections maintained via Facebook & farm visits
- Unsolicited positive feedback (e.g., “empowering workshop,” “useful information,” “meaningful connections”)

Extension – From Research to the Field
Moving Forward

- **Continue data analysis**
  - Regression analysis

- **Outreach:**
  - Development of fact sheets
  - Preparation of online curriculum

- **Scholarship:**
  - Creation of scholarly outputs
Thank You! Questions?

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