

Teacher Beliefs of Relatedness within School-Based Agricultural Education Programs

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## Introduction/Framework

- Secondary student engagement is driven by a connection to the teacher (Quinn, 2017)
- Motivation is impacted by the relationships and experiences during their school day and within their SBAE program (Anderson, 2013; Ball et al, 2016; Bowling 2018; Green, 2001; Klassen et al, 2012)
- SBAE has many robust experiences to offer that allow for relationships and motivation to build
- Self-Determination Theory served as the theoretical lens and we operated under a constructivist philosophical perspective

## Purpose and Research Questions

**The purpose of this qualitative study was to detail the support of relatedness within SBAE programs and the beliefs that agricultural educators hold regarding relatedness within SBAE programs.**

The central question that drove this study was: What is the essence of supporting relatedness within an SBAE program?

The central question was further guided by the follow sub-questions::

- What beliefs do SBAE teacher possess regarding supporting relatedness?
- What are the perceived strategies SBAE teachers utilize to build relatedness?

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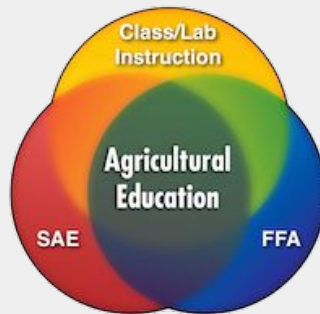
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## Methodology

- Purposive samples of Ohio teachers with 5+ years of experience who supported relatedness and represented the diversity of Ohio's programs ( $n =$ )
- Phenomenological methodology utilized to explore this topic (Moustakas, 1994)
- Semi-structured one-on-one video-conference interviews
- Data analyzed through the process of horizontalization, identification of meaning units and clustering of themes (Moustakas, 1999)

## Results

The study unveiled four themes that teachers hold regarding relatedness:

- 1) Agriculture teachers view relatedness as a key component ('the culture') of the SBAE program
- 2) Engagement is key to relatedness; this includes engagement and relationships between the teachers and students and between students
- 3) Agriculture teachers are the role models of relatedness and must demonstrate their expectations regarding relatedness in an ongoing manner
- 4) Teamwork is key to developing relatedness within an SBAE program

## Conclusions/Implications

- These findings should be inferred with caution due purposive sample
- Responses allowed us to discern that relatedness is essential to student engagement in SBAE
- Teacher-student and student-student relationships are key to creating relatedness
- If relatedness is successful, then the participation in the program will improve
- It is important that teachers of agriculture offer experiences that hold students' interest, have a desire to connect with students, and find ways to intentionally connect with students

## Recommendations

- Teachers of agriculture should intentionally create relationships with their students and promote students to have positive connections with their peers
- Teachers perceive that their ability to serve as a role model is a key for successful relatedness
- An inclusive environment is a byproduct of their ability to serve as a role model and connect with their students