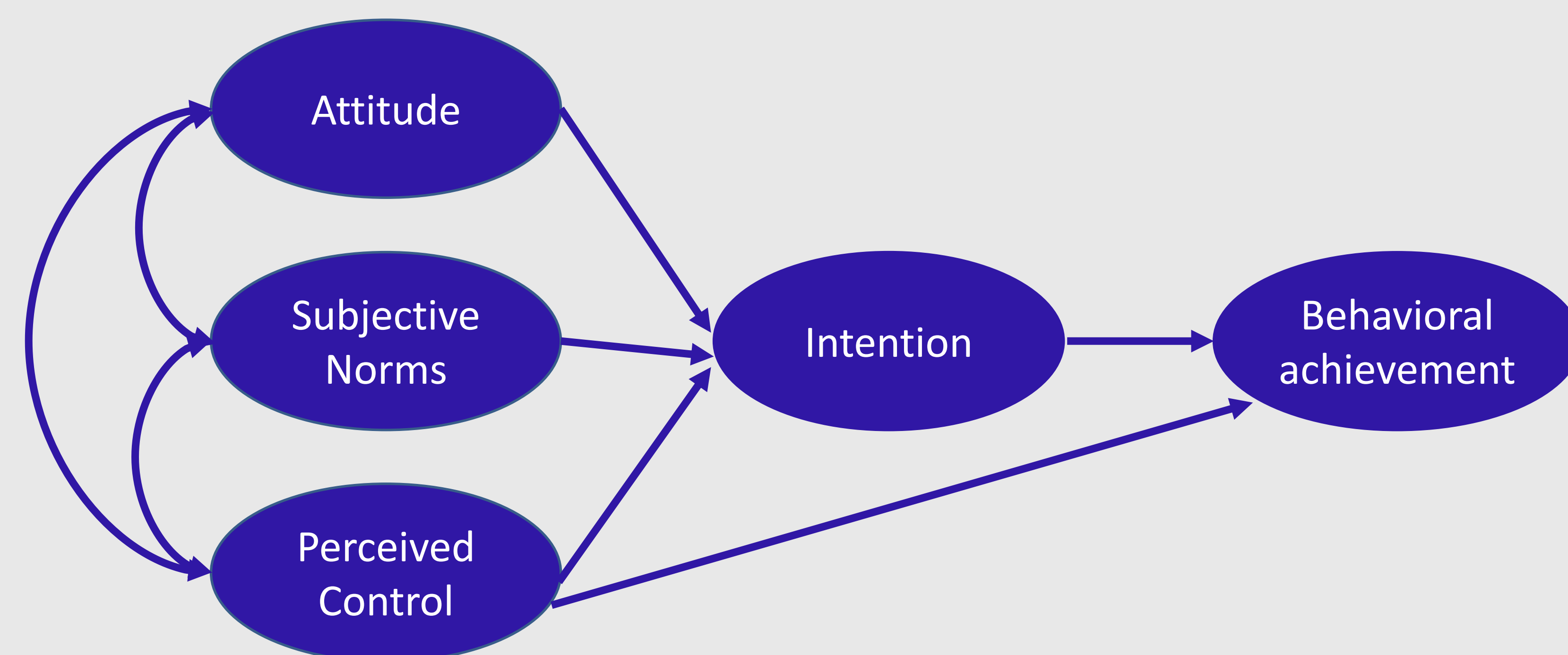


INTRODUCTION

- Secondary agriculture students considered to be the next generation of workers in the field of agriculture, food, and natural resources
- They are more likely to currently live/work on a farm as minor workers (Schafbuch, Vincent, Mazur, Watson, & Westnest, 2016)
- According to the National Institute for Occupational Safety and Health (2020), in 2014 over 700,000 youth completed farm work and nearly 12,000 youth were severely injured.
- Thus, provoking questions arise about the safety attitudes of students and the transferability of safety skills to the workforce.

THEORY OF PLANNED BEHAVIOR



Theory of Planned behavior (Ajzen, 1991). Adapted from *Educational psychology* (13th ed.) by A. Woolfolk and E. L. Usher, 2018, p. 241. Copyright 2018 by Pearson.

METHODOLOGY

DATA COLLECTION

- Semistructured interviews were conducted in December 2019 with twenty-one students from a group of secondary agricultural mechanics students (grades 10-12) who had participated in a larger quantitative study ($n = 921$) that included a tractor safety intervention. All participants reported either currently living/working on a farm or a nonfarm background.

DATA ANALYSIS

- A start list of codes was used to mirror the theoretical framework and first-level codes were added for other outcomes that emerged.
- Then, the researcher listened to each interview again which assisted in verifying research internal consistency and reduced the number of first level codes by condensing similar categories.
- The data were next organized by three conceptually clustered matrices: *behavioral attitudes*, *subjective norms*, and *perceived behavioral control*.

VALIDITY

- Multiple validity procedures, as suggested by Yin (2012), were employed in effort to enhance the accuracy of the findings: data from multiple sources were used to achieve triangulation; peer debriefing was used to enhance the accuracy of accounts; and two peer examiners, familiar with the theoretical framework, also validated accuracy of themes.

RESULTS

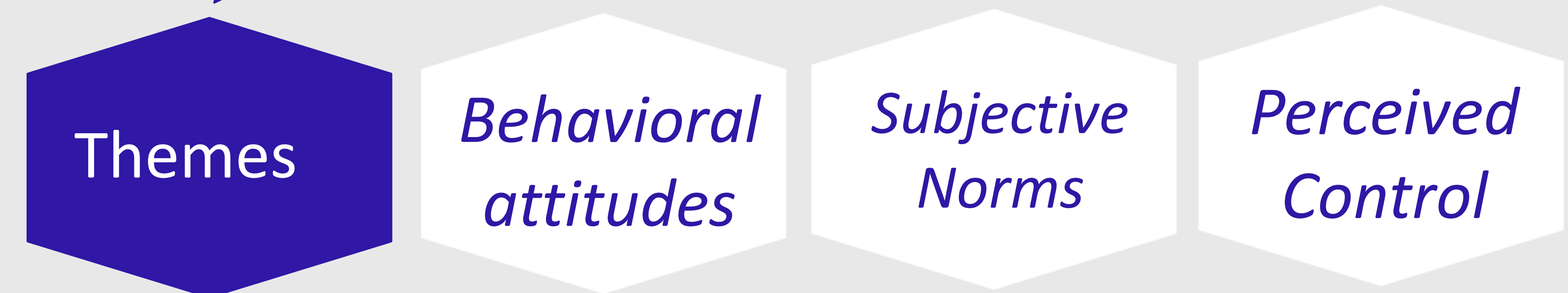
The behavior of interest was willingness to operate a tractor with a Roll-Over Protection System (ROPS).

Examples of Perceived Behavioral Control of Students From a Farm Background

- “I cannot force my boss to install a roll bar . . . it is too expensive for him and I have to drive what he tells me.”
- “My dad and grandad drives it and I am expected to drive it too.”
- “No one listens to kids our age. I get it but I can’t change my dad’s mind about ROPS.”

Examples of Perceived Behavioral Control of Students From a Nonfarm Background

- “After this class, I will never drive a tractor without a roll bar and seatbelt. I value my life too much.”
- “I control my life and if I don’t want to drive a tractor then I won’t. . . I don’t care what my family says.”
- “[Teacher’s name] told us a lot of kids die from tractor rollovers when the tractor does not have a ROPS. It would be stupid to put me or anyone else on a tractor without it.”



CONCLUSIONS

- Results showed that participants who identified themselves as currently living/working on a farm have less perceived control over their behavioral intentions.
- While participants who identified themselves from a nonfarm background articulated their immediate behavioral achievement. As stated by Ajzen (1991), preliminarily results, such as these, should be taken cautiously because behavior intentions are difficult to change.
- Secondary instructors and teacher educators are recommended to continue to address safety curriculum within their programming.
- The researchers recommend follow-up studies to confirm these results among agricultural youth. Longitudinal studies will also aid in addressing the tenacity of safety skills within the workforce.