

# Teacher Identity of First Year Agriculture Teachers in Utah during a Pandemic



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## Introduction

- SBAE programs/positions close due to lack of qualified educators
- Lack of retention, especially among early career teachers.
- Relationship between teacher identity and teacher retention
- New teachers develop a sense of identity as they participate in teaching practices and other experiences
- Research Objectives:
  1. Describe changes in teacher identity among 1<sup>st</sup> year SBAE teachers in Utah
  2. Explain the relationship between 1<sup>st</sup> year teacher identity and longevity intentions

## Methods

- 2019-2020 1<sup>st</sup> year SBAE Utah Teachers,  $n = 9$
- Pre-Test Fall 2019 & Post-Test Spring 2020
- Survey – Global Identity, Intrinsic Satisfaction, & Knowledge/Skill
- Longevity Intentions – “How many years do you anticipate being an agriculture teacher?”
- Non-Parametric Wilcoxon signed exact rank t-test & rank biserial correlations (effect size)

## Conclusion & Impact on Profession

- **Conclusion 1:** Teacher identity correlates with intention to remain in profession
- **Conclusion 2:** Critical to understanding sociocultural importance of developing Teacher Identity in 1<sup>st</sup> year of teaching.
- **Conclusion 3:** Recommend more research be conducted with larger sample size to understand change in teacher identity.

## Results

- *All dimensions of teacher identity dropped throughout the school year as a results of the pandemic.*
- *Teachers reported a drop in Longevity Intentions.*
  - *Pre-Test- 25.38 years*
  - *Post-Test- 21.75 years*

## Changes in First-Year Agriculture Teacher Identity

Construct	M (Pre)	SD	M (Post)	SD	W	p	Effect
Global teacher identity	5.40	.58	4.73	.44	-2.20	.028	.734
Intrinsic satisfaction	5.45	.42	4.75	.31	-2.53	.012	.842
Knowledge & Skill	4.82	.76	4.40	.41	-1.87	.062	.622

Note. Construct items scaled from 1 “Strongly Disagree” to 6 “Strongly Agree”