City Streets vs Country Roads:

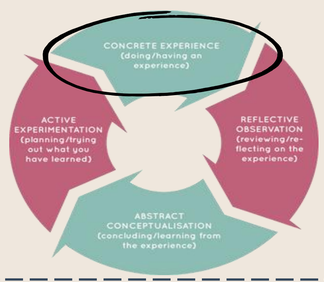
Who Spends More Time with Supervised Agricultural Experiences?

INTRODUCTION

•Student teaching is a full-time position where educators put their skills to action by observing and teaching in a live classroom (240 Tutoring, 2024).
•Texas Tech student teachers are required to participate in their students' SAE projects and log their hours during their 17-week experiences.
•Agriculture teachers' role is to provide supervision and guidance for the student's SAE program (The National Council for Agriculture Education, 2017).
•Research into the hours spent between rural and urban placements is necessary to provide insights to help create more effective preparation programs.
•Rural areas are expected to spend more time with SAEs because of factors such as regional agricultural practices, school resources, and the student's interests.

THEORETICAL FRAMEWORK

This study focused on the concrete experience of Kolb's Experiential Learning Theory. This component related to the everyday, direct, hands-on experiences, whether they occur in professional, personal, or educational settings (Kolb, 1984).



METHODOLOGY

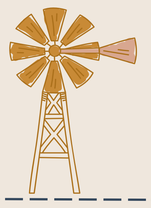
1. Weekly Qualtrics survey to last 3 student teaching cohorts.
2. Indicate hours spent devoted to SAE using constant sum format.
3. Analyze data using descriptive stats and t-tests.
4. The survey did not ask if their placement was urban or rural areas, so each placement's city was put into the World Population Review (2024) or the U.S. Bureau of Census QuickFacts (2023)

The following criteria were used to determine which area the student teaching placement met:

- •Rural Area: Settlements with fewer than 2,000 housing units or 5,000 residents (U.S. Bureau of the Census, 2022).
- •Urban Area: Densely developed areas with 2,000 or more housing units or more than 5,000 residents (U.S. Bureau of the Census, 2022).

An independent samples t-test was run to determine if there is a significant difference between the means between groups (Field, 2013). This t-test used the variables of: Rural (1) Urban (2) Total SAE Observation Hours

N = 24
M = 192.35
Std. = 192.35



N = 24
M = 188.88
Std. = 144.82

RESULTS

An Independent T-Tests was conducted to compare the total SAE hours between the two groups.

- •Levene's yielded an f value of 0.29 with a Sig. Level of 0.597
  *Significance level > 0.05 = Equal Variance
- •T-test revealed no significant difference between the means (t(45) = -0.074, p = 0.471). *With a p-value of 0.471, we do not have efficient evidence to reject the null hypothesis. The difference in the data is not statistically significant at the 0.05 significance level.

CONCLUSIONS

The findings from the independent t-test revealed no statistically significant differences in the mean hours dedicated to SAEs between the groups. This suggest that the amount of time allocated to SAEs does not differ based on the student teachers' geographical location.

TEXAS TECH UNIVERSITY
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ABSTRACT

RECOMMENDATIONS

1.A longitudinal study to track the impact of SAE participation on student teacher retention, career satisfaction, and professional success in agricultural education.
2.Gather perspectives from co-op teachers on the benefits, challenges, and future directions of SAEs and teacher prep programs.