

Elementary Pre-Service Teachers' Perceptions of Agriculture

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Introduction

& Need For research

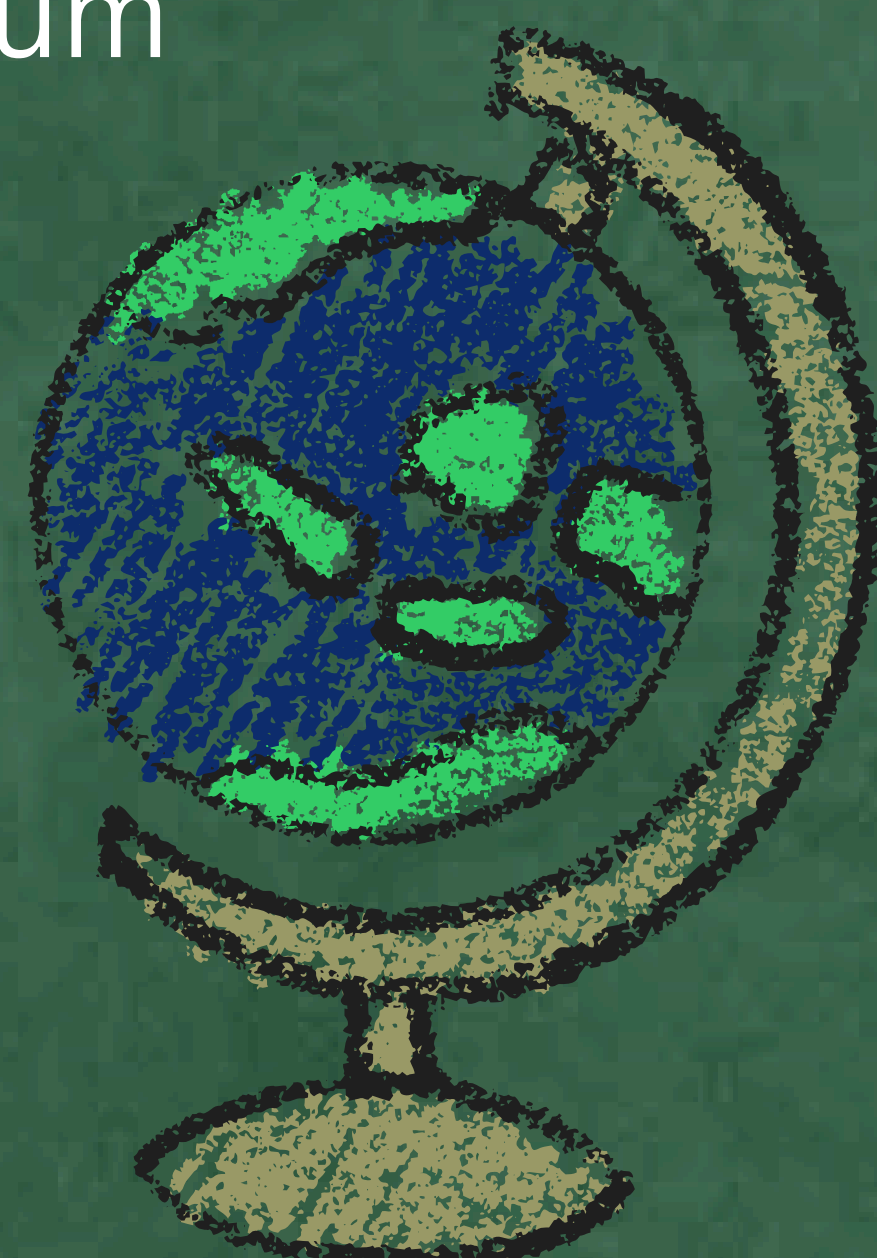
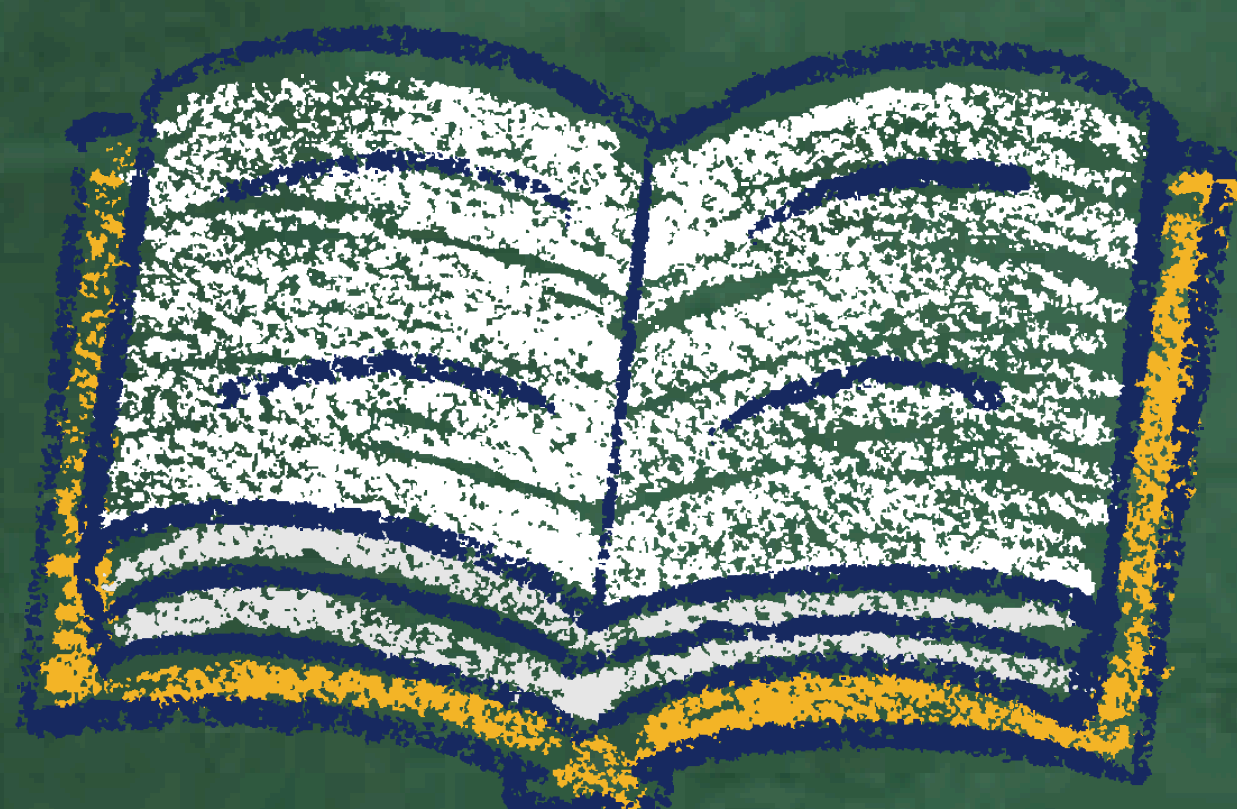
- Instant communication increases ability to share misinformation (Danner et al., 2022).
- Teachers outside of school-based agricultural education (SBAE) are **not expected to stay current on issues like agriculture** (Apple, 2009; Skipper & Douglas, 2015).
- Highlights a need to assess elementary pre-service teachers' perceptions of agriculture.



Constructs



- Importance of Agricultural Education
- Interest in Ag Integration
- Ag Lessons
- Confidence
- Standards & Curriculum
- Demographic

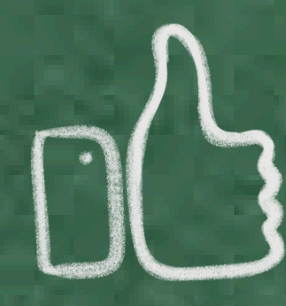
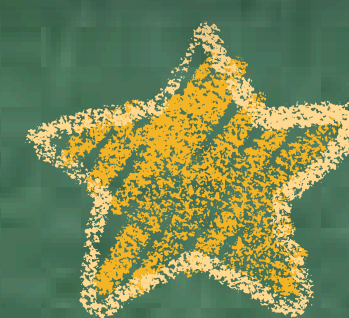


Methods

- Instrument was adapted from Burrows et al. (2020).
- Qualtrics survey using Dillman et al.'s Tailored Design Method (2014).
- Reliability: $\alpha = 0.86$ (satisfactory).
- Non-response bias: no significant differences (Lindner et al., 2001).
- Descriptive statistics, Pearson's correlations, multiple linear regressions, t-tests, ANOVAs performed.
- Results were analyzed using Bandura's (1997) theory of triadic reciprocal determinism, which emphasizes the interaction of environment, personal, and behavioral factors in shaping behavior.



Results



Generally positive views regarding agriculture.



Confidence to teach agriculture positively correlated with perceived importance.



Final year students had greater willingness to incorporate agriculture.



Students felt agriculture increased hands-on skills & met STEAM standards.

Target Population

- 26 Senior-level students pursuing a Teaching Licensure Degree Program.
- Enrolled in either Practicum or Student Teaching courses.
- Majoring in Elementary Education.



Conclusions

- Limited awareness and use of Ag in the Classroom (AITC) resources.
- Confidence and willingness to integrate increased with rural background and progression through teacher preparation.
- There's a need for greater, more intentional support in teacher education.

