



International Agricultural Concepts through the Eyes of School-Based Agriculture Students

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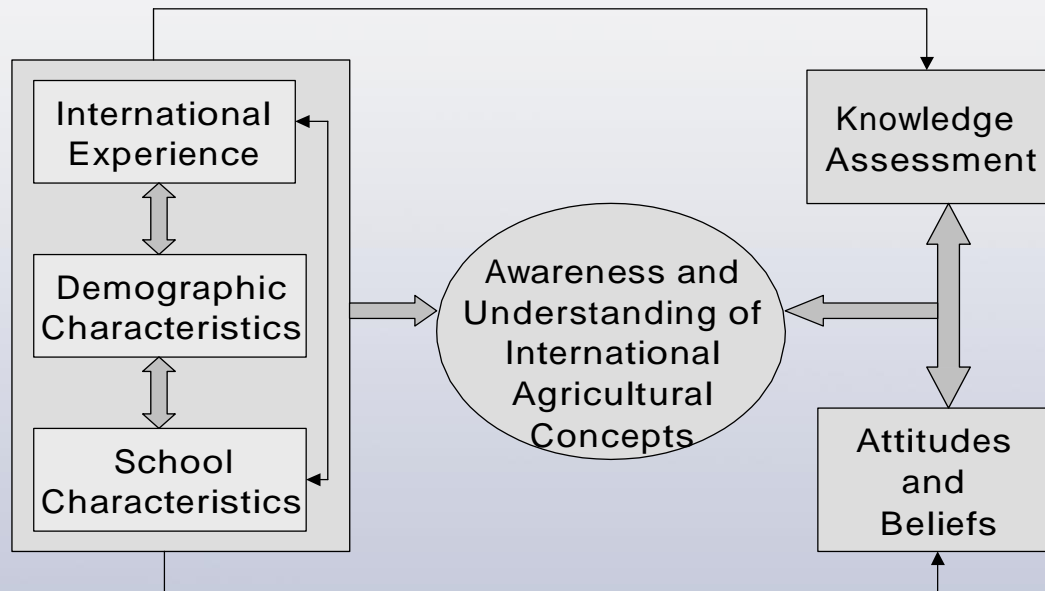
Introduction

- Students outside the U.S. are better informed about world issues (Roper, 2002)
- Education must strive to prepare students to thrive in a global society (Longview Foundation, 2008)
- Curricula should have an international focus (Stewart, 2007)



Conceptual Framework

- Radakrishna et al. (2003) framework for global awareness and understanding of international agriculture



Purpose

- The purpose of this study was to identify the attitudes and beliefs of School Based Agricultural Education students in Tennessee in regards to international agricultural concepts



Methods

- Descriptive study
- Questionnaire (Radhakrishna, 2003; Elliot and Yanik, 2002).
 - 4 constructs
 - Attitudes
 - Understanding
 - Attitudes toward instruction
 - Beliefs
 - 46 questions
 - Five point Likert-type scale
 - Strongly disagree to strongly agree



Methods

- Participant selection

- Size of the school
- Rural or suburban school

- School Characteristics

- School 1 and 2
 - 2000 students
 - Suburban
- School 3
 - 300 students
 - Rural

- Target population

- SBAE students at 3 high schools
- 40% response rate
 - School 1- 38/105 students
 - School 2- 61/128 students
 - School 3- 24/75 students



Attitudes toward International Agriculture Concepts

Statement	SD %	D %	N %	A %	SA %
1. I should understand about agriculture and its importance to the world economy.	0.0	0.0	10.6	43.9	45.1
2. I should understand more about the differences between developing and developed countries.	0.8	4.1	41.5	42.3	11.4
3. I should know more about other countries as markets for U.S. agricultural products.	1.6	4.9	35.0	47.2	11.4
4. I should have a better understanding about how politics affect world agriculture.	1.6	6.5	26.8	45.5	19.5
5. I should know more about the cultures of other countries.	3.3	8.9	32.5	40.7	14.6
6. I should understand how the culture of other countries impact agriculture in those countries.	1.6	6.5	30.1	48.0	13.8
7. Learning more about agriculture in other countries will help me understand future changes in world agriculture.	4.1	7.3	22.0	50.4	16.3
8. I need to know more about world agriculture.	1.6	1.6	32.5	46.3	17.9
9. I should know more about how world events affect local agriculture in my community.	0.0	2.4	22.0	55.3	20.3
10. I should know more about how world agriculture affects food prices in the local grocery store.	0.0	1.6	18.0	53.3	27.0
11. Marketing U.S. agricultural products to other countries will help the U.S. economy.	2.4	4.9	36.6	39.8	16.3
12. Coming changes in world agriculture will have some impact on me in the future.	0.0	5.7	17.1	53.7	23.6
13. World events have some impact on agriculture in my community.	0.0	5.7	24.4	51.2	18.7
Overall Mean:	3.8 (<i>SD</i> = 0.45)				



Beliefs Toward International Agricultural Concepts

Statement	SD %	D %	N %	A %	SA %
1. Agriculture involves more than farming.	0.8	2.5	8.2	28.7	59.8
2. Natural disasters affect the price of food in my local grocery store.	0.8	2.5	22.1	45.9	28.7
3. The U.S. should help other countries with food aid in times of famine.	3.3	4.9	30.3	36.9	24.6
4. U.S. trade partners (customers) help U.S. agriculture.	1.6	4.1	24.6	50.0	19.7
5. Competition with other producers worldwide help keep food prices rather reasonable.	4.1	6.6	30.6	42.1	16.5
6. An understanding of other cultures will help U.S. food producers to market their products abroad.	1.7	4.1	40.5	42.1	11.6
7. An understanding of international political issues will help U.S. producers market their products abroad.	1.7	5.8	40.0	43.3	9.2
8. That guest speakers who are knowledgeable regarding international events would help me learn more about world agriculture	.8	5.8	30.8	45.0	17.5
9. That variety of audio-visual materials (web-sites, slides, videos, films, etc.) would help me learn more about world agriculture.	2.5	3.3	22.3	51.2	20.7
10. That computer programs that are internationally oriented would help me learn more about world agriculture.	2.5	7.4	32.2	39.7	18.2
11. That I can learn about world agriculture from watching selected television programs.	4.1	4.1	28.9	46.3	16.5
12. That I can learn about world agriculture from listening to selected radio programs.	6.6	9.1	43.0	30.6	10.7
13. That I can learn about world agriculture from attending events such as fairs or trade shows	0.8	1.7	23.1	44.6	29.8
Overall Mean:	3.8 (<i>SD</i> = 0.46)				



Understanding of Geography Related to International Agricultural Concepts

Statement	SD	D	N	A	SA
	%	%	%	%	%
<i>To help me understand agriculture from a global perspective, I should have a basic understanding of the United States and world geography, such as:</i>					
1. Major regions in the United States.	2.5	.8	18.0	54.9	23.8
2. Location of states and major regions in the United States.	0.0	4.1	23.0	49.2	23.8
3. The seven continents in the world.	1.7	1.7	31.4	41.3	24.0
4. Location of countries in the world.	2.5	2.5	32.0	49.2	13.9
5. Major waterways used in shipping agricultural products.	.8	3.3	26.2	50.8	18.9
6. Countries that are the most densely populated.	4.1	3.3	39.8	38.2	14.6
Overall Mean: 3.8 (<i>SD</i> = 0.57)					



Attitudes Toward Instruction of International Agricultural Concepts

Statement	SD %	D %	N %	A %	SA %
<i>I am more likely to understand global agriculture if given instruction about:</i>					
1. Major agricultural products that are produced in my country.	0.8	5.7	22.8	51.6	18.9
2. What happens to local products once they leave the community?	0.0	4.2	28.3	46.7	20.8
3. How the U.S. works with other countries on economic issues	3.3	4.1	33.1	45.5	14.0
4. How the U.S. works with other countries on political issues.	1.7	10.0	35.0	38.3	15.0
5. How the U.S. works with other countries on humanitarian issues.	2.5	4.1	30.3	49.2	13.9
6. Global agriculture and the effects on American agriculture.	0.0	4.9	26.0	48.0	21.1



Attitudes Toward Instruction of International Agricultural Concepts

Statement	SD	D	N	A	SA
	%	%	%	%	%
<i>A proposed set of lessons on international issues should:</i>					
1. Not be too complex for me.	0.8	6.5	31.7	42.3	18.7
2. Provide me with an appreciation of the interdependency of nations around the world.	1.6	4.9	36.1	45.9	11.5
3. Prepare me for future changes in global agriculture.	0.8	0.0	23.1	54.5	21.5
4. Provide an opportunity to interact with people in other parts of the world	1.6	6.6	31.1	41.8	18.9
5. Help me understand global agricultural marketing systems.	1.6	3.3	26.2	53.3	15.6
6. Help me function better as citizens in a global society.	4.1	5.7	34.4	44.3	11.5
7. Prepare me for future changes in global agriculture.	1.6	2.5	27.0	47.5	21.3
Overall Mean: 3.76 (<i>SD</i> = 0.51)					



Conclusions

- Students had positive attitudes and beliefs toward international agricultural concepts
- Need for instruction about:
 - Ag products produced in the U.S.
 - International trade
 - Impact of global agriculture
 - How the U.S. works with other countries
 - Economic issues
 - Political issues
 - Humanitarian issues



Recommendations

- State Departments of Education should consider funding the development, implementation, and testing of internationalized curricula
- Collaborations between SBAE, agricultural industry, higher education, and State Departments of Education
- Internationalizing the SBAE curricula would expose future college students to global issues and perspectives





Thank You!

