

THE PERCEPTION OF AGRICULTURAL EDUCATION PROFESSIONALS  
REGARDING THE PURPOSE AND CURRENT OUTCOME OF  
SCHOOL-BASED AGRICULTURAL EDUCATION

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ABSTRACT

This study sought to identify if a discrepancy exists between agricultural education professionals' perceptions regarding the purpose and current outcome of school-based agricultural education (SBAE) curriculum.

The stratified sample of agricultural education professionals ( $n = 533$ ) used in this study included homogeneous subgroups of SBAE teachers ( $n = 310$ ), teacher educators ( $n = 127$ ), and state agricultural education program leaders ( $n = 96$ ). These professionals identified teaching leadership skills as the top purpose and were unsure as to whether teaching traditional production agriculture should be a purpose.

The Borich needs assessment model, identified multiple areas in need of enhancement. Increasing the awareness of global agricultural issues and developing higher-order thinking skills were found to have the largest discrepancy.

This study found significant differences between purpose and current outcome of SBAE curriculum. Regional locale and role within agricultural education were found to be significant indicators of SBAE curriculum purpose.