

Internationally Located Supervised Agricultural Experience Programs: An Exploration of Teaching Methods and Supervision

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Abstract

School-based agricultural education (SBAE) teachers near an international border face unique challenges and opportunities in overseeing Supervised Agricultural Experience (SAE) programs where students travel internationally to complete the requirements of SAE. Utilizing Bandura's Social Cognitive Theory within a developmental multicultural context offered a nuanced lens to explore the factors influencing teachers and students in this context. This qualitative case study of two teachers observes teachers' philosophies and strategies for international SAE supervision and the impact of culture and generational shifts on student engagement within agriculture. Findings reveal a lack of significant initiatives accommodating diverse student populations engaging in SAE programs in Mexico. Participants emphasized the importance of fostering connections with students and acknowledging the gap regarding agriculture among newer generations of students. Participants also highlight unique challenges in supervising international SAE programs, proposing alternative methods of supervision and community involvement. The importance of addressing language barriers and fostering a culture of inclusion is emphasized. Recommendations include promoting inclusivity, assessing comfort levels for on-site SAE visits in international countries, and ongoing teacher development for diverse cultural settings. Future research is urged to expand the literature based on SAE in diverse settings, contributing to a comprehensive understanding of its usage today.

Introduction

The National FFA Organization, established in 1928, has evolved to offer opportunities in agricultural education to students in all 50 states, and more recently, it expanded its charters to include Puerto Rico and the Virgin Islands (National FFA Organization, 2023). Similar programs and organizations have been developed in other countries, paralleling the National FFA Organization's model (Ishida, 2014). For instance, Ishida (2014) highlights the presence of an affiliated organization in Japan known as the Future Farmers of Japan (FFJ). Additionally, Taiwan and South Korea have established their own versions of youth leadership organizations in agriculture.

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With an increasing emphasis on global engagement in agricultural education, students' interest in traveling abroad to explore diverse cultures and agricultural practices is growing (FFA New Horizons, 2017; Murphrey et al., 2016; Raczkoski et al., 2019; Rampold et al., 2018). In parallel, school-based agricultural education (SBAE) classrooms are witnessing shifts in student demographics (Helmer, 2020). In the United States (US), 13 states share borders with international countries (Beaver, 2006), leading to a rise in students with connections to these neighboring nations. Discussions on overcoming barriers to inclusion of students in SBAE programs, considering factors such as race, ethnicity, and various disabilities, have been prominent in the field of agricultural education (LaVergne et al., 2012; Jordan et al., 2022; Wood et al., 2023).

While adaptations to common practices are actively addressed in two of the three circles of the agricultural education model to support students with diverse and unique backgrounds (classroom and FFA) (Phipps et al., 2008; National FFA Organization, 2023; Wood et al., 2023), it is essential to recognize that these approaches do not fully encompass the entire scope of SBAE. Supervised Agricultural Experience (SAE) programs are vital for students enrolled in an SBAE course, providing a means of applying classroom content in a real-world context (Retallick, 2010). Rubenstein and Thoron (2014) explored the development of individual student SAE programs, emphasizing that the goals for such programs should align with both authentic learning experiences and the individual's career growth. These goals should be personally tailored to the unique aspects of a student's specific SAE. This raises the question: How do students with diverse cultural backgrounds receive support for their Supervised Agricultural Experience programs?

Literature Review

Diversity, equity, and inclusion (DEI) have emerged as a pivotal consideration in the classroom today. Limited literature has explored the landscape of SBAE programs and other aspects of agricultural education, aiming to pinpoint interventions that counter mentalities of "in-group mentalities" (Austin et al., 2021). A notable division within the profession is highlighted by the research of Wood et al. (2023), with one faction acknowledging DEI issues in agricultural education, while the other group perceives no such problem of DEI in the context of SBAE. Despite this dichotomy, there is a widespread consensus among teachers participating in the research that fostering an environment where every child, irrespective of race, ethnicity, gender, sexual orientation, or other minority aspects, can derive benefits from SBAE, including participation in FFA and SAE (Wood et al., 2023).

However, the existing research in agricultural education underscores a significant challenge faced by educators- the recruitment, support, and retention of diverse youth with diverse backgrounds in SBAE programs (Murray et al., 2020). While there is a collective commitment to the overarching value of inclusivity in SBAE, the practical implementation of attracting and retaining a diverse student population is lacking (Austin et al., 2021). This highlights the imperative for educators to address these challenges, ensuring that agricultural education is accessible, applicable, and beneficial for students from all backgrounds.

SAE

The beginning of SAE programs dates to the early 20th century, with Rufus Stimson (1919) introducing the "project method" as a form of learning and applying classroom procedures on the school farm to the student's home farm. In more recent developments, Barrick et al. (2011) defined SAE as: "a planned and supervised program of experience-based learning activities that extend school-based instruction and enhance knowledge, skills, and awareness in agriculture and natural resources" (p.9). With a decline of SAE involvement in School-based Agricultural Education (SBAE) programs across the country (Dyer & Osborne, 1995; Retallick, 2010; Steele, 1997; Wilson & Moore, 2007), Rubenstein et al. (2016) explored the factors present in an exemplary SAE program within urban schools and found that one of the

major factors was student interest. Student interest was seen as a motivator for students to participate in an SAE program and help connect the relevance of the subject matter and students' daily lives (Rubenstein et al., 2016).

Furthermore, Rubenstein et al. (2016) revealed the vital role of engaged teachers in the success of SAE programs by using examples in instruction, developing a bond with their students, and being practical and hands-on with the students through multiple modes of supervision. With a decline in student participation in SAE across the country, recent literature highlights teachers' needs when helping students brainstorm, develop, implement, and supervise SAE programs. Moreover, for years, SBAE teachers have asserted that SAE is a crucial and integral aspect of students' engagement in agricultural education (Dyer & Osborne, 1995; Clark & Scanlon, 1996; Dyer & Osborne, 1996); recent literature suggests a shifting perspective among preservice teachers as they embark on their teaching journey (Moore et al., 2023; Hainline & Smalley, 2021).

Sweet Moore et al. (2023) conducted a comprehensive census study involving a cohort of preservice teachers, revealing a noteworthy decline in the perceived importance of "all students having an SAE with accurate record books" (p. 179), transitioning from *much importance* to *medium importance*. This trend aligns with the discoveries of Hainline and Smalley (2021), who investigated the self-perceived training needs of pre-service teachers in various aspects of agricultural education. In their study, SAE emerged as a notable area requiring attention, particularly in teaching record-keeping. This proceeds further into the lifespan of teachers' careers, with Roberts et al. (2020) noting that SAE implementation was one of the four axial codes that were a constant across cases of all career stages.

Additionally, a common theme amongst recent literature is the shift in modes of supervision and the teacher's role in that supervision (Linder et al., 2020; Rank & Retallick, 2017; Rubenstein et al., 2016; Rubenstein et al., 2014; Toombs et al., 2022). Previously, as explored in Smith and Rayfield (2016), agricultural educators used to do multiple home visits for each student at their family farm; however, as agricultural education has evolved with student SAE programs diversifying and class numbers increasing, in-person visits are not always feasible for every student from only the teacher. With the diversification and evolution of students entering agricultural education classrooms, unlike the latter generations, many will not pursue careers in production agriculture full-time (Croom, 2008). The implementation of SAE for All, as an initiative described by the National Council for Agricultural Education (2023), brought hopes of providing foundational career exploration and planning to diverse student needs and interests. However, a set curriculum and a modified interpretation through the evolution of SAE can still leave some teachers isolated to figure out how all students, regardless of background, can learn the skills from SAE programs directly related to their specific chosen careers (Smith & Rayfield, 2016).

Theoretical Framework

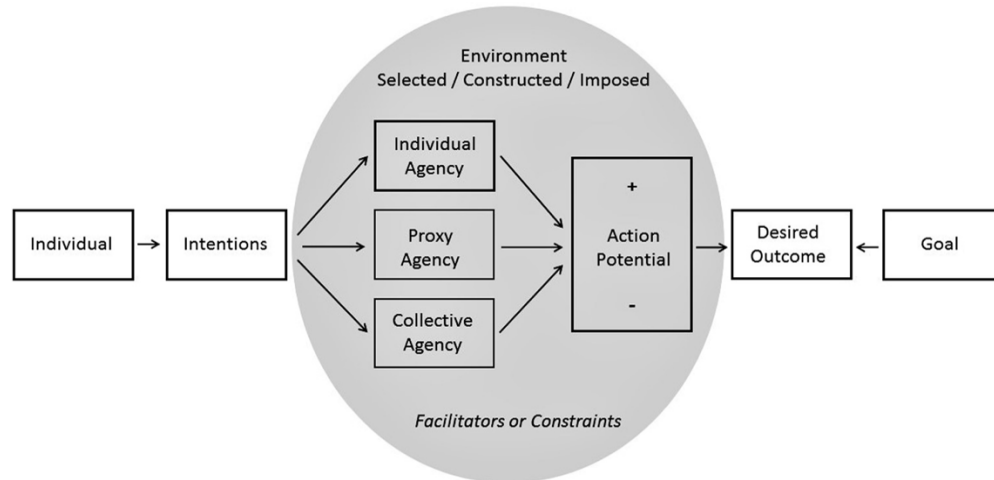
The theoretical framework draws inspiration from the rich diversity of multicultural environments. This diversity, shaped by cultural and religious differences, is recognized and celebrated within the framework of multiculturalism (Richeson & Nassbaum, 2003). In this context, multiculturalism refers to acknowledging and celebrating individual differences, fostering an environment that embraces diverse cultural backgrounds. This study recognizes the inherent complexity of border communities, where cultural diversity is a prominent and defining characteristic.

To delve into the intricacies of human behavior, personal development, and the adaptive capacity of individuals within the multicultural context, the researchers utilized Bandura's Social Cognitive Theory (SCT) (2002). This theory serves as a lens through which the research aims to comprehend the dynamics within an SBAE program near an international border. Bandura's SCT highlights three modes of agency. Firstly, personal agency influences the individual's behaviors and decision-making processes. Secondly,

proxy agency signifies the capacity of individuals to influence others to secure desired outcomes on their behalf. Finally, the collective agency emphasizes the joint contribution to the development and success of SAE programs in diverse cultural environments. Figure 1 below shows how these agency areas can act as facilitators or constraints for a potential action (behavior).

Figure 1

Bandura's Social Cognitive Theory Model



Note. Adapted from Bandura (2002)

In applying this theoretical framework to the study, researchers intended to identify, analyze, and understand the different modes of agency manifested within the SBAE teachers' roles, students' experiences, and the broader community dynamics near an international border. The study is intended to explore how these modes of agency act as either a facilitator or constraint in individuals navigating, adapting, accommodating, and contributing to the development and success of student SAE programs in diverse cultural environments. Furthermore, the choice of the multicultural context within the SCT points to investing in the dynamic of individuals who live or work in multicultural environments. It recognizes that personal development is an ongoing process. This approach allows for a deeper understanding of the intricate interplay between individual behaviors, collective dynamics, and the multicultural context in which the study unfolds.

Purpose and Question

As the landscape of agricultural education continues to evolve, it is important to dive deeper into understanding how educators can effectively support and foster unique and individual cases of students with international connections in terms of their SAE. Support such as this can ensure that the benefits of SAE are accessible and meaningful for all students enrolled in agricultural education. This study thoroughly examined the factors influencing SBAE teachers working with students conducting SAE programs in an international country, seeking to unpack the challenges and opportunities that shape the experiences of educators in multicultural settings near borders. The central research question for this study was: What factors are present and affect SBAE teachers serving multicultural student populations near an international border regarding developing, implementing, and supervising SAE programs?

Methods

The researchers employed a multi-case study design, with each teacher within a community near the Mexico international border serving as an individual case (Yin, 2014). Following Yin's (2014) suggestion, the epistemological lens adopted a pragmatic approach. As explained by Crotty (2012), pragmatism involves the uncritical exploration of the practical applications of an idea or value. Looking through a pragmatic lens, the view of the world can vary depending on the individual experiencing it (Yazan, 2015).

SBAE teachers located within 50 miles of the Mexico border in [Southwestern State] were identified as potential participants for this study. Two teachers, each representing distinct cases, willingly agreed to partake in the research. Notably, neither participant is native to the towns where they teach/taught, emphasizing their unique perspective as educators in border communities. To maintain confidentiality, pseudonyms were assigned to conceal the participants' identities and any disclosed personal information.

The first case, represented by the pseudonym Alex, is a Caucasian female who has dedicated 15 years to teaching in a community near the Mexico international border. The town is characterized as a small, rural enclave with an open-enrollment school district. The high school where Alex teaches accommodates 90 students across grades 9-12 and holds a Title One classification, indicating a predominantly low-income demographic. The local industries encompass border patrol, county sheriffs, farming and ranching, a state prison, and local businesses. The community is demographically split, with 53.8% of residents identifying as Hispanic and/or Mexican; the remaining 46.1% identifying as White (non-Hispanic).

The second case, represented by the pseudonym Elliot, is a Caucasian male who previously taught in a Mexico border community for two years (2017-2019). This community, with an approximate population of 16,000, is semi-rural and located directly on the border of Mexico. The majority of residents, constituting 95%, are Hispanic and/or Mexican. The primary industries in this community include retail, education, and trade. Originally established as an operational hub for a copper smelter supporting mining operations, the city has since transitioned, with agriculture playing a limited role, primarily in the form of a few large cattle ranchers in the surrounding area. Notably, most of the community engages in cross-border living and commuting between the U.S. and Mexico.

Participants underwent a comprehensive data collection process involving a 60-minute semi-structured interview via Zoom, a program visit. They provided SAE lesson materials and a description of their program's community for textual analysis. This multifaceted approach to data collection aimed to capture the nuanced aspects of their experiences and practices in their SBAE program. Data was analyzed using deductive and inductive approaches (Creswell, 2013). Cross-compared categories were condensed into five overarching themes, forming the basis for the findings.

Triangulation was achieved through multiple data points to enhance the trustworthiness of the research. Additionally, member checking and conducting peer debriefing were integral components of the research methodology to enable a rich and detailed description of the data (Creswell, 2013). Recognizing the potential influence of researcher bias, the research team took proactive measures by transparently disclosing their positionality. Importantly, all three researchers, having backgrounds as former SBAE teachers, believe that SAE is an integral part of the agricultural education model. Notably, all three researchers, drawing from their backgrounds as former SBAE teachers, share a common conviction regarding the significance of SAE as an integral component within the agricultural education model. Two of the three researchers live, or previously lived, in a state that borders an international country. One researcher completed student teaching experience at a program within 30 minutes of the Mexico border.

Due to the nature of a case study design with only two participants, the data collected is only generalizable to the two cases and participants within the study.

Results

Teacher SAE Philosophy

Both cases were actively engaged in SBAE classes in high school, complemented by personal SAE programs that provided them with essential prior knowledge when embarking on their first SBAE-focused university courses. Alex highlighted the robust foundation gained in SAE from their high school agriculture experience, which had three teachers in the program with various strengths in SAE. This exposure to multiple teaching styles and expertise enriched with their understanding of SAE principles contributed to Alex's gaining more of a comprehensive knowledge base upon entering university.

Moreover, both participants obtained traditional teaching certificates through a university teacher preparation program in [Southwestern State]. University classes focused on SAE programs allowed them to build upon the knowledge acquired during their high school experiences. Elliot described the university course, stating, "[The university] did do a class focused on FFA and CTSO and SAEs... It was more like a general broad area, but it was more like the intro to the philosophy of what an SAE should be." Alex shared a similar sentiment: "[university] did a really good job of educating us about how important SAE is just right along with FFA and classroom." The university experience broadened their perspective on SAE and reinforced its importance in the larger agricultural education context.

The student teaching experience emerged as a pivotal factor for both individuals in furthering their understanding of SAE programs. Elliot elaborated on the student-teacher experience: "I also got to learn the accountability piece, so my cooperating teacher is very big on accountability. And I got to learn a lot of lessons from her on what does monitoring students look like." Alex also underscored the importance of accountability and the impact of supervision for student SAE programs. "He [cooperating teacher] played such a huge role in helping those kids, so he stayed on me about going through those SAE visits... It was just very effective and encouraging to those kids." This hands-on experience during student teaching enhanced Elliot's knowledge of SAE implementation and provided valuable insights into effective mentoring and supervision techniques.

Through a combination of formal instruction and practical application, both individuals developed a philosophy that places high value on SAE as an integral component of the overall agricultural education program. Elliot expressed, "I'm a big believer in the total program... I think SAE projects are probably some of the most valuable pieces." The philosophy that considers SAE an integral component of the overall agricultural education program enabled these teachers to maintain an open-minded approach to students interested in conducting their SAE programs across international borders. This holistic view, shaped by their diverse educational experiences, further solidified their commitment to fostering well-rounded agricultural education that extends beyond traditional boundaries.

International SAE Opportunities

Teaching near the Mexico international border exposed both cases to a sizable population of culturally diverse students. Elliot spoke to their expectations regarding the diversity within their classroom, stating,

These kids deserve just as much of an opportunity as anyone else. So, as an ag teacher, I knew the deal when I moved into a border community. I didn't know to what extent how many students lived in [country] but went to school in America. That was definitely new to me. But I knew that if I am their ag teacher then I'm their ag teacher.

Participants emphasized that students implementing an SAE program in [country] should have the same expectations as every other student. Alex expanded on this, stating, “There’s no difference if there is a [program] in Mexico versus America. It’s exactly the same; I don’t know why we’d treat it differently.” Participants shared their approaches to teaching SAE to students, emphasizing consistency in the introduction and selection of programs. They stressed treating these programs like any other student’s SAE program located off school premises. Elliot highlighted that every student, including international students, must do an SAE contract and plan through the AET. “A student wants to use that as an excuse, knowing that they cross the line every day, and it is going to be a little bit harder for [teacher] to hold me accountable.” Elliot identified this as a major difference between students with programs based internationally and those in the US, with the potential for students to use the distance of their project as an excuse for accountability, leading to increased apathy.

Language emerged as a barrier for some students in this context. Elliot expressed passion for ensuring that students whose first language is Spanish do not use language as an excuse. However, they also acknowledged that “[bilingual] students seem a lot more comfortable sometimes, by saying things and even listening to things than they do writing things.” While record-keeping, especially writing, is a crucial aspect of SAE completion for all students, Elliot explained the potential barrier it poses for students seeking involvement in award recognition programs. “Award systems and structures in ag education is very written based... If this kid was on a star tour, they would nail it out of the park [explaining], but they never got there because the application is very written based.” When recognizing this, Elliot emphasized the need for innovative approaches to accommodate diverse linguistic abilities, ensuring that language doesn’t hinder students from fully participating in and benefiting from SAE programs through award recognition.

Supervision

Participants said that SAE programs located in Mexico pose unique supervision challenges. Safety, particularly when visiting an international country, emerged as a common concern among participants. Elliot mentioned that while they did cross the border into the neighboring city with a trusted community member, they hesitated to travel farther. Notably, the administration of both participants lacked specific protocols or requirements for overseeing student SAE programs in general, especially those crossing international borders. Alex highlighted the safety concerns, stating that all in-person SAE visits in the area “became unsafe, so I requested that another individual go with me, and of course, nobody wants to take that much time.”

Both cases identified alternative methods of supervision. Elliot suggested, “I would recommend this to a teacher who wasn’t comfortable with that... There is nothing wrong with [students] filming their project and showing it to you in class.” Alex, dealing with smaller classes of 10 to 12 students, primarily relies on class time for supervision, stating, “Biweekly for sure, we have time to update record books and show me to hold them accountable.” Additionally, both participants acknowledged seeking assistance from community members or parents for supervising student SAE programs, emphasizing the importance of communication. These alternative approaches provided both participants with solutions for overseeing SAE programs, catering to the unique needs of both students and educators.

Community and Culture

The participants in this research were originally from somewhere other than the border communities where they taught. Purposeful actions were taken to establish relationships with the community within the first year. These efforts include engaging in advisory councils, attending community and school board meetings, and actively seeking volunteer opportunities within the community. Alex said, “Attending games is even important; this gives a lot of opportunity to talk to parents and show students you

care.” Both participants’ efforts to immerse themselves in the community underscored the importance of educators’ dedication to connecting with students and their families, fostering a sense of community and trust.

Throughout the data, significant attention was given to the culture of the towns where each teacher worked. When discussing the creation of contracts with students and their parents, Alex mentioned, “They tell the truth, but honestly, I wish it was this way everywhere, but we do it off their word.” Elliot delved further into the impact of culture on students’ engagement with their SAE program, stating, “The family culture in a border community is so strong... These students live with their parents but also with aunts, uncles, and almost always grandparents. They are all involved in the agriculture [on the family farm].” Elliot spoke further about recognizing the significance of aligning their approaches with the local values and cultural dynamics of their teaching community.

Generational Shift

Both teachers identified a generational shift. The increased use of technology contributed to alternative methods of supervision, which was viewed positively. However, both teachers observed a gap among current students connecting agriculture to their personal lives. Alex reflected, saying, “I don’t know why that’s so different now. I don’t remember having to define agriculture as much in the past as I do now.” Elliot echoed this sentiment, discussing the shift in the focus of agriculture classes, stating, “There are less and less farm fields, more and more houses, we’re definitely on the [agriculture] literacy train.” They compared being an SBAE teacher to being a “salesperson” for agriculture. Both participants highlighted the evolving nature of agricultural education and how they have had to adapt their approaches to resonate with changing student perspectives and experiences.

The growth of towns and the changes in this generation of students significantly impact their choices in SAE programs. Alex noted, “But now our kids who used to work on the farms, or their parents worked on the farms or own the farms, those are going away.” Students have distanced themselves further from direct involvement with agriculture. In Elliot’s classes, students feel confused by the term Supervised Agricultural Experiences, so they have rebranded it as an “ag project” to eliminate any intimidation caused by the name. This aims to address students’ disconnection from agriculture or their lack of awareness of their connection to the agricultural industry. Elliot’s awareness of these shifts reflects a proactive effort to bridge the gap and maintain relevance in student teaching methods.

Conclusion/Recommendations

Based on the themes identified through data analysis, the researchers have reached the following conclusions from this study. Due to the nature of a case study, these findings, conclusions, and recommendations are only generalizable to the participants within this study. Following these conclusions and subsequent discussions, the researchers propose practical implications derived from the findings. Departing from the conventional approach, where students primarily engage in SAE programs within their domestic borders, this study recommends extending SAE initiatives internationally to account for the diverse cultural backgrounds present in classrooms. However, this study reveals a need for major initiatives with specific accommodations for these students, highlighting an overarching emphasis on maintaining uniform expectations like those for students involved in domestic SAE programs.

The underlying philosophy of teachers that positions SAE as a pivotal and integral component of the agricultural education model influences teachers and resonates with students, fostering a deeper understanding of the importance of SAE programs. This philosophical stance finds support in SAE literature, particularly the work of Dyer and Osborne (1995), which asserts that teachers’ attitudes and perspectives towards SAE significantly impact student participation. Despite variations in funding allocated

for teachers' compensation for additional work related to SAE, educators need to invest time in overseeing individual students' SAE programs to promote success and growth. A study by Friedel and Anderson (2023) revealed a lower mean frequency of teachers dedicating time to SAE within their SBAE programs compared to the other two components of the agricultural education model. This disparity negatively affected overall student engagement in SAE. Teachers need to cultivate a positive outlook and allocate sufficient time to ensure the success of SAE programs for all SBAE teachers, regardless of student demographics.

Encouraging students to develop SAE programs aligned with their personal interests serves as a crucial predictor of their sustained engagement in the program over time. This notion aligns with the insights of Rubenstein and Thoron (2015), emphasizing a student-centered approach to SAE programs and underscoring the necessity for tailored programs that cater to the unique needs of each student. This principle should be universally applied, recognizing and accommodating students from diverse backgrounds, whether they hail from another state or country or possess differing perspectives. Ensuring that students have a genuine interest and investment in the development of their SAE program is paramount. Barajas et al. (2020) reinforce this perspective by shedding light on the tendency of diverse students, particularly Latinx English language learners (ELL), to isolate themselves in their study due to self-categorization as "different." Creating opportunities for planning, developing, engaging, and celebrating various aspects of students' cultures becomes exceedingly crucial in breaking down these barriers and fostering a more inclusive environment. This inclusive approach promotes active participation and contributes to a sense of belonging among students, irrespective of their culture or linguistic background.

Teachers implementing SAE programs should explore alternative methods of supervision, mainly if venturing across the international border for in-person SAE visits is outside their comfort zone. Rubenstein et al. (2018) emphasize the foundational role of in-class supervision in ensuring the success of SAEs. To facilitate this, teachers must establish clear expectations regarding how SAE will be integrated into the classroom and outline the specific components students should incorporate into their record-keeping. It is crucial for teachers to proactively address and mitigate apathy, ensuring a consistent and engaging approach to SAE across all students. These expectations should be standardized across all students to prevent apathy, a common challenge highlighted in various studies, such as the work of De Lay and Swan (2014).

An effective strategy for alleviating apathy among students is for teachers to establish connections and demonstrate genuine care for each student. This approach aligns with Korte and Simonsen's (2018) recommendations for novice teachers. By fostering these connections, educators gain insights into their students' cultural backgrounds, contributing to the development of a more inclusive classroom culture, as observed in the work of Barajas et al. (2020). Moreover, building connections aids teachers in understanding the personal ties students may have to agriculture beyond the classroom setting.

Educators must adapt their approaches to engage and guide the evolving student demographic effectively. The literature (Burrows et al., 2020; Martin, 2016; Powell et al., 2008) underscores the widening knowledge gap among newer generations of students regarding the fundamental understanding of agriculture and food systems, despite these being integral components of contemporary society. Recognizing and bridging this gap is pivotal for educators seeking to connect the relevance of agriculture to their lives. Bird and Rice (2021) additionally highlight the impact of a generational shift on students' ability to meet classroom expectations.

Researchers recommend that SBAE teachers overseeing internationally based SAE programs or other diverse SAE programs focus on cultivating community relationships and fostering an inclusive SAE culture. This involves investing time to build strong connections with community members and organizations and providing essential student support systems. Simultaneously, educators are encouraged

to assess their comfort levels with on-site visits and explore alternative, technology-driven supervision approaches, ensuring adaptability to unique circumstances.

For university teacher educators, ongoing development of teacher philosophies regarding SAE and thorough preparation for diverse cultural environments is crucial. Reflecting on the evolving landscape of agricultural education, teacher preparation programs should provide future educators with the necessary tools for effective immersion into varied cultural contexts. A holistic approach like this enhances the effectiveness of SAE programs for students and educators. It contributes to a more comprehensive understanding of the role of agriculture in diverse societal settings. Additionally, the researchers strongly recommend that further research be conducted, particularly in states that border international countries, to establish a more extensive literature base on the current usage and impact of SAE in diverse settings, contributing valuable insights to the ongoing discourse on the relevance and adaptability of SAE in evolving agricultural education.

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