

Students' Motivations, Value, and Decision to Participate in Service-Learning at the National FFA Days of Service

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Abstract

As agricultural educators continue to seek methods of instruction to make learning impactful for students, service-learning has emerged as a desirable technique for meeting these educational objectives. A gap in the agricultural education literature exists, however, in terms of describing whether these learning experiences motivate students intrinsically. This investigation sought to describe FFA members' level of intrinsic motivation resulting from participation in a service-learning activity, specifically the 2013 National FFA Days of Service. Deci and Ryan's Self-Determination Theory (SDT) served as the theoretical base for understanding FFA members intrinsic motivation through three empirically based constructs—interest, value, and perceived choice. Results from the study indicate FFA members were interested in and valued their service-learning experience; however, they had varied views in terms of their choice to participate. Findings also indicate a congruency between tenets of service-learning and axioms of SDT. We, therefore, offer the Intrinsic Service Learning Model in hopes of assisting practitioners of this pedagogical technique with delivering an intrinsically motivated service-learning experience for agricultural education students.

Keywords: experiential learning; motivation; service-learning

Introduction

American education is not delivering graduates with the capability to function in an egalitarian society (Butin, 1989). Concerning this quandary, Boyer (1990) summoned school officials to integrate a component of service into their curriculum. Multiple strategies have attempted to rise above this deficiency; however, teachers are often unable to frame their curriculum in a way that connects to real-world problems (Driscoll, 2009; O'Meara, 2008). Agricultural educators have echoed these sentiments. For example, Dailey, Conroy, and Shelly-Tolbert (2001) highlighted one agricultural educator's views regarding the need for life-skills to be incorporated into the agricultural education curriculum in the following excerpt:

The main purpose [of agricultural education] is getting students ready for life. I think high school academies are very important, but life skills and social skills are the most important thing you can get out of high school. Surely the skills that you learn in vocational agriculture or even agriscience are really

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important, but all in all, it's making a well-rounded student that can get out in the real world and be successful and survive. (p. 15)

These concerns have given rise to service-learning as a preferred pedagogical technique in agricultural education (Barkley, 1999; Connors, 1992; Davis, 2001; Hess, 2001; Mattingly & Morgan, 2001; Slavkin & Sebastian, 2013; Webster & Hoover, 2006; Woods, 2002a, 2002b, 2002c, 2002d, 2004). Bringle and Hatcher (1995) offered clarification to this educational practice. They described service-learning as:

A credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation for the discipline, and an enhanced sense of civic responsibility. (p. 222)

Although service-learning remains an emerging pedagogical technique, various scholars have postulated the teaching approach has five major stages: investigation, preparation, action, reflection, and demonstration (Glickman & Thompson, 2011; Haines, 2010; Kaye, 2004; Lake & Jones, 2008; Smith et al., 2011). Throughout each phase of the service-learning process, teachers, students, and community members collaborate to resolve community issues while integrating purposeful contextual connections (Kaye, 2004; Smith et al., 2011).

Across disciplines, service-learning proponents endorse numerous benefits of this method of instruction. Advantages for students include a heightened sense of citizenship (Falk, 2013; Gray, Ondaatje, Fricker, & Geschwind, 2000), increased learning outcomes (Cawthron, Legee, & Congdon, 2011; Eyler, 1999; Giles & Eyler, 1994; Warren, 2012), enhanced self-esteem and personal image (Miciano, 2006; Ngai, 2006; Newman, Dantzler, & Coleman, 2014; Tannenbaum & Berrett, 2005), improved compassion for others (Lee et al., 2013; Brown, 2007), and a better understanding of societal issues (Boyle-Baise, 2002; Camarillo, 2000; Morgan & Streb, 2001; Parker, 2003). However, numerous historical events such the Soviet Union's launch of *Sputnik* (Bybee, 1997; Kirst & Meister, 1985; Rochealu, 2004) and William Bennett's *A Nation at Risk* report in 1983 (Guthrie & Springer, 2004; National Commission on Excellence in Education, 1983) have derailed progressive educational approaches, such as service-learning, by placing added emphasis on mathematics and science (Rochealu, 2004). Nevertheless, there is a positive view of service-learning in agricultural education due to its strong connections with experiential learning (O'Neil & Lima, 2003).

Service-learning is compatible with the classroom and laboratory component of agricultural education's three-circle model (Roberts & Edwards, 2015). However, an interesting pivot in philosophical thought regarding service-learning in agricultural education occurred in the early 21st Century (Roberts & Edwards, 2015). For instance, at the 80th National FFA Convention, voting delegates identified value in integrating service-learning into the doctrine of the National FFA Organization (Slavkin & Sebastian, 2013). As a result, SBAE students now have numerous opportunities to incorporate service-learning throughout agricultural education's three-circle model, an idea promoted as *Three-Circle Service* (3CS) (National FFA Organization, 2014b; S. Donaldson, personal communication, August 27, 2014). One such opportunity arose in 2014 with development of the Agricultural Service-Learning SAE (National FFA Organization, 2014c). In this new SAE area, students gain agricultural knowledge and skills through home-based projects while simultaneously confronting issues troubling their local communities (National FFA Organization, 2014b).

Meanwhile, in the FFA component of agricultural education's three-circle model, a popular activity utilized to encourage service-learning occurs through the *National FFA Days of Service* (National FFA Organization, 2013a). Each year this event is held in conjunction with *National FFA Convention* and allows thousands of students to have an opportunity to give back through "an educational activity related to agricultural education" (National FFA Organization, 2011, para. 1). Despite the notoriety of this particular occasion, however, little empirical evidence exists to understand the outcomes of the event

on FFA members. Especially, in terms of participant's motivations, value, and decision to participate in service-learning at the National FFA Days of Service.

Theoretical Framework

Deci and Ryan's (1985, 2000, 2001a, 2001b, 2002, 2008, 2010) Self-Determination Theory (SDT) clarifies the power of intrinsic and extrinsic motivation and how these factors can specifically impact an individual's experience in educational activities such as at the National FFA Days of Service. The theory revolves around three modes of motivation (Deci & Ryan, 2001a, 2001b, 2002, 2008, 2010). Specifically, the theory holds mankind has three internal desires: "(a) autonomy, (b) competence, and (c) relatedness" (Deci & Ryan, 2008, p. 183).

Attainment of autonomy empowers individuals to exercise freedom of personal choice and relieves them from the confining nature of external influences (Deci & Ryan, 2001a, 2001b, 2008; Taylor et al., 2014). Consequently, autonomy can be best described as an individual operating with an internal *locus of control* (Deci & Ryan, 2001a; Hass, Allen, & Amoah, 2014). If motivated to action through external means, one would, in fact, not be living autonomously (Deci & Ryan, 2001b). Individuals attain competence as they become confident in their ability to perform a skill (Deci & Ryan, 2001b). While relatedness is achieved as individuals perceive they have attained a sense of harmony in their relationships with groups and/or individuals (Deci & Ryan 2001b, 2002, 2008, 2010). An individual's will power and the nature of their social environment both have a unique influence on the three desires (Deci & Ryan, 2002; Zandvliet, Perry, Mainhard, & Tartwijk, 2014). Hollebeak and Amorose (2005) advanced SDT by identifying two key mediating variables to motivation: value and perceived choice. As such, this theory served as the most appropriate frame to structure this investigation.

Purpose

The intent of this study was to understand FFA member's motivations, value, and choice to participate in service-learning at the National FFA Days of Service. As such, Deci and Ryan's (1985) SDT was the optimal framework in which to structure this investigation.

Significance

The purpose of this study is linked to Priorities 4 and 6 of the National Research Agenda of the American Association of Agricultural Education (Doerfert, 2011). Priority 4, *Meaningful, Engaged Learning in All Environments*, stresses the merit for "The design, development, and assessment of meaningful learning environments which produce positive learner outcomes are essential to properly educating the citizens of the 21st century" (Doerfert, 2011, p. 9). Priority 6, *Vibrant, Resilient Communities*, focuses on the need for additional analysis "to ensure the environment where positive community change transforms unhealthy communities into high-capacity communities" (Doerfert, 2011, p. 10).

Research Questions

Deci and Ryan's (1985) SDT was used to frame the following research questions:

1. What are the personal characteristics (sex, ethnicity, location, and years of membership) of FFA members who participated in the 2013 National FFA Days of Service?
2. Did FFA members have an interest in participating in the 2013 National FFA Days of Service?

3. Did FFA members who participated in the 2013 National FFA Days of Service value the experience?
4. Did FFA members who participated in 2013 National FFA Days of Service perceive they had a choice to participate?
5. What are the relationships between FFA members' level of interest, value, and perceived choice and selected student characteristics?

Methods and Procedures

Upon IRB approval, this study employed Creswell's (2012) cross-sectional survey design procedures to guide the administration of Deci and Ryan's (1985) Intrinsic Motivation Inventory (IMI). In cross-sectional survey design, researchers use a single data collection to measure participant's "current attitudes, beliefs, opinions, or practices" concerning a phenomenon (Creswell, 2012, p. 377). Therefore, to gather data associated with the subject's beliefs regarding their motivations, value, and decision to participate in the 2013 National FFA Days of Service we felt cross-sectional survey design procedures were the most appropriate methodological approach (Creswell, 2012). In addition to the IMI, a demographic inventory questionnaire was also developed to correlate differences in experiences based upon selected characteristics. The number of individuals in the population and the accessibility to that group facilitated the purposeful selection of a census instead of a sampling population (Creswell, 2012). The National Safe Place was the largest service-learning site at the 2013 National FFA Days of Service in terms of participation. For five consecutive days, two, 4-hour shifts of approximately 140 to 180 FFA members helped pack nutritional meals for homeless shelters across the United States. This investigation was confined to members who participated in the *National FFA Days of Service* at the National Safe Place service site on November 1, 2013 in Louisville, Kentucky during the second 4-hour shift of the day. In all, 144 of the 146 FFA members present completed the instrument yielding a response rate of 98.6%. Results and conclusions generated from this study should not be generalized more broadly than to this group of FFA members.

Instrumentation

Deci and Ryan's (1985) multifaceted IMI was designed to collect data associated with experiences related to a service-learning activity. Evidence of the success of the instrument spans three decades (Ryan, Mims & Koestner, 2011; Plant & Ryan, 1995; Ryan, Connell, & Plant, 1990; Deci, Eghrari, Patrick, & Leone, 1994). According to Deci and Ryan (1985), "The instrument assesses participants' interest/enjoyment, value/usefulness, and perceived choice while performing a given activity" (p. 1).

The name of the instrument, Intrinsic Motivation Inventory, is misleading because the *interest/enjoyment* subscale is the only actual assessment of intrinsic motivation (Deci & Ryan, 1985). While the *perceived choice* subscale is a "positive predictor of both self-report and behavioral measures of intrinsic motivation" (Deci & Ryan, 1985, p. 1). The *value/usefulness* subscale aids in understanding whether the individual finds value in their experience, which is imperative to know whether the individual would be willing to participate in the activity again (Deci & Ryan, 2002).

Oklahoma State University agricultural education faculty and graduate students served as the panel of experts used to evaluate the face and content validity of the instrument before administration. The panel considered the instrument to be valid and a post-hoc reliability estimate of the IMI instrument was conducted yielding a Cronbach's alpha of .83. Further, the three constructs produced the following reliability estimates: interest/enjoyment ($\alpha = .83$), value/usefulness ($\alpha = .82$), and perceived choice ($\alpha = .84$). As a result, the instrument was considered both valid and reliable.

Demographic Questionnaire

Research Question 1 created the need to collect data relating to specific characteristics of program participants. Participants wrote information in designed spaces of the instrument to indicate their home state, sex, race, years of FFA membership, and age. These items were collected before the service-learning experience to assist with reducing participant fatigue.

Post-Experience Questionnaire

A 25-item questionnaire was administered to subjects after they completed tasks associated with the 2013 National FFA Days of Service. Items were derived from the IMI instrument and were used to assess perceptions regarding their experience after a service-learning activity. These items composed three subscales: perceived choice, enjoyment, and level of interest. The response choice for each item was a 7-point Likert-type scale, with response choices of Strongly Agree (7), Slightly Agree (6), Agree (5), Neutral (4), Slightly Disagree (3), Disagree (2), and Strongly Disagree (1) (Deci & Ryan, 1985).

Data Analysis

The Statistical Package for Social Sciences (SPSS) version 20 for Apple OSX was used to analyze all data related to this investigation. Research Question 1 was analyzed using frequencies, which helped identify the prevalence of participants in the following demographic categories: sex, ethnicity, location, age and years of FFA membership. For the remaining questions, means were taken for each construct. However, Miller's (1998) comments regarding the use of mean cores as "nonsensical" when explaining nominal and ordinal data were taken into account (p. 2). Therefore, modal responses for each item within the three constructs were also recorded and considered. As such, the measures of central tendency considered the most appropriate to report for Research Questions 2, 3, and 4 were participant's minimum score, maximum score, mode, and total modal percentage (Gay, Mills, & Airasian, 2006). For Research Question 5, Pearson product correlations between the three constructs—interest/enjoyment, value/usefulness, perceived choice and their age and years of FFA membership—were analyzed to understand the relationships between each variable.

Statistical and Mathematical Procedures

Davis' (1971) conventions were followed to address descriptive statistics to determine participants' personal characteristics in the first research question. Since a census of the population was taken, calculating frequencies of each demographic variable and item associated with Research Question 2, 3, and 4 was deemed the most appropriate data analysis approach.

Cohen and Lawrence's (1994) recommendations were used to analyze relationships associated with Research Question Five. Cohen and Lawrence (1994) explained, "A correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently" (p. 338). Therefore, Pearson's r square was employed to assist with understanding the relationship effects for each correlation taken in the study. "Effect size in the correlational context is referred to as the strength of association between two variables" (Chen & Popovich, 2002, p. 42). Cohen and Lawrence's (1994) recommendations were utilized for determining correlation relationships. Table 1 outlines Cohen and Lawrence's (1994) recommendations for understanding correlations.

Table 1

Cohen and Lawrence's (1994) Recommendations for Describing Correlation Relationships

Strength	Range	Use
Slight	.20 – .35	Little value in prediction.
Limited	.35 – .65	Limited value in prediction.
Good	.66 – .85	Good value in prediction.
Very Strong	.86 and above	Strong value in prediction.

Findings

Research Question One

The first research question was designed to describe selected characteristics (sex, ethnicity, location, and years of membership) of FFA members participating in the 2013 National FFA Days of Service. The group of participants was composed of 79 females (54.9%) and 65 males (44.4%). Participating members were overwhelmingly non-Hispanic Whites ($f = 142$; 98.6%) with two members (1.4%) self-identifying as African American. In terms of years of FFA membership, 31 (21.5%) participants were first year members; 45 (31.3%) were second year members; 34 members (23.6%) were third year members; 19 (13.2%) were fourth year members; seven (4.9%) were fifth year members; and eight (5.6%) were sixth year members. The age of the participants ranged from 12 to 19 years old. Twenty-eight (19.5%) were less than 15 years old; 41 (28.5%) were 15 years old; 39 (27.1%) were 16 years old; 27 (18.8%) were 17 years old; and nine (6.3%) were 18 years old or older. The participating FFA members represented six different states. In particular, 39 (27.1%) were from South Dakota; 30 (20.8%) were from Michigan; 23 (16%) were from Indiana; 23 (16%) were from Kentucky; 17 (11.8%) were from Missouri; and 12 (8.3%) were from Wisconsin.

Research Question Two

The second research question addressed FFA members' level of interest in participating in the 2013 National FFA Days of Service. The mean score for the interest construct was 5.40 with a standard deviation of 1.34. It should be noted, seven of the eight items within this interest construct had a modal response of Strongly Agree. The other item, "I would describe this activity as very fun" yielded a modal response of Agree. Table 2 displays a summary of data associated with this construct.

Table 2
Summary of Modal Responses on Interest Construct (N=144)

Item	Min.	Max.	Mode	Modal %
This activity was fun to do.	1	7	7	41
I felt like I was enjoying this activity while doing it.	1	7	7	40.3
I enjoyed doing this activity very much.	1	7	7	38.2
I thought this was a boring activity.	1	7	1	38.2
While doing this, I was thinking about how much I enjoyed it.	1	7	7	36.1
I would describe this activity as very enjoyable.	1	7	7	33.3
I thought this was an interesting activity.	1	7	7	29.9
I would describe this activity as very fun.	1	7	6	25.7

Note. 1=Strongly Disagree; 6=Agree; 7=Strongly Agree.

Research Question Three

The third research question examined the level of value that FFA members placed on participation on 2013 National FFA Days of Service. The mean of the value construct was 5.35 with a standard deviation of 1.20. Of the items evaluated on the value construct, eight exhibited modal responses of Strongly Agree. One item, "This activity could improve my study habits" yielded a modal response of Strongly Disagree (23.5%). Table 3 displays data associated with this construct.

Table 3
Summary of Modal Responses on Value Construct (N=144)

Item	Min.	Max.	Mode	Modal %
I think this is an important activity.	1	7	7	52.1
I believe this activity could have some value.	1	7	7	50.7
This improves concentration.	1	7	7	45.1
I am willing to do this again, it's useful.	1	7	7	45.1
I am willing to do this again because it has some value.	1	7	1	43.8
This activity is important for my improvement.	1	7	7	43.8
This activity could be beneficial.	1	7	7	34.7
This could improve my study habits.	1	7	1	23.5
This activity could help me in school.	1	7	7	22.4

Note. 1=Strongly Disagree; 7=Strongly Agree.

Research Question Four

The fourth research question examined the level of choice FFA members perceived they had when deciding to participate in the 2013 National FFA Days of Service (see Table 4). The mean score for the perceived choice construct was a 4.24 with standard deviation of .95. This construct had the most discrepancy among the three constructs included in this study. Four items had a modal response of Undecided/Neutral; two had a modal response of Strongly Agree; one had a modal response of Agree; and one had a modal response of Strongly Disagree.

Table 4

Summary of Modal Responses on Perceived Choice Construct (N=144)

Item	Min.	Max.	Mode	Modal %
I did this activity because I had to.	1	7	1	29.2
I felt like it was not my own choice.	1	7	4	27.8
While doing this activity, I felt like I had no choice.	1	7	4	27.2
I felt like I had to do this activity.	1	7	4	26.4
While doing this activity, I had some choice.	1	7	4	26.4
I really did not have a choice about this activity.	1	7	1	22.9
I had some choice about this activity.	1	7	6	22.2
I did this activity because I wanted to.	1	7	1	22.2

Note. 1=Strongly Disagree; 4=Undecided/Neutral; 6=Agree; 7=Strongly Agree.

Research Question Five

The fifth research question assessed the relationships between interest, value, perceived choice, years of membership, and age. Analysis of these data showed the magnitude of correlations contrasted from Negligible to Very Strong (Davis, 1971). For example, the interest construct had a Very Strong correlation with value construct ($r = .79$). This relationship was deemed significant at $p < .01$. The interest and value construct did not significantly correlate with any of the other relationships investigated. The perceived choice construct also had a Slight correlation with the interest construct ($r = .26$) and value construct ($r = .28$). Years of membership had a Strong correlation ($r = .72$) with age (Davis, 1971). Conversely, no significant correlations existed between years of membership and interest ($r = .17$), value ($r = .06$), or perceived choice ($r = .12$), (Davis, 1971). No significant correlations existed between age and interest ($r = .12$), value ($r = .05$), or perceived choice ($r = .06$).

Conclusions, Implications, and Recommendations

Research Question One

A compelling conclusion emanating from the first research question is nearly all participants in the study were non-Hispanic White. Why is there such a lack of racial and ethnic diversity among participants in this particular FFA program? The current literature on this topic argues agricultural education and the

National FFA Organization are in fact *not* meeting interests or needs of students from ethnically diverse cultures (LaVergne, Larke, Elbert, & Jones, 2011; Roberts et al., 2009). This conclusion also elucidates a chasm with Deci and Ryan's (1985) SDT in terms of *relatedness*. For example, Deci and Ryan (2008) strongly recommend individuals have the opportunity to bond and make a connection to their prior experiences to become intrinsically motivated. As such, the National FFA Organization should consider taking measures to ensure diverse students are embraced and welcomed at these events. Although eight other service-learning opportunities were available at the same time as this event, none promoted an agenda speaking directly to diverse populations. Therefore, we do not perceive ethnically diverse FFA members would have been more attracted to serve at a different service site. With this thought mind, perhaps a service-learning project focusing on individuals from ethnically diverse populations could be developed and promoted through the National FFA Days of Service. This conclusion also stresses the need for additional research to understand better why non-White students are not participating in the National FFA Days of Service. National FFA Organization demographic information suggests 22% of FFA membership identify as Hispanic, 8% identifies as American Indian, Alaskan Native, Black, or African American, and 3% are Asian, Native Hawaiian, Pacific Islander, or two or more races (National FFA Organization, 2013b). Therefore, a better understanding is needed concerning ethnically diverse students experiences and factors surrounding their choice to participate in the National FFA Days of Service, attempts could be made to tailor the program to attract more participation from these types of FFA members to promote a sense of relatedness for ethnically diverse members (Deci & Ryan, 2010).

Research Question Two

Based on the findings, we conclude FFA members participating in activities associated with National FFA Days of Service exhibited an interest in such activities. Deci and Ryan (2000, 2002) surmised individuals seek to fulfill a desire for *competence* in the activity in which they partake and that one's sense of interest can ultimately influence their participation. This conclusion clearly aligns with the foundational basis of SDT. The conclusion is also consistent with current literature concerning agriculture students' interest in service-learning activities. When examining student pride through service-learning, Hess (2001) surmised agricultural education students' interest and desire to learn was piqued through service-learning because they were better able to understand how their course work connected to the "big picture" (p. 10). In an attempt to sell service-learning as a viable method of instruction, Davis and Scott (2001) described a service-learning experience from the perspective of a student in which they attained a sense of achievement, or competence, through problem-based learning objectives. Therefore, FFA member's development of competence through interesting activities at National FFA Days of Service is encouraging for service-learning in agricultural education.

Research Question Three

Data associated with this research question lead to the conclusion FFA members who participate in the National FFA Day of service value their service-learning experience. In fact, modal responses for eight of the nine items associated with this construct were Strongly Agree. The National FFA Organization's motto states members should be "...living to serve" (National FFA Organization, 2014a, p. 8); therefore, having members acquire a *heart of service* is a foundational tenet for FFA members. Results from this study suggest the National FFA Days of Service is a valued occasion that empowers FFA members to uphold the aspirations promoted in the FFA Motto. This finding is consistent with the existing literature pertaining to service-learning in the context of agricultural education (Barkley, 1999; Connors, 1992; Davis, 2001; Hess, 2001; Mattingly & Morgan, 2001; Webster & Hoover, 2010; Woods, 2002a, 2002b, 2002c, 2002d, 2004). Deci and Ryan (2008) posited individuals should have opportunities to master concepts, or exhibit competence, to reach a high degree of intrinsic motivation. It is clear participants in the National

FFA Days of Service perceived they developed competence in terms of understanding how to “...liv[e] to serve” (National FFA Organization, 2014a, p. 8).

Research Question Four

Data associated with this objective lead us to conclude FFA members had varied views of their choice to participate in the 2013 National FFA Days of Service. In fact, this construct had more variability than the other two constructs investigated. The variation associated with this construct could indicate that FFA members need more independence regarding their choice to participate. This concept easily connects to the *autonomy* component of SDT (Deci & Ryan, 1985). Deci and Ryan (2000) postulated a lack of autonomy can reduce an individual’s intrinsic motivation, while also generating negative feelings towards tasks. Furthermore, it is well documented within the literature that having an individual’s perceived choice to participate in an activity can directly affect the individual’s overall perception of the activity (Deci, Koestner, & Ryan, 1999; Reeve, Nix, & Hamm, 2003). With these sentiments in mind, it might be of value for the National FFA Organization to modify strategies concerning recruitment and registration for the National FFA Days of Service. However, we understand most students typically travel and participate in National FFA Convention activities in group settings; therefore, participant’s level of autonomy regarding their ability to choose to participate is difficult to modify. Therefore, we stress the need for local programs to design member led service-learning experiences to balance members’ lack of choice inherent in service-learning events like National FFA Days of Service.

Research Question Five

Discussion. Could purposeful interventions of intrinsic motivation factors assist SBAE instructors in delivering a solution to this problem? Results and observations from this study suggest the infusion of Deci and Ryan’s (1985, 2000, 2002, 2008, 2010) three components of SDT— competence, relatedness, and autonomy— into service-learning activities might, in fact, yield an intrinsically motivated service-learning experience for agricultural education students.

To that end, we put forth the Intrinsic Service-Learning Model (see Figure 1) to provide SBAE and the National FFA Organization with a framework to operationalize this concept. The model integrates conceptualizations from Deci and Ryan’s SDT (1985, 2000, 2001a, 2001b, 2002, 2008, 2010) with the five stages of authentic service-learning (Haines, 2010; Kaye, 2004; Lake & Jones, 2008; Smith et al., 2011). By coalescing the two theories, the Intrinsic Service-Learning Model might catalyze intrinsic motivation in FFA members and agricultural education students throughout their service-learning experiences. The Intrinsic Service-Learning Model presents autonomy, competence, and relatedness, the three major tenets of SDT, as a support structure for FFA members as they experience the five-stages of authentic service-learning. As such, practitioners could simultaneously or independently use autonomy, competence, and relatedness as an intervention tactic so a sense of intrinsic motivation can be maintained as students move through the five stages of authentic service-learning. The culmination of this process is the attainment of an intrinsic service-learning experience for students.

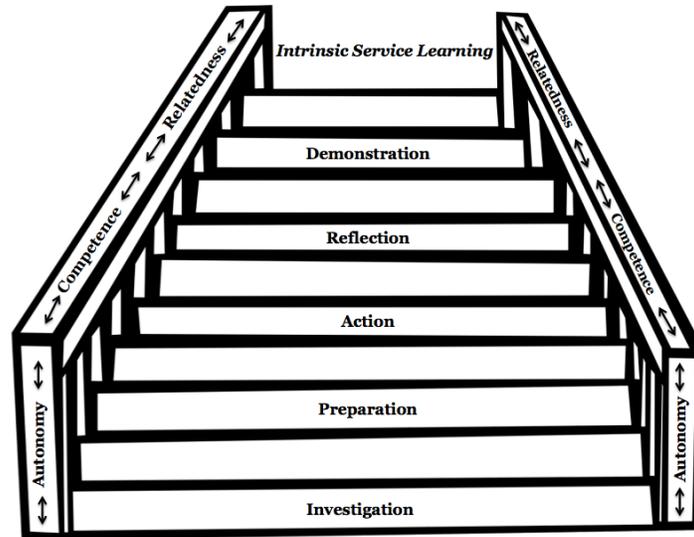


Figure 1. Intrinsic service-learning model.

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