ABSTRACT

The typical Career and Technical Education (CTE) Administrator provides the leadership and overall administration necessary to ensure the provision of the best possible education opportunities for all students within his or her school district. The purpose of this study was to explore and describe the leadership self-efficacy among Arizona CTE Administrators’ in terms of their capability to evaluate the high quality of secondary agricultural education programs in accordance with the National Quality Program Standards (NQPS). In addition, the study sought to determine the perceptions of Arizona CTE Administrators regarding their capability to evaluate the most important elements of a high quality agricultural education program. An electronically mailed questionnaire generated a 75% response rate (n = 45). Arizona CTE Administrators who oversee agricultural education programs within their districts reported a mean level of importance at 6.75 (SD = 1.5) and a mean level of capability of 6.74 (SD = 1.1) on an eight-point, Likert-type scale. There is a low association between both years in current position and importance and capability of high quality agricultural education programs but a high correlation between the subjects CTE Administrators taught and the perceptions of the importance and capability of assessing the quality of agricultural education programs. The NQPS used in this study are familiar standards to former agricultural education teachers and therefore, it is reasonable that former teachers of agricultural education would perceive themselves as more capable and identify the importance of the standards at a higher value than former teachers of other subjects. However, it is necessary for the stakeholders of Arizona agricultural education to understand all Arizona CTE administrators’ perceptions and attitudes toward high quality agricultural education programs.