ABSTRACT

The purpose of this study was to describe the level of teacher self-efficacy among novice (one through five years teaching) and experienced (more than five years teaching) secondary Arizona Agricultural Education teachers related to classroom, FFA, SAE, and content items. A mailed questionnaire generated a 76% response rate (n = 71). Arizona Agricultural Education teachers reported high levels of efficacy in all constructs. Experienced teachers were slightly more efficacious in all of the constructs. FFA and SAE constructs had the highest relationships, as well as constructs in the same area (capability, importance). When the correlation between experience and the constructs were reviewed, it was found that teachers level of efficacy increases with experience. It was also found that with experience, the level of importance of job related factors decreased.