ABSTRACT

The purpose of this study was to determine Arizona agriculture teachers’ perceived levels of teacher self-efficacy as it relates to managing the total program of agricultural education, for traditionally and alternatively certified teachers. The study also sought to determine the professional needs in managing the total program by route to teacher certification. The design used for this study was descriptive-survey research with an added relational component. The relational component of this study involved the description of the relationships between the measured program domains (classroom instruction, FFA, SAE, content knowledge) and teacher route to certification. A mailed questionnaire generated a 76% response rate (n = 71). Teachers reported high levels of efficacy in all constructs. Traditionally certified teachers have slightly higher classroom, FFA and SAE mean level of teacher self-efficacy than alternatively certified teachers with the exception of the content knowledge construct. Levels of discrepancies varied between perceived level of capability and perceived level of importance of job related factors among teachers varied. Among alternatively certified teachers, the MWDS in each program domain was much greater than that of traditionally certified teachers.