

# Self-Efficacy of Induction-Year School-Based Agricultural Education Teachers

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## Introduction

- Positive sense of self-efficacy often translates to more effective teaching, greater student achievement, and teacher retention (Mundt, 1991; Tschannen-Moran & Woolfolk Hoy, 2001)
- Induction-year teachers need self-efficacy to face numerous daily challenges (Pajares, 1992)
- Bandura's (1999) Theory of Self-Efficacy served as the theoretical foundation

## Methodology

- Researchers set out to describe changes in teacher self-efficacy of induction-year SBAE teachers in Oklahoma
- Pre-existing instruments (Rubenstein et al., 2014; Wolf, 2011) sent to 29 teachers (Cronbach's  $\alpha$  of 0.86, 0.96, and 0.96)
- No statistically significant differences in early and late responses

## Conclusions, Implications, and Recommendations

- Teacher self-efficacy was high and stable
- May result in greater teacher retention
- Similar to Rayfield et al (2014) yet doesn't reflect Moir's (1999) curve
- Additional retention and effectiveness studies are recommended

Table 1. Mean Self-efficacy Scores Across the Induction-Year

	Instruction		FFA		SAE		Overall	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
August ( <i>n</i> = 24)	6.75	0.75	6.94	1.21	7.31	0.88	7.00	0.82
December ( <i>n</i> = 21)	6.73	0.92	6.98	1.29	7.36	1.00	6.96	1.01
May ( <i>n</i> = 17)	7.00	1.04	7.48	1.09	7.34	1.35	7.27	1.04

Note. 9-point Likert-type scale, 1 indicates no ability and 9 indicates a great deal of ability.

Figure 1. Overall SBAE Teacher Self-Efficacy Over the Induction Year

