

**THE INFLUENCE OF TEACHER EFFICACY ON NORTH CAROLINA  
AGRICULTURE TEACHERS' PERCEIVED SUCCESS IN WORKING WITH  
STUDENTS WITH SPECIAL NEEDS**

**Amanda Ross**

**Dr. Bryan L. Garton, Thesis Supervisor**

**ABSTRACT**

Most agriculture teachers do not feel competent when working with students with special needs (Elbert & Baggett, 2003). The purpose of this study was to examine and explain the variance in the self-perceived success of beginning agriculture teachers in North Carolina in working with students with special needs.

A modified version of *Working with Diverse Students: The General Educator's Perspective* (Brownell & Pajares, 1999) was used to measure the teacher efficacy and self-perceived success of 70 beginning agriculture teachers in working with students with special needs.

Teacher efficacy was found to be a major factor accounting for the variance in the self-perceived success in working with students with special needs. Other factors contributing to the variance in self-perceived success included pre-service preparation, in-service participation, and general support received from administrators.