

Manual
For

Teacher Self-Efficacy

Scale

TSES-svss

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ISBN : 978-81-933161-7-7

Estd. : 1938

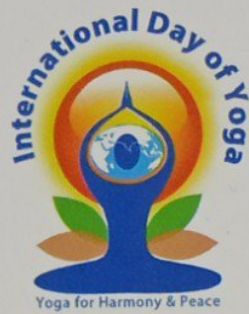
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H. P. BHARGAVA BOOK HOUSE

LG 1 & 2, Nirmal Heights, Near Halwai Ki Bagichi & Mental Hospital, Agra-282 007

INTRODUCTION

The efficacy beliefs of teachers are themselves related to their instructional practices and to the students achievement and psychological well-being. Efficacious teachers create classroom climates in which academic rigour and intellectual challenge are accompanied by the emotional support and encouragement necessary to meet that challenge and achieve academic excellence. So, all teachers should seriously share their responsibility in nurturing the self-beliefs of their students. Teachers' sense of self-efficacy is an important factor that had strong, positive relationships to students' performance, achievement of programme goals, and other positive (educational) outcomes. Teacher efficacy includes two dimensions *i.e.*, personal teaching efficacy and general teaching efficacy. Personal teaching efficacy (PTE) represents a teacher's belief that he/she possesses the skills and abilities to facilitate student learning, that is, it is the teacher's overall sense of his/her own teaching effectiveness. General teaching efficacy (GTE) represents the belief that teaching (as an organizational form of education) can affect pupils positively, even in light of external factors or conditions such as; low motivation or poor home environment. Teacher effectiveness is governed by levels of self-efficacy, that is, the belief teachers have about their teaching capabilities (Gibbs, 2002; Tschannen-Moran, Woolfolk-Hoy and Hoy, 1998). Teachers who have "a high sense of efficacy about their teaching capabilities can motivate their students and enhance their students' cognitive development". (Bandura, 1994). Chan (2004) found that "self-efficacy beliefs were significantly predicted by the components of emotional intelligence" and suggested that differences between teachers might affect this relationship. Previous research, although limited, has focused on "emotions as a consequence rather than an antecedent" of efficacy beliefs (Sutton and Wheatley, 2003). Emmer and Hickman (1991) recommended research to explore the relationship between teacher emotions and efficacy beliefs. Little research in the field of teacher self-efficacy for classroom management is evident. However, among the research that exists, some researchers support theories that imply that personal teaching efficacy has an effect on the behaviour of teachers, as well as on beliefs and outcomes (Morris-Rothschild & Brassard, 2006). Criticizing students for failing and showing impatience when confronted with challenges in problematic circumstances were found to be related to a low personal teacher efficacy (Gibson & Dembo, 1984). Ashton and Webb (1986) had the same findings that teachers with low



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Dr. Vishal Sood (Shimla)
Ms. Sapna Sen (Hamirpur)

Consumable Booklet

of
TSES-SVSS

(English Version)

Please fill in the following entries :

Date

Name _____ Father's Name _____

Date of Birth Gender : Male Female

Qualifications : Academic _____ Professional _____

Designation _____ Teaching Subject _____

Level of Teaching : Primary Upper Primary Secondary Senior Secondary

College Technical Experience in Years _____ Institution _____

Place _____ Type of Institute : Government Private Aided

Area : Metro Urban Semi-Urban Rural

INSTRUCTIONS

On the following pages 56 statements have been given which deals with your personal characteristics and qualities as a Teacher. Please read each statement carefully and decide your answer on any one of the given five response alternatives, viz. * **Always True**, * **Mostly True** * **Sometimes True** * **Rarely True** and * **Never True** and put a mark in the appropriate box of response alternative which describes you the best.

Please do answer to all the 56 statements.

Be rest assured, your answers will be kept confidential.

SCORING TABLE

Row Score							Z-Score	Grade	Level of Self-efficacy
Page	3	4	5	6	7	8			
Score									
Total									

Scorer _____

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