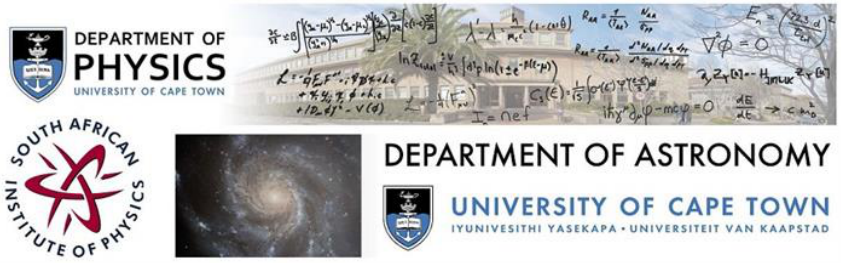

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Self-efficacy beliefs of physical science teachers

Tuesday, 5 July 2016 16:10 (1h 50m)

Abstract content
   (Max 300 words)
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This study explored self-efficacy beliefs of physical science teachers in view of their impact on motivational and self-regulation processes. The investigation was carried out through the administration of a questionnaire consisting of items about self-efficacy beliefs with physical science teachers. The items are categorized according to two broad dimensions in the form of Personal Efficacy Belief of Physics Teachers and General Efficacy Belief in Physics Teaching. Teachers' self-efficacy beliefs appeared to be characterized by varied and fragmented views in terms of the two broad dimensions specified. Implications for teacher professional development are discussed.

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