



Incorporating the Principles of Critical Pedagogy into a Teacher Efficacy Measure

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Abstract

Although critical pedagogy has defined new roles for teachers through which they can step beyond classroom concerns, there seems to be little attention to these roles in the conceptualization and measures of teacher efficacy. This study was an attempt to review the available literature and measures of teacher efficacy to find out whether the principles of critical pedagogy have been incorporated into operational and theoretical aspects of teacher efficacy. The absence of these principles called for including such items in one of the most recent and valid teacher efficacy measures and construct validating the new scale.

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