The relationship between teacher autonomy and teacher's

). The relationship between teacher autonomy and teacher's sense of self
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lationship between teacher autonomy and teacher's sense of self

reported questionnaires, Teacher Autonomy Scale and Teachers' Sense of Efficacy Scale. The two

my, teacher's sense of self

1956) and Anita Woolfolk Hoy (1947) operationalised teachers' sense of control over student outcomes in the Teachers' Sense of Efficacy Scale (TSES) (Tschannen

defined teacher efficacy as teachers' perceptions of their resources and strategies for bringing about

The TSES explores 'How much can you do to help your students think critically?' instead of 'How much can you help your students think critically?'. Such a sharp distinction demonstrates a critical

efficacy like this: 'people's judgments of their capabilities to organise and execute courses of action required to attain designated types of performances' (Jia, Eslami & Burlbaw, 2006) underpinned the importance of knowing about teachers' perceptions and

report shows a positive relationship between teacher's sense of self

1990). As Henson's (2001) utters more recent evidence which shows that

definition of teacher autonomy from the view of a teacher who defines it in such a way 'Autonomy for

have power'. Although Lortie (1969) considers a distinction between power and autonomy, where the
ty to establish one's own goals and the latter is the freedom to choose

teacher's creativity will be at stake. A sort of autonomy must be granted to teachers if you expect

teacher autonomy. Teachers' attempts to promote autonomy are limited to the factors which are

teacher behaviours; however, Guskey (1988) and Ghaith and Yaghi's (1997) investigated other factors, how teachers' sense of self

great effect on teachers' self

teacher's sense of self

teacher's sense of self

In order to find any relationship between teacher's self

scale anchored with the notations: 'nothing, very little, some influence, quite a bit and a great deal'. This scale seeks to capture the multi teachers' efficacy beliefs in a concise manner without becoming too specific or too general.

mainly derived from the questions in teachers' self

Pearson's product correlation was applied.

N

N
TSES

(-0.209) which indicates that there is a negative reversed relationship between the two variables.

A diagram showing a horizontal line. Below the line, there is a point labeled N . To the right of this point, there is a small horizontal tick mark on the line.

teacher's sense of self

Officials and supervisors of educational institutes believe that if they observe teachers' classes and

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