

# Adaptation and validation of the self efficacy sense questionnaire in a sample of chilean teachers [Adaptación y validación del cuestionario sentimiento de autoeficacia en una muestra de profesores chilenos]

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The purpose of this paper is to show the adaptation and validation process of the Teacher Self-Efficacy Scale questionnaire (Tschannen-Moran & Woolfolk, 2001) in a sample selection of 544 Chilean teachers. This was done using the back translation procedure. For construct validity, the exploratory factor analysis statistic method was applied, which resulted in one additional factor to the three, which were in the original instrument. Secondly, a confirmatory factor analysis was carried out. The latter corroborated the four-dimension solution with appropriate index adjustments. Finally, the internal consistency was analyzed by using the Cronbach's alpha coefficient, which showed satisfactory rates for each factor and the entire instrument. All these findings support the claim that the adapted version of the questionnaire is valid, reliable and explanatory of the self-efficacy theory for the reality of Chilean teachers.

Adaptation

Education

Self-efficacy

Teachers

Validation