
The construct of self-efficacy has been studied extensively in recent years, and this has included educational settings. Research has shown that teacher efficacy is positively associated with student achievement and classroom management ability and therefore appears worthy of study. However, scales for the measurement of teacher efficacy in the classroom may not necessarily be appropriate for the physical education setting. This paper, therefore, reports on the development of a Physical Education Teacher Efficacy (PETE) scale. Using this scale with five samples of pre-service and in-service teachers in both primary and secondary sectors, it was found that the scale possessed adequate reliability and validity. PE teacher efficacy was unrelated to general teacher efficacy. Efficacy was lower for secondary student PE teachers in comparison to practicing teachers, and efficacy was lower in primary teaching students in comparison to their peers who choose to study physical education as a speciality, and in comparison to secondary PE teachers. The importance of certain curricula goals was found to be consistently associated with efficacy beliefs for achieving those goals.