The relationship between teachers' mastery experience and teacher self-efficacy: A meta-regression of cross-sectional studies

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Abstract

Purpose - The objective of the meta-analysis was first to substantiate the magnitude of the effect size (ES) of the relationship between mastery experience and teacher self-efficacy. Second, the meta-analysis was also aimed to search for the research characteristics that moderate the mastery experience-teacher efficacy relationship. Methodology - A total of 26 original studies, involving 10,752 teachers was included in the meta-analysis. To identify the moderators, the study applied meta-regression procedure. Findings - The results supported the expectation that mastery experience positively influences teacher self-efficacy. Collectively sample charactistic, self-efficacy measure and work culture impacted the variability of the effects size. Significance - The findings add understanding about teacher self-efficacy. The findings also offer practical implications to researchers on teacher self-efficacy, and policy maker and administrators of teacher professional development programs.

Author keywords

In-service training, Mastery experience, Meta-analysis, Teacher Self-Efficacy, Work culture

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