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Malaysian Journal of Learning and Instruction
Volume 14, Issue 2, 1 December 2017, Pages 247-269

Pertalian antara pengalaman masteri dengan efikasi sendiri guru: Regresi-Meta kajian keratan lintang (Article)

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

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Abstract

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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 characteristic, 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

ISSN: 16758110

Source Type: Journal

Original language: Indonesian

Document Type: Article

Publisher: Universiti Utara Malaysia Press

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