A meta-analysis on interventions to promote teacher self-efficacy

Trending topic: teacher self-efficacy. Some meta-analyses from educational research already show that a high level of teacher self-efficacy is related to a variety of positive characteristics. For example, more self-efficacious teachers report greater job satisfaction and stronger engagement in school than less self-efficacious teachers.

To strengthen teachers' self-efficacy, therefore, a number of interventions have been developed in recent years and their effectiveness has been examined in evaluation studies. However, it has not been clear until now: can self-efficacy be promoted through interventions and, if so, is this true for student teachers and experienced teachers alike?

In this thesis, you will meta-analytically **synthesize existing intervention studies** to answer these questions in an evidence-based manner. This will be based on existing research conducted by the Professorship for Research on Learning and Instruction, which has already systematically searched for appropriate studies. This thesis will replicate the existing research in parts, but focus on other aspects such as a different survey instrument. The goal is to identify specific factors of interventions that may be relevant to promote self-efficacy among teachers.

This thesis will allow you to engage with cutting-edge research **on teacher self-efficacy**. In addition, you will gain in-depth insight into how to **conduct a meta-analysis**. In doing so, you will directly contribute to the research of the Professorship for Research on Learning and Instruction at the TUM School of Social Sciences and Technology.

Interested?
Then we look forward to hearing from you via e-mail at:
janina.taeschner@tum.de

Prof. Dr. Doris Holzberger

Professorship for Research on Learning and Instruction
Technical University of Munich
TUM School of Social Sciences and Technology
suf@edu.tum.de