

Teacher Characteristics and Sense of Teacher Efficacy: A Meta-analysis Study*

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ABSTRACT The purpose of this research study is to investigate the relationship between teacher characteristics and teacher efficacy via meta-analysis. An extensive literature search was conducted to identify reports that examined the relationship between teacher characteristics and the teacher efficacy to minimize potential availability bias. In total, research reports have identified the provisions of usable data for 17 independent samples. Four of these studies were published, while 13 were unpublished dissertations. In this study, an indicator of effect size is chosen as the correlation coefficient. Random effects model was preferred according to heterogeneity tests conducted for teacher characteristics. As a result of meta-analysis, it was found that teacher characteristics correlate positively with teacher efficacy. Also, there is a positive correlation between teacher characteristics and efficacy in student engagement. Teacher characteristics have a significant relationship with efficacy in instructional strategies. Finally, teacher efficacy in classroom management was positively related to teacher characteristics.