

Special Issue

Teacher Empowerment: Examining Factors and Strategies for Promoting Agentic Behavior

Message from the Guest Editor

In the rapidly evolving educational landscape, teachers face unforeseen situations and challenges daily. In this Special Issue, original research articles and reviews are welcome. Research areas may include (but not limited to) the following:

- Exploration of Agentic Behavior in Various Contexts: Studies examining how teachers perform agentic behavior across different aspects of their work. These studies can utilize quantitative designs (e.g., experimental, quasi-experimental), qualitative designs (e.g., case study, ethnography) or mixed-method designs.
- Personal Factors Influencing Agentic Behavior: Research focused on personal factors such as beliefs, personality, attitudes and knowledge that influence or interact with teachers' agentic behavior.
- Contextual Factors and Agentic Behavior: Studies investigating the interaction between contextual factors and teachers' agentic behavior.
- Review studies on Teacher Agentic Behavior: Comprehensive reviews of the literature on teacher agentic behavior or related topics, including, but not limited to, professional agency, job crafting, teacher autonomy and teacher leadership.

Guest Editor

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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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