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Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level

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Abstract

Teachers' self-efficacy beliefs were examined as determinants of their job satisfaction and students' academic achievement. Over 2000 teachers in 75 Italian junior high schools were administered self-report questionnaires to assess self-efficacy beliefs and their job satisfaction. Students' average final grades at the end of junior high school were collected in two subsequent scholastic years. Structural equation modeling analyses corroborated a conceptual model in which teachers' personal efficacy beliefs affected their job satisfaction and students' academic achievement, controlling for previous levels of achievement.



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Keywords

Teachers' self-efficacy beliefs; Teachers' satisfaction; Students' academic achievement

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