



ASSESSING TEACHER SELF-EFFICACY AND JOB SATISFACTION: MIDDLE SCHOOL TEACHERS

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Abstract

The purpose of this study was to investigate the relationship between the self-efficacy and job satisfaction of middle school teachers. Teaching profession is one of the most difficult jobs in the world. Schools have experienced having shortages of quality teachers with strong skills in the areas of student engagement, instructional practices, and classroom management. The participants of the study included 208 middle school teachers in USA. The study employed a non-random sampling design. The data were collected by the *Teachers' Sense of Efficacy Scale (TSES)* and the *Job Satisfaction Survey (JSS)*. The *TSES* included 24 items with three subscales including efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. The *JSS* included 36 items with 9 subscales including pay, promotion, supervision, fringe benefits, contingent rewards, operating, coworkers, nature of work, and communication. The study results indicated non-significant and negative correlation between teacher self-efficacy and job satisfaction.

Key Words: Self-efficacy, job satisfaction, middle school teachers.