APA – Sample of First Page

Predicting Educators' Job Satisfaction:

Roles of Self-Efficacy, Collective-Efficacy, Emotional Intelligence,

and Positive Affect

Job satisfaction has been defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976, p. 1300, as cited in Leithwood & Beatty, 2008, p. 14). Simply, job satisfaction is the extent to which people enjoy their jobs. Arguably, the teaching profession is one in which job satisfaction needs to be a priority, as satisfaction is likely to reinforce one's existing practices and contribute to the likelihood of sustaining those practices (Leithwood & Beatty, 2008). Teachers are responsible for educating students who will grow to be active members of society. If these students are to become knowledgeable, productive citizens and leaders, their teachers are worth investing in.

Ostroff (1992) found teachers' job satisfaction to be the best predictor of student achievement among all other job-related variables measured, including organizational commitment, adjustment to the school, and psychological stress. Schools with more satisfied teachers tend to be more effective than schools with less satisfied teachers (Ostroff, 1992). Evidence suggests that job satisfaction has a direct effect on teacher retention (Stockard & Lehman, 2004, as cited in Leithwood & Beatty, 2008) and that teachers' lack of job satisfaction is related to their intention to quit the teaching profession (Ostroff, 1992). Further, teachers account for the greatest cost and human capital resource of a school (Perie & Baker, 1997); therefore, increasing teachers' sense of job satisfaction can aid in reducing costs

PAGE NUMBER: Include page numbers in the upper right on all pages.

TITLE: Center and bold the title and subtitle at the top of the page.

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