



Self-Efficacy and Job Satisfaction among School Teachers: The Mediating Effect of Perceived Administrative Support

Uzma Ambreen^{1*} Sara Komal² Shah Jahan Ashraf³ Arjmand Naz⁴ Saima Ashraf⁵

¹ Alumna, Dr. Hasan Murad School of Management (HSM), University of Management and Technology (UMT), Lahore, Punjab, Pakistan. Email: ambreenuzma001@gmail.com |  <https://orcid.org/0009-0008-0362-0535>

² Lecturer, Department of Applied Psychology, University of Sahiwal, Sahiwal, Punjab, Pakistan. Email: sarakomal@uosahiwal.edu.pk |  <https://orcid.org/0009-0005-9889-1124>

³ Research Assistant, Government College Women University, Faisalabad, Punjab, Pakistan. Email: shahjahan_ashraf@yahoo.com |  <https://orcid.org/0009-0002-7837-6676>

⁴ School Owner, Punjab Education Initiative Management Authority, Faisalabad, Punjab, Pakistan. Email: arjmandnaz@gmail.com |  <https://orcid.org/0009-0003-6191-5714>

⁵ Lecturer, Applied Psychology, OPF College, Islamabad, Pakistan. Email: saimaopf79@gmail.com

ABSTRACT: The present study aimed to assess the mediating role of perceived administrative support between self-efficacy and job satisfaction among school teachers in Pakistan. The study adopted a cross-sectional correlational design and used a purposive sampling technique to collect data from Lahore, Islamabad, and Sahiwal in Pakistan. Standardized questionnaires were used for data collection, and IBM SPSS version 26 was used for analysis. Findings revealed significant relationships among the study variables. However, perceived administrative support partially mediated the association between self-efficacy and job satisfaction. The study highlights important implications for enhancing teachers' self-efficacy and administrative support to improve job satisfaction.

KEYWORDS: Teachers, Self-efficacy, Perceived Administrative Support, Job Satisfaction.

Introduction

Teachers are prominent figures of the educational institutions; their psychological functioning possesses influence over the instructional quality and students' outcomes (Bardach et al., 2022). There are many factors that affect teachers' performance in professional life, self-efficacy and job satisfaction are important concepts in the field of educational psychology (Caprara et al., 2006; Çevik, 2017; Madina & Mara, 2025). Teacher self-efficacy means educators' beliefs in their capacity to meaningfully manage classroom tasks and enhance student learning, whereas job satisfaction reflects the positive feelings teachers have toward their profession; research has reported that teachers with higher efficacy are more satisfied with their profession (Mokhtar et al., 2023; Özbilen et al., 2024; Thant, 2025; Yee & Yumei, 2025).

Teacher self-efficacy is considered as a vital psychological resource that shape educators' instructional practices, persistence and classroom management in coping with academic hurdles. Teachers with strong self-efficacy are more likely to employ innovative teaching strategies, sustain discipline effectively, and demonstrate resilience in challenging educational environments (Al-Mahdy & Elwakil, 2026; Hejazi et al., 2025; Qarimah & Mirza, 2025; Shuakbayeva et al., 2025). Previous studies demonstrated that teachers who perceive themselves as competent in handling teaching

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Corresponding Author

Uzma Ambreen

✉ ambreenuzma001@gmail.com

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responsibilities experience adequate professional fulfilment and are less susceptible to occupational burnout (Körkkö et al., 2024; Lindfors et al., 2021; Macovei et al., 2023).

Job satisfaction among teachers is a stronger determinant of effectiveness in educational institutes, teacher retention, as well as organizational commitment (Anoq & Peteros, 2024; Lin, 2024). Satisfied teachers are likely to show greater commitment to their students, higher encouragement in instructional delivery, and higher attachment and pride towards their institutions (Hoque et al., 2023; Szallós-Farkas & Hilt, 2025; Tang et al., 2025). However, job satisfaction is affected by multiple factors such as workload, compensation, interpersonal relationships, and institutional environment (Amayreh & Arshad, 2025; Nugroho et al., 2025; Shahid et al., 2025). Among these, the role of school administration is one of the most influential factors in enhancing teachers' workplace experiences.

In educational institutions, Perceived administrative support means teachers' perceptions of the extent to which school higher authorities value and regard their contributions, provide guidance, and foster supportive work surroundings (Faremi, 2021; Hang et al., 2025; Luchagula, 2025; Rwigema, 2022). Administrative support is likely to strengthen teachers' confidence in their professional abilities by offering adequate resources, constructive feedback, and emotional involvement (Edinger & Edinger, 2018; Gigante & Firestone, 2008; Putra et al., 2024). Consequently, Teachers with greater self-efficacy may be more likely to perceive administrative support positively, which in turn fosters their satisfaction with their profession (Liu et al., 2021; Tschannen-Moran & Gareis, 2007; Xie & Zou, 2025). Thus, perceived administrative support may function as a vital mediating role in the relationship between teacher self-efficacy and job satisfaction.

This study is grounded in Social Cognitive Theory (Bandura, 1999; Bandura 2014), which postulates that self-efficacy beliefs positively influence individuals' motivation, persistence and effort in achieving objectives. According to the studies conducted in China, Japan, United States, and Switzerland self-efficacy is found to be fostering the level of satisfaction among teachers as those with self-efficacy are better equipped with classroom management and teaching strategies (Miralles-Cardona et al., 2025; Niu et al., 2023; Schmitz & Tulowitzki, 2025; Zhang et al., 2025). Furthermore, Organizational Support Theory (Eisenberger et al., 1986) further states that perceived support from administrators fosters employees' satisfaction. Studies conducted in India and Oman reported that when the teachers feel that they are being supported in the organization by the administrators there level of satisfaction increases and fear as well as distress decline (Amzat et al., 2025; Benjamin & Dangwal, 2025; Khan et al., 2024).

There is a substantial literature regarding the relationship between teacher self-efficacy, administrative support, and job satisfaction internationally; the gap still exists in the cultural context of Pakistan particularly when it comes to perceived administrative support as a mediator. Thus, the study aimed to fill this gap.

Hypothesis

H1: Perceived administrative support mediates the relationship between teacher self-efficacy and job satisfaction in schools.

Methodology

The study adhered to a cross-sectional correlational study design as it allows examination of relationships among variables at a single point in time. The study utilized purposive sampling technique to collect data from teachers with the inclusion criteria of Pakistani citizens, age at least 18 years, qualification at least intermediate, and officially serving as a teacher in public and private schools of Islamabad, Sahiwal and Lahore.

The Following questionnaire were administered on the study participants:

Teachers' Sense of Efficacy Scale (TSES) – Short Form (Tschannen-Moran & Hoy, 2001) includes 12 items with its Likert ranges from 9-point Likert scale (1 = *Nothing*, 9 = *A Great Deal*). Its Cronbach's alpha ranges from 0.85 to 0.93, which is excellent. In this study, the Cronbach's alpha is 0.79, which indicates reliable responses from the participants.

The *Teacher Job Satisfaction Scale* (Skaalvik & Skaalvik, 2011) consists of 4 items measured on a 6-point Likert scale ranging from 1 (*Completely Disagree*) to 6 (*Completely Agree*). The original version of this scale has demonstrated excellent reliability, with a Cronbach's alpha of .91. The Cronbach's alpha in this study is 0.72, which is satisfactory.

The Perceived Administrative Support measure consisted of 4 items adapted from Seidman and Zager (1991) originally developed in the context of teacher stress and organizational conditions. The Likert scale ranges from 1 (*Totally Disagree*) to 6 (*Totally Agree*). The scale indicated an acceptable internal consistency in the present study (Cronbach's alpha = .74).

Ethical Considerations and Procedure

The study followed the Helsinki Ethical Principles. The participants were approached with consent forms, a demographic form, and study instruments. The consent form comprised the purpose of the study, voluntary participation, right of withdrawal, and confidentiality of the participants. Once the participants signed the consent form, they were provided with the demographic questionnaire and study instruments. Out of 147 participants, 108 completed the questionnaire (response rate = 73.47%). The data were entered into IBM SPSS version 26 for analysis purposes.

Results

Table 1 reported mean age of the participants was 32.87 years (SD = 9.13). In terms of gender, the majority of participants were men (63.9%), while women comprised 36.1% of the sample. In term of qualification, half of the participants held a bachelor's degree (50%), followed by MS/MPhil (30.6%), intermediate (11.1%), and Ph.D. (8.3). With respect to school type, more than half of the school teachers were employed in public schools (56.5%), whereas 43.5% were from private institutions. In terms of teaching experience, the largest group of school teachers had 5–10 years of experience (38.9%), followed by 10–15 years (25.9%), 1–5 years (24.1%), and 15–20 years (11.1%), indicating a fairly experienced sample overall. Finally, the school teachers were drawn from three cities, with the highest representation from Lahore (41.7%), followed by Islamabad (38.9%) and Sahiwal (19.4%). Overall, the participants represent a diverse group of school teachers in terms of demographic and professional characteristics.

Table 1

Demographics of the Participants (N = 108)

Characteristics	Frequency (Percentage)	Mean (Standard Deviation)
Age		32.87 (9.13)
Gender		
Men	69	63.9
Women	39	36.1
Qualification		
Intermediate	12	11.1
Bachelor	54	50
MS/MPhil	33	30.6
Ph.D.	9	8.3

Characteristics	Frequency (Percentage)	Mean (Standard Deviation)
School Type		
Public	61	56.5
Private	47	43.5
Experience		
1-5 Years	26	24.1
5-10 Years	42	38.9
10-15 Years	28	25.9
15-20 Years	12	11.1
Residency		
Lahore	45	41.7
Islamabad	42	38.9
Sahiwal	21	19.4

The table 2 indicates significant relationship among variables i.e. self-efficacy, perceived administrative report and job satisfaction.

Table 2

Correlations among Self-Efficacy, Perceived Administrative Support, and Job Satisfaction (N = 108)

Variables	1	2	3
1.Self-efficacy	-	.54**	.72**
2.Perceived Administrative Support		-	.59**
3.Job Satisfaction			-

Table 3 indicates that self-efficacy significantly predicts perceived administrative support ($a = .18$, $SE = .02$, $p < .001$), and perceived administrative support, in turn, significantly predicts job satisfaction ($b = .21$, $SE = .05$, $p < .001$). The direct effect of self-efficacy on job satisfaction also remains significant ($c' = .14$, $SE = .01$, $p < .001$), suggesting partial mediation. Furthermore, the model explains a significant proportion of variance in perceived administrative support ($R^2 = .29$, $F = 45.23$, $p < .001$) and job satisfaction ($R^2 = .57$, $F = 70.99$, $p < .001$). Overall, these results indicate that perceived administrative support partially mediates the relationship between self-efficacy and job satisfaction among school teachers.

Table 3

Predicting Job Satisfaction from Self-efficacy Through Perceived Administrative Support (N = 108)

Antecedents	Consequences							
	PAS (M)				Job Satisfaction (Y)			
	B	SE	P		β	SE	P	
Self-Efficacy (X)	a	.18	.02	<.001	c'	.14	.01	<.001
PAS (M)	-				b	.21	.05	<.001
Constant	I	11.13	1.71	<.001	I	.04	1.19	.73
	R ² = .29, F = 45.23				R ² = .57, F= 70.99			
	***P <.001				***P<.001			

Note: ***p<.001, PAS = Perceived Administrative Support

The indirect effect of self-efficacy on job satisfaction through perceived administrative support was statistically significant ($B = .04$, $BootSE = .01$, 95% CI [.01, .07]). Since the confidence interval does not include zero, the mediation effect is supported.

Table 3

Indirect Effect

Pathways	B	BootSE	95% CI (BootLLCI – BootULCI)
SE → PAS → JS	.04	.01	(.01 - .07)

Note: N = 108, SE = Self-Efficacy, PAS = Perceived Administrative Support, JS = Job Satisfaction

Discussion

The study aimed to assess the mediating role of perceived administrative support between self-efficacy and job satisfaction among school teachers in Pakistan to fill the gap in the cultural context.

The correlational analysis reported a significant relationship among variables. This means that as the level of self-efficacy increases, so does the perceived administrative support and job satisfaction. This aligns with previous studies conducted in China and the United States of America on school teachers, in which it was reported that self-efficacy plays a crucial role in classroom management, adhering to policies, handling challenges, and conveying instructions in an appropriate way; these factors foster job satisfaction among teachers. Moreover, perceived administrative support, when accompanied by self-efficacy among teachers, also enhances job satisfaction (Bogler & Nir, 2012; Dellinger et al., 2008; Fu et al., 2022; Gorski et al., 2012; Liu & Ramsey, 2008; Sargent & Hannum, 2005; Xie et al., 2024). In the cultural context of Pakistan, teachers depend significantly on support from school administration, which enhances their motivation and job satisfaction. Additionally, when teachers believe in their own capacity, ability, and potential, they feel more confident and satisfied in their work.

The mediation analysis using Hayes Macro Process 4.2 (Model 4) has partially supported the study's hypothesis, as the direct effect of self-efficacy is significantly predicting job satisfaction, although the indirect effect of self-efficacy on job satisfaction via the mediator perceived administrative support is also significant among school teachers in Pakistan. This means that, although perceived administrative support does play a role in enhancing job satisfaction, self-efficacy alone is capable of higher job satisfaction among teachers. The result of the study is similar to a previous study conducted by Skaalvik and Skaalvik (2014) which indicated that teacher self-efficacy is significantly associated with job satisfaction and negatively associated with burnout among school teachers, stating that stronger beliefs in personal teaching credentials enhance satisfaction at work. Another study that aligns with the present result reported that self-efficacy is a strong predictor of job satisfaction among teachers, reflecting that self-confidence among teachers is associated with satisfaction and motivation in their teaching roles. Another study conducted in Pakistan is contradictory to the result of this study that indicated that perceived corporate social responsibilities among employees in organizations enhances their engagement and ultimately results in higher productivity and employee satisfaction (Shahid et al., 2025).

Limitations and Suggestions for Future Studies

The study's first shortcoming is its purposive sampling technique, which cannot be generalized to the whole Pakistani teacher population. Future studies therefore need to adopt a stratified sampling technique. The study's demographics are very limited; future studies need to include demographics such as primary, middle, and higher school teachers, etc. The study utilized the original version of the questionnaire, which is also a limitation. Although English is the

academic language in Pakistan, someone at age 18 with an intermediate qualification may not be able to comprehend the items in study questionnaires that are in English; therefore, future studies need to include Urdu version instruments.

Implications

The study's findings imply that enhancing teachers' self-efficacy can effectively foster their job satisfaction and overall teaching productivity in schools. School administrations must create a supportive environment by providing proper and clear guidance, taking feedback daily, and recognizing efforts to enhance teacher perceived administrative support. Furthermore, training workshops and programs need to focus on classroom management and teaching skills to improve teachers' confidence and effectiveness. School policymakers and government-designated officials for education should promote a positive school culture that encourages collaborative relationships between teachers and school administration.

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