

The Relationship Between Classroom Management and Job Satisfaction in School Teachers: The Mediating Role of Feedback-Seeking Behavior

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Abstract

In order to close the gap in the research and provide useful implications, the study sought to determine the mediating function of feedback-seeking behavior between predictive classroom management and job satisfaction among Pakistani instructors. A purposive sample and a cross-sectional correlational research design were used in the study to gather data from teachers who had at least one year of experience and were at least eighteen years old, and who must possess an intermediate qualification and currently be teaching in either private or public schools of Karachi, Islamabad, and Lahore. The standardized instruments were utilized to measure the variables. The authors approached 150 participants, out of which 102 participants completed the questionnaire, and the others withdrew. The findings depict significant relationships between variables, i.e., classroom management, feedback-seeking behavior, and job satisfaction. Furthermore, feedback-seeking behavior partially mediates the relationship between classroom management and job satisfaction. These findings suggest that educational policymakers should come up with an integrated, structured mentoring and peer-feedback mechanism in school systems to enhance competence, motivation, and overall job satisfaction in teachers.

Key Words

Classroom Management, Feedback-Seeking Behavior, Job Satisfaction, Teachers

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Introduction

Classroom management is a very important component of effective teaching to sustain learning environments. It consists of the strategies and practices used by teachers to maintain order, manage students, and make a structured and supportive classroom climate. Effective classroom management not only enhances academic learning but also

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reduces behavioral disturbances, thereby increasing instructional time and overall quality of education. Research suggests closer attention has been paid to how teachers perceive their work environment, specifically job satisfaction, which is influenced by their capacity to manage classrooms adequately and efficiently (Azizah et al., 2025; Salama et al., 2025).

Teacher job satisfaction is a multifaceted construct that encompasses content educators feel with their profession, interpersonal relationships, working environment, and administrative support. It plays an essential role in teacher motivation, performance, and retention. Low job satisfaction has been related to burnout, emotional exhaustion, and a higher likelihood of employees leaving, whereas higher satisfaction enhances professional commitment and instructional effectiveness. In the context of school, job satisfaction is often influenced by daily classroom experiences, administrative support, and student behavior patterns (Wang et al., 2020; Yumei & Yee, 2025).

The relationship between classroom management and teacher job satisfaction is very important because classroom dynamics directly impact teachers' emotional and psychological experiences at work. Teachers who feel themselves to be effective in managing classroom behavior are more likely to experience higher confidence professionally. On the other hand, persistent classroom disruptions can lead to stress, diminished Classroom Management, and lower levels of satisfaction with their roles of teaching (Kaya & Selvitopu, 2019; Celis et al., 2023). For instance, a longitudinal study conducted in Finland explored the association between classroom management and job satisfaction among 642 lower secondary school teachers. The results revealed that teachers who reported greater confidence in managing student behavior also possessed higher job satisfaction (Malinen & Savolainen, 2016). Similarly, a cross-sectional study conducted in China on 648 primary and secondary school teachers found that a positive school environment significantly predicted higher job satisfaction (Han et al., 2022).

The present study is grounded in the Job Demands-Resources Model, which postulates that job resources like effective classroom management foster motivation and job satisfaction. However, job demands enhance strain and reduce psychological well-being (Demerouti et al., 2001). In the cultural context of Pakistani schools, managing large class sizes, scarcity of resources, and diverse backgrounds of students can be demanding, making classroom management an essential professional resource. Social Cognitive Theory further suggests that teachers' beliefs in their classroom management capabilities influence their behaviors and work-related outcomes (Bandura, 1986; Luo et al., 2024). Furthermore, Feedback Intervention Theory demonstrates that individuals seek feedback to reduce ambiguity and confusion, and elevate their performance (Kluger & DeNisi, 1996). Thus, feedback -seeking behavior may mediate the association between classroom management and teacher job satisfaction by helping teachers upgrade their strategies and improve professional satisfaction.

In schools, feedback-seeking behavior is an essential way teachers evaluate and enhance their teaching. Teachers who regularly ask students, colleagues, and school administration can overcome and find weaknesses in their classroom management and make improvements in a timely manner. This process of reflection and improvement helps teachers feel more competent and strengthened in their professional role. That is why understanding this psychological mechanism is essential to designing programs that foster teachers' classroom management capacities and help them perceive themselves as competent professionals.

Problem Statement

Despite substantial literature on teacher well-being, limited empirical evidence exists regarding translating classroom management into job satisfaction through behavioral mechanisms like feedback-seeking behavior, specifically in the Pakistani school context. This gap is a barrier in terms of understanding how teachers proactively increase their satisfaction via professional self-regulation processes.

Rationale and Significance of the Study

The rationale of this study is to assess an overlooked mediating mechanism that explains the association between classroom management and job satisfaction in teachers. Understanding this pathway is essential in order to develop evidence-based strategies that support well-being and professional effectiveness among teachers. This study is significant as it promises valuable insights for school policymakers and administrators to elevate teacher job satisfaction by enhancing classroom management practices and motivating constructive feedback-seeking behavior. It may also contribute to improving teacher retention, professional development, and educational quality.

Objective

- To investigate the mediating role of feedback-seeking behavior between classroom management and job satisfaction in teachers.

Hypothesis

H: Feedback-seeking behavior significantly mediates the relationship between classroom management and job satisfaction in teachers.

Method

The study used a cross-sectional correlational design and purposive sampling approach to gather data from instructors who had at least an intermediate degree, were at least eighteen years old, were both male and female, and had at least a year of experience. The data was collected from private and public schools of Karachi, Lahore, and Islamabad, as it was accessible to the authors because the data was collected physically. The authors adhered firmly to the APA 7 ethical code of conduct; the participants were approached with the consent form that clearly mentioned the voluntary participation, right of withdrawal at any junction, and purpose of the study. The total number of participants approached by the authors was 150, out of which 102 completed the questionnaire, while the others withdrew from the study. The data, once collected, were entered into SPSS Version 26 for analysis purposes.

Study Measures

The following instruments were used in the study.

The *Scale for Classroom Management in Inclusive Schools* was used in this study to measure classroom management. The total items in the scale are 21, and its Likert scale ranges from does not apply (never/not present/not observed) (1) to always/fully true (daily) (5) (Lutz & Gebhardt, 2023). The internal consistency of this scale in this study is 0.83, which is high.

The *Teacher Job Satisfaction Scale*, developed by Einar M. Skaalvik and Sidsel Skaalvik (2011), consists of four items designed to measure teachers' overall satisfaction with their job. Responses are recorded on a 6-point Likert scale ranging from 1 (*Completely Disagree*) to 6 (*Completely Agree*). Higher scores reflect higher levels of job satisfaction. In the present study, the scale indicated satisfactory internal consistency, with a Cronbach's alpha coefficient of .73.

The *Feedback-Seeking Behavior Scale*, developed by Juho Chun and colleagues (2014), comprises four items that measure the level to which individuals actively seek feedback. Items are rated on a 5-point Likert scale ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). Higher scores reflect a higher level of engagement in feedback-seeking behavior. In the present study, the scale showed satisfactory internal consistency, with a Cronbach's alpha coefficient of .77.

Results

Table 1

Demographics of the Participants

Characteristics	Frequency (Percentage)	Mean (Standard Deviation)
Age		33.38 (9.08)
Gender		
Men	61	59.8
Women	41	40.2
Qualification		
Intermediate	9	8.8
Bachelor	53	52.0
MS/MPhil	31	30.4
PhD	9	8.8
Teaching Experience		
1 - 5 years	21	20.6
6 – 10 years	42	41.2
11 – 15 years	27	26.5
> 15 years	12	11.8
Type of School		
Public	49	48
Private	53	52
Residency		
Karachi	36	35.3
Islamabad	47	46.1
Lahore	19	18.6

Note. N = 102

Table 1 shows that the mean age of the participants was 33.38 years (SD = 9.08). In terms of gender, the majority of participants were men (59.8%), while women comprised 40.2% of the sample. Regarding educational qualification, more than half of the participants held a bachelor's degree (52.0%), followed by MS/MPhil (30.4%), intermediate (8.8%), and PhD (8.8%). With respect to teaching experience, the largest group of teachers had 6–10 years of experience (41.2%), followed by 11–15 years (26.5%), 1–5 years (20.6%), and more than 15 years (11.8%), indicating that the sample was relatively experienced. In terms of school type, 52.0% of the participants were employed in private schools, whereas 48.0% were from public schools. Regarding residency, the highest proportion of participants was from Islamabad (46.1%), followed by Karachi (35.3%) and Lahore (18.6%).

Table 2

Correlations among Classroom Management, Feedback -seeking Behavior, and Job Satisfaction

Variables	1	2	3
1. Classroom Management	-	.61**	.57**
2. Feedback -seeking Behavior		-	.66**
3. Job Satisfaction			-

Note. N = 102, $p < .001$ **

Table 2 shows that Classroom Management is significantly and positively related to Feedback -seeking Behavior ($r = .61$, $p < .001$) and Job Satisfaction ($r = .57$, $p < .001$). Additionally, Feedback -seeking Behavior is also significantly and positively associated with Job Satisfaction ($r = .66$, $p < .001$).

Table 3

Predicting Job Satisfaction from Classroom Management Through Feedback-Seeking Behavior Using Hayes Process Macro 4.2 (Model 4)

Antecedents		Consequences						
		FSB (M)				Job Satisfaction (Y)		
		B	SE	P		B	SE	P
Classroom Management (X)	a	.18	.02	.000	c'	.09	.03	.005
FSB (M)	-				b	.62	.11	.000
Constant	I	-1.07	1.05	.54	I	-.41	1.98	.83
$R^2 = .38, F = 61.28$					$R^2 = .48, F = 47.31$			
$p = .000$					$p = .000$			

Note. $N = 102$; *** $p < .001$; FSB = Feedback-Seeking Behavior

Table 3 shows that Classroom Management significantly predicts Feedback -seeking Behavior ($a = .18, p < .001$), which in turn significantly predicts Job Satisfaction ($b = .62, p < .001$). Classroom Management also has a significant direct effect on Job Satisfaction ($c' = .09, p = .005$), indicating partial mediation. The model explains 38% variance in Feedback -seeking Behavior and 48% variance in Job Satisfaction. Overall, Feedback -seeking Behavior partially mediates the relationship between Classroom Management and Job Satisfaction.

Discussion

By examining feedback-seeking behavior as a mediator between classroom management and job satisfaction among Pakistani teachers in public and private schools, the study sought to close a gap in the literature about the cultural background of Pakistan. Because feedback-seeking behavior partially mediates the association between classroom management and job satisfaction, the results validated the study's intended goal. This illustrates how instructors who effectively run their classrooms are more inclined to seek out feedback, which eventually increases their level of work satisfaction.

The findings can be illustrated through the Job Demands–Resources (JD-R) Model (Demerouti et al., 2001), which states that classroom management serves as an essential job resource that reduces teaching stress and enhances encouragement as well as motivation. Teachers who possess greater control over classroom behavior face fewer disruptions, leading them to focus on instructional objectives, which enhances satisfaction. Furthermore, Social Cognitive Theory (Bandura, 1986) provides additional explanation by highlighting the important role of self-efficacy. Teachers who are confident in managing their classroom skills are capable and likely to take effective steps, such as seeking feedback from colleagues, supervisors, and students. This feedback helps them refine their teaching strategies, enhances a sense of competence, and promotes professional growth.

Additionally, Feedback Intervention Theory (Kluger & DeNisi, 1996) supports the mediating role of feedback -seeking behavior by suggesting that individuals actively seek feedback to reduce ambiguity and enhance performance. In the teaching context, feedback serves as a mechanism for continuous improvement, helping teachers to adjust classroom practices and polish their sense of effectiveness, consequently increasing job satisfaction.

In a nutshell, the findings emphasize that classroom management alone is not enough to explain teacher job satisfaction. Rather, feedback -seeking behavior plays a vital psychological role in translating effective classroom practices into higher satisfaction. These findings are aligned with recent studies conducted in Pakistan, which demonstrated that psychological and organizational processes significantly demonstrate how workplace resources contribute to positive professional outputs, which consequently enhance productivity (Shahid et al., 2025a; Shahid

et al., 2025b). These results shed light on promoting a feedback-rich school structure to enhance teachers' well-being and satisfaction in both private and public educational settings in Pakistan. However, the partial mediation also suggests that additional psychological as well as organizational factors may further explain this relationship.

Conclusions and Implications

The present study adopted a cross-sectional correlational study design and purposive sampling technique to assess the feedback-seeking behavior as a mediator between classroom management and job satisfaction among public and private school teachers in Pakistan. The Hayes Macro process 4.2, Model 4, depicted that feedback-seeking behavior partially mediates the relationship between classroom management and job satisfaction. The results suggest that enhancing classroom management skills can elevate teachers' job satisfaction by promoting more effective feedback-seeking behavior. School administrations should motivate a feedback-rich environment where teachers feel comfortable seeking guidance from peers, supervisors, seniors, and students. Furthermore, training programs focusing on classroom management and feedback-seeking behavior may foster teachers' professional development and overall psychological well-being.

Limitations and Recommendations

The study's first limitation is the cross-sectional correlational design, which limits causal inferences; future research needs to adopt a longitudinal study design. Furthermore, the purposive sampling technique also limits the generalizability of the study, and data were only collected from three cities, i.e., Karachi, Lahore, and Islamabad. Future studies need to include more regions of Pakistan and adopt a stratified sampling technique for generalization purposes. Additionally, the study used the English version of the scale; it is likely that participants may not fully understand English adequately. Future studies should use a translated Urdu version of the questionnaire.

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