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AI Self-Efficacy as a Mediator Between Literacy Facilitation, Job Replacement Anxiety by AI, and Teachers' Job Satisfaction

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Abstract- This study investigates the mediating role of AI self-efficacy in the relationship between literacy facilitation, job replacement anxiety by artificial intelligence (AI), and job satisfaction among primary and secondary school teachers in Wuhan, China. A quantitative cross-sectional survey method was used. Online questionnaires were disseminated via Wenjuanxing to primary and secondary school teachers in Wuhan. A non-probability purposive sampling technique was employed, resulting in 655 usable responses. The analysis utilized Partial Least Squares Structural Equation Modelling (PLS-SEM) through Smart PLS 4.1 software.Results indicated that AI self-efficacy significantly mediates the relationship between literacy facilitation and job satisfaction ($\beta = 0.027$, $p < .01$) and between job replacement anxiety by AI and job satisfaction ($\beta = -0.024$, $p < .05$). Enhanced literacy facilitation improves teachers' AI self-efficacy, which in turn positively influences their job satisfaction. Conversely, higher job replacement anxiety by AI negatively impacts job satisfaction but can be mitigated through improved AI self-efficacy. This research contributes to organizational behavior literature by empirically validating the critical role of AI self-efficacy as a mediator in understanding how AI-related factors influence job satisfaction among teachers. It extends Social Cognitive Theory by highlighting the interaction between personal beliefs (AI self-efficacy), external factors (literacy facilitation) and psychological reaction to technology (job replacement anxiety by AI) in shaping teacher outcomes. Practical implications suggest educational administrators focus on targeted AI literacy training to enhance teacher satisfaction and mitigate AI-related anxiety.

Keywords: AI Self-Efficacy, Literacy Facilitation, Job Replacement Anxiety by AI, Teachers, Job Satisfaction.

I. Introduction

Job satisfaction has been defined in various ways, highlighting its complex and multifaceted nature, which includes perceptual dimensions regarding how individuals assess their work and working environments (Smith et. al., 1969), emotional (Locke, 1976), and attitudinal (Judge et. al., 2009; Weiss, 2002) perspectives.

While there is a substantial body of research on job satisfaction, studies focusing on job satisfaction in the context of AI, particularly in China, remain limited. Job satisfaction among teachers significantly influences their performance, retention, and overall well-being (Skaalvik&Skaalvik, 2017). The integration of AI in education, while trending, presents a dual-edged sword for educators. AI has the potential to improve the efficiency and effectiveness of teaching and learning; however, it also presents challenges that may adversely affect teachers' job satisfaction. For instance, the introduction of AI tools, such as Knewton, an adaptive learning tool that adjusts content difficulty based on student performance, has increased the complexity of teachers' workloads because now teachers must consistently observe and analyze the AI's decisions. This divergence may lead to confusion when the AI's determinations do not align with teachers' intuition. Meanwhile, the teachers also need to constantly check content to ensure alignment with curriculum requirements. Consequently, teachers nowadays must adapt to new technologies while upholding traditional teaching responsibilities. The dual pressure intensifies stress and affects mental health, as numerous teachers do not possess the necessary AI literacy to implement these tools effectively (Cai & Yu, 2024). Thus, they might need relevant training, support, and capabilities to overcome the

technological stress brought by AI, as well as retain their job satisfaction. This study, thus, aims to investigate the mediating role of AI self-efficacy in both the relationship between (i) literacy facilitation and job satisfaction, and (ii) job replacement anxiety by AI and job satisfaction among school teachers in Wuhan, China.

II. Literature review

2.1 Theoretical Underpinning

Numerous theories underpin the study of job satisfaction, but this study can be justified through Social Cognitive Theory (SCT), which supports the relationships between the variables, particularly emphasizing the concept of self-efficacy, defined as an individual's belief in their ability to perform tasks and influence outcomes (Bandura, 1997). This study adapts the theory to analyze the impact of individual beliefs, including job replacement anxiety by AI and AI self-efficacy, as well as external factors like literacy facilitation, on teachers' job satisfaction.

2.2 Job Satisfaction

Recent systematic literature review and meta-analysis on teacher's job satisfaction suggested that teacher's job satisfaction is commonly related to job effectiveness, mobility, retention, development (Yang & Hoque, 2023), student achievement and motivation (Wartenberg, et al., 2023), loyalty and engagement (Tria, 2023). Nevertheless, factors such as administrative support, professional development opportunities, and manageable workloads are critical for maintaining teacher satisfaction and reducing turnover (Hao & Zhong, 2018).Guoba et al. (2022) identified internal and extrinsic elements influencing job satisfaction, including job characteristics, communication, contingent rewards, and supervision.Although research exists on the correlation between self-efficacy and job satisfaction, a literature review addressing the links among AI self-efficacy, literacy facilitation, job replacement anxiety by AI, and job satisfaction remains scarce to date.

2.3 AI Self-Efficacy

Rhee and Jin (2021) define artificial intelligence (AI) as "a set of technologies that utilizes and realizes perception, language skills, and reasoning through various computer programs including IT in relation to humans' ability to learn" (p. 2). Meanwhile, AI self-efficacy refers to an individual's belief in their ability to effectively use AI technologies, which can significantly influence their engagement and performance in tasks involving AI (Bergdahl & Sjöberg; 2025; Hong, 2022). A bundle of research exists regarding the impact of self-efficacy on job satisfaction; however, with the progression of AI in everyday life, interest in the study of AI self-efficacy is intensifying (Hong, 2022; Bergdahl & Sjöberg, 2025; Obenza, et al., 2024; Velander et al., 2024).

Research has shown that self-efficacy, a core component of SCT, is positively correlated with job satisfaction across various studies. For instance, Canrinus et al. (2011) examined the relationships between self-efficacy, job satisfaction, and professional identity among teachers, suggesting that self-efficacy significantly influences job satisfaction. Wang et al. (2022) noticed that self-efficacy is a critical determinant of job satisfaction, particularly in low-income groups where digital literacy plays a role in career mobility and job satisfaction. Nevertheless, negative self-efficacy can impact future career decisions and career mobility, especially in special teachers (Newton et al., 2020). These findings highlight the importance of self-efficacy in shaping teachers' experiences and satisfaction levels, suggesting that when teachers believe in their capabilities, they are more likely to feel satisfied in their roles. Furthermore, the study by Demir (2020) emphasizes the positive relationship between teacher's self-efficacy and job outcomes, indicating that as teachers' self-efficacy beliefs increased, so do their job satisfaction, organizational commitment, motivation and job involvement. Therefore, based on previous work, this study suggests that AI self-efficacy will also influence job satisfaction of teachers in the era of AI.

2.4 Literacy Facilitation

Literacy facilitation is defined in terms of "mechanisms that encourage and foster the sharing of ICT-related knowledge within the organization" (Ragu-Nathan et al., 2008, p., 427). In this sense, literacy facilitation is fundamentally related to a workplace environment that emphasizes teamwork and encourages end-users to share knowledge about technology-related problems (Ragu-Nathan et al., 2008).

Up to date, it was found that research on the relationship among literacy facilitation, AI self-efficacy and job satisfaction is limited, which indicated a research gap. However, Itasanmi et al. (2021) proposed that adult literacy facilitators in Nigeria and South Africa expressed dissatisfaction mostly owing to insufficient resources and assistance, suggesting that effective literacy facilitation is essential for enhancing job satisfaction. The findings highlight the necessity of equipping teachers with the resources and assistance required to enhance literacy, perhaps resulting in increased job satisfaction. Karabatak and Alanoğlu (2022) research findings substantiated this relationship. They found that self-efficacy acted as a significant predictor of job satisfaction among teachers, thus, demonstrating that boosting self-efficacy through literacy facilitation may improve job satisfaction (Karabatak&Alanoğlu, 2022). This finding is similar to the work of Kavas et al. (2013), which indicates that self-efficacy is a key factor in job satisfaction across various educational settings. Based on these arguments, this study suggests that:

H1: AI self-efficacy mediates the relationship between literacy facilitation and job satisfaction among school teachers in Wuhan, China.

2.5 Job Replacement Anxiety by AI

The emergence of artificial intelligence (AI) has generated considerable attention regarding employees' anxiety about job replacement by AI in various industries. Rhee and Jin (2021) viewed job anxiety of replacement by AI as the anxiety that rises due to the advancement of artificial intelligence; members either lose their jobs or have their jobs replaced. Wang and Wang (2022) elaborate job replacement anxiety by AI from the perspective of people's concerns and worries about AI, especially those based on cognitive dependency, loss of human autonomy, and job security. Literature review revealed that employee satisfaction could be impacted by AI induced job anxiety and self-efficacy. For instance, Presbitero and Teng-Calleja (2022) suggested that employee's belief of AI replacing jobs can reduce her self-efficacy, resulting in increased job insecurity. This finding indicates that enhancing self-efficacy in employees may alleviate certain anxieties related to the incorporation of AI in the workplace. Nevertheless, Ullah's (2024) study found that higher self-efficacy reduced young populations' reliance on AI tools, implying that people who are more confident see AI as an additional resource rather than a threat. Nevertheless, Liu et al., (2023) reminded that higher levels of self-efficacy can mitigate the adverse impacts of job stress on satisfaction, suggesting that employees who possess confidence in their abilities show greater resilience to stressors. Besides, research also indicating that job-related anxiety can hinder performance, but self-efficacy can enhance job performance by alleviating anxiety (Clercq et al., 2018). Following that, current study proposes the below hypothesis:

H2: AI self-efficacy mediates the relationship between job replacement anxiety by AI and job satisfaction among school teachers in Wuhan, China.

III. Methodology

3.1 Instrumentation

This study is a quantitative cross-sectional study using a questionnaire survey method. To measure the dependent variable, i.e job satisfaction, the Chinese version of 3-items Job Satisfaction Scale was adopted from Liu, et al. (2007). Meanwhile, the 2 independent variables, i.e. 5-items literacy facilitation was adopted from Ragu-Nathan et al. (2008), 6-items of job replacement anxiety by AI were adopted from Wang and Wang (2022), and lastly the mediator, i.e 10-items of AI self-efficacy was adopted from Hong (2022). The measurement for job satisfaction and AI self-efficacy was using 7-likert scale, 1=very disagree to 7 = very agree, while the independent variables were measured using 5-Likert scale, (1= Very Disagree to 5 = Very Agree).

3.2 Participants and procedure

This study employed a non-probability purposive sampling technique, targeting primary and secondary school teachers in Wuhan. Data were collected via an online questionnaire administered through the Wenjuanxing platform. An initial total of 803 responses was obtained; after applying a trimming procedure to enhance reliability and eliminate unengaged participants, 655 usable responses were retained for data analysis. Slightly more than half of the respondents are female

(58.5%), and majority of them are well educated with bachelor degree and above (95.7%). Seventy-six percent of the respondents have work experience of five years and above, and lastly, slightly more than half of them are in 25–35-year-olds (55.30%).

IV. Results and Discussion

This part includes the results, tables, figures, formulae with references, data source references, evaluation of validity for calculations and discussion. This part may be divided in balanced sub-parts.

4.1 Data Analysis

The statistical data analysis for this study was carried out with the assistance of SPSS 29 and Smart PLS 4.1. The partial least squares structural equation modelling (PLS-SEM) modeling method was utilized in order to analyze the data. Smart PLS software was utilized in this study. The examination of the mediator model can be taken into consideration simultaneously by PLS.The PLS Algorithm was selected to examine the reliability and validity of the measurement model after the first step of the evaluation process, which involved evaluating the measurement model. In the second step, the structural model was validated, and the bootstrapping approach was chosen to determine the relevance of the indirect effect path coefficients. The measuring model is presented in the following Table 1, which examines the item factor loadings, Cronbach's alpha (CA), and composite reliability (CR), in addition to convergent validity through the use of average variance extracted (AVE).

Table 1: Measurement model for reliability and validity

Dimension	Items	Loading	CA	CR	AVE
AIJRA	AIJRA1	0.684	0.841	0.884	0.560
	AIJRA2	0.750			
	AIJRA3	0.724			
	AIJRA4	0.871			
	AIJRA5	0.745			
	AIJRA6	0.702			
AISE	AISE1	0.816	0.949	0.956	0.684
	AISE10	0.822			
	AISE2	0.837			
	AISE3	0.818			
	AISE4	0.839			
	AISE5	0.820			
	AISE6	0.846			
	AISE7	0.825			
	AISE8	0.817			
	AISE9	0.829			
JS	JS1	0.899	0.861	0.915	0.782
	JS2	0.866			
	JS3	0.888			
LF	LF1	0.806	0.884	0.915	0.684
	LF2	0.833			
	LF3	0.853			
	LF4	0.824			
	LF5	0.818			

Note: AIJRA - Job Replacement Anxiety by Artificial Intelligence,AISE - AI self-efficacy JS - Job Satisfaction, LF-Literacy Facilitation

The results in Table 1 show that Cronbach's alpha (CA) and composite reliability (CR) values exceed the 0.70 threshold recommended by Hair et al. (2019), confirming that construct reliability has been established in this study, with values ranging from 0.861 to 0.956. As can be seen in Table 1, the item factor loadings range anywhere from 0.684 to 0.899. Items that have loadings that are greater than 0.50 may be preserved if the average variance extracted (AVE) for the construct is greater than 0.50 (Li et al., 2024a). This is despite the fact that Hair et al. (2019) indicate that factor loadings should

preferably be greater than 0.708. Table 1 demonstrates that the AVE values for all constructions vary from 0.560 to 0.782, which is higher than the threshold of 0.500. As a result, all of the items were kept for further study. The convergent validity of each construct is demonstrated by the AVE values that are more than 0.50.

Table 2: Heterotrait-Monotrait Ratio (HTMT)

Dimension	AIJRA	.AISE	JS	LF
AIJRA				
AISE	0.504			
JS	0.608	0.479		
LF	0.495	0.493	0.474	

Note: AIJRA - Job Replacement Anxiety by Artificial Intelligence,AISE - AI self-efficacy JS - Job Satisfaction, LF-Literacy Facilitation

This study also utilized the heterotrait–monotrait ratio of correlations (HTMT) technique to evaluate and validate the discriminant validity of the instrument (Henseler et al., 2015), that HTMT threshold of less than 0.85 is applied (Henseler et al., 2015; Li et al., 2024b). Table 2 shows all of the HTMT values are lower than 0.85, which demonstrates that the required criterion has been completely satisfied and that discriminant validity has been demonstrated in this data set.

Table 3: Path coefficients for indirect effects

Hypotheses	Path	Effect	SE	T-Statistics	P Value	Result
H1	LF -> AISE -> JS	0.027	0.010	2.563	0.010	Supported
H2	AIJRA -> AISE -> JS	-0.024	0.010	2.405	0.016	Supported

Note: AIJRA - Job Replacement Anxiety by Artificial Intelligence,AISE - AI self-efficacy JS - Job Satisfaction, LF-Literacy Facilitation

For testing the indirect effect hypotheses in the structural model, the study employed a bootstrap procedure with 10,000 resamples as recommended by Guenther et al. (2023). Results at Table 3 indicated that AI self-efficacy mediated the relationship between literacy facilitation and job satisfaction ($\beta = 0.027$, $t = 2.563$, $p < .01$). Similarly, AI self-efficacy mediated the relationship between job replacement anxiety by artificial intelligence and job satisfaction ($\beta = -0.024$, $t = 2.405$, $p < .016$). Thus, Hypotheses 1 and 2 are supported.

V. Conclusion

In the context of this study, it was showed that literacy facilitation has a positive effect on the job satisfaction of school teachers in Wuhan, China. However, when putting AI self-efficacy as a mediator, finding evidenced that literacy facilitation itself is not enough, instead their relationship could be enhanced through AI self-efficacy. This finding suggesting that the confidence of teachers in utilizing AI technologies significantly influences the extent to which support for AI literacy transfers into their overall job satisfaction. This finding could be justified through Bandura's Self-efficacy theory, which emphasizes that individuals' beliefs in their capabilities (self-efficacy) strongly influence their motivation and job outcomes. Thus, when schools provide literacy facilitation, i.e. training programs and knowledge-sharing that improve teachers' IT or AI skills, they are essentially offering mastery experiences that boost teachers' AI self-efficacy. Greater confidence in using AI tools allows teachers to achieve their teaching goals more effectively, leading to higher satisfaction in their work. This research finding is also aligned with the study of Karabatak and Alanoğlu (2022) which evidence self-efficacy as a significant predictor of job satisfaction among teachers, reinforcing the notion that enhancing self-efficacy through literacy facilitation can lead to improved job satisfaction.

Current study also suggested that AI self-efficacy mediates the relationship between job replacement anxiety by AI and job satisfaction among school teachers in Wuhan, China. This result indicated that when teachers believe they can competently interact with AI systems, their anxiety about replacement diminishes in significance, and they reframe AI as an opportunity rather than a risk. This finding aligns with previous literature, which has demonstrated that technology self-efficacy plays a protective role in reducing technostress and increasing work-related well-being (Tarafdar et al., 2019).

Current research added to the body of knowledge by showing empirical evidences of the mediation effect of AI self-efficacy on the relationship between literacy facilitation and job satisfaction, as well as job replacement anxiety by AI on job satisfaction among the school teachers in Wuhan, China. The theory underlines current research is the Social Cognitive Theory (SCT) that emphasizes the importance of cognitive processes in behavior, particularly the reciprocal connection between personal attributes, environmental influences, and behavior itself. In that regard, this study proven the impact of individual beliefs, such as AI self-efficacy, and external factors, such as literacy facilitation on school teachers' job satisfaction in the era of AI. The new information gathered from current study not only strengthening SCT, but also beneficial to discipline academics and specialists in that field. As AI self-efficacy played a mediation role, future research could explore which types of AI training (e.g., technical vs. pedagogical) most strongly boost efficacy. For school management, they can track job satisfaction over time as they roll out AI initiatives, adjusting their support programs based on real feedback.

Consent requirements:
The researcher composed a cover letter that explicitly explained the purpose of the study and the manner in which the information of the respondents would be utilized and safeguarded. All respondents were informed that they had the right to withdraw from the study at any time without any pressure or repercussions, and that their responses would remain entirely anonymous.

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