

The Effects of Self-esteem, Social Capital and Psychological Capital on Job Satisfaction with Mediating Role of Social Capital

Shagufta Hameed*, Safia Bano†, Syed Jameel Ahmed‡

Abstract

Job satisfaction is a crucial factor for fostering productivity and quality performance, especially in educational institutions where the performance of academics is associated with the future of students. This study aimed to analyze the determinant of job satisfaction among academics of Public Sector Universities in Quetta city. The results showed a positive and significant relationship between self-esteem, psychological capital, social capital, and job satisfaction of academics. Furthermore, it was found that social capital play mediating role between psychological capital, self-esteem, and job satisfaction of academics. This study can be implemented in educational institutions as well as other organizations in managing and developing motivational tendencies among academics and employees. Finally, the recommendations for increasing the job satisfaction of academics were provided based on the findings of this study.

Keywords: academics, self-esteem, psychological capital social capital, job satisfaction.

Introduction:

Job satisfaction is a crucial factor in the context of Universities since Universities need to retain, attract and maintain capable, satisfied, and competent academics(Yusuf, Markus, Salisu, & Cinje, 2020). Universities are becoming more conscious and are paying more attention to academics since academics play key roles in the accomplishment of their goals and objectives(Gopinath, 2021).

This is the reason that most Universities try to ensure job performance through job satisfaction of academics (Khan, Khan & Jan 2021). The way to foster the productivity of academics is to ensure their job satisfaction(Mgaiwa, 2021).

Academics with high satisfaction perform better, on the other hand, academics having low satisfaction have poor academic performance, they

*MS Scholar, Institute of Management Sciences University of Baluchistan, Pakistan, Email: Shaguftahameed321@yahoo.com

†Assistant Professor, Institute of Management Sciences University of Baluchistan, Pakistan, Email: sb_ims@yahoo.com

‡ Lecturer Department of the Commerce University of Baluchistan Pakistan., Email: jameelahmeed.yso@outlook.com

remain absent most of the time, they request for transfer and they have apathy.

The academics who are not satisfied with their jobs have low enthusiasm for learning, lack of interest in learning, and poor learning mentality which results in poor quality education(). Universities and higher education must ensure the job satisfaction of academics to increase their quality performance and it can be done by considering the determinants that effect job satisfaction. Several previous pieces of research have manifested that motivation, performance, material value, reward, self-esteem, work environment, stress, networking and self-efficacy are the factors that affect the job satisfaction of academics and employees (Zhang & Liu, 2020; Yen, Chen & Su, 2020; Cho & Kwon, 2020; Ching, Febriana & Siswanto, n 2019) but this study considered other environmental factors that affect the job satisfaction of academics. This study analyzed psychological Cap, S.E on job satisfaction with the mediation effect of social Cap.

Academics who face anxiety and depression and are exhaustive mentally in the workplace have poor psychological capital and are not satisfied with their jobs (Sarwar et al, 2021). Previous studies proved that academics with healthy psychological capital have no risk of poor mental health and can perform well and are satisfied with their jobs. Moreover, psychological capital and work-family balance increase the job satisfaction of academics (Sarwar et al, 2021). Socialization with employees in the workplace boosts emotional satisfaction and emotional stability with the help of emotional regulation which results in job satisfaction(Mgaiwa, 2021). As per the aforementioned reasons, it was presumed that psychological capital influences the job satisfaction of employees and the lack of socialization is also a reason for mental destruction which can cause dissatisfaction from the job.

Social capital is another important factor in ensuring satisfaction with the job of academics. Social skills competencies enable the instructors to interact effectively with others and thus contribute to the academics' well-being with the help of emotional regulation thus satisfying them with their jobs. Lack of social capital leads to emotional stress and dissatisfaction with their jobs. More attention is needed to be paid to understanding the effects of networks and communication of academics(). The studies on social capital and social support concerning satisfaction of a job are limited(Ching, Febriana, & Siswanto, 2019).

When academics lack self-confidence, then they don't feel appreciated, and in turn, they become demotivated and cannot perform better thus are not satisfied with their jobs. Networking with individuals in the workplace enhances the motivation, and sense of appreciation among employees which increases job satisfaction(). According to (Tinuoye, 2020) feeling worthless can be depressing and depression affects job satisfaction. people who feel worthy, able, and competent are more likely to achieve their goals than those who feel worthless, ineffective, and incompetent. Thus, for academics to fully enjoy and get satisfied, a high level of self-esteem is needed.

As per the aforementioned evidence, self-esteem influence job satisfaction and the lack of social capital can be destructed one's ability to retain confidence and makes them feel worthless in the workplace hence, the lack of socialization damage the self-confidence of employees(), so it was presumed that social capital mediates the association between self-esteem and job satisfaction.

Literature Review

Job Satisfaction

Job satisfaction is defined as the pleasurable and aggressive state of mind that is experienced in the workplace(Mull, 2020). Job satisfaction is the satisfaction level of employees concerning their work conditions and employment(Yen, Chen, & Su, 2020). Job satisfaction is the expectations of an employee from his job(). The profession of teaching is more challenging than other professions as it involves challenging more demand and is linked with the future of pupils(Ching et al., 2019). The problems and stress in the workplace faced by academics entail dissatisfaction from a job which also affects their ability to fulfill the society's and family's obligations.

Dissatisfaction from a job results in an imbalance of academic social life and that affects their productivity. Mental illness and anxiety are the causes of dissatisfaction from a job which results in depression among academics(Ching et al., 2019).

Job satisfaction is one of the most important factors in achieving organization goals, especially in-service departments. Workplace pressure and demotivation among academics decrease their level of satisfaction which becomes an obstacle in their productivity and performance hence,

high job satisfaction leads to productivity and aid in the success of organizations(Locke, 1969).

Social Capital

Putnam (1993) defined social capital as associations like networks, trust, and norms that build proficiency and encouragement. Social capital is the sum of resources that are derived from communication and networks(Gohel, 2012). Academics invest their resources and time to build relationships and in return, they expect rewards and benefit in the shape of influence, information, and control. Furthermore, social networks among individuals and colleagues are also developed through social capital. Networks among employees provide opportunities to share valuable information, resources like assistance, and guidance that can assist them to be successful in their work. Hence, social networks among academics are a part of social capital(Kalpan & Bickes, 2013).

Self-Esteem

Self-esteem refers to the personal worth and the extent to which a person likes or dislikes himself. According to Dr. Morris Rosenberg, self-esteem is the attitude of the person toward himself and this attitude may be favorable or unfavorable(Fisher, 1994). Self-esteem boosts the confidence level and optimism, in academics which help them to achieve their goals. The performance of academics with low self-esteem is poor because of less confidence as compared to those who have high self-esteem. Self-esteem is a kind of personality trait and it the part of personality. Self-esteem is what a person believes about himself which includes behaviors, appraisals, and emotions of the person's appearance(Noor & Shammim, 2012). Academics with low self-esteem feel deficient, unworthy, and inadequate. And these weaknesses as a result dominate the feelings of academics(Rahim, Osman, & Arumugam, 2020).

Psychological capital

Luthans et al. (2007), described that Psychological capital is the application and development of positive mental abilities which can promote good performance (Zhen, 2020). Psychological capital is intellectual satisfaction which empowers the person's behavior towards the ability to face problems during their work(Motlagh, Nobahar, &

The Effects of Self-esteem, Social Capital and Psychological Capital Shagufta, Safia, Jameel Raiesdana, 2020). Psychological Cap assets hope, optimism, resilience, and self-efficacy(Nahapiet & Ghoshal, 1998).

Self-Efficacy

Self-efficacy refers to the conviction of a person able to perform challenging and difficult tasks.

Optimism

Optimism is the person's positive expectations for future events(Edinger & Edinger, 2018).

Hope

Hope refers to the individual's persevering towards objectives and directing their path(Rosenberg, 1965).

Resilience

Resilience can be defined as one's ability and strengths to face challenges especially in adversity or huge changes.(Baumeister, Campbell, Krueger, & Vohs 2016).

Job Satisfaction and Psychological Capital

Psychological capital increases job satisfaction among employees as it boosts positive behavior and performance(Esther, Bosire, & 2017). Psychological capital increases the job satisfaction of employees in organizations(F. Luthans, Avolio, & Norman, 2007). Different organizations and educational institutions are paying great attention to increasing the psychological capital of their employees because it enhances the mental ability of individuals which improves their performance(Ching et al., 2019). Employees with high psychological capital can perform better and those who have low psychological capital are depressed, stressed, and are suffering from anxiety and as a result, they cannot perform according to requirements and as a result, they are dissatisfied with their jobs(NGO, 2021).

Positive and high psychological capital also assist in reducing the turnover rate in organizations. Individuals with high psychological capital are capable to adopt changes, face challenges, and can overcome the difficulties that they face during their work, and especially their positive

behavior in difficult times makes them feel confident and cope with that effectively and efficiently(Kalpan & Bickes, 2013).

H1: Psychological Capital has a significant relationship with job satisfaction.

Job Satisfaction and Self-Esteem

High self-esteem has a positive relationship related to the job satisfaction of employees.(Zhen & Mansor, 2019). Self-esteem is positively related to the job satisfaction of academics (TUNIO, et al). The academics with high self-esteem perform better and are more capable and satisfied with their jobs while academics with low self-esteem cannot perform better and are less satisfied with their jobs. High self-esteem also leads to self-respect and they feel confident about their worth and they trust their abilities(NGO, 2021). Low self-esteem causes depression and mental disorders as the person with low self-esteem feels unworthy which affects the performance of individuals(Ching et al., 2019).

H2: Self-esteem has a positive and significant relationship with job satisfaction.

Social Capital and Job Satisfaction

Social capital is directly linked with job satisfaction(Kim, Kim, & Lee, 2015). Social capital enhances the job satisfaction of employees in an organization(Ching et al., 2019). The academics who have social networks with their colleagues are more satisfied with their jobs(NGO, 2021). The networks among academics assist in improving their performance. As they get necessary information about their experience and advice from them with help them to improve their performance and this better performance which results in job satisfaction. Social support from networks, family, and friends also results in job satisfaction(Benevene1, Ittan, & Michela 2018). Hence social capital is an important driver in increasing the job satisfaction of employees(Çevik, 2017).

H3: Social capital has a significant and positive relationship with Job satisfaction.

Social Capital, Psychological Cap, and Job Satisfaction

Social capital is a type of social support which employees get from their colleagues, peers, and seniors (Maqbool, Javed, & Kiani, 2020). Self-esteem can be described as one's confidence about his abilities. The relationships and belongings of individuals with groups and societies influence their self-esteem (Ching et al., 2019). Social capital is the interaction of people with their groups and colleagues and the feeling of being cared for and supported (Jufrizen, Sari, Muslih, & Purnama, 2021). Social capital is linked with the mental state and psychological capital of individuals. For example, the newly hired employee needs social support and advice from his/her colleagues to perform better (Edingera & Edinger, 2018). Mental stress can be reduced by having high social capital (shin & Lee, 2016).

High social capital fosters the mental satisfaction and psychological capital of employees thus assisting them to get job satisfaction (Motlagha, Nobahar, & Raiesdana, 2020). People who have no social networks cause mental stress and lower psychological capital. Employees with high psychological capital are satisfied with their jobs (Fu, Sawang, & Sun, 2019). Hence employees are more social and have vast networks with other individuals are more mentally satisfied and have high psychological capital thus are satisfied with jobs.

H4: Social Capital mediates the relationship between Psychological Capital and Job Satisfaction.

Social Capital, Self-Esteem and Job Satisfaction

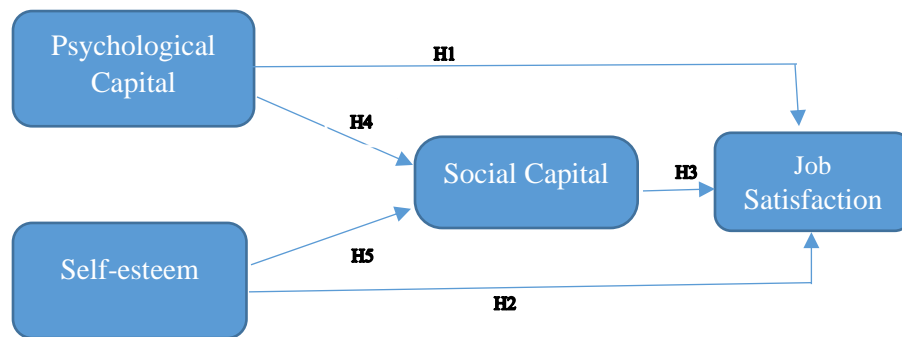
Self-esteem can be described as one's confidence about his abilities. The relationships and belongings of individuals with groups and societies influence their self-esteem (Paula Benevene, Ittan, & Cortini, 2018). According to a previous study, social capital is a crucial factor in increasing the self-esteem of individuals (Yen et al., 2020). Self-esteem influences social networks, interpersonal bonds, and relationships of individuals with their colleagues and other members of their society. The rejection and acceptance of individuals among society members, highly influence self-esteem (Ching et al., 2019). The study has also proved that self-esteem is linked with the psychological wellbeing and mental health of people, and mental health can be improved by expanding networks (Edingera & Edinger, 2018).

The Effects of Self-esteem, Social Capital and Psychological Capital Shagufta, Safia, Jameel

People are acceptable in their society when they have high self-esteem and they become members of their society hence getting satisfaction with their jobs(Ching et al., 2019). Individuals working in a workplace where they are trusted among colleagues and their social groups become more active in creating relationships and networks thus satisfied with jobs.

H5: Social Cap mediates the relationship between S.E and J.S.

Conceptual framework



Methods

The nature of this research was cross-sectional. The research philosophy which is adopted in this study was epistemology and positivism. As per the epistemological viewpoint, positivists recommend that the only knowledge which is measurable and observable is considered (Saunders et al., 2012).

The population of this study was academics from three universities of Quetta city. The data was collected through self-administrated questionnaires from academics of three public sector universities in Quetta city these are the University of Baluchistan, Sardar Bahadur Khan University, and the Balochistan University of Information Technology, Engineering, and Management Sciences(Ngwenya & Pelsler, 2020). The main three methods of data collection that are questionnaire, interview, and observations should be considered in research(Paula Benevene, Ittan, & Cortin, 2018). The sampling technique of the study was convenience sampling as convenience sampling is easy and

The Effects of Self-esteem, Social Capital and Psychological Capital Shagufta, Safia, Jameel
 convenient(Lee, Lee , & Song. , 2019). The Sample size was 377 academics.

According to Green (1991), the sample size of 200 for regression analysis is adequate and the sample of this research was higher than suggested. SPSS (Statistical Package for the Social Sciences) was used to analyze data. Social capital was measured through a five-point Likert scale which was developed by Thomas, Feldman, and Daniel, (2010). Rosenberg’s instrument for self-esteem was used to measure self-esteem. The instrument used to measure job satisfaction was the five-point Likert scale which had been developed by Judge, and Timothy (2006). To measure the psychological capital, modified and short versions of psychological capital (PCQ) were used. The reliability of the questionnaire was checked through Cronbach’s alpha and it is acceptable as the acceptable value of reliability is between 0.4 to 0.7(Benevene1 et al., 2018).

Table of Reliability

	Values of Cronbach’s Alpha	Number of Questions
J. S	.860	5
Social Cap	.804	6
S. E	.813	10
Psychological Cap	.892	13

Data

Analysis

Descriptive Statistics

	N	Minimum	Maximum	Std.			
				Mean	Deviation	Skewness	Kurtosis
Job Satisfaction	377	1.00	5.00	3.72	.875	-.559	-.084
Social Capital	377	1.00	5.00	3.72	.861	-.558	.153
Self-Esteem	377	1.70	5.00	3.90	.632	-.439	-.051
Psychological Capital	377	1.77	7.00	5.48	.860	.871	1.676

The Effects of Self-esteem, Social Capital and Psychological Capital Shagufta, Safia, Jameel

As per assumptions provided by Hair, (2006), the following values are rejected when the values are ± 3.29 with a $p < 0.001$ level of significance, the value of ± 2.58 with $p < 0.01$ level of significance, and value of ± 1.96 at $p < 0.05$. As result, one of the values of the variable falls outside this probability range.

The vales of kurtosis are acceptable when they lie between -2 to +2 (George & Mallery, 2010; khan 2015). Hence, the normality of the data can be concluded from the above table as all the values fall between -2 to +2.

Correlations

Pearson Correlation	Job Satisfaction	Social capital	Self-esteem	Psychological capital
Job satisfaction	1.000			
Social capital	.785	1.000		
Self-esteem	.629	.633	1.000	
Psychological capital	.378	.402	.256	1.000

** . Correlation is significant at the 0.01 level (2-tailed).

The effect size for the correlation coefficients for large effect size is $r = 0.50$, for medium $r = 0.30 - 0.49$ and from small is $r = 0.1 - 0.29$ (Lee et al., 2019). Considering the above criterion, the positive relationship between J.S, psychological Cap, social Cap, and S.E.

Multiple Regression Analysis

Summary of Model

Model	R	R Square	Adjusted Square
1	.732*	.5350	.532

R-square and adjusted R square is coefficients of determination and is called the goodness of fit. These are used to predict the amount of change caused in criterion variables by predicted variables. The results s in the table showed that .532 is the value of the R-square that indicated that 53.2% change is caused by psychological capital, self-esteem, and social capital in job satisfaction of academics, and the remaining 46.8% change in job satisfaction is caused by other factors.

Table 5.6
ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	120.216	3	40.072	98.421	.000 ^b
Residual	151.867	373	.407		
Total	272.083	376			

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
	B	Std. Error	Beta	t		Tolerance	VIF
1 (Constant)	.534	.353		1.511	.000		
Social capital	.615	.038	.636	16.11	.000	.538	1.859
Self-Esteem	.174	.056	.121	3.105	.002	.600	1.668
Psychological Capital	.117	.051	.089	2.276	.023	.838	1.193

The larger values in regression analysis indicate the greater effect of a predictor variable on a criterion variable (Du, King, & Chi, 2017). The value of VIF should not be more than 3 (Syed et al., 2021). The values of S.E is ($B = .174, t = 3.105, p < 0.05$), the values of psychological Cap is ($B = .117, t = 2.276, p < 0.05$) and the values of social Cap is ($B = .615, t = 16.11, p < 0.05$). This indicated that these variables predict job satisfaction positively and significantly.

Mediation Analysis

The mediation analysis in this study was done by Process, Andrew. F Hayes through SPSS.

Social Cap's mediation between S.E and J.S:

Relationships	R ²	F	Sig
<i>Journal of Managerial Sciences</i>	29	Volume 16	Issue 1
		Jan-Mar	2022

The Effects of Self-esteem, Social Capital and Psychological Capital Shagufta, Safia, Jameel

S.E and social Cap	.0227	8.7049	.0000
S.E and social Cap with J. S	.4341	143.4381	.0000
S.E and J. S	.0233	8.9362	.0000

	Effect	SE	T	P	LLCI	ULCI
Total effect	.1938	0.648		.0030		.3213
			2.9849		.0663	
Direct effect	0.698	.0500	1.3955	.1637		.1681
					.0285	
Indirect effect	.1241	.0587	-	-		.2277
					.0312	

As per the results of the mediation analysis, self-esteem predicted the social Cap positively ($R^2 = 0.227$, $P < 0.05$). Self-esteem and social capital jointly predicted job satisfaction positively and significantly ($R^2 = 4341$, $P < 0.05$). Self-esteem also predicted job satisfaction positively ($R^2 = 0233$, $P < 0.05$).

The total effect in the given table is (.1938) and the direct effect is (0.698) which is significant $p < 0.05$. While in the presence of social Cap which is mediating variable, the effect size is .1241 with the value which is non-zero between (0.2277) and (0.312). The nonzero value between upper and lower limits shows that mediating variable shows mediates the relationship between IVs and DV (Irfan et al., 2021).

Relationships	R^2	F	Sig
Psy Cap and social Cap	.0183	6.9745	.0000
Psy Cap and social Cap with J.S	.4388	146.2210	.0000
Psy Cap and J.S	.0308	11.9195	.0006

Social Cap's mediation between Psychological Cap and J.S.

As per the results of the mediation analysis, psychological capital predicted the social capita positively ($R^2 = 0.227$, $P < 0.05$). Psychological Cap and social Cap jointly predicted job satisfaction positively and significantly ($R^2 = .4388$, $P < 0.05$). Psychological Cap also predicted job satisfaction positively ($R^2 = 0308$, $P < 0.05$).

Effect	SE	T	P	LLCI	ULCI
--------	----	---	---	------	------

The Effects of Self-esteem, Social Capital and Psychological Capital Shagufta, Safia, Jameel

Total effect	.2310	.0669	3.4525	.0006	.0994	.3626
Direct effect	.1164	.0515	2.2613	.0043	.0152	.2176
Indirect Effect	.1198	.0434	-	-	.0319	.2004

The total effect in the given table is (.1164) and the direct effect is (.1164) which is significant $p < 0.05$. While in the presence of social Cap which is mediating variable, the effect size is .1198 with a value which is non-zero between (.2004) and (.0319). The mediation of mediating variable can be seen from the value between upper limits and lower limits. The nonzero value between upper and lower limits shows that mediating variable shows mediates the relationship between IVs and DV (Panzai et al., 2020).

Discussion

Since an employee's social capital is imperative in getting satisfaction from the job so it was treated as a mediator between psychological capital, self-esteem and job satisfaction. The previous researches explored the relationship between academic's motivation, performance and job satisfaction (Sarwar et al., 2020), However, as per my knowledge, no research has so far linked job satisfaction, psychological capital and self-esteem through the social capital of academics.

Previous studies have also confirmed the relationship between job satisfaction and social capital (Ngwenya & Pelsler, 2020; Edingera & Edinger, 2018; salam 2017; Luthan, 2007, Fu, Sawang & Sun, 2019 & Salam, 2017). The study also found a positive and significant association between S.E and job satisfaction which is consistent with the study (Bhagat, 2017; Cho & Kwon, 2020 & Cevik, 2017). Previous studies that have vindicated the relationship between psychological capital and job satisfaction are (Anjum et al., 2021; Cohen, 1992; Hayes, 2013; Salem, 2015).

The importance of psychological Cap and its dimensions like self-efficacy, resilience, optimism, and hope is found in enhancing the job satisfaction of academics. Academics were found more satisfied with their job who had high self-esteem. High self-esteem builds confidence among

The Effects of Self-esteem, Social Capital and Psychological Capital Shagufta, Safia, Jameel

academics which improves their performance and thus increases the level of job satisfaction among them.

This study also found a positive correlation between social capital and job satisfaction. As in previous researches, social capital is used as a moderator (Hayes, 2013). Social capital is an important determinant of job satisfaction. The academics who have high social capital and networks are highly satisfied with their job. Networking among academics promotes the flow of information (Zaman, Naeem, Khan, Ali, & Zaman, 2021).

The mediation analysis revealed the mediating role of social Cap between psychological Cap and J.S. These results overlap the previous study indicated that social Cap plays to enhance the psychological Cap and thus boosting the J.S among employees (Ching et al., 2019). Social capital also mediated the relationship between self-esteem and job satisfaction of academics.

All of the hypothesis is accepted and supported. This study found that how much self-esteem, psychological capital, and social capital are important in enhancing job satisfaction among academics of universities.

Conclusion

From the results of statistical analysis of in this research and previous researches, it can be demonstrated that an increase in psychological Cap, S.E and social Cap in increase the job satisfaction among academics, and it is concluded that social capital has a mediating role between psychological Cap and J.S, and between S.E and J.S.

Psychological capital has been found to have a critical impact on the satisfaction level of academics (Gohel, 2012). The academics having psychological capital can face challenges, adopt changes, exhibit positive behavior in critical situations and expect positive results for the future and this makes them satisfied with their jobs.

Self-esteem has a critical impact in increasing job satisfaction among academics (Kalpan & Bickes, 2013). Academics with high self-esteem were found more satisfied with their jobs as they are more confident about their worth, knowledge, and skills with also assist in better performance (Luthans, W K., Luthans ., & Palmer, 2016).

Social capital was found to have a positive relationship with job satisfaction of academics. As networks among employees provide the opportunity to expand the flow of knowledge and information moreover, the communication among employees assists them to take advice from their experienced staff and this helps in building trust among them thus increasing their job satisfaction (Jufrizen et al., 2021).

The Effects of Self-esteem, Social Capital and Psychological Capital Shagufta, Safia, Jameel

Social Cap also mediated the relationship between psychological capital and job satisfaction. The positive behavior towards the job among employees can get through expanding the networks among them which in result increase job satisfaction(Lee et al., 2019).

Social Cap also mediated the relationship between S.E and J.S. As the confidence level and the feeling of self-worth promote better performance, and these feelings are obtained through increasing the networks among friends, colleagues, and families which provide necessary information and advice to face and overcome the challenges that are faced by employees in organizations(Ching et al., 2019).

Contribution

Based on the major idea of Herzberg, the factors of dissatisfaction and satisfaction are different from each other, hence the absence of one parameter doesn't equate to the presence of another, hence the factors which affect job satisfaction are needed to investigate. Considering the context of the study, the major issue regarding the job performance of academics are the factors of satisfaction precisely job satisfaction. In addition to Herzberg's theory, Social cognitive theory argues that the environment has huge implications on human behavior, which can be established via comprehension of variables such as social capital, self-esteem and psychological capital. This study provides theoretical contributions. Firstly, it builds an association between psychological Cap, self-esteem, and job satisfaction through social capital. Secondly, the theory of Herzberg and social cognitive theory is applicable in both developed and developing countries because the nature of humans is almost the same all over the world is associated with human psychology which is more relevant to the behaviors of the people (Shaikh & Khoso, 2021).

Social capital may serve as a suitable mechanism in turbulent and dynamic conditions that are faced by academics in universities in modern times. It has provided a theoretical rationale that how and why social capital is more meaningful to the academics of universities of Balochistan.

This study provided new directions to policymakers and management of universities to consider this factor identified by this study to increase the job satisfaction of academics. The findings of our research also indicate that organizations should also consider the importance of

The Effects of Self-esteem, Social Capital and Psychological Capital Shagufta, Safia, Jameel
psychological capital, social capital and self-esteem for fostering job satisfaction among academics of Universities.

Limitations and Future Recommendations

The shortcomings which were evident in this research were analysis and findings that are limited to the self-administrated questionnaire only. Secondly, the sample size of the current study was limited to the three universities in Quetta therefore future studies should consider and focus on larger samples. Third, this study has only examined the effects of factors in the context of academics, future studies can include employees of other organizations in their sample to increase the job satisfaction among them. The limitations of this research provide opportunities for future research to assess the employee's satisfaction.

References

- Anjum, R., Khan, H. H., Bano, S., Nazir, S., Gulraiz, H., & Ahmed, W. (2021). A Latent Factor (PLS-SEM) Approach: Assessing the Determinants of Effective Knowledge Transfer. *Journal of Asian Finance, Economics and Business*, 8(2).
- Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2016). Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles. *Psychol Science Public Interest*.
- Benevene, P., Ittan, M. M., & Michela, C. (2018). Self-Esteem and Happiness as Predictors of School Teachers' Health: The Mediating Role of Job satisfaction. *Frontiers in Psychology* /.
- Benevene, P., Ittan, M. M., & Cortin, M. (2018). Self-Esteem and Happiness as Predictors of School Teachers' Health: The Mediating Role of Job satisfaction. *Frontiers in Psychology*.
- Benevene, P., Ittan, M. M., & Cortini, M. (2018). Self-esteem and happiness as predictors of school teachers' health: the mediating role of job satisfaction. *Frontiers in psychology*, 9, 933.
- Çevik, G. B. (2017). The Roles of Life Satisfaction, Teaching Efficacy, and Self-esteem in Predicting Teachers' Job Satisfaction. *Universal Journal of Educational Research*, 5(3), 338-346.
- Ching, S. J., Febriana, R., & Siswanto, I. (2019). PSYCHOLOGICAL CAPITAL, SOCIAL SUPPORT, AND CAREER CAPITAL OF INDONESIAN STUDENTS IN TAIWAN. *Jurnal Pendidikan Teknologi dan Kejuruan*, 25(1).

The Effects of Self-esteem, Social Capital and Psychological Capital Shagufta, Safia, Jameel

- Cohen, J. (1992). A Power Premier. *Psychologist Bulletin*, 112(1), 155-159.
- Du, H., King, B. R., & Chi, P. (2017). Self-esteem and Subjective Well-Being Revisited: The Roles of Personal, Relational, and Collective Self-Esteem. *PLoS ONE*, 12(8).
- Edingera, S. K., & Edinger, M. J. (2018). Improving Teacher Job Satisfaction: The Roles of Social Capital, Teacher Efficacy, and Support. *THE JOURNAL OF PSYCHOLOGY*, 152(8), 573–593.
- Esther, M., Bosire, J., & , R. (2017). Influence of Self-Esteem on Job Satisfaction of Secondary School Teachers in Kenya. *International Journal of Advanced and Multidisciplinary Social Science*, 3(2), 29-39.
- Fisher, S. (1994). *Stress in academic life: The mental assembly line*: Open University Press.
- Fu, j., Sawang , S., & Sun, Y. (2019). Enterprise Social Media Adoption: Its Impact on Social Capital in Work and Job Satisfaction. *Sustainability*, 11, 4453.
- Gohel, K. (2012). Psychological Capital as a Determinant of Employee Satisfaction. *International Referred Research Journal*, 3(36), 34-37.
- Gopinath, R. (2021). An Investigation on mediating role of Job Involvement, Organizational Commitment and Job Satisfaction of Academic Leaders' Self-Actualization in Tamil Nadu Universities.
- Hayes, F. A. (2013). Introduction to Mediation, Moderation, and Conditional Process Analysis A Regression-Based Approach.
- Irfan, M., Khan, S. Z., Hassan , N., Hassan, M., Habib, M., Khan, S., & Khan, H. H. (2021). Role of Project Planning and Project Manager Competencies on Public Sector Project Success. *Sustainability*, 13.
- Jufrizen, J., Sari, M., Muslih, M., & Purnama, N. I. (2021). THE ROLE OF MODERATION OF ORGANIZATIONAL SUPPORT ON SOCIAL CAPITAL EFFECTS ON PERFORMANCE OF LECTURERS. *INDEPENDENT JOURNAL OF MANAGEMENT & PRODUCTION (IJM&P)*, 12(2).
- Kalpan, Y., & Bickes, Y. (2013). The Relationship Between Psychological Capital and Job Satisfaction *YÖNETİM VE EKONOMİ*, 74, 27-36.
- Kim, S., Kim, H., & Lee, J. (2015). Employee Self-Concepts, Voluntary Learning Behavior, and Perceived Employability. *Journal of management psychology*, 30(3), 264-279.

The Effects of Self-esteem, Social Capital and Psychological Capital Shagufta, Safia, Jameel

- Lee, H., Lee, E., & Song, W. (2019). Relationships between Social Capital, Social Capital Satisfaction, Self-Esteem, and Depression among Elderly Urban Residents: Analysis of Secondary Survey Data. *International Journal of Environmental Research and Public Health*, 16(8), 14-45.
- Locke, A. E. (1969). What is Job Satisfaction?, *Organizational Behavior and Human Performance*. 4(4), 309-336.
- Luthans, W. K., Luthans, B. C., & Palmer, N. F. (2016). A positive approach to management education: The relationship between academic PsyCap and student engagement. *Journal of Management Development*, 35.
- Luthans, F., Avolio, B. J., & Norman. (2007). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology*, 60(3), 541-572.
- Maqbool, S., Javed, S., & Kiani, S. (2020). JOB SATISFACTION AND SELF-ESTEEM AMONG MBBS AND SPECIALIZED DOCTORS SERVING IN CMH & MH, RAWALPINDI. *Pak Armed Forces Med J*, 70(1), 12-16.
- Mgaiwa, S. J. (2021). Academics' job satisfaction in Tanzania's higher education: The role of perceived work environment. *Social Sciences & Humanities Open*, 4(1).
- Motlagh, G. F., Nobahar, M., & Raiesdana, N. (2020). The relationship of Moral Intelligence and Social Capital with Job Satisfaction among Nurses Working in the Emergency Department. *International Emergency Nursing*, 16(8), 14-45.
- Motlagh, F. G., Nobahar, M., & Raiesdana, N. (2020). The relationship of moral intelligence and social capital with job satisfaction among nurses working in the emergency department. *International Emergency Nursing*
- Mull, M. (2020). *The Influence of School Principals' Communications Styles On Experienced Teachers' Job Satisfaction*. Retrieved from
- Nahapiet, J., & Ghoshal, S. (1998). Social capital, intellectual capital, and the organizational advantage. *Academy of Management Review*, 23(2), 242-266. .
- NGO, T. h. (2021). Impact of Psychological Capital on Job Performance and Job Satisfaction: A Case Study in Vietnam. *Journal of Asian Finance, Economics and Business*, 8(5), 0495-0503.
- Ngwenya, B., & Pelser, T. (2020). Impact of psychological capital on employee engagement, job satisfaction and employee

The Effects of Self-esteem, Social Capital and Psychological Capital Shagufta, Safia, Jameel

- performance in the manufacturing sector in Zimbabwe. *SA Journal of Industrial Psychology*, 46, 0258-5200.
- Noor, F., & Shammim, S. (2012). An Empirical Analysis of Factors Affecting Work-Life Balance among University Teachers: The Case of Pakistan. *Journal of International Academic Research*, 2(1), 18-12.
- Panezai, Ahmed, S., Khan, Hassan, H., Sarwar, & Bilal. (2020). Discriminating Factors Influencing Consumer's Floral Buying Decisions. *Journal of Managerial Sciences*, 14, 1-14.
- Rahim, B. N., Osman, I., & Arumugam, V. P. (2020). Linking Work-Life Balance And Employee Well-Being: Do Supervisor Support And Family Support Moderate The Relationship? , 21(2).
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, : Princeton University Press.
- Salem, F. A. (2015). *The Mediating Effect of Job Satisfaction on Work Environment and Productivity of the Public Petrochemical Companies in Libya*. Retrieved from University Utara Malaysia:
- Sarwar, D., Sarwar, B., Raz, M. A., Khan, H. H., Muhammad, N., Azhar, U., . . . Kasi, M. K. (2020). Relationship of the Big Five Personality Traits and Risk Aversion with Investment Intention of Individual Investors. *Journal of Asian Finance Economics and Business*, 7(12), 819–882.
- Sarwar, F., Siti , A. P., Sukor, M. S., & Rusbadrol, N. (2021). A Job Demand–Resource Model of Satisfaction With Work-Family Balance Among Academic Faculty: Mediating Roles of Psychological Capital, Work-to-Family Conflict, and Enrichment. *journals.sagepub.com/home/sgo*, 1-19.
- shin, J., & Lee, E. (2016). The Effect of Social capital on Job Satisfaction and Quality of Care among Hospital Nurses in South Korea. *Journal of Nursing Management.*, 700-422.
- Syed, A., Gul, D. N., Khan, H., Danish, M., Haq, S. M. N. u., Sarwar, B., . . . Ahmed, W. (2021). The Impact of Knowledge Management Processes on Knowledge Sharing Attitude: The Role of Subjective Norms. *journal of asian Finance Economics and Business*, 8(1), 1017-1030.
- Yen, Y. S., Chen, M. C., & Su, H. C. (2020). Social capital affects job performance through social media. *150(5)*, 903-922.
- Yusuf, E. G., Markus, T., Salisu, U., & Cinje, D. N. (2020). Effect of COMMITMENT ON JOB SATISFACTION OF ACADEMIC STAFF OF KADUNA STATE TERTIARY EDUCATION

The Effects of Self-esteem, Social Capital and Psychological Capital Shagufta, Safia, Jameel

INSTITUTIONS. *LAPAI INTERNATIONAL JOURNAL OF MANAGEMENT AND SOCIAL SCIENCES*, 2(2).

Zaman, M., Naeem, A., Khan, H., Ali, M., & Zaman, N. U. (2021). Moderation by Job Satisfaction on the Relationship between Emotional Intelligence and Workplace Advice Network Coreness. *Jinnah Business Review*, 9(1), 59-67.

Zhen, Y., & Mansor, Z. D. (2019). A REVIEW ON THE RELATIONSHIP BETWEEN PSYCHOLOGICAL CAPITAL AND JOB ATTITUDES WITH THE MEDIATING EFFECT OF WORK ENGAGEMENT IN. *Journal of critical reviews*, 7(2).