



## Job satisfaction and social capital in university teachers

Rita Rezaee<sup>1</sup>, Parisa Nabeiei<sup>2\*</sup>

Received 26 Oct 2015; Accepted 22 Sep 2015

### ABSTRACT

**Introduction:** Social capital is multidimensional and it is about the value of social networks and relations between people. Social capital refers to the relationships that forms the quality and quantity of the society's social interactions. This study was designed to determine the relationship between social capital and faculty member's job satisfaction in Shiraz Medical School.

**Method:** Social capital is multidimensional and it is about the value of social networks and relations between people. Social capital refers to the relationships that forms the quality and quantity of the society's social interactions. This study was designed to determine the relationship between social capital and faculty member's job satisfaction in Shiraz Medical School.

**Results:** 69 (57%) female and 51 (43%) male faculty members participated in this study. Also the findings indicated that mean±SD of social capital was 67.75±6.67 from 75 and that of job satisfaction was 77.1±6.41 from 100. There was a significant relationship between age and job satisfaction ( $p=0.002$ ), but no relationship was found with marital status ( $p=0.24$ ). There was a positive relationship between job satisfaction and social capital ( $p=0.003$ ).

**Conclusion:** Considering the results obtained from this study, it seems that paying attention to social capital and personal characteristics is a useful approach for behavioral interventions and organizational goals in order to upgrade the job satisfaction.

**Keywords:** Social capital, Job satisfaction, Faculty members

► Please cite this paper as:

Rezaee R, Nabeiei P. Job satisfaction and social capital in university teachers. J Health Man & Info. 2016;3(2):46-50.

### Introduction

There are several definitions for social capital in the literature, but most of them focus on social relations; because of the nature and complexity of its conceptualization, there is no common agreement on the definition of social capital (1, 2). Social capital is multidimensional (3) and is about the value of social networks and relations between people (4). It refers to the relationships that forms the quality and quantity of the society's social interactions (5, 6).

Social capital could be measured in different ways using items such as trust, membership in civic organization and voting trends.

This study was designed to determine the relationship between social capital and faculty member's job satisfaction in Shiraz Medical School.

Learning organizational theory and social capital theory are used as theoretical constructs.

During the past decade, several studies have been conducted on job satisfaction in institutions of higher education. Although university instructors, as faculty

members, don't consider themselves as workers (5, 7), the employees' satisfaction affects the organizational performance. Work life takes a significant amount of a person's life expenditure, and by increasing a person's satisfaction with his/her work life, the overall productivity of the individuals themselves and the organization will improve (8).

The literature shows that job satisfaction is a prerequisite to the instructors' performance and institutional effectiveness (4).

Universities are bearing the highest cost in managing the human capital of faculty members. Their satisfaction guarantees the success of the university and it is influenced by factors such as social capital (6). Job satisfaction also improves organizational commitment and performance. However, high performance is not only based on job satisfaction but also satisfaction influences the effectiveness of instruction and students learning (9).

The aim of this study was to indicate the relationship between job satisfaction and social capital of faculty members in Shiraz Medical School.

<sup>1</sup> Health Human Resources Research Center, School of Management & Information Sciences, Shiraz University of Medical Sciences, Shiraz, Iran

<sup>2</sup> Quality improvement in clinical education research center, Education Development Center, Shiraz University of Medical Sciences, Shiraz, Iran

\*Corresponding Author: P Nabeiei, Quality improvement in clinical education research center, Education Development Center, Shiraz University of Medical Sciences, Shiraz, Iran. Email : jamp@sums.ac.ir

## Methods

This study is a descriptive analytical study which was carried out cross-sectionally in Shiraz Medical School. Statistical population included all faculty members in various teaching groups. The random sample of faculty members was selected from Shiraz Medical School. Although this sample may not constitute a sample large enough to be representative of all universities in Iran, it seemed they might provide a good sample of faculties within the university. For this study, 100 faculty members were selected by random sampling, as recommended by university experts in biostatistics department. The following criteria were used for selecting the sample:

$$N = \frac{\alpha^2 pq}{d^2} = \frac{4 \times 0.50 \times 0.50}{0.01} = \frac{1}{0.01} = 100$$

p: The proportion of elements in the sample that has a particular attribute.

q: The proportion of elements in the sample that does not have a specified attribute. Note that  $q = 1 - p$ .

$\alpha$  is the probability value (usually low).

d: domain

All faculty members were fulltime employees; each selected faculty member had to be employed for at least one year.

An instrument was developed regarding social capital; it composed of 15 items for social capital. The Croan-bac Alpha score for this instrument was 0.87. Also we used Mines of a satisfaction questionnaire (MSQ) as a work adjustment instrument (short forms) for job satisfaction which was composed of 20 items (10).

This questionnaire shows an individualized picture of employee satisfaction. This individualized measurement is useful because the employees could express the same amount of satisfaction but for different reasons. MSQ measures satisfaction with different aspects of the work environment.

The short form MSQ consists of three scales: Intrinsic satisfaction, extrinsic satisfaction and general satisfaction; this form is composed of the twenty items as following:

- Ability utilization: the chance to do something that makes use of my ability
- Achievement: the feeling of accomplishment I get from the job.
- Activity: being able to keep busy all the time.
- Advancement: the chance for advancement on this job.
- Authority: the chance to tell others what to do.
- Company policies & practices: the way company policies are put into practice.
- Compensation: my pay and the amount of work I do.
- Co- workers: the way my co-workers get along with each other.
- Creativity: the chance to try my own methods of doing the job.
- Independence: the chance to work alone on the job.

- Moral values: being able to do things that don't go against my conscience.
- Recognition: the praise I get for doing a good job.
- Responsibility: the freedom to use my own judgment.
- Security: the way my job provides for steady employment.
- Social service: the chance to do things for other people.
- Social status: the chance to be "somebody" in the community.
- Super vision technical: the competence of my supervisor in making decisions.
- Supervision human relations: the way my boss handles his personnel.
- Variety: the chance to do different things from time to time.
- Working conditions: the working conditions.

The responses were scored 1 through 5 from very dissatisfied to very satisfied. Questions were set based on a five point Likert scales (1 to 5) including options of strongly agree, agree, no comment, disagrees and completely disagree. The scores ranged from 25 to 125 respectively. The results were presented in two parts: general characters of the faculty members and the results of statistical tests.

The validity of the questionnaire has been estimated and verified by the faculty of health care management of Shiraz University of Medical Sciences. The data were analyzed by SPSS 14. Descriptive statistics and logistic regression were used.

This study included faculty members in Shiraz Medical School who were no longer interested in participating in the research. The study was approved by ethics committee of Shiraz University of Medical Sciences and all information of teachers were kept confidential. All teachers gave their informed consent to participate in the study and special questionnaire was used as a tool for the collection of data.

## Results

69 (57%) female and 51 (43%) male faculty members participated in this study (Table 1). The findings indicated that the highest score in social capital was related to leadership and social commitment ( $26.14 \pm 1.46$ ) and the mean  $\pm$  SD for total social capital was  $67.75 \pm 6.67$  from 75. It means faculty members were interested in participating actively in decision makings. The lowest scores were related to different commitments ( $8.34 \pm 1.04$ ) and the mean  $\pm$  SD for total job satisfaction was  $77.1 \pm 6.41$  from 100 (Table 2). The results for job satisfaction are shown in Table 3.

There was a significant relationship between age and job satisfaction ( $p=0.002$ ) but no relationship was found with marital status ( $p=0.24$ ). There was a positive relationship between job satisfaction and social capital ( $p=0.003$ ).

The highest score was related to intrinsic satisfaction with a mean of  $38.54 \pm 3.83$ . There was a significant and positive relationship between job satisfaction and social capital scores among faculty members in Shiraz Medical School ( $p=0.002$ ). However, there were no significant relationship between job satisfaction and its dimensions with informal social relationship ( $p>0.004$ ) (Table 4).

**Table 1.** Demographic variables of the participants

Variable	Status	N	%
Sex	Male	69	57
	Female	51	43
Age	<34 years	55	45.8
	34-44 years	40	33.2
	>44 years	25	21
Marriage	Single	49	41.1
	Married	71	58.9

**Table 2.** Main criteria of social capital in professors of Shiraz Medical School

Variable	Min	Max	Mean±SD
Trust	8	12	39.31±2.72
Volunteerism espirts	4	7	9.63±4.34
Leadership & social commitment	7	19	26.14±1.46
Informal social relationship	9	13	15.76±2.63
Different commitment	15	7	8.34±1.04
Total social capital	44	65	76.75±6.67

**Table 3.** Main criteria of job satisfaction in professors of Shiraz Medical School

Variable	Min	Max	Mean±SD
Instiristic job satisfaction	32	46	38.54±3.83
Exstiristic job satisfaction	26	34	29.30±3.24
Total job satisfaction	63	81	77.1±6.41

**Table 4.** The relationship between social capital and job satisfaction and its dimensions in faculty members of Shiraz Medical School

Variable	Trust		Volunteerism esirit		Leadership & social commitment		Informal social relationship		Different commitment		Total social capital	
	p	r	p	r	p	r	p	r	p	r	p	r
Instiristic job satisfaction	0.001	0.343	0.001	0.280	0.004	0.038	0.119	0.023	0.001	0.396	0.001	0.230
Exstiristic job satisfaction	0.003	0.349	0.004	0.046	0.003	0.232	0.226	0.037	0.003	0.241	0.002	0.156
Total job satisfaction	0.003	0.268	0.002	0.205	0.003	0.206	0.209	0.042	0.003	0.298	0.003	0.173

**Discussion**

On the basis of the data examined, social capital is a good explanatory factor for job satisfaction and quality of instructions by the faculty members. Trust, social relations in the job, commitment to the organization, communication and possibilities of effect are all elements that explained a large portion of the total variance of satisfaction in the workplace (11).

Second, our analysis of the data supports the two propositions examined. The degree of personal satisfaction at work increases when the one is in a context of greater trust, relationships, communication, commitment and influence on the job and the relationship between main variables of this study (job satisfaction and social capital). There was a strong and significant association between social capital and levels of satisfaction at work (11, 12).

This demonstrates the importance of encouraging nature

that values environments favorable as to social capital dimensions. Finally, we showed that social capital had the social utility for determining the amount of satisfaction at work that instructors can achieve (12).

Social capital is one of the most important factors affecting the development of social capital and public relations to reach more effectiveness and convenience. Individuals and groups communicate and interact with each other to get useful results. One of the most important factors for the survival of any organizations is the network of relationships and interactions among their parts. Now if these relationships are based on social capital elements mentioned in the present study, they can create a pleasurable environment for the members of the organization, leading to ultimate increase in profitability and development of the organization (11).

Social capital can also lead to low costs and expansion of exchanges and communications; by creating norms, mutual

trust, integrity and social participation of members lead to the realization of goals (13, 14).

In the present study, five aspects of social capital, i.e. trust, voluntary behavior, leadership, social contribution, and informal social communication, had a significant relationship with job satisfaction and its aspects.

General results of this study indicate a moderate level of social capital among the population under the study; and also in the components of social capital, trust and leadership and civic engagement indicators, what Giddens considers as one of the basic characteristics of modern societies, a moderate to high level of social capital was seen among population (15). As you can see, the upper-middle and high level of trust in the population under the study showed the commitment and insight where trust resources are still resources of pre-modernism period such as kinship systems, religion and local communities; these findings are consistent with the values and beliefs of traditional communities and the results of Christine, Hösle and Peter (2007), Crkva (2003) and Salarzadeh and Hassanzadeh (2006) (16-18).

On the other hand, as mentioned in previous parts of the components of social capital and general job satisfaction and its dimensions. Job satisfaction has fluctuation in the absence of social capital, and job satisfaction will decrease.

As mentioned in the previous section, social capital, and all dimensions have a significant relationship with job satisfaction and all dimensions. Also, individuals with high levels of leadership and civic engagement believe in their ability to perform tasks assigned to them and can succeed in their attempt to act more efficiently than their job satisfaction.

These findings are consistent with the results of Klesner (2007) (19); Luthanset al. (2004) (20); Fischer (2001) (21) and Crkva (2003) (17); and saife (2009) (22), which indicates a significant effect of social capital job satisfaction, and they are different from the results of Salarzadeh and Hassanzadeh's study (18).

The volunteers who have a high spirit, having desire and passion, try to do things and have a good reputation in the workplace. The result is less stress in the work environment and job satisfaction will increase. Volunteerism spirit is of interpersonal nature. Caring, altruism, and compassion against hostility are the characteristics of people who are different from others and themselves. The volunteerism spirit it causes a person to strive for progress and reach higher goals and competencies to act. Therefore, working properly to fulfill one's obligations is necessary to complete the work (23, 24).

In the present study, there was a significant relationship between the instructors' gender and age. There were no relationships between gender and social capital. The results are consistent with the findings of Crkva (2003) (22) and Hatam et al. (2012) (24). The results of this study indicate that women have more social capital than men. This finding is consistent with the results of Salarzadeh and Hassan Zadeh (2006) (18).

Since the population consisted of the faculty members of medicine in Shiraz, generalizing the findings to other instructors, other cities and universities need to be considered. Another limitation of this study was the use of self-assessment questionnaires, the results of which would endanger the results. We also used the correlation coefficient

which does not show the casual relationships between the variables. So it is recommended that a similar study using a different genders and age groups should be carried out.

### Conclusions

Since social capital skills result in better functional skills and could eventually reduce the occupational health problems, it is recommended that the instructors should be taught such skills. It is also recommended that the instructors' characteristics should be introduced to them so that they can act according to the mentioned personality factors in order to increase their job satisfaction. Therefore, considering the results obtained from this study, it seems that paying attention to social capital and personal characteristics is a useful approach for behavioral interventions and organizational goals in order to upgrade their job satisfaction.

**Conflict of Interest:** None declared.

### References

1. Droussiotis A, Austin J. Job satisfaction of managers in Cyprus. *EuroMed Journal of Business*. 2007;2(2):208-22.
2. Ahmadi F, Shariati F, Faraji B. [Social capital and job satisfaction in health organizations]. *Interdisciplinary journal of contemporary research in business*. 2012;4(5):701-24.
3. Coleman JS. Social capital in the creation of human capital. *American journal of sociology*. 1988;S95-S120.
4. Chazon T. Social capital: relationship between social capital and teacher job satisfaction within a learning organization. USA: Gardner- webbiversity; 2009.
5. Flap H, Völker B. Goal specific social capital and job satisfaction: Effects of different types of networks on instrumental and social aspects of work. *Social networks*. 2001;23(4):297-320.
6. Kreitner R, Kinicki A, Murc B. *organizational Behavior*. 1st ed. New York: Mcgraw - hill; 1999.
7. Naumann E. Antecedents and consequences of satisfaction and commitment among expatriate managers. *Group & Organization Management*. 1993;18(2):153-87.
8. Ommen O, Driller E, Kohler T, Kowalski C, Ernstmann N, Neumann M, et al. The relationship between social capital in hospitals and physician job satisfaction. *BMC Health Serv Res*. 2009;9:81.
9. Requena F. Social capital, satisfaction and quality of life in the workplace. *Social indicators research*. 2003;61(3):331-60.
10. Uhrbrock RS. Attitudes of 4430 employees. *The Journal of Social Psychology*. 1934;5(3):365-77.
11. Portes A. Social capital: Its origins and applications in modern sociology. LESSER, Eric L *Knowledge and Social Capital* Boston: Butterworth-Heinemann. 2000:43-67.
12. Reisinger Y, Mavondo F. Structural equation modeling: Critical issues and new developments. *Journal of Travel & Tourism Marketing*. 2007;21(4):41-71.
13. Rostami M, Ghazvini M, Farmani M, Saraei A. Relation of organizational social capital with job satisfaction and job stress: An empirical investigation. *Journal of Basic and Applied Scientific Research*. 2013;3(3):578-83.
14. Savari M, Eslami M, Monavarifard F. The Impact of Social Capital on Agricultural Employees' Job Satisfaction, City of Divandarreh. *International Research Journal of Applied and Basic Sciences*. 2013;4(2):291-5.
15. Watson GW, Papamarcos SD. Social capital and organizational commitment. *Journal of business and psychology*. 2002;16(4):537-52.
16. Hasle P, Kristensen TS, Møller N, Olesen KG, editors. *Organisational social capital and the relations with quality of work and health—a new issue for research*. International Congress on Social Capital and Networks of Trust; 2007.
17. Crkva B, J. B. *Production and processing of fruits*. Serbia: Public invitation; 2003.
18. Salarzade N, Hassan Zadeh D. [Effect of social capital on job

- satisfaction of teachers]. *Social sciences journal*. 2014;33(1):1-26.
19. Klesner JL. Social capital and political participation in Latin America: evidence from Argentina, Chile, Mexico, and Peru. *Latin American research review*. 2007;42(2):1-32.
  20. Luthans F, Luthans KW, Luthans BC. Positive psychological capital: Beyond human and social capital. *Business horizons*. 2004;47(1):45-50.
  21. Fischer G. Lifelong learning and its support with new media. *International encyclopedia of social and behavioral sciences*. 2001;13:8836-40.
  22. Saif SK, Nawaz A, Jan FA, Khan MI. INTERDISCIPLINARY JOURNAL OF CONTEMPORARY RESEARCH IN BUSINESS. 2012.
  23. Faraj S, Xiao Y. Coordination in fast-response organizations. *Management science*. 2006;52(8):1155-69.
  24. Gittell JH. *The Southwest Airlines way: Using the power of relationships to achieve high performance*. McGraw-Hill Audio; 2004.