

Article

## The Relationship Between Social Capital and Job Satisfaction A Survey-Based Study

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Al Qaidi Amna

<sup>1</sup>Sociology Program, Al Ain University, [202030260@aau.ac.ae](mailto:202030260@aau.ac.ae)

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**Abstract:** Social capital has become an important factor in shaping employees' job satisfaction, especially in educational settings. It reflects trust, cooperation, and social relationships that support a positive work environment. Therefore, examining its relationship with job satisfaction among teachers is an important issue in contemporary educational research. The study aimed to examine the relationship between social capital and job satisfaction among teachers in the United Arab Emirates, addressing a critical dimension of organizational and educational effectiveness. Social capital, reflected in interpersonal trust, professional networks, and collaborative relationships, has been increasingly recognized as a key determinant of employee well-being and institutional performance. A descriptive methodology was employed, using a random sample of 208 male and female teachers. The findings revealed a significant relationship between social capital and job satisfaction among teachers, with a mean score of 3.68. Social relationships were found to play an important role in this connection, also reaching a mean of 3.68. The average score for the school environment conditions, as perceived by the respondents, was 3.58. This indicates a strong relationship between social capital and job satisfaction among teachers in UAE schools.

**Keywords:** *Social Capital, Job Satisfaction, Teachers, Emirati Schools, Work Conditions*

## **Introduction**

Amidst ongoing economic shifts and rapid technological progress, social enterprises have undergone substantial transformations. These developments have brought about notable changes in the global business environment, making it increasingly challenging to anticipate future trends for enterprises. As a result, organisations have turned to modern strategies to navigate these complexities. In this context, social capital has emerged as a vital factor, influenced by the organisation's social dynamics and the continuous evolution of technology. (Naji, 2021). These changes have placed greater pressure on institutions striving to adapt to the evolving global landscape. Social capital has become central to organisations, serving as a key pillar in advancing sustainability and enhancing their competitive position. Moreover, the concept of social capital is deeply embedded within the broader aim of social service, which seeks to improve societal conditions and promote the well-being of both citizens and residents.(Mahmoud, 2018). Social capital refers to the network of social relationships that promote cooperation among individuals within a community or organisation. It is a vital intangible asset, marked by mutual trust, shared values, and established norms among members of a group or society. This cohesion plays a crucial role in enabling organisations to achieve common goals, supporting their continuity and long-term development (Al-Ghariri, 2016).

Additionally, motivation within an organization significantly influences employee job satisfaction. When an organization fails to cultivate positive motivators, job dissatisfaction emerges. A satisfied employee exhibits positive emotions toward their work, whereas dissatisfied employees develop negative attitudes that may hinder performance and productivity (Al-Baroudi, 2015).

Job satisfaction is influenced by various factors, including compensation, incentives, and participation in decision-making. Organizations that prioritize employee needs aim to enhance satisfaction levels and establish a stable and productive work environment. Social capital plays a critical role in shaping this environment, contributing to individual well-being and professional fulfilment (Abu Duh, 2015). By emphasising the development of interpersonal relationships, social capital plays a key role in enhancing employee job satisfaction. Supportive working conditions help cultivate a sense of loyalty and belonging to the organisation, which in turn strengthens social cohesion and interaction among staff.

This ultimately contributes to creating a healthy and safe work environment (Al-Zoubi, 2011; Al-Balushi, 2023).

### **Importance of the Study**

The significance of the current research lies in its focus on social capital, which serves as a foundational pillar for both institutions and society. It also offers a valuable theoretical contribution for researchers and stakeholders, helping to expand the cognitive framework for student groups. This concept, along with the study's findings, may support the advancement of social policies aimed at promoting social development and strengthening various social institutions.

### **Problem Statement**

Social capital is a powerful mechanism for enhancing quality of life, as it fosters social support networks that help individuals navigate crises while promoting cohesion and solidarity within communities. This, in turn, contributes to greater job satisfaction (Al-Shraida, 2017). Job satisfaction refers to an employee's sense of fulfilment and acceptance of their work. It is influenced by factors such as compensation, recognition, working conditions, and relationships with colleagues. As a key indicator of organizational well-being, job satisfaction directly impacts employee performance and loyalty. It can range from positive emotions that drive motivation and commitment to negative emotions that diminish productivity and enthusiasm (Sophie, 2009). Social capital also strengthens opportunities for participation in decision-making, empowering employees to voice their opinions and contribute to workplace development. When individuals feel valued and heard, their job satisfaction increases. Additionally, strong interpersonal relationships among colleagues foster trust, reduce psychological stress, and enhance employees' mental well-being, ultimately improving their performance and productivity. As a result, job satisfaction is achieved (Nagy, 2021).

Given this context, the present study seeks to answer the following question: What is the relationship between social capital and job satisfaction among teachers in Emirati schools?

### **Study Objectives**

1. Assessing the current state of social capital among teachers in Emirati schools.
2. Evaluating the level of job satisfaction among teachers in Emirati schools.
3. Examining the presence of a statistically significant relationship between social capital and job satisfaction among teachers in Emirati schools.
- 4.

## Research Questions

1. What is the reality of Social Capital among teachers in Emirati schools?
2. What is the level of job satisfaction of teachers in Emirati schools?

**H0.** Hypothesis of the study: there is no statistically significant relationship at the level of significance ( $\alpha \leq 0.05$ ) between social capital and job satisfaction among teachers in Emirati schools.

## Literature review

This section presents previous studies examining the relationship between social capital and job satisfaction among teachers in Emirati schools. Both Arabic and international studies are included and arranged chronologically from the most recent to the oldest.

Al-Wrikat (2023) investigated the relationship between social capital and job performance among medical staff in government hospitals in Jordan. Using a social survey methodology, the study sampled 506 doctors and nurses. The findings revealed that social capital was at a moderate level, while job performance was high, with no significant differences based on gender, experience, or department. The researcher recommended enhancing social capital to improve overall performance.

Similarly, Ahmed (2023) explored the relationship between job satisfaction and social capital among employees in Palestinian ministries. Utilizing a descriptive-analytical approach with a sample of 400 employees, the study found a strong positive relationship between job satisfaction and social capital, particularly in its relational and cognitive dimensions. Despite social capital being at a moderate level, the study emphasized the need to strengthen trust and shared values to enhance job satisfaction.

Sherifi (2021) examined the determinants of social capital and its impact on job satisfaction among 230 public bank employees in Algeria. The study, which employed a descriptive-analytical approach, revealed that trust and participation were key factors in social capital, whereas cooperation and fellowship were not significant determinants. The findings confirmed a positive and meaningful impact of social capital on job satisfaction, highlighting the necessity of fostering social capital within organizations.

In a related study, Gift (2021) explored "The Concept of Organizational Social Capital and Its Construction in Universities." This research, based on descriptive-deductive and survey methodologies, examined a sample of 379 faculty members. The study underscored the importance of social networks in knowledge exchange and reaffirmed that the structural, relational, and cognitive dimensions form the foundation of social capital.

Ismail (2018) also examined the state of social capital and its influence on job satisfaction within government institutions. Employing a descriptive approach grounded in the review and analysis of literature on job satisfaction and social capital, the study found that social capital emerges as an inevitable outcome of continuous interaction within an organisation. This interaction fosters trust and helps maintain strong relationships among its members. Ozan (2017) investigated the impact of social capital on employee satisfaction. Employing a mixed-methods approach with a sample of 280 teachers, the study identified a strong positive relationship between social capital and career motivation. The researcher recommended fostering communication and social interaction to enhance teachers' job satisfaction.

Ali (2017) conducted a study entitled "Exploring the Impact of Social Capital and Some Demographic Variables as Intermediary Factors in the Relationship Between the Flexible Career Path and Employee Satisfaction." The study, which used a descriptive-analytical approach and included 381 employees from private companies in Egypt, found a positive and significant correlation between flexible career paths and employee satisfaction. Additionally, the study revealed that social and career status significantly influenced job satisfaction. Khalfawi (2017) investigated the importance of social capital in achieving job satisfaction. Through a case study of a banking sector institution in the city of Saida, Algeria, and a random sample of 50 employees, the results found that social relationships enhance trust among employees and contribute to developing job satisfaction within the institution. In Addition, Ali (2017) investigated the effects of human relations, job security, and workplace interactions on job satisfaction. Using a survey sample of 212 employees, the results showed that social capital contributes significantly to raising the level of job satisfaction among individuals within an organization, as evidenced by employees' ability to participate in decision-making.

Abdulreda (2017) examined the relationship between social capital and job performance in the Iraqi Drilling Company. Published in the Al-Ghari Journal of Economic and Administrative Sciences, the study explored the impact of social capital dimensions—including fellowship, trust, and cooperation—on job performance. Using a questionnaire and a sample of 70 managers, the study found a positive correlation between social capital and job performance, with trust having the most significant impact. The study recommended strengthening social ties between employees and promoting management investments in social capital development.

Nazmi (2016) conducted a field study on the job satisfaction of Palestinian teachers in public and UNRWA schools in Khan Younis. Using a sample of 330 teachers, the study assessed job satisfaction factors such as salary, promotion, and workplace relationships. The findings indicated high levels of satisfaction in terms of salary and work environment but moderate levels in workplace relationships and working conditions. The study recommended improving teacher-administration relationships and enhancing working conditions to boost job satisfaction.

In contrast, Keisha (2023) investigated strategies for enhancing social capital among faculty members in seven medical universities in southern Iran. The study adopted a qualitative approach and analysed data from 49 participants. The results highlighted the connection between social capital and organizational belonging, internal relationships, empowerment, policy changes, and organizational identity. The study recommended reinforcing these components to strengthen social capital within universities.

Bahrudin and Lawang (2023) assessed the relationship between subjective well-being, job satisfaction, and social capital among librarians in Java, Indonesia. Using a quantitative approach and a sample of 345 librarians, the study found that most participants exhibited moderate levels of social well-being, job satisfaction, and social capital. Additionally, social capital played a partial mediating role in the relationship between job satisfaction and well-being. The study emphasized the need to prioritize social capital development.

Flores (2023) examined the impact of discourses and policies on teachers' perceptions of professional confidence in Australia. Using a qualitative approach, the study involved interviews with 16 primary and secondary school teachers. The findings revealed that confidence and professionalism are central to the teaching experience and that a lack of confidence in teachers' abilities leads to lower job satisfaction. The study recommended strengthening teacher confidence to enhance professional satisfaction.

Yalsin (2023) explored the relationship between teachers' social capital and their level of organizational commitment in Turkey. Using a correlation survey methodology and a sample of 422 teachers across 50 provinces, the study found that social capital directly influenced organizational commitment, with teacher cooperation playing a mediating role. The study recommended fostering collaboration among teachers to strengthen organizational commitment and improve school and student outcomes.

Jacqueline (2017) examined the role of social capital in the relationship between transformational leadership and job satisfaction among 240 commercial bank employees in central Upper Egypt. Using a descriptive approach and questionnaire-based data collection, the study found a positive and significant relationship between social capital dimensions—structural, relational, and cognitive—and job satisfaction. The study underscored the importance of social capital in enhancing employee satisfaction and recommended the development of transformational leadership strategies that incorporate social capital principles. Tsoens (2017) explored the relationship between job satisfaction and individual social capital among employees in the field of addiction treatment in Greece. Using a cross-sectional approach with a sample of 239 employees, the study found moderate levels of individual social capital and a significant positive correlation with certain demographic factors. Notably, 61.5% of participants reported job dissatisfaction. The study recommended strengthening social capital to improve job satisfaction levels in the field of addiction treatment.

## Methodology

### Research Design

The current study employed the descriptive-analytical method, a research approach that involves the systematic collection and analysis of data to provide a comprehensive and precise description of the studied phenomenon. As one of the fundamental scientific methods in research, it allows for the examination of phenomena as they naturally occur, without any modification or control by the researcher. This approach aims to accurately describe phenomena, understand their characteristics, and analyse their relationships with other variables

### Participants

The study population comprises all private school teachers in Abu Dhabi City, totalling 415 teachers for the academic year 2024-2025. The researcher selected 50% of this population, resulting in a study sample of 208 teachers, including 114 male teachers and 94 female teachers. Table 1 presents the distribution of the study sample based on personal variables.

**Table 1**

*Distribution of the Study Sample According to Personal Variables*

Variable	Level	Number	Percentage
Gender	Male	114	54.8%
Gender	Female	94	45.2%
Gender	Total	208	100%
Educational Qualification	Bachelor's	129	62%

Variable	Level	Number	Percentage
Educational Qualification	Graduate Studies	79	38%
Educational Qualification	Total	208	100%
Teaching Experience	Less than 5 years	72	34.6%
Teaching Experience	5-10 years	62	29.8%
Teaching Experience	More than 10 years	74	35.6%
Teaching Experience	Total	208	100%

It appears from Table 1 that the number of teachers in the study sample reached 114, accounting for 54.8%, while the number of female teachers in the study sample reached 94, representing 45.2%. The highest percentage of sample distribution based on the educational qualification variable was 62% for those holding a Bachelor's degree, whereas the lowest percentage was 38% for those with a Graduate Studies qualification. Similarly, the highest percentage of sample distribution based on the teaching experience variable was 35.6% for teachers with more than 10 years of experience, while the lowest percentage was 29.8% for those with 5 to 10 years of experience

**Data Collection**

The current study relied on a questionnaire consisting of two sections. The first section pertains to the demographic characteristics of the study sample, such as (gender, age, educational status, employment status, monthly income, and family size). The second section consists of questionnaire items designed to answer the study’s questions and achieve its objectives, comprising (28) items distributed across two main sections: First section: The reality of social capital among teachers in Emirati schools. Second section: The level of job satisfaction among teachers in Emirati schools. The number of hours I work at school is appropriate.

To verify the content validity of the instrument, it was presented in its initial form to the supervisor to obtain feedback on the clarity of the items, their linguistic formulation, and their relevance to the study’s field, along with any necessary modifications and observations.

To ensure the internal consistency reliability of the questionnaire, Cronbach's Alpha (Cronbach’s  $\alpha$ ) was used, as shown in Table 2.

**Table 2**

*Values of the Internal Consistency Reliability Parameters of the Questionnaire*

Instrument	Internal Consistency Reliability
Questionnaire	0.88

It can be observed from Table (2) that the internal consistency reliability of the questionnaire reached (0.88). This value indicates the high quality of the scale's construction and its suitability for the purposes of this study.

### Data Analysis

The study utilized frequencies and percentages to identify the demographic characteristics of the study population, as well as means and standard deviations to answer the research questions.

### Results

Results of the study are discussed in the following headings.

**Result of Question:** What is the reality of social capital among teachers in Emirati schools?

To answer this question, the means and standard deviations were calculated for the reality of social capital among teachers in Emirati schools, categorized by its respective domains.

### Area of Cooperation

**Table 3**

*Means and Standard Deviations for the Reality of Social Capital Among Teachers in Emirati Schools in the Cooperation Domain*

Rank	No.	Statement	Mean	Standard Deviation	Degree
1	4	School employees contribute to fostering a spirit of cooperation among them.	4.42	0.86	High
2	1	School employees assist others when requested.	3.63	1.16	Moderate
3	5	School employees participate in activities that enhance their social bonds.	3.59	1.25	Moderate
4	3	School employees collaborate on tasks even if they are not within their designated responsibilities.	3.52	1.13	Moderate
5	2	School employees cooperate to complete the required tasks.	3.22	1.14	Moderate
<b>Overall Score</b>			<b>3.68</b>	<b>0.941</b>	<b>High</b>

The overall social capital of teachers in Emirati schools in the field of cooperation reached a mean score of 3.68, classified as high. The scores for individual items ranged between 3.22 and 4.42. As shown in the table, only one item received a high rating—item (4), which states: *"The workers inside the school contribute to the development of the idea of cooperation among themselves,"* with a mean score of 4.42.

The remaining items received moderate ratings, with their mean scores ranging between 3.22 and 3.63. The highest among them was item (1), which states: *"The workers inside the school contribute to providing assistance to others when requested,"* with a mean score of 3.63. Meanwhile, the lowest-rated item was item (2), which states: *"The employees inside the school cooperate among themselves to complete the work required of them,"* with a mean score of 3.22.

**Social Relations**

**Table 4**

*Arithmetic Means and Standard Deviations of the Reality of Social Capital Among Teachers in Emirati Schools in the Field of Social Relations*

Rank	No.	Statement	Mean	Standard Deviation	Degree
1	4	School employees consider social relationships a motivator for improving work quality.	4.42	0.86	High
2	1	School employees encourage each other to participate in various social events.	3.63	1.16	Moderate
3	5	School employees participate in democratic activities within the organization.	3.59	1.25	Moderate
4	3	School employees consider social relationships an important factor in achieving the school's strategic goals.	3.52	1.13	Moderate
5	2	School employees participate in each other's social occasions.	3.22	1.14	Moderate
<b>Overall Score</b>			<b>3.68</b>	<b>0.941</b>	<b>High</b>

It appears from Table 4 that the arithmetic mean of the study sample's responses regarding the reality of social capital among teachers in Emirati schools in the field of social relations reached 3.68, classified as high. The mean scores for individual items ranged between 3.22 and 4.42. As shown in the table, only one item received a high rating—item (4), which states: *"Employees within the school consider social relations as an incentive to improve the quality of work,"* with a mean score of 4.42. The remaining items received moderate ratings, with mean scores ranging between 3.22 and 3.63. The highest among them was item (1), which states: *"Employees within the school motivate each other to participate in various social events,"* with a mean score of 3.63. Meanwhile, the lowest-rated item was

item (2), which states: "Workers share with each other in their various social events," with a mean score of 3.22.

**Results related to the Second Question:** What is the level of job satisfaction among teachers in Emirati schools?

To answer this question, the arithmetic means and standard deviations of the level of job satisfaction among teachers in Emirati schools were calculated, categorized by their respective domains.

### Working Conditions and School Environment

**Table 5**

*Arithmetic Means and Standard Deviations of the Level of Job Satisfaction Among Teachers in Emirati Schools in the Field of Working Conditions and School Environment*

Rank	No.	Skill	Mean	Standard Deviation	Degree
1	3	I feel independent in my work.	4.06	0.92	High
2	1	I have a high awareness of my work responsibilities.	3.73	0.98	High
3	5	I believe that the school building is well-prepared as an educational facility, providing sufficient and comfortable rooms.	3.53	1.53	Moderate
4	4	I feel comfortable participating in planning and monitoring the class schedule.	3.46	1.26	Moderate
5	2	The number of hours I work at school is appropriate.	3.10	1.40	Moderate
<b>Overall Score</b>			<b>3.58</b>	<b>1.31</b>	<b>Moderate</b>

It appears from Table 5 that the arithmetic mean of the study sample's responses regarding the level of job satisfaction among teachers in Emirati schools in the field of working conditions and the school environment reached 3.58, classified as moderate. The mean scores for individual items ranged between 3.10 and 4.06. As shown in the table, two items received a high rating: Item (3): "I feel independent at work," with a mean score of 4.06, classified as high. Item (1): "I have a high awareness of my responsibilities at work," with a mean score of 3.73, classified as high. The remaining items received a moderate rating, with mean scores ranging between 3.10 and 3.53. The highest among them was: Item (5): "I feel that the school building is well-prepared as an educational facility, providing sufficient and

comfortable rooms," with a mean score of 3.53. Meanwhile, the lowest-rated item was: Item (2): "The number of hours I work at school is appropriate," with a mean score of 3.10.

**Incentives and Salaries**

**Table 6**

*Arithmetic Means and Standard Deviations of the Level of Job Satisfaction Among Teachers in Emirati Schools in the Field of Incentives and Salaries*

Rank	No. Skill		Mean	Standard Deviation	Degree
1	1	There is a fair system for promotion decisions.	3.88	0.73	High
2	4	Promotion opportunities are available and distributed.	3.70	0.98	High
3	5	My salary covers my basic needs and those of my family.	3.27	1.51	Moderate
4	2	I do not consider leaving the teaching profession permanently.	3.07	1.43	Moderate
5	3	My job provides financial stability.	3.01	1.51	Moderate
<b>Overall Score</b>			<b>3.38</b>	<b>1.91</b>	<b>Moderate</b>

It appears from Table 6 that the arithmetic mean of the study sample’s responses regarding the level of job satisfaction among teachers in Emirati schools in the field of incentives and salaries reached 3.38, classified as moderate. The mean scores for individual items ranged between 3.01 and 3.88.

As shown in the table, two items received a high rating: Item (1): "There is a fair system for promotion decisions," with a mean score of 3.88, classified as high. Item (4): "Promotion opportunities are available and fairly distributed," with a mean score of 3.70, classified as high. The remaining items received a moderate rating, with mean scores ranging between 3.01 and 3.27. The highest among them was: Item (5): "My salary covers my basic needs and those of my family," with a mean score of 3.27. Meanwhile, the lowest-rated item was: Item (3): "My job provides financial stability," with a mean score of 3.01.

## The result of the Hypothesis

**Hypothesis:** There is no statistically significant relationship at the significance level ( $\alpha \leq 0.05$ ) between social capital and job satisfaction among teachers in Emirati schools.

To examine this hypothesis, the Pearson correlation coefficient was used to measure the relationship between the arithmetic mean of the sample estimates and the questionnaire responses. Table (7) presents these findings.

### Table 7

*Pearson correlation coefficient for the relationship between social capital and job satisfaction among teachers in UAE schools*

Job Satisfaction	Social Capital
Correlation Coefficient 0.79	
Statistical Significance 0.00	

Table 7 shows that there is a correlation between the level of social capital and job satisfaction among teachers in Emirati schools. The correlation coefficient was 0.79, which is statistically significant at the  $\alpha = 0.05$  significance level. This indicates that as social capital increases, the level of job satisfaction also rises.

## Discussion

The previous section highlighted a strong relationship between social capital and job satisfaction among employees in private schools in Abu Dhabi. The findings indicated that social relationships among staff and teachers are characterised by a high degree of social interaction, likely due to the pivotal role social capital plays in shaping these dynamics. Social capital fosters trust among employees, enhances the learning environment, and contributes to overall school performance. It facilitates the exchange of educational experiences, improves teaching skills, and helps to create a supportive and healthy environment. As a result, teachers develop a strong sense of belonging and appreciation for their institution.

These findings align with those of Al-Wariqat (2023), Ahmed (2023), and Sharifi (2021), who found that social capital promotes knowledge sharing and idea exchange among employees. The study also revealed high levels of job satisfaction among teachers, attributed to the positive social climate and the regular provision of incentives, which in turn bolster the institution's standing and sustainability within the community.

Environmental factors—such as flexible social relationships and favourable physical conditions within the school—also play a crucial role in supporting continuity. Employees receive both moral and, at times, material support, which enhances their performance and increases job satisfaction. These findings are consistent with those of Al-Wariqat (2023), Ahmed (2023), and Sharifi (2021), who noted that teachers' job satisfaction is closely linked to their working conditions and the organisation's ability to resolve workplace issues.

These insights pave the way for further research on the relationship between social capital and job satisfaction, whether through social surveys, qualitative methods, or diverse data collection tools. Such studies could be extended to different communities to examine the consistency of results or to identify new insights and research gaps.

Based on these findings, the study recommends fostering partnerships between the education sector and various community institutions. These collaborations should aim to gain a deeper understanding of the work environment and levels of job satisfaction across institutions, using innovative tools to measure and evaluate these relationships.

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