

**RESEARCH PAPER****Self-Efficacy, Resilience and Job Satisfaction in Young Faculty of Private Universities****¹Mehwish Hanif, ²Moazzam Shehzad and ³Rukhsar Shakeel**

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Corresponding Author: mehwishhanifpsychologist@gmail.com**ABSTRACT**

This study aimed to explore self-efficacy, resilience, and job satisfaction among university faculty members, examining differences between male and female faculty. A cross-sectional design was used with 152 participants (51.3% male, 48.7% female) from various universities in Faisalabad, aged 25-40 years. Data were collected through purposive sampling and analyzed using correlation, regression, mediation, and independent t-tests. The findings revealed a significant positive correlation between self-efficacy, resilience, and job satisfaction. Additionally, self-efficacy mediated the relationship between resilience and job satisfaction. These results suggest that enhancing self-efficacy can improve job satisfaction, with resilience acting as a protective factor. The study has important implications for university management in Pakistan, highlighting strategies to increase faculty self-efficacy and job satisfaction.

KEYWORDS Self Efficacy, Resilience, Job Satisfaction**Introduction**

The dynamic educational landscape, marked by altering pedagogies, student demographics, and technology breakthroughs, presents faculty members, particularly those in the early phases of their careers, with new obstacles. Young faculty members struggle with sometimes-overwhelming demands as they stand at the crossroads of tradition and innovation. In this setting, the tripartite factors of work satisfaction, resilience, and overall self-efficacy become important factors affecting their academic path, especially in the private university setting includes a person's emotive connection to their career and work environment. It is both a cause and an effect of professional success. Herzberg's dual-factor theory (1959) outlined the elements of work that either make employees happy or unhappy.

It is general Self-Efficaciousness that serves as the pivot, supporting both resilience and work satisfaction. Self-efficacy, which Bandura (1977) defined as a individuals confidence in their ability to carry out activities and overcome obstacles, is a motivator for academic pursuits as well as a byproduct of them. This translates into young faculty members feeling more confident while creating lesson plans, negotiating the politics of academia, getting research funds, and other tasks. Because private universities have different operating procedures and performance standards, the atmosphere within them has the potential to reinforce or undermine this self-belief.

Universities in higher education are required globally to boost their share of the marketplace and become more viable competitors. Undoubtedly, this has put a greater burden on university teachers and upper management to improve overall performance. High-quality student engagement and learning have been continuously associated with faculty members who effectively instruct their students (BrckaLorenz et al., 2012).

Naturally, other psychosocial variables that influence their performance as educators and, ultimately, their level of job satisfaction, interact with their self-efficacy beliefs (Caprara et al., 2006). However, recent research has demonstrated that professors' self-efficacy beliefs are crucial to the establishment and maintenance of their job satisfaction (Klassen et al., 2009).

According to Shann (1998), a teacher's job happiness affects how long students learn, which in turn affects how effective the school is. In the working world, job satisfaction is a significant indicator. A happier outlook on life is possible for those who are content with their jobs. Instructor and employee job satisfaction enhances wellbeing and reduces occupational weariness (Skaalvik & Skaalvik, 2017).

"Beliefs in a person's talent to organize and perform the compulsory action paths to attain the given gains" is the definition of self-efficacy (Bandura, 1997). Self-efficacy indicates an individual's level of belief that they have the knowledge and abilities necessary to do a task, as opposed to showcasing the breadth of their talents. People's perceptions of their own efficacy impact their motivation, behaviors, and choices (Hsu et al., 2007).

Researchers haven't paid much attention to the relation between educators job satisfaction and their awareness of self-efficacy (Infurna, 2018). The reason is that past research on teacher self-efficacy and work satisfaction focused on certain aspects of each. The ability to believe in oneself is essential to success. According to (Lukacova et al., 2018), self-efficacy is a trait quality effect conduct and makes choices easier. A person's self-efficacy has a positive or negative effect on their confidence. Apart from confidence, self-efficacy affects a person's personality in a number of ways. Self-efficacy beliefs affect feelings, attitudes, ideas, and actions (Guidetti et al., 2018).

A person's behavior or response in a certain scenario is determined by individuals degree of self-efficacy. According to (Demirtas ,2018), a person's degree of self-efficacy influences their thoughts and actions around a situation. A person with a high feeling of self-efficacy will tackle the problem in a positive and productive manner. Self-efficacy affects people's behavior and thought processes. People do not naturally possess self-efficacy. Experience, increases self-efficacy the greater an individual's experiences, the more their self-efficacy is effected (Stajkovic et al., 2018).

According to McLean et al. (2018) teachers who believe in their own efficacy are more inclined to believe that their efforts will pay off in the long run.. Achievements that are fruitful are advantageous to the field, the institution, and the students in general. The teachers' guarantee will be helpful to the students. Teachers who have confidence in their talents are more likely to succeed in their careers. A teacher's degree of teacher self-efficacy has a big impact on both their success and failure. Teachers that lack confidence will have poor student performance (Lukaova et al., 2018).

The phrase "resilience" originates from the field of developmental psychology. It is the capacity to triumph over hardship, uncertainty, and/or conflict. The general understanding of this term is "the capability to return back" in the encounter of difficulties. The phrase refers to the capacity to deal constructively with unfavorable circumstances and to successfully adjust to change (Luthans et al., 2007). The ability to successfully adjust in the face of great adversity is the essence of resilience. Thus, the phrase can also refer to the determination and approach that individuals take in order to accomplish a goal (Masten & Reed, 2002).

According to Luthar et al. (2000), resilience can also be defined as a person's ability to overcome hardship and go on in spite of both positive and bad stressful situations. According to research, resilience uses both internal and external elements to lessen the

harmful consequences of adversity. In essence, it maintains a person's health, happiness, and productivity for an large duration of life (Wietmarschen et al., 2014).

Kumari and Sangwan (2015), who contend that resilience ability boosts job performance, are in favor of this. Job performance is heavily influenced by organizational commitment and job happiness, both of which tend to decrease when workers face job uncertainty. In this case, resilience replaces the apparent job uncertainty with improved job performance. Despite working in challenging environments, more resilient employees are more productive and tolerant of stress (Shatte et al., 2017).

According to a study by Jaaron and Backhouse (2014), affective commitment is influenced by employees' personal resilience and is crucial for the engineering of organizational change. Prior studies by Paul et al (2016) investigated the resilience construct among 345 Indian workers in the manufacturing sector and found that resilience plays a critical role in creating and promoting organizational commitment. Additional research revealed a favorable correlation between organizational commitment and employee resilience (Meng et al., 2017).

According to previous researches the objective of education are the goals of higher education are to impart detailed information, educate students, pursue academic advancement, and manage the needs of national development. As a result, fulfilling these higher education roles is linked to university instructors' job satisfaction (Chen et al., 2006). So, It is crucial to have a conversation and conduct research on job satisfaction in order to ascertain whether or not employees are content with their jobs. For creative professions like teaching, job happiness is crucial. Additionally, research emphasizes that teacher educators' success, competency, and performance are largely reliant on how satisfied they are with their line of work.

First off, knowing how self-efficacious young faculty members are can assist determine how confident they are in their capacity to carry out their duties. Their general well-being, work performance, and motivation may all be significantly impacted by this. Second, resilience plays a critical role in how people handle obstacles and failures at work. We can learn more about how young faculty members manage stress and stay well in a challenging work environment by looking at their resilience levels. Last but not least, a crucial factor in both organizational performance and staff retention is job satisfaction. Examining young faculty members' job satisfaction levels at private institutions can be useful in pinpointing areas for growth as well as elements that contribute to their general well-being and degree of job satisfaction. In general, researching how young faculty members at private institutions relate to resilience, self-efficacy, and job satisfaction might yield important insights for improving their professional growth, job performance, and general job satisfaction.

Literature Review

Employee satisfaction is measured and evaluated by organizations in order to enhance performance and job quality, as well as to ensure minimal employee turnover and absenteeism found that peer relationships have the biggest influence on academic satisfaction and leave intention. The Islamic precept states that "Allah (God) likes hard workers" (Holly Quraan). Before the employee's sweat stops, they must be paid (Hazrat Muhammad PBUH). A condition of enjoyment and high energy that is typified by feelings like interest, enthusiasm, and pride is known as positive affect. Research indicates that educators who experience greater job efficacy also report higher levels of job satisfaction (Klassen et al., 2009).

According to studies, most teachers are happy with aspects of their jobs that are directly related to teaching (such as work tasks and professional development) but not so

much with aspects that are related to carrying out their jobs (such as working conditions, interpersonal relationships, and salary). According to research, effective teachers not only have excellent teaching skills and can design ideal learning environments, but they also enjoy their jobs and are happy in their roles. Here, a few aspects of job satisfaction are covered (Crossman & Harris, 2006).

Bartosiewicz et al. (2022) found a significant association among educators self efficacy and work happiness, which may predispose them to burnout syndrome in the future. Assistance is needed for this professional group. Education policy, teacher practice, and future research may be impacted by these findings. Ultimately, the study may provide some guidance for methodological and instructional strategies.

Abun et al. (2022) objective is to investigate how teachers' self-efficacy affects their level of job satisfaction. To delve deeper into the inquiry, theories were formulated and the literature was reviewed. The study used a descriptive correlational research design. Research has demonstrated a robust correlation between educators' jobs and their sense of self-efficacy.

There is a strong positive association among employee performance and self-efficacy, optimism, hope, and resilience. Combination of constructs referred to as psychological capital emerges as a predictor of employee performance (Okolie & Emoghene, 2019). Additionally, there is a strong negative association between employee performance and autonomy and esteem need, and a positive correlation between intrinsic poverty, job overload, and unjustified pressure and performance (Ali & Miralam, 2019).

Self-efficacy, or the believe in individual self capabilities to take the necessary measures to attain important goals, has a substantial impact on the daily activities and job satisfaction of faculty members (Bandura, 1997). Self-efficacy influences job happiness in addition to better job performance in various circumstances (Caprara et al., 2003).

According to (Garrido-Hernansaiz et al., 2020), the term has broadened in recent years to encompass adaptability in overcoming bad events, including both positive changes and appraisals to traverse these situations. According to previous study, resilient people have good mental health, optimistic attitudes, and control over their work. Different researches suggesting that work contentment and resilience have found a favorable correlation between the two. Research on the connections between resilience, work happiness, education level, and personality attributes is lacking, nevertheless (Srivastava & Madan, 2020).

Shukshina et al. (2019) find out the correlation among educational paradigm between the hardiness (resilience), professional relationships, and work satisfaction of teachers. This theory states that hardiness is a personality quality that promotes positive well-being by enabling an individual to survive stressful events by upholding internal balance. In one Russian city, it involved 118 teachers of secondary education. Finding suggested there were strong association among between job satisfaction and resilience.

The relationships among resilience and career contentment amongst 581 instructors were examined in conjunction with additional factors (characteristics, work exhaustion, teamwork, and corporation atmosphere). The investigators created an inquiry form that inquired about ageing knowledge, sex, and level of education covered in order to collect demographic data. High scores in this study indicated strong resilience; investigators observed free grading in the test's initial version. The findings showed a significant relationship among job satisfaction and instructors' resilience (Polat & Iskender, 2018).

According to Tus (2020), the study's conclusions showed that the respondents possessed a strong degree of self efficacy. Similarly, the results indicated that the students

have assurance in their capacities to master the topic covered in class and perform well on their evaluation, and they are resilient and driven to succeed even in the face of obstacles. They typically have stronger innate motivation to learn new things. Moreover, finding of the computed analysis suggested the academic performance of senior high school students is not significantly impacted by self-efficacy.

A comprehensive analysis of the literature revealed the correlation among self efficacy and resilience, that influences actions at risky circumstances (Yada et al., 2021). However, the previous research investigations that linked self-efficacy to resilience and intentions (Santoro et al., 2020) were guided by social cognitive theory. However, the study shows that three important constructs—intentions, resilience, and self-efficacy—are absent (Renko et al., 2021).

Wen et al. (2020) stated self efficacy is not a reliable indicator of intentions in dangerous situations. The concept of a negative attitude, individual circumstances, and ecological pressure interact under the framework of "social cognitive theory" (Sabouripour et al., 2021). Self-efficacy in a risky scenario depends on individual factors including resilience that are included in farmer research studies (Odede, 2021).

Hypotheses

The following theories are developed in light of the aforementioned goals.

H1: There would be significant relationship between self-efficacy, resilience and job satisfaction among young faculty of private universities.

H2: Self-efficacy and resilience will significantly predictor of job satisfaction in young faculty of private universities.

H3: There would be significant differences in scores of self-efficacy, resilience and job satisfaction among male and female young faculty from different private universities.

H4: Self-efficacy will be mediator between resilience and job satisfaction among university faculty.

Maternal and Methods

Research Design

Cross-sectional research design was used in the study.

Sample

152 university faculty made up the sample for this investigation. The age range of participant were up 25 to 40 years ($M = 1.99$, $SD .74$). The participants, who were divided into two groups, based on gender. There was male ($n= 78$, 51.3%) female ($n=74$, 48.7%) participants added in study.

Population

The faculty members of Riphah University Faisalabad, Government College University, Agriculture University, and Government Colleges of Faisalabad formed the target population. The participants' educational attainment was M. phill.

Sampling Strategy

Purposive sampling strategies was used for the selection of sample.

Inclusion criteria

- Adult university faculty were included in the study.
- Only 2 to 5 years job duration faculty were added in study.
- The age range of university faculty of 25 to 40 years old were included.
- Only university faculty were included.
- Only participant who agreed to be studied as part of the study were included.

Exclusion criteria

- The University faculty less than 25 and more than 40 years were excluded.
- participants with any kind of medical history and psychological abnormality or disability were excluded.
- The participants more than 5 years experience were excluded.
- Those participants that were not willing for the consent form those were excluded.

Research Instruments**Demographic Sheet**

A demographics sheet was given to the participants to fill out. The demographic sheet gives details about the study participants' age, education level, place of employment, occupation, job duration and living status etc.

Job Satisfaction Scale (JSS; Specter, 1994)

Job Satisfaction scale developed by Specter (1994). The Job Satisfaction Survey (JSS), with 36 items and 9 faces, is used to measure how employees feel about different elements of their jobs. The summated rating scale has six possibilities per item, ranging from "strongly disagree" (1) to "strongly agree" (6). Because the items are worded in both ways, around half of them require reverse scoring. The nine elements is as follows: Compensation, Promotion, Supervision, Fringe Benefits, Operating Procedures (required policies and guidelines), Coworkers, Nature of Work, and Communication. Performance-based awards are known as contingent awards. Despite being originally created for use in human services organizations, the JSS is relevant to all types of organizations. job satisfaction scale with a high total score Cronbach's Alpha of Cronbach's (.91). Pay was.75, Promotion was.73, Supervision was.82, Fringe Benefits was.73, Contingent Rewards was.76, Operating Procedures was.62, Coworkers was.60, Nature of Work was.78, and Communication was.71 for each facet of Cronbach's alpha. Retest-to-test reliability ranged from.37 to 74. The JDI measure and the validity of the job satisfaction measure were associated (Specter, 1994).

Adult Resilience Measure (ARM-R; Jefferies et al., 2018)

The Adult Resilience assessment (ARM-R), a self-report assessment of social-ecological resilience, is used by researchers and practitioners worldwide. The Child and Youth Resilience Measure was developed as part of the Resilience Research Centre's (RRC) International Resilience Project (IRP), which encompasses 14 communities across 11 countries. The Adult Resilience Scale was then redesign by Jefferies et al. (2018). It is available for use by adults who are at least eighteen. Six points make up the Likert scale,

which goes from (1) strongly disagree to (6) strongly agree. The Adult Resilience Scale Cronbach's alpha (.82). It has high validity (Jefferies et al., 2018).

General Self-Efficacy Scale (GSES; Schwarzer & Jerusalem, 1992)

Mary and Wagner translated the 10-item general self-efficacy scale from Jerusalem and Schwarzer's (1992) German version. It measures an individual's level of confidence in their ability to manage challenging circumstances. Respondents are asked to score, on a 4-point scale from "not at all true" (1) to "extremely true" (4), how precisely each statement represents their own ideas. High overall self-efficacy scale internal consistency. Retesting the test's reliability is.. (.63). Self-efficacy Cronbach's alpha is (.76 and .90). The validity of the overall self-efficacy scale is supported by its relationships to optimism, mood, and job satisfaction. Burnout, health problems, stress, sadness, and anxiety all exhibited negative coefficients (Schwarzer & Jerusalem, 1992).

Procedure

We have official permission from the author to use their scales in this research. Subsequently, we contacted the appropriate authorities at Riphah University Faisalabad to inform them of our study and determine whether they would be willing to assist us in finding volunteers among their faculty and staff. Following the initial inquiry, appointment times for gathering data were set up with the appropriate authorities. They provided time for the collection of data and verbally guaranteed participants' anonymity. Individuals who consented to participate in the research completed a consent form. Certain demographic information was made available to participants. Those who consented to additional research by signing the permission form. Individuals that fulfilled the pre-established requirements to partake in the research were the only ones who were kept in the study for further evaluations. Data for the study were gathered using three questionnaires: the General Self-Efficacy Scale, the Job Satisfaction Survey, and the Adult Resilience Measure Revised. If participants encountered any difficulties understanding the instructions or the statements or questions on the survey. They are free to ask the investigator questions at any moment. To keep more stringent control over the procedure, the investigator made a concerted effort to assess every individual present. Following the completion of the study, participants and pertinent authorities received gratitude for their patience and involvement.

Ethical Consideration

In accordance with the American Psychological Association's recommended ethical criteria, the subjects of the quantitative study were granted informed permission, prior approval, anonymity, and confidentiality. Before the study could begin, the University of Riphah Faisalabad Board of Advanced Study authorized the methodology and contents. The research approach adhered strictly to the board's recommendations. To ensure everyone's privacy and safety, safeguards were in place. Participants were given a detailed explanation and the study was carried out in an ethical manner. The participants provided written consent and were informed that they might withdraw from the study at any moment without facing any repercussions. The researcher mainly adhered to four guiding principles during the study: respect for the examinee's ability, responsibility, honesty, and rights.

Statistical Analysis

A social science statistical instrument and expert counsel were utilized to analyze the data. Pearson correlation was computed to see if there was a significant link between the variables. Multiple regression analysis was done to assess how the variables predicted one another. The t-test was used to assess the difference score between the variables with

respect to age groups. In order to assess resilience's mediating function, mediation analysis was performed.

Results and Discussion

A statistical computer programmer known as the Statistical Package for Social Sciences Version 23 (SPSS-23) was used to analyze the subjects' data.

Table 1
Demographic Characteristics of Research Participants (N= 152)

Variable	Categories	N	%
Age	25-35 year	62	39.5
	35-40 year	90	60.5
Gender	Male	78	51.3
	Female	74	48.7
Marital Status	Married	64	41.8
	Unmarried	86	56.2
	Divorced	2	1.3
Family System	Joint System	59	38.6
	Nuclear System	93	60.1
Qualification	M.A	9	5.9
	M Phill	116	75.8
	Phd	27	17.6
Socioeconomic Status	Lower Class	6	3.9
	Middle Class	133	86.9
	Upper Class	13	8.5

This table 1 presents an exemplary portrayal of the demographic features of the 152 research participants, who make up a sizable portion of the population.

Table 2
Correlation among Job Satisfaction General Self Efficacy and Resilience

Variables	1	2	3
Job Satisfaction	-		
General Self Efficacy	.18*	-	
Resilience	.20*	.21**	-

Note: P<0.01**, P<0.05*

The aforementioned table no. 2 offers a thorough visual depiction of the complex interrelationships among resilience, self-efficacy, and job satisfaction. job satisfaction and general self-efficacy had significant positive correlation ($r = .18, p > .01$) and job satisfaction had significant positive relationship with resilience ($r = .20, p < .01$). Self-efficacy and resilience had a strong positive connection ($r = .21, p < .01$). It is noteworthy that there is a strong and robust correlation between these variables, suggesting that there is a meaningful relationship between them.

Table 3
Regression Coefficient of General Self Efficacy and Resilience on Job Satisfaction

Variables	B	SE	T	P	95%CI
Constant	97.09	15.89	6.11	.000	[65.69,128.49]
Self-Efficacy	.74	.41	1.81	.04	[.06, 1.56]
Resilience	.21	.10	2.11	.03	[.01, .41]
R ²	.06				

Note CI = Coefficient Interval

The table 3 multiple regression analysis shows the effect of general self-efficacy and resilience on job satisfaction. The R² value of .06 revealed that predictor variable explained 6% variance in the outcome variable with $F(2, 149) = 4.91, p < .05$. Finding revealed that self-efficacy has significant effect on job satisfaction ($\beta .14, p < .05$) whereas resilience positively predict job satisfaction ($\beta .17, p < .05$).

Table 4
Mean Comparison among male and female on Job Satisfaction, Self Efficacy and Resilience

Variable	Male		Female		t(278)	P	Cohen's d
	M	SD	M	SD			
Job Satisfaction	147.38	21.45	144.08	18.69	1.01	.58	0.16
Self Efficacy	33.14	4.40	33.95	3.44	.40	.04	0.20
Resilience	109.06	16.38	111.71	15.87	-1.01	.52	0.16

Table 4 show significant disparity between Job satisfaction, self efficacy and resilience. while contrasting the study subjects, who were male and female. Notably, male participants' job satisfaction rates are higher (M(SD) 147.38(21.45) than those of female participants (M(SD) 144(18.69). Furthermore, when comparing male M(SD) 33.14(4.40) and female M(SD) 34 (3.44) ratings for self-efficacy, the female participants had higher self efficacy as compared to male participants. Furthermore, female individuals' resilience M(SD) is reported at 111.71(15.87), showing a much higher level of resilience within this population compared to males' M(SD) of 109.06(16.38).

Table 5
Self efficacy as Moderator between resilience and Job Satisfaction

Variables	B	SE	p	95%CI
Total Effect M on Y	.93	.40	.023	[.12, 1.73]
Direct Effect X on Y	.76	.41	.07	[-.06, 1.56]
Indirect effect X on Y	.18	.14		[-.06, -.50]

Table 5 showed mediation analysis of self efficacy among resilience and job satisfaction. In path (a) the value of R-square = (.03, $p < 0.05$) meaning that self efficacy will bring 3% change in Resilience. Thus the overall model is accepted on the basis of findings. The beta coefficient represent that one unit change in self efficacy will bring .93 change in the job satisfaction. In path (b) the value of R-square = (.06, $p < 0.05$) meaning that resilience will bring 6% change in job satisfaction. The beta coefficient represent that one unit change in resilience will bring .76 change in the job satisfaction. In indirect effect the mediation exist .18% that will bring cchange among resilience and job satisfaction. The result indicate that resilience play mediating role because it is significant.

Discussion

Hypothesis 1 of current study was there would be significant relationship between self efficacy, resilience and job satisfaction that showed there was significant positive correlation between Job satisfaction and self-efficacy. It is worth noting that there was significant correlation between job satisfaction and resilience it is notably strong and robust, indicating a significant association between the two. The study's conclusions were consistent with previous research on the relationship between instructors' job satisfaction and self-efficacy when teaching Turkish as a foreign language. Teachers were asked to provide both quantitative and qualitative data for the mixed methods study. 150 Turkish teachers who worked abroad participated in the study. Based on the data, it was concluded that the variables of gender, age, workplace, and professional seniority all showed significant disparities. The judgements of teachers' self efficacy and job satisfaction were showed to be positively and significantly correlated, and it was found that self-efficacy predicted job satisfaction. It was shown that general job happiness and self-efficacy play a significant role in problem-solving in the workplace. (Biçer, 2023).

The findings, which were based on 274 correlations, suggested that self efficacy was best dispositional factor of job performance, job contentment. Self-efficacy emerged as a good predictor of employees output, according to a result of 114 research that indicated a substantial correlation between the two variables and job performance (Stajkovic & Luthans, 1998). According to a study done on 120 Pakistani public sector workers,

formalization has a positive correlation with self-efficacy, and raising self-efficacy can lead to performance gains in certain situations (Mustafa et al., 2019).

It has been confirmed another study such as that teachers' motivation, engagement, and job satisfaction are all positively impacted by their self-efficacy beliefs (Demir, 2018). It is anticipated that educators who possess greater self-efficacy will have greater job satisfaction (Safari et al., 2020). Self-efficacy enhances teaching practice satisfaction and makes people more capable educators (Skaalvik & Skaalvik, 2017). Teachers' professional performance is impacted by their sense of self-efficacy (Fathi et al., 2020).

Hypothesis 2 of current study was self-efficacy and resilience would be predictor of job satisfaction. Finding revealed that resilience positively predicted job satisfaction and self efficacy significantly predicted job satisfaction. Current study findings were consistent with earlier studies carried out among Turkish educators, which found that job satisfaction was predicted by self-efficacy. It was shown that general job satisfaction and self-efficacy play a significant role in problem-solving in the workplace (Bicer, 2023).

The current study indicated resilience play role in job satisfaction that was confirmed with previous research. The correlation between academic achievement and well-being and contentment is given special consideration. The information is based on a 321 faculty member survey. The findings revealed a substantial correlation between resilience and both research motivation and work contentment, with modest levels of job satisfaction. Resilience was showed to be a strongly predict work-related satisfied attitude especially among professors as opposed to lecturers. Teachers' work satisfaction is a crucial component of institutional dynamics is commonly used as the primary metric to evaluate the effectiveness of an organization's human resources. The results show that 1210 effective responses (or an effective reply rate of 80.7%) were received (Asfahani, 2024).

Hypothesis 3 of current study was resilience will mediate between self efficacy and job satisfaction. hypothesis of current study was proved that self-efficacy mediate between job satisfaction and resilience. That confirmed by , Caprara et al. (2006) examined whether instructor self-efficacy attitudes affect teacher job satisfaction and student academic success. The degree of self-efficacy and work satisfaction among instructors determines how successfully they can carry out basic instructional tasks and job functions. Teachers who believe in their own abilities are more likely to be happy in their jobs and to see their kids succeed academically. If school administrators focus more on teacher self-efficacy, it can result in a more supportive environment for both teachers and students. A teacher with a high level of self-efficacy also has a foundation for skill confidence, which motivates them to work hard. A complex concept, job satisfaction encompasses a range of experiences and viewpoints among academic members. Every aspect of their work, including their interactions with peers, their sense of accomplishment in research, their interactions with students, and the support they receive from the institution, all contribute to their total job satisfaction (Hesli & Lee, 2013).

These constructs have complex interactions. Research indicates that resilience can be strengthened by a high feeling of self-efficacy, which enables teachers to deal with difficulties more skillfully (Zed & Koomen, 2016). Resilience and self-efficacy can also impact job satisfaction and decisions to pursue opportunities outside of academics or stay in academia. Understanding these interrelationships becomes critical for private colleges, because the operational dynamics are especially entwined with economic aims (Judge et al., 2001).

In conclusion, customized strategies are required to improve faculty resilience, work satisfaction, and self-efficacy in the context of private universities, which are distinguished by their own set of opportunities and obstacles. Based on an extensive array of academic perspectives, it is clear that diverse approaches, such as collaborative platforms

and mentorship programmers, as well as open governance and strong support systems, can greatly improve the experiences of junior faculty members at these establishments. It is crucial that university plans and policies change with time, keeping faculty well-being at the center of their efforts. Below discuss literature of the study in detail (Klusmann et al., 2008).

Hypothesis 4 there would be significant difference in score of self efficacy, resilience and job satisfaction. Result were noteworthy that job satisfaction rates are notably elevated among male when compared to females participants. Moreover Self efficacy are higher rated among female when comparing with males. Additionally, the resilience of female individuals is recorded at indicating a significant increase in resilience within this population then male. Male higher levels of job satisfaction confirmed by previous studies Variances in job satisfaction between males and female staff are due to negative work experiences such as gender discrimination, nepotism and favoritism, stress evoked by supervisors, overload, and domestic responsibilities (Fako et al., 2009). These negative experiences resulted in a lower level of satisfaction among females than among males.

Machado-Taylor et al. (2014) concluded that females were less happy with personal and professional growth, as it is difficult to accommodate the balance between work and family. Different roles in life, such as being a wife and a mother, placed females in two conflicting demands – their job demands and their family duties. At the same time, most male academics do not have these supplementary family responsibilities (Okpara et al., 2005).

Vera et al. (2011) study showed that there were appreciable variations in teaching self-efficacy between male and female university instructors. This specific conclusion is consistent with the findings of current study. The results, however, diverge slightly from those of Bailey (1999), who noted that female university instructors demonstrated a stronger self-efficacy for course delivery, and Brennan et al. (1996), who found that women had higher levels of efficacy for teaching.

The study's findings also align with those of earlier research by, which discovered that men and women in higher education exhibited comparable levels of job satisfaction. But also note that just because male and female university instructors report the same level of overall job satisfaction, it does not follow that their preferences are the same. The factors that determine job satisfaction fluctuate significantly depending on gender. For example, men's compensation has a greater impact on overall job satisfaction and what is deemed important at work than does pay for women (Ward & Sloane 2000).

Current study findings are aligned with previous studies female resilience level are higher as compared to male faculty such as researchers have found higher resilience in females (Erdogan et al., 2015). which is confirmed to current findings, although greater resilience among females has been observed by some scholars (Wangi et al., 2017). These findings are inconsistent with current study the male are more resilient than female in Pakistan (Sarwar et al, 2010). which is contrary to current findings, although greater resilience among females has been observed by some scholars (Wangi et al., 2017). Also, gender significantly predicted resilience in such a way that female had better resilience compared to their male counterpart (Olaseni, 2020).

Conclusion

The conclusion revealed that hypothesis proved results showed it is noteworthy that Male have higher level job satisfaction when compared with females university faculty. Resilience level are higher among female university faculty comparatively male faculty. Whereas score on self-efficacy are same of both male and female university teachers.

“Resilience will be mediator between the relationship self efficacy and Job satisfaction” The conclusion revealed that hypothesis proved results showed resilience is partial mediator between self-efficacy and job satisfaction.

Recommendations

Initially, in order to address the primary drawback of purposive sampling, it is imperative to employ probability sampling and stratified sampling techniques. This will help to mitigate the limitation and ensure that all members of the population have an equal opportunity to participate in the study. Subsequently, researchers can employ stratified sampling, which involves dividing the population into distinct strata and subsequently selecting a random sample from each stratum. Social desirability problems will be resolved by using a questionnaire with non-neutral responses. It is advised that participant confidentiality be guaranteed for future researchers in order to ensure willing participation without hesitation on the part of the participant.

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