

Relationship between Self Awareness and Job Satisfaction among Male and Female Government Teachers

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ABSTRACT

The present survey was carried out to examine the relationship between self-awareness and job satisfaction among male and female teachers. Sample consisted of 350 male and female teachers of different government institutes of Islamabad, Rawalpindi and WahCantt. The scales used in this study were Cooper's Job Satisfaction scale and the Self-awareness questionnaire. The present study specifically aimed at following questions: a) Is there a relationship between job satisfaction and self-awareness? b) Are there gender differences on self-awareness and job satisfaction? As anticipated, a positive significant relationship was found between self-awareness and job satisfaction among government-school teachers. Results of t-test analysis suggested male school teachers are more self-aware and report high job satisfaction as compared to female school teachers. Generally, the present study highlights the significance of gender and self-awareness in job satisfaction of school-teachers.

KEYWORDS: Self awareness, Jobsatisfaction, Government school teachers.

1. INTRODUCTION

This study is planned to explore the relationship between self-awareness and job satisfaction among male and female government school teachers.

The self is the distinct identity that sets us apart from others. It is not a static phenomenon, but continues to develop and change throughout our lives (Schaefer, 2005).

The self is the core of our humanness; it provides us with the capacity to observe, to respond to, and to direct our own behavior. The sense of self distinguishes us as a unique person, different from all others.

It gives us a feeling of place in the social and physical world and of continuity across time.

When we turn our attention inward to concentrate on the content of self, we are in a state known as self awareness (Carver & Scheier, 1981).

Self awareness includes recognition of our personality, our strengths and weaknesses and our likes and dislikes. Developing self awareness can help us to recognize when we are stressed out. Without self awareness we could never gain access to our self concept; we would never, in a sense, know who we are. And we would have difficulty regulating our behavior, for we would not know our personal standards were or what goals we wanted to seek.

Self awareness is the explicit understanding that one exists. Furthermore, it includes the concept that one exists as an individual, separate from other people, with private. It may also include the understanding that other people are similarly self aware. Self aware remains a critical mystery in philosophy, psychology, biology and artificial intelligence.

Awareness is the first step in the creation process. As one grows in self awareness, he will develop better understanding about himself. This understanding then gives a person the opportunity and freedom to change things that a person would like to change about himself.

Self discrepancy theory states that people with a gap between their actual and possible selves experience emotional difficulty. The ideal self embodies one's hopes and aspirations. The ought self embodies obligations we place on ourselves out of duty or responsibility.

Objective self awareness theory predicts that high self awareness will strengthen the relationship between self discrepancies and emotions.

Job satisfaction and the effect of work productivity is one of the psychological and social scientists' concerns. Job satisfaction is one of the crucial factors in career success, that increases the efficiency as well as

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personal satisfaction that is a satisfaction feeling about the job, and psychological sense of job satisfaction is influenced by social factors. If we consider self-awareness as a personal judgment about one's worthiness then the relationship between job satisfaction and self-awareness is note worthy.

Job satisfaction is a psychological condition that a person will feel the pleasure about working and it has a positive attitude to work and if he has a choice to decide about the job, he prefers to choose the current job again. Although at first glance, job satisfaction is a psychological quality, but, it is strongly influenced by several factors.

The effects and consequences of job satisfaction is not only include the inside of organization, but also influence environmental factors, whether in the public or private sphere, and citizenship behavior or in particular the family environment. Personal relationships relate to the workplace and especially job satisfaction. That is why issues related to job satisfaction in various areas of scientific.

According to the extent of job satisfaction factors and variables involved in its activities as well as the diversity and number of organizations, current Study considered the relationship between job satisfaction, self-awareness among male and female government school teachers. The relationship between the teachers with large class of students indicates the importance of the issue. The aim of this study is to identify the relationship between job satisfaction and self -awareness. It also identifies the groups of teachers with more job satisfaction and self- awareness.

According to Alan Anderson (2000), job satisfaction in the most general meaning is a positive emotional state of happiness which is obtained from the job evaluation or job experience. This assessment or positive feelings comes when the job and value requirements coordinate to each other. Lack of job satisfaction exists when there is a difference between individual values and the job capacity for meeting the value demand of the job.

According to Ilham (2009), as cited by hussin (2011), defines job satisfaction as positive or negative aspects of employee attitudes towards their job or some features of the jobs

Expectations in determining the type and level of job satisfaction are effective. If there are a lot of job expectations, the job satisfaction comes later and more difficult (Shafi Abadi, 1991)

Fredrick Hertzberg (1959) developed a milestone build on Maslow earlier work. The theory has been called two factor theory. Like Maslow hierarchy theory, the motivator –hygiene theory, made to determine factor that cause motivation. Rather than looking for needs to energized within the individual Hertzberg focused attention on the occupational environment to determinefactor that produces either positive or negative attitude in people towards their work. Researcher reported that good feelings are generally associated with the job itself-intrinsic or psychological factors.

According to Herzberg, the factors that produce job satisfaction motivator needs motivate the worker to the highest level of performance. These motivators are intrinsic to or inherent in the work itself and include the nature of work and the person's sense of achievement, level of responsibility, and personal development and advancement.

Bad feelings on the other hand were generally associated with environment surrounding or extrinsic factors. It includes features of the work environment such as company policies, and administrative practices, type of supervision, interpersonal relations, company benefits and the working conditions. Motivation is related to the needs of hierarchy theory. Hertzberg reduce Maslow five levels to two levels e.g. hygiene need and motivation needs.

Hygiene factors are roughly equivalent to Maslow lower levels needs, because they serve to minimize job dissatisfaction. Motivator (satisfier) roughly equivalent to Maslow higher level needs. According to Hertzberg dissatisfaction may ensure that employee will perform at minimum levels but motivation contributes to superior performance is possibly only through satisfier. That is only the work itself and recognition, advancement, personal growth, and development stemming from this work will provide a situation for motivated behavior in the work place.

Adwin a Locke's range of affect theory (1976) is the most famous job satisfaction theory. The main basis of this theory is that satisfaction is determined by a discrepancy between what ones want from a job and what ones have in it. Further, the theory states the degree to which one value a given fact of work. (e.g. the degree of autonomy in a position) moderates how satisfy /dissatisfied one becomes when expectations are /are not met. Aspect of job can be positively and negatively.

Another well-known job satisfaction theory is the dispositional theory. It is a very general theory that suggests that people have initiate dispositions that cause them to have tendencies towards a certain level of job satisfaction, regardless of one's job.

This approach becomes a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs.

The relationship between job satisfaction and self-awareness has been pondered for decades by many different professionals. These groups of professionals include psychologists, sociologists, academic professors, and people from the business community. In a capitalistic environment, learning the relationship that exists between job satisfaction and self-esteem is for the ultimate purpose of improving worker productivity.

However, from a human interest perspective, the importance of the relationship is to learn whether happiness with one's job is related to one's self-confidence. Although the research includes many different jobs, methods and test groups, the research is almost unanimous that, regardless of job status, there's a strong job satisfaction/self-awareness relationship.

Significance of the study

The present study is designed to see the relationship between self-awareness and job satisfaction among male and female government school teachers.

Much of the researches and studies have been conducted on job satisfaction as well as on self-awareness, but it is not specifically focused to show the relationship between self-awareness and job satisfaction, their influences on gender, on the age as well as experiences and on studying the relationship with different personality factors such as self-awareness. This study also focuses on gender differences on self-awareness and job satisfaction among government teachers.

METHOD

The survey was conducted to explore the relationship between self-awareness and job satisfaction among male and female government school teachers.

Objectives

The objectives of the following survey are following;

1. To see whether there is a relationship between job satisfaction and self-awareness?
2. To find out gender differences on self-awareness among government teachers.
3. To find out the gender differences on job satisfaction among government teachers.

Hypotheses

Hypotheses of the present survey are the following;

1. There is a positive relationship between self-awareness and job satisfaction among male and female government school teachers. .
2. Male government teachers will report high on self-awareness scale as compared to female government teachers.
3. Male government teachers will have high job satisfaction as compared to female government teachers.

Participants

Operational Definition

Self-awareness is defined as "the ability to know and understand one's self, including one's self image, self-control, creativity, cooperation, planning and concentration".

Job satisfaction is defined as "the state of mind when one is fully satisfied with the environment where he or she works, salary, utilization, of his or her potentials, levels of job security, interpersonal relationships, nature of supervision and the guidance provided".

Instrument

Following instruments were used in the present study.

Demographic Information Sheet. It was comprised of age, gender, qualification, experience. (Appendix A).

Self-Awareness Questionnaire. The self-awareness Questionnaire is a self-report measure consisting of 5-point scale on which respondents are instructed to rate their perceptions or experiences from 5 (strongly agree) to 1 (strongly disagree). The scale contains 44 items and all the items are positively coded. This

questionnaire was taken from the internet and was adapted according to the survey proposal. The total items in the self-awareness questionnaire consisted of 73 items out of which 44 items were selected after pilot study. (Appendix B).

Cooper Job Satisfaction Scale. The questionnaire used for job satisfaction is adapted from the original questionnaire of Cooper and William named “Cooper Job Satisfaction Instrument”. The questionnaire has originally 30 items which measures different aspects related to job satisfaction, but the adapted questionnaire has only 24 items which depicts all important aspects of variable of the present study i.e. job satisfaction. (Appendix C).

Procedure

For finding the reliability of the two instruments used in the study, pilot study was conducted consisted of 25 male and 25 female teachers, taken from different Government institutes of Islamabad. The reliability for Cooper Job Satisfaction Scale and The Self Awareness Questionnaire was found to be 0.86 and 0.71 respectively. Present study was conducted to explore relationship between self-awareness and job satisfaction among male and female government school teachers. With permission of concerned authorities, participants were approached. The participants were informed about the nature of the study and were ensured about the confidentiality of the information which they were providing. After their consent the data was collected and they were also explained that they can quit at any point of time.

RESULTS

Present survey was conducted to explore the relationship between Self Awareness and Job Satisfaction among Male and Female Government teachers.

Reliability Analysis

For reliability analysis of the instruments the Cronbach Alpha was computed.

Table 1

Alpha reliability of Cooper job Satisfaction Instrument and Self-awareness Questionnaire (N=350)

Scale	No. of items	A
Cooper Job Satisfaction Instrument	24	.86
Self-Awareness Questionnaire	44	.71

Table shows that alpha reliability of Cooper Job Satisfaction Instrument is .86 which is excellent and alpha reliability of Self Awareness Questionnaire is .71 which is quiet good.

Table 2

Correlation between self-Awareness and Job Satisfaction (N=350)

	Self-awareness
Job satisfaction	.30*

(* $p < .05$)

The above table shows that there is a highly significant positive relationship between the job satisfaction and self-awareness.

Table 3

Means and t-value for male and female Government School Teachers on Self Awareness and Job Satisfaction (N=350).

	Gender		School	
	Male School Teachers (n=175)	Female Teachers (n=175)		
	M	M	t	
Self Awareness Scale	102.24	100.78	0.77	
Job Satisfaction Scale	75.65	69.26	4.10	

(* $p < .05$)

The table shows that results of *t*-test analysis suggested male school teachers are not more self-aware than the females but report high job satisfaction as compared to female school teachers. Generally, the present study highlights the significance of gender in job satisfaction of school-teachers.

DISCUSSION

Significant relationship is found between self-awareness and job satisfaction of male and female teachers. Studies in this field support these findings; self-awareness includes recognition of our personality, our strengths and weaknesses, our likes and dislikes. Developing self-awareness can help us to recognize when we are stressed or under pressure. Employees who feel less alienated and who have a strong sense of internal control are reported to be high in job satisfaction (King, Murray & Atkinson, 1982).

However, the present study was intended to investigate the relationship between self-awareness and job satisfaction. For this purpose Pearson coefficient correlation was used which shows a positive significant relationship between self-awareness and job satisfaction. It was also aimed to look at the gender differences in the domain of self-awareness. The results of this hypothesis does not support the statement that males are more self aware as compared to females. In this connection, the European Commission's Gender Equality Report (2005) confirms the trend in recent years educational gender gaps are closing and in most member states women attain better qualification than men. Girls are less likely to leave compulsory school without a certificate and are in a majority in upper secondary education. Moreover, this study also examined the gender differences in the job satisfaction among government teachers. Independent sample *t*-test was carried out in order to analyze the gender differences in self-awareness and job satisfaction. The findings of the present study anticipated that there is significant gender difference in job satisfaction among government school teachers. A study by H.J. Shapiro & L.W. Stern (1997) found that the professional women such as clinical psychologists, social workers, and medical workers experienced lower level of job satisfaction than their male counterparts. These differing results depends on their occupational level. Studies have found that old workers are more likely to be satisfied than young workers and that minorities are less satisfied than the majorities. Difference between male and female job satisfaction is supported by another study done by P.E. Varca, G.C. Shaffer and McKinley (1975) that at higher occupational levels men expressed more satisfaction than women in terms of pay and opportunities for advancements.

Conclusion

The present study investigated the relationship between self-awareness and job satisfaction among male and female government school teachers. It also explored gender differences on self-awareness and job Satisfaction. The present study showed that there is significant positive correlation between Self Awareness and Job Satisfaction. Results of *t*-test analysis suggested male school teachers are more self-aware and report high job satisfaction as compared to female school teachers. Generally, the present study highlights the significance of gender and self-awareness in job satisfaction of school-teachers.

Limitations

This study explored the relationship between self-awareness and job satisfaction among male and female government school teachers. Though the study showed significant results but limited size of sample was used in the study, therefore we cannot generalize the results of this study to whole population and only government sector was involved, ignoring the private sector. Moreover the sample was taken from single area, which may have effect on the results of the study. Most importantly, self-awareness and job satisfaction were generally compared, there specific components were not included.

Recommendations

Enlarging the size of the sample may bring out more authentic results. If people from different areas are approached for the future study, the external validity of the study would be enhanced. The present study had explored only two psychological variables, however, in future research many other psychological variables would be explored like self-esteem, leadership, organizational citizenship behavior among males and female government school teachers.

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