Studying the Role of Self-awareness and Self-esteem in Predicting Job Satisfaction and Job Performance of Teachers of Elementary Schools in the City of Kerman

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ABSTRACT

Today, one of the concerns of institutions and organizations is the issue of job satisfaction and performance. Since the role of education system in societies is of significant importance and has a key role in social, cultural, political, and economic development of the society and given the important role of teachers who have the responsibility of teaching students, the issue of teachers' job satisfaction and performance is very important. Also according to the important role of self-awareness in regulating emotions and behavior of individuals, this study has been performed to examine the role of self- awareness and self-esteem in predicting job satisfaction and job performance of teachers. The population of this study includes the teachers of elementary schools in the city of Kerman. From this population, 258 teachers were selected by multistage cluster sampling. The present study is survey and the research instruments used in this survey are Saleh Balvardi self-awareness questionnaire (2009), Eysenck self-esteem questionnaire (1976), Berry Field and Ruth job satisfaction questionnaire (1951) and Nabdel job performance questionnaire (2007). To investigate the relationship between variables, correlation method was used and to check the role of self-awareness and self-esteem in predicting job satisfaction and job performance, path analysis was used. The results showed that self-awareness and self-esteem play a role in predicting job satisfaction and job performance. There is also a significant relationship between the four variables.
KEYWORDS: self-awareness, self-esteem, job satisfaction, performance.

1. INTRODUCTION

The workplace of every person can be considered as their second home. This environment must meet the psychological and mental needs of individuals in order to expect better results of their work. If the basic needs of employees are not met, they would find fewer opportunities for addressing the needs of the higher levels and consequently they will be less able to do their duties fully and properly and eventually their innovation and productivity will reduce.

Education is of great importance in societies and play a key role in social, cultural, economic, and political development. Employees of education, especially teachers, in order to better play their role in achieving the goals of this organization, including improvement of productivity and development of a society, should the required skills, knowledge, competencies, and information and extra information should be provided for them if needed. Education gives children the ability to independently move toward their desired goals and find a specific identity for themselves in their society. The training process is one of the pillars of development of societies and its increasing importance has caused many books and studies focus on this issue. Given the effective factors in progress of developed countries, it can be inferred that these countries enjoy a powerful and effective system of education (Abbaszadegan, 2009)[1]. Since satisfaction with job plays a key role in increasing productivity, commitment to organization, and morale, all these factors will lead to improved job performance. Given the critical role that teachers play in children's education and also sensitivity of elementary schools in which behavioral, educational, and moral foundation and basis of children are formed, it is necessary that this academic period to be viewed deeply and sophisticatedly.

Also, since today's life is full of stressors, it is essential that teachers to be trained on some skills in order to help them focus on their career. So, children will be educated in the best way and society will approach higher actualization and growth. Self-awareness, as one of the components of emotional intelligence, is of skills that are effective in all aspects of personal, social, and organizational life.

2. LITERATURE REVIEW

Emotional intelligence is a broad set of personal and interpersonal skills and characteristics which facilitates the adaptation of individuals with the surrounding environment. The concept of emotional intelligence was firstly expanded by Daniel Goleman in 1995 and his emotional intelligence theory is the most comprehensive and valid theory in this field. Goleman [2] defines self-awareness as a person's awareness of his/her internal moods, strengths and weaknesses, and immediate and profound emotions in order to use them in important decisions. He mentions three criteria for this definition:

-Emotional awareness: A person's awareness and understanding of their own emotions and their effects.

-Accurate self-assessment: A person's awareness of their own strengths and limitations.

-Self-confidence: A person's confidence in their own values and capabilities.

Bar-On developed a multifactor model for emotional intelligence in 1997. In his idea, emotional intelligence includes a set of non-cognitive skills, capabilities, and competencies that affects a person's ability to succeed in coping with environmental requirements and constraints. Emotional traits are an essential component in this intelligence that distinguish it from cognitive intelligence. Emotional intelligence is an important factor in determining an individual's ability to succeed in life and directly affects his/her mental health. Emotional intelligence is also combined with other important determinants of an individual's ability to succeed in coping with environmental demands such as biological/natural conditions and preparations, intellectual/cognitive talent, and the changing realities and limitations (Amini, 2005) [3]. Bar-On (2000) [4] showed that people of different ages and genders have different profiles of emotional quotient. Emotional intelligence shows increase at least until midlife. People in their 40s and 50s have a higher emotional quotient than those younger and older.

Studies show that emotional intelligence, along with logical intelligence, is considered as the basis of emotional sense. In addition, logical intelligence (IQ) and emotional intelligence, respectively, account for 20% and 80% of success in life. Accordingly, emotional intelligence is an appropriate variable for success on the job and work. Emotional intelligence includes self-awareness, self-regulation, self-motivation, and effective relationships. Learning skills on these components can lead to success and satisfaction in life [5]. Situational self-awareness is one of the dimensions of self-awareness which plays an important role in different aspects of life, controlling the emotions, and job satisfaction. This principle is accepted in most career patterns that increase in insight into self and workplace causes success and higher efficiency. In addition, job satisfaction, an extent of one's positive feelings and attitudes towards their jobs, is among the important factors in life satisfaction and success that is strongly affected by self-awareness. Surely, these factors affect the performance of employees of any organization. According to Herzberg's two-factor theory of job satisfaction (1974), behaviors of employees are influenced by two sets of independent variables called "motivational and health" factors:

1- Motivational factors are those that cause employees to feel fully satisfied and are aimed at some objectives. These factors include environment and content of workplace, salary and benefits, working conditions, and mutual relationships between individuals. 2- Healthy factors are those that lead to employees' dissatisfaction and discontent. These factors are not directly related to job activities but when their quality is reduced, they cause dissatisfaction. According to this view, the factors that contribute to job satisfaction are separate and distinct from those that lead to dissatisfaction. When motivational and healthy factors are weak, employees do not show any interest in their work. As a result, their performance falls and the number of requests for leave, retirement, and transfer increases (Saatchi, 2010) [6].

In recent years, considerable attention has been paid to the role of self-awareness in different aspects of life and has been recognized as a factor in the progress and success in educational and professional organizations. Many studies have been conducted on this subject inside and outside our country that some them are as follows.

SalehBalvardi and Sharifi (2010) [7] studied the relationship between self-awareness in job situation and job satisfaction and concluded that there is a significant positive relationship between self-awareness in a private situation and job satisfaction and job satisfaction can be predicted from a person's self-awareness in a private situation. Additionally, the more aware are people of their inner experiences, feelings, emotions and relationships with others, the more satisfied they would be with their job.

The results of Ostovar and Amirzadeh (2008) [8] showed that emotional intelligence is predictor of job satisfaction and organizational commitment, because those who have a higher self-awareness are willing to choose a job that matches their needs, values, and interests. This awareness enables one to not allow anger and feelings of others to be an obstacle to his/her life.

Etebarian and Omidpanah (2008) [9] studied the relationship between emotional intelligence and job satisfaction and stated that these two variables are correlated with each other and there is a significant relationship between them.

Hassankhooiy (2006) [10] and Chiang (2006) [11] reported a significant relationship between emotional intelligence and job satisfaction.

Dong and Howard (2006) [12] also showed that those who have higher emotional intelligence are more satisfied with their job. They believed that emotional intelligence involves a set of capabilities that gives the ability to employees to optimally respond to workplace stresses and emotional behaviors of self and others and these abilities are widely effective in enhancing job satisfaction.

Bar-On and Parker (2000) believe that emotional intelligence has a significant positive relationship with job satisfaction and can improve performance.

Sy et al. (2006) [13] also found that there is positive relationship between emotional intelligence of employees and their job satisfaction and this relationship is more significant in managers.

In terms of job performance, the results of Shariatmadari and Darandeh (2011) [14] indicate that there is a significant positive relationship between emotional intelligence of manager (including self-awareness, self-regulation, self-motivation, empathy, and social skills) and performance of teachers in schools of Damghan. Also, self-awareness and empathy have a direct impact on performance, while self-regulation, self-motivation, and social skills indirectly affect it.

Hafezian (2009) [15] studied the relationship between emotional intelligence components of managers and performance of employees in the universities of Mazandaran Province. Their results showed that self-management and social awareness have a direct impact on the performance of employees and self-awareness and management have an indirect impact on.

Zeinivand (2008) [16] studied the relationship between emotional intelligence and performance of teachers of high schools in Juybar and reported that there is a significant relationship between self-awareness and performance of teachers and also between relationship management and their performance.

Golparvar and Khaksar (2008) [17] stated that there is significant relationship between all components of emotional intelligence and job performance and also self-esteem can be regarded as one of the components for predicting job performance. Drew (2006) [18] rejected any significant relationship between the studied variables. Generally, there is a significant correlation between scores of emotional intelligence and scores of personal and interpersonal aspects of teachers.

The results obtained by Dulewicz and Higgs (2000) [19] suggest that emotional intelligence affects successful and efficient performance of individuals and even the investigation of this performance by colleagues and supervisors. They point out that efficient and successful performance and evaluating it means to do the assigned affairs and duties successfully and going through the course of development in job.

Some studies also show that self-esteem affects a person's other personality variables and activities. The results of studies of Sadeghian et al. (2010) [20] showed that the relationship of organization self-esteem with organizational commitment and job satisfaction is significant among the employees of educations departments.

Given the key role of self-awareness and self-esteem in regulating the emotions and performance of individuals, the present paper was conducted in order to study the role of self-awareness and self-esteem in predicting job satisfaction and performance of teachers of elementary schools in the city of Kerman in the academic year 2013-2014.

Research hypotheses:

1- There is significant relationship between self-awareness and self-esteem in teachers of elementary schools.
2- There is significant relationship between self-awareness and job satisfaction in teachers of elementary schools.
3- There is significant relationship between self-awareness and job performance in teachers of elementary schools.
4- Self-awareness and self-esteem can significantly predict job satisfaction of teachers of elementary schools.
5- Self-awareness and self-esteem can significantly predict job performance of teachers of elementary schools.

4. METHODOLOGY

In terms of objective and nature, the present study is an applied and survey research.

4.1. Statistical population, Sample, and Sampling Method

Statistical population included all teachers of girly elementary schools in the city of Kerman in academic year 2013-2014. According to Morgan Table, 285 teachers were selected as the sample by multistage cluster sampling method. For collecting the required data in this study, four questionnaires including Saleh Balvardi's situational awareness questionnaire, Eysenck's self-esteem inventory, job satisfaction questionnaire of Bray-field and Rothe, and Nabdel's job performance inventory.

5.Instrument

5.1. awareness Questionnaire

In order to assess the awareness of teachers, situational awareness questionnaire developed by SalehBalvardi (2009) [21]. This questionnaire included 4 components as follows:

- Self-awareness in management: which involves management of your interactions with others after gaining an understanding of yourself. .
- Self-awareness/self-expression in a general situation: that involves focusing on yourself when expressing yourself.
- Self-awareness in a private situation: which refers to understanding of inner experiences, emotions, feelings, and communication with others. .
- Unawareness of yourself-situation: includes negative feelings about yourself, unawareness about yourself, and anxiety about performance in new and unknown situations.

Reliability of these components obtained by Cronbach's alpha equals to 0.749, 0.622, 0.733, and 0.855, respectively, for self-awareness in management, self-awareness/self-expression in a general situation, self-awareness in a private situation, and unawareness of yourself-situation. Validity of this test was examined in three forms of face validity, content validity, and construct validity. Convergent validity of the test was confirmed using job satisfaction test developed by Mokhtari;. Job satisfaction = 46.023 + (0.387 × self-awareness in a private situation).

Scores lower than the criterion on each of the components indicate low level of that component among the subjects. Consequently, based on the strengths and weaknesses of subjects, the required training for a job that requires a specific component can be provided for them or the subjects can be appointed to the jobs and positions based on their strengths on test components.

5.1.1 self-esteem Questionnaire

To study self-esteem among teachers, Eysenck's self-esteem inventory was used. The reliability of this questionnaire was calculated 84% using Cronbach's alpha by Yazdanimoghadam (1998).

5.1.1.1. Job Satisfaction Questionnaire

Job satisfaction questionnaire of Bray-field and Rothe (1951) was used to measure satisfaction with job. Mokhtari (1994) calculated the reliability of this questionnaire 0.78 using split method and Abdollahzadeh & Karamroodi obtained it 0.93 using Cronbach's alpha. Criterion validity of this questionnaire was determined equal to 0.92 by calculating the correlation of scores of individuals on this test and Hoppock's job satisfaction test. This questionnaire owned a construct validity and there was an internal consistency and coordination between questions and the whole scale.

5.1.1.1.1. job performance Questionnaire

In order to evaluate the performance of teachers, Nabdel's job performance inventory was used. This questionnaire was developed by Nabdel in 2007 to measure job performance. The reliability of this scale has been reported to be equal to 0.80 using Cronbach's alpha. This test has content validity and one of the evidence of construct validity.

6. Data Analysis Method

Data analysis was done using SPSS 20 and LISREL at a significance level of 0.05 were used. Before testing the hypotheses, normality (normal distribution of) the studied variables was examined by one-sample Kolmogorov-Smirnov test. The result of this test proved normal distribution of all variables. So, path analysis was used to test the hypotheses.

7. RESULTS

Mean age of the subjects was 39.0±8.0 years old with a minimum and maximum of 21 and 54 years old, respectively. Mean years of service was 17.0±8.0 years with a minimum and maximum of, respectively, 2 and 30 years.

7.1. Correlation between the studied variables:

Table 1 shows the correlation coefficient between the studied variables. The results show that the relationship between all variables is significant at a significance level of 0.01. Before examining the relationship between the studied variables by path analysis, the correlation coefficient between the variables, as the input path analysis, was measured. The results indicate that there is a significant relationship between the studied variables ($p<0.05$).

Table 1: Pearson correlation coefficients between the variables of the model

Variable	Self-awareness	Self-esteem	Job satisfaction	Job performance
Self-awareness	1			
Self-esteem	0.490**	1		
Job satisfaction	0.418**	0.523**	1	
Job performance	0.490**	0.456**	0.346**	1

*at a significance level of 0.05 **at a significance level of 0.01

7.1.1 Studying the role of self-awareness and self-esteem in predicting job satisfaction:

For this purpose, path analysis was used. The results are presented in Table 2 and Figure 1
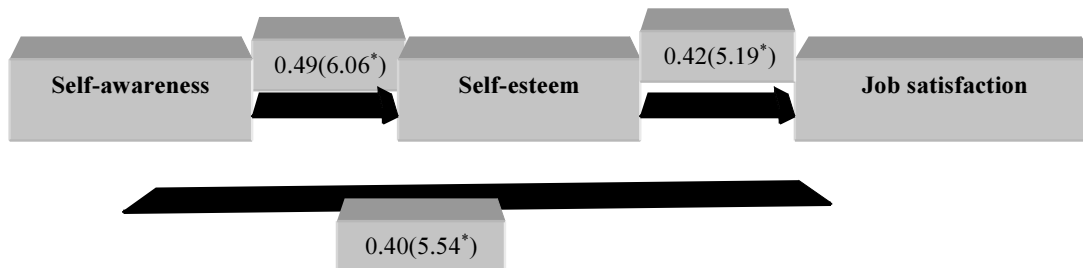

Figure 1: The results of path analysis for the conceptual model of studying the role of self-awareness and self-esteem in predicting job satisfaction

Table 2: Direct, indirect, and total impacts on studying the role of self-awareness and self-esteem in predicting job satisfaction

Relationship	Direct impact	Indirect impact	Total impact	R^2
Self-awareness → Self-esteem	0.49	-	0.49	24
Self-esteem → Job satisfaction	0.42	-	0.42	18
Self-awareness → Job satisfaction	0.40	0.49*0.42	0.60	36

The results show that the impact of self-awareness on self-esteem, self-esteem on job satisfaction, and self-awareness on job satisfaction are equal to 0.49, 0.42, and 0.60, respectively. Considering self-esteem as the mediator variable, the total impact of self-awareness on job satisfaction is more than the direct impact of self-esteem and self-awareness separately. According to Sobel test results, self-esteem is effective as a mediator variable in the relationship between self-awareness and job satisfaction. As R^2 value shows, 36%of variation in job satisfaction can be explained by self-awareness and self-esteem.

7.1.1.1. Studying the role of self-awareness and self-esteem in predicting job performance:

Path analysis was used to study the role of self-awareness and self-esteem in predicting job performance. The results of this test are shown in Table 3 and Figure 2.
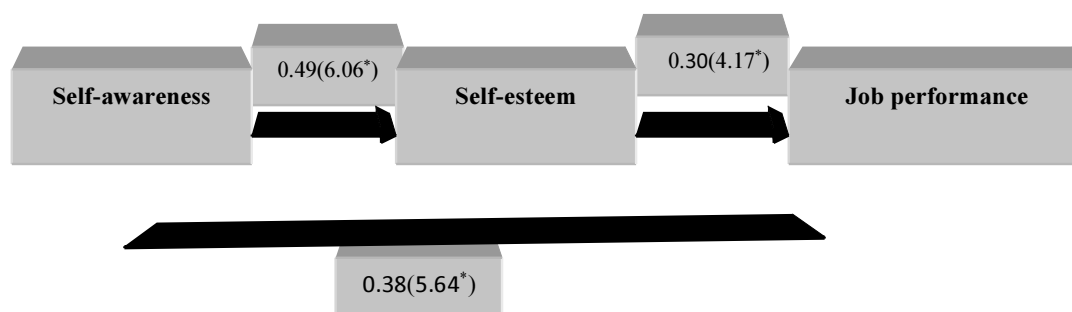
Figure 2: The results of path analysis for the conceptual model of studying the role of self-awareness and self-esteem in predicting job performance

Table 3: Direct, indirect, and total impacts on studying the role of self-awareness and self-esteem in predicting job performance

Relationship	Direct impact	Indirect impact	Total impact	R^2
Self-awareness → Self-esteem	0.49	-	0.49	24
Self-esteem → Job performance	0.30	-	0.30	9
Self-awareness → Job performance	0.38	0.49*0.30	0.53	28

The results show that the impact of self-awareness on self-esteem, self-esteem on job performance, and self-awareness on job performance are equal to 0.49, 0.30, and 0.53, respectively. Considering self-esteem as the mediator variable, the total impact of self-awareness on job performance is more than the direct impact of self-esteem and self-awareness separately. According to Sobel test results, self-esteem is effective as a mediator variable in the relationship between self-awareness and job performance. As R^2 value shows, 28%of variation in job performance can be explained by self-awareness and self-esteem.

8. DISCUSSION & CONCLUSION

One of the issues addressed in the various situations of today's life is self-awareness. Self-awareness is an accurate and realistic understanding of the interests, values, skills, limitations, and preferences of personal life and plays an important role in regulating the performance of individuals (Singh, 2006) [22]. Given the importance of self-awareness and its impact on various aspects of life and especially job which has a key role in people's life and satisfaction with it leads to satisfaction with life and improved performance and efficiency of people in life and also the impact of a person's self-esteem on their job and communication with others, the present paper aimed to study the role of self-awareness and self-esteem in predicting job satisfaction and performance.   .
Elementary school education is of great importance among other educational courses, because educational, behavioral, and moral foundations of the personality of children are formed in this period and any educational issue or problem can underlie more serious problems in subsequent periods. Hence, the role of teachers of elementary schools is more sensitive and they should be viewed and monitored more carefully.

The results of the present study show that there is a significant relationship between all four studied variables. As shown in Table1, correlation coefficient between self-awareness and self-esteem, self-awareness and job satisfaction, and self-awareness and job performance is equal to 0.49, 0.48, and 0.49, respectively. In addition, correlation coefficient between self-esteem and job satisfaction, self-esteem and job performance, and job satisfaction and job performance is, respectively, 0.52, 0.45, and 0.34. Accordingly, it can be concluded that the higher the level of self-awareness is, the higher a person's self-esteem, job satisfaction, and job performance would be. This stresses the effect of self-awareness on all aspects of life. Self-esteem means to see ourselves capable, competent, loving, unique, and valuable and generally means to understand the value and importance of ourselves and trust in our abilities. The results also showed that self-esteem is highly correlated with job satisfaction. Thus, the higher the level of a person's self-esteem is, the higher their satisfaction with job and thereby satisfaction with life would be. Also, self-esteem is largely correlated with job performance. Correlation coefficient between job satisfaction and job performance suggests that these two variables, unexpectedly, are not largely correlated with each other. This means that job performance is mostly associated with other factors such as working conditions, salary, benefits, etc. rather than with job satisfaction.

These results confirm the first three hypotheses of this study and are consistent with the findings of Saleh Balvardi (2010), Etebarian and Omidpanah (2008), Hassankhooiy (2006), Chiang (2006), Wangand Howard(2006), Bar-On and Parker (2000), Sai *et al*. (2006), Zeinivand (2008), Hafezian (2009), Dulewicz and Higgs (2000), and Shariatmadari and Darandeh (2011).The results on predicting job satisfaction and performance of teachers showed that 36%of the variation in job satisfactionand28% of the variation in job performance can be explained by self-awareness and self-esteem. Therefore, the fourth and the fifth hypotheses of this study are confirmed. So, self-awareness and self-esteem can be

regarded as predictor variables in job satisfaction and job performance. This is consistent with the findings of Ostovar and Amirzadeh (2008) who showed that emotional intelligence is predictor of job satisfaction and organizational commitment and Golparvar and Khaksar (2008) who stated that self-esteem can be considered a predictor variable for job performance.

Based on the findings of the present study, it can be concludes that self-awareness and self-esteem, as important variables in different aspects of life, have an effective role in predicting job satisfaction and job performance of teachers, but this role is not as much as it should be. This means that job satisfaction and job performance of elementary schools teachers in the city of Kerman is mainly affected by factors other than the self-awareness and self-esteem.

As long as people do their job duties as a habit and only for meeting their needs and financial interests and are not aware enough about themselves, favorable results would not be come out of that job neither for themselves nor others that are somehow linked to that job. It is essential for primary school teachers to pay a special attention to this issue, because if they do not have adequate level of self-awareness and self-esteem, they cannot be successful in building children's behavioral and academic basis and if it is not realized correctly, society will face with morally, behaviorally, and academically aberrant children and cannot take stepson the path to progress.

Since the basic requirement for presence and cooperation of a person with an organization is job satisfaction and self-awareness forms the basis of behavior and personality of each person and also due to the important role of these two variables in increasing productivity, efficiency, and morale of individuals, it seems necessary that some courses on self-awareness skill should be provided for elementary schools teachers in order to enhance their job satisfaction and job performance. It is obvious that recruitment of teachers who enjoy self-awareness skill along with teaching and educational skills is one of the requirements of today's society and especially schools in order to advance the objectives of education system.

Limitations & Suggestions

In the present study, only female teachers of primary schools were evaluated. It is recommended that study both genders in future research and compare the differences between them in terms of self-awareness, self-esteem, job satisfaction, and job performance. Also, the same study can be conducted on teachers of higher educational levels and the results can be applied in future planning for this group of people who play an important role in raising the children of this country. Self-awareness training courses are recommended to be provided for all people and especially for teachers. As mentioned before, self-awareness plays a key role in regulation of emotions and performance of people in different situations. Acquisition of self-awareness skill and using it in education system improve the mental health of teachers. The growth of self-awareness helps a person to find that he/she is under stress or not and this is usually a prerequisite for effective social and interpersonal relationships.

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