



## **Self-differentiation and its relationship to job satisfaction among primary education teachers – A field study on a sample of primary education teachers**

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### **Abstract:**

*The current study aimed to reveal the correlation between self-differentiation and job satisfaction among primary education teachers. The sample consisted of 70 male and female teachers (22 males, 48 females), who were selected in a simple random way from schools in the city of Médéa. Two scales were also used: the self-differentiation scale prepared by Al-Kaabi (2007), and modified by Al-Jabbari (2015). The job satisfaction scale was prepared by Lester, P. (2005), translated by Musa Farouk Abdel Fattah Sunna (2006), and modified by Al-Shammari (2015). The descriptive approach was also used to suit it and the nature of the study, and after applying the statistical and social package system (SPSS), the results resulted in: There is no correlation between self-differentiation and job satisfaction, and there are no differences between primary education teachers in both the level of self-differentiation and the level of job satisfaction, attributed to the gender variable (male-female).*

**Keywords:** self-differentiation, job satisfaction, primary education teachers.

# **L'autodifférenciation et son lien avec la satisfaction professionnelle chez les enseignants du primaire - Une étude de terrain menée auprès d'un échantillon d'enseignants du primaire**

## **Résumé**

*La présente étude visait à mettre en évidence la corrélation entre la différenciation de soi et la satisfaction professionnelle chez les enseignants du primaire. L'échantillon était composé de 70 enseignants (22 hommes et 48 femmes), sélectionnés de manière aléatoire simple parmi les écoles de la ville de Médéa. Deux échelles ont été utilisées : l'échelle de différenciation de soi élaborée par Al-Kaabi (2007) et modifiée par Al-Jabbari (2015), ainsi que l'échelle de satisfaction professionnelle élaborée par Lester, P. (2005), traduite par Moussa Farouk Abdel Fattah Sunna (2006) et modifiée par Al-Shammari (2015). L'approche descriptive a été adoptée afin de l'adapter à la nature de l'étude, et après l'application du logiciel statistique SPSS, les résultats ont montré qu'il n'existe aucune corrélation entre la différenciation de soi et la satisfaction professionnelle, et qu'il n'existe pas de différences entre les enseignants du primaire concernant à la fois le niveau de différenciation de soi et le niveau de satisfaction professionnelle, attribuées à la variable du sexe (homme-femme).*

**Mots-clés** : différenciation de soi, satisfaction professionnelle, enseignants du primaire



## Introduction

Educational work, whatever its nature, reference, or pedagogical framework to which it belongs or on which it is based, cannot achieve its objectives or reach its ultimate goal except by considering one of its main components, which is the teacher, as the link between the pupils and what is presented to them of knowledge, information, and skills. He is the cornerstone without which the structure of education cannot stand.

This cannot be achieved except through the teacher's confrontation with the problems that he faces during his difficult professional path with the pupils, with the parents, and even with the school administration. To face these problems, the teacher needs a cognitive-psychological means that distinguishes him from his colleagues in dealing with the situations he encounters according to the mental abilities he possesses and the extent of his reliance on himself in making his decisions.

The subject of self-differentiation is one of the important topics because it is related to two internal psychological capacities: it enables the individual to distinguish between his thoughts and feelings, and a capacity in the field of interpersonal relations that enables him to enter into intimate relations with other individuals and at the same time maintain independence from them. This makes him positively associated with indicators of psychological health as a cognitive and behavioral means to control responses according to the mental and cognitive abilities of the individual and the extent of his reliance on himself in

solving his problems and making his decisions (Kafafi, 2009).

In the field of education, the teaching profession is considered one of the most burdensome professions with work pressures. Muftah Mohamed Abdelaziz confirms that among the most stressed professions are those working in the teaching profession, alongside medicine, nursing, and the police (Hansali, 2014, p. 10).

However, working in the teaching profession does not only require training or preparation but rather requires job satisfaction, which contributes to the continuation of work and performing it satisfactorily. Therefore, job satisfaction is considered one of the signs of the teacher's psychological adjustment, making him more productive, more positive in interaction, and this satisfaction increases the more the teacher excels in solving his problems through his awareness of himself, its importance, and its social status.

Job satisfaction is an internal feeling that drives the individual to exert effort and mastery in work and increase production without feeling tired or bored, with a sense of comfort and an internal desire to participate in activities with the work group and make it a priority of his concerns, without external factors affecting the performance of the tasks assigned to him.

Hence came the idea of researching the topic through the importance of both self-differentiation and job satisfaction as two variables that deserve study...

Through revealing the relationship between them and the variables associated with it, and from this starting point, the current study problem can be defined in the following question:



**Soumission : 11/12/2024    Acceptation : 17/04/2025    Publication : 15/08/2025**

Is there a correlational relationship between self-differentiation and job satisfaction among primary school teachers, and the following sub-questions arise accordingly:

- Are there differences in the degrees of the self-differentiation scale among primary school teachers attributed to the gender variable (male–female)?
- Are there differences in the degrees of the job satisfaction scale among primary school teachers attributed to the gender variable (male–female)?

### ***Study Hypotheses***

The study hypotheses are as follows:

- First hypothesis: There is a statistically significant correlational relationship between the degrees of self-differentiation and the degrees of job satisfaction among primary school teachers.
- Second hypothesis: There are no statistically significant differences in the degrees of the self-differentiation scale among primary school teachers attributed to the gender variable (male–female).
- Third hypothesis: There are statistically significant differences in the degrees of the job satisfaction scale among primary school teachers attributed to the gender variable (male–female) in favor of males.

### ***Study Objectives:***

The study sought to achieve the following objectives:

- To measure both the level of self-differentiation and job satisfaction among the sample members.

- To identify the differences in the degree of self-differentiation according to the gender variable (male–female).
- To identify the differences in the degree of job satisfaction according to the gender variable (male–female).
- To reveal the nature of the correlational relationship between self-differentiation and job satisfaction among the sample members.

### ***Study Significance:***

The research gains importance, whether from the theoretical or practical side, through the following:

#### **A. Theoretical Importance:**

- Self-differentiation is considered one of the most important basic influences on personality, and therefore any deficiency in this psychological–cognitive factor may hinder the individual from proper psychological adjustment.
- Job satisfaction is regarded as one of the signs of psychological adjustment and among the most important indicators of happiness in an individual’s life.
- The importance of the group targeted by this study, as teachers are among the most exposed categories to work pressures throughout their demanding professional career.

#### **B. Practical Importance:**

- Through this study, it is possible to identify the level of self-differentiation among primary school teachers.



**Soumission : 11/12/2024    Acceptation : 17/04/2025    Publication : 15/08/2025**

- Through this study, it is possible to identify the level of job satisfaction among primary school teachers.
- The importance of the study also lies in proposing some suggestions and recommendations that may contribute to reducing the effects associated with weak ability to face pressures and frustrations that teachers experience during their professional career.

## **1. Theoretical and Procedural Definition of Study Concepts:**

### **1.1. Self-Differentiation:**

Definition of Bowen (1979):

“It is a multidimensional construct consisting of two abilities: an internal psychological ability that enables the individual to distinguish between thoughts and feelings, and an ability in the field of interpersonal relationships whereby the individual enters intimate relationships with others while at the same time maintaining independence from them” (Al-Jabbari, 2015, p. 34).

Procedurally, self-differentiation is defined as: the total score obtained by a primary school teacher on the self-differentiation scale used in this study, prepared by Al-Kaabi (2007) and modified by Al-Jabbari (2015).

### **1.2. Job Satisfaction:**

Hoppok defined *job satisfaction* as: “A set of psychological, functional, and environmental conditions that make the employee satisfied with his work” (Al-Adili, 1983, p. 116).

Ston defined it as: “The state in which the individual harmonizes with his job and work, and becomes a person absorbed by the job, interacting with it through his

occupational ambition and his desire for growth, advancement, and achieving his social goals through it” (Anwar, 2003, p. 195).

Procedurally, job satisfaction is defined as: the total score obtained by a primary school teacher on the job satisfaction scale used in this study, prepared by Lester (2005) and translated by Moussa Farouk Abdel Fattah Senna (2006) and the modification of Al-Shammari (2015).

### **5.3. Primary School Teacher:**

He is defined by Adli Suleiman (1999) as:

“the basis of the educational process, representing the direct relationship with all students and the school administration. Alongside his teaching work, he deals with the school administration in the tasks assigned to it, as well as participating in the school’s extracurricular life” (p. 28).

We define the primary school teacher procedurally as a graduate of the Higher School for Teachers, who teaches pupils in the primary school from the first to the fifth year, with the aim of bringing about the desired change in the learners’ behavior.

## **2. Previous Studies:**

### **2.1. Studies addressing self-differentiation:**

- **Study of Skowron & Friedlander (1998):** *“The relationship of self-differentiation to psychological symptoms”*. The study aimed to identify the relationship between self-differentiation and psychological symptoms. To achieve this goal, the Self-Differentiation Scale (DSI) and the Hobketer (1974) scale were applied to a sample consisting of (127) adults, (53) males and (74) females. After



Soumission : 11/12/2024    Acceptation : 17/04/2025    Publication : 15/08/2025

statistical treatment of the data using (Pearson's correlation coefficient, one-sample t-test, and two-independent-samples t-test), the study concluded with confirmation of Bowen's theory that self-differentiation is inversely related to psychological symptoms.

- **Study of Al-Oboudi (2008):** *"Self-differentiation and its relation to family cohesion among employees of Al-Mustansiriya University."* The study aimed to identify the relationship between self-differentiation and family cohesion among employees of Al-Mustansiriya University. To achieve this goal, the researcher applied Al-Kaabi's (2007) Self-Differentiation Scale and prepared a Family Cohesion Scale on a sample of (400) male and female employees. After statistical analysis of the data using (Pearson's correlation coefficient, one-sample t-test, and two-independent-samples t-test), the study concluded that there is a high level of self-differentiation and family cohesion among the employees of Al-Mustansiriya University. It also showed that the variables of gender, educational attainment, and social status had no effect on self-differentiation, whereas an inverse relationship appeared between self-differentiation and family cohesion among the employees of Al-Mustansiriya University.
- **Study of Muijil (2012):** *"Marital similarity in self-differentiation among employees of Baghdad University."* The study aimed to identify the relationship between self-differentiation among men (husbands) and self-differentiation among women (wives). To achieve this

goal, Al-Kaabi's (2007) scale was applied, based on Skowron and Schmitt's (2003) scale, on an intentional sample consisting of (88) husbands and wives. After statistical analysis of the data using (bivariate correlation coefficient, one-sample t-test, two-independent-samples t-test, and Alpha coefficient for internal consistency), the study concluded that there is a high level of self-differentiation among men (husbands), while women have a moderate level of self-differentiation. It also showed that there is no difference between the sexes in self-differentiation, with a positive and strong correlation between men's (husbands) self-differentiation and women's (wives) self-differentiation, which indicates the existence of marital similarity in self-differentiation.

**Study of Jabar (2014):** *“Psychological differentiation and its relation to personality traits among students of Al-Qadisiyah University.”* The study aimed to identify the relationship between psychological differentiation and personality traits among students of Al-Qadisiyah University. To achieve this goal, a Psychological Differentiation Scale was developed based on Wittekin's theory, and a Personality Traits Scale by “Burt,” prepared by Al-Ghanam (2005), was applied to a sample consisting of (400) students of Al-Qadisiyah University, (213) males and (187) females. After statistical analysis of the data using (Pearson's correlation coefficient, one-sample t-test, and two-independent-samples t-test), the study concluded that there is a high level of psychological differentiation and personality traits among **Psychological Differentiation and Personality Traits**

**Al-Jabbari's Study (2015):** *Titled “Personality Types According to the Enneagram Theory and Their Relationship to*



**Soumission : 11/12/2024    Acceptation : 17/04/2025    Publication : 15/08/2025**

*Cognitive Load and Self-Differentiation."*

The study aimed to identify the nature of the relationship between personality types according to the Enneagram theory and both cognitive load and self-differentiation among students of the Technical Institute in Kirkuk. To achieve this goal, the Self-Differentiation Scale prepared by Al-Kaabi was applied, as well as the Personality Types Scale according to the Enneagram theory prepared by the researcher, and the Cognitive Load Scale prepared by the researcher, on a sample consisting of (200) male and female students chosen randomly. After processing the data statistically using (Pearson's correlation coefficient, the t-test for two independent samples, the t-test for one sample, Spearman-Brown reliability coefficient, and two-way ANOVA), the study concluded that:

- There is a statistically significant positive correlation between self-differentiation and each of the personality types (the perfectionist, the romantic, the achiever, the observer, the adventurer, and the leader).
- The relationship was positive but not statistically significant between self-differentiation and the personality types (the helper, the loyalist, and the peacemaker).
- There is a statistically significant positive correlation between cognitive load and each of the personality types (the helper, the achiever, the observer, and the leader).
- The relationship was positive but not statistically significant between cognitive load and the personality

types (the perfectionist, the loyalist, and the peacemaker).

- The relationship was negative and not statistically significant between cognitive load and the personality types (the romantic and the adventurer).
- There were no statistically significant differences between students in self-differentiation according to the variables of (gender and grade).
- There were no statistically significant differences between students in cognitive load according to the variables of (gender and grade).
- The research sample is characterized by a high level of self-differentiation.
- The research sample did not feel cognitive load.
- The dominant personality type among institute students is the achiever type.
- There were no statistically significant differences among students in personality types according to the Enneagram theory as a whole and according to the variables of (gender and grade), except for the helper and achiever types, where significant differences were found in relation to the gender variable in favor of females.
- As for the grade variable, significant differences were found in only three types (the perfectionist, the achiever, and the adventurer) in favor of the second grade.

**Alaa Al-Din's Study (2016):** *Titled "Self-Differentiation and Family Role Performance and Their Relationship to Social Anxiety and Depression among University Students."* The study aimed to identify the relationship between (self-differentiation and family role performance) and (social



Soumission : 11/12/2024 Acceptation : 17/04/2025 Publication : 15/08/2025

anxiety and depression) among university students. To achieve this goal, the study applied the revised Self-Differentiation Inventory (DSI-R), the Family Adaptability and Cohesion Evaluation Scales (FACES), and the Depression Scale standardized for the Jordanian environment (Al-Dhawib, 2006), on a sample of (305) Jordanian university students. After statistically processing the data using (Pearson's correlation coefficient, the t-test, one-way ANOVA, and multiple and hierarchical regression methods), the study concluded that:

- Differentiation, family cohesion, and family adaptation are negatively correlated with social anxiety and depression.
- The gender variable had an effect on self-differentiation in favor of males on the overall scale of self-differentiation and its subscales.

**Mazwari and Boukara's Study (2018): Titled "Self-Differentiation and Its Relationship with Self-Efficacy and the Ability to Make Academic Decisions among First-Year Secondary School Students."**

The study aimed to identify the relationship between self-differentiation and both self-efficacy and the ability to make academic decisions. To achieve this goal, a Self-Differentiation Scale was prepared by the two researchers, and Nevin's Egyptian scale (2011) was applied to measure self-efficacy. To measure self-efficacy, the School Decision-Making Ability Scale of Khalifa Zouwari Ahmed (2011) was applied to a sample consisting of (120) male and female students. After processing the data statistically using (Pearson correlation coefficient, the T-test for two

independent samples, and the analysis of variance test), the study concluded the following:

- The existence of a positive correlation between self-differentiation and self-efficacy among first-year secondary school students.
- The existence of a positive correlation between self-differentiation and the ability to make school decisions among first-year secondary school students.
- The overall score of the self-differentiation scale differs according to the levels of self-efficacy among first-year secondary school students.
- The overall score of the self-differentiation scale differs according to the levels of decision-making ability among first-year secondary school students.
- There are statistically significant differences in the degree of self-differentiation between the sexes in favor of males.
- There are statistically significant differences in the degree of self-efficacy between the sexes in favor of males.
- There are no statistically significant differences in the degree of decision-making ability between the sexes.

## **2.2. Studies addressing job satisfaction:**

### **Study of Aounali Hamza (2016):**

Entitled *Job Satisfaction and Its Impact on the Educational Performance of the Teacher – A Field Study in Primary Schools in the City of Sidi Okba*.

The study aimed to investigate the impact of job satisfaction on educational performance. To achieve this goal, observation was relied upon by focusing on the relationships among teachers within the institution, with



Soumission : 11/12/2024    Acceptation : 17/04/2025    Publication : 15/08/2025

each other, and with the administration, as well as their behavior toward students, and observing the surrounding environment. In addition, a questionnaire was prepared by the researcher that included (04) areas: personal data – working conditions and their terms – school social relations – pedagogical means.

The sample consisted of (80) teachers (28 male teachers and 52 female teachers). The study method was the descriptive method. After processing the data statistically using (frequencies, percentages, arithmetic mean), the study results were as follows:

- A clear decline in the level of job satisfaction among teachers.
- A decline in the level of satisfaction with the administrative style.
- A clear decline in the level of satisfaction with social factors.
- A clear decline in the level of satisfaction with the profession.
- There is an effect of job satisfaction on educational performance, as job satisfaction is one of the influencing factors on educational performance.

### **Study of Aichaoui Wiam and Qasem (2016):**

Entitled *Marital Abuse and Its Relationship to Job Satisfaction Among Working Women in the City of Ksar El Boukhari*.

The study aimed to investigate marital abuse and its relationship to job satisfaction. To achieve this goal, the Marital Abuse Questionnaire for Women in Relationships (prepared by Noura Al-Huda Dahman, 2006, adapted to the Algerian environment) and the Job Satisfaction Scale of

Minnesota (1967), adapted to the Algerian environment by Salim Ben Aouda (2008), were applied to a sample consisting of (30) married working women. The study method was the descriptive correlational method. After processing the data statistically using (frequencies, percentages, arithmetic mean, analysis of variance, Levin's test, and Pearson correlation coefficient), the study results were as follows:

- There is a negative correlation between the total degree of marital abuse and the total degree of job satisfaction.
- There is a negative correlation between each component of marital abuse and the total degree of job satisfaction.
- There are differences between the total degree of marital abuse and the levels of job satisfaction.

**Study of Ben Moufek and Ben Safi (2017):**

Entitled **Job Satisfaction and Its Effect on Teacher Performance - A Comparative Study Between Teachers in Public Schools and Teachers in Private Schools in the Wilaya of Djelfa**. This study addressed the topic of job satisfaction and its effect on teacher performance, as a comparative study between teachers in public schools and teachers in private schools in the Wilaya of Djelfa. It aims to identify the level of job satisfaction among teachers regarding their profession from the material, moral, social, and familial aspects, and to attempt to link it with teacher performance. To achieve this goal, a questionnaire was prepared by the researcher, which included (05) areas: personal data - material income - nature of supervision - promotion opportunities - teacher performance.

The questionnaire was applied to a sample of (23) teachers, consisting of (17) teachers in the public school and (06)



Soumission : 11/12/2024    Acceptation : 17/04/2025    Publication : 15/08/2025

teachers in the private school. The study method is the descriptive comparative method, and after processing the data statistically using (frequencies, percentages, arithmetic mean, and Pearson correlation coefficient), the study results were as follows:

- Material income affects the performance of both public school teachers and private school teachers.
- The nature of supervision affects the performance of public school teachers and does not affect the performance of private school teachers.
- Promotion opportunities do not affect the performance of either public school teachers or private school teachers.
- There are differences in performance between teachers of the two schools in terms of:

**First:** The factor of age and seniority, as the public school directly employs university graduates, unlike the private school, which only trusts individuals with high experience and competence.

**Second:** The working conditions of the teacher in the private school are more suitable, since the number of students inside the classroom does not exceed (19) students, whereas in the public school, the classroom contains more than (35) students. This is one of the most important factors of performance and has a decisive effect on the success of any educational process.

Third: The most important aspect of the difference between the two schools is that the public school has a pedagogical educational dimension, whereas the private school has a commercial educational dimension.

Fourth: The administrator in the private school attracts qualified teachers, unlike the public school. Fifth: Despite the lack of satisfaction with salaries in both public and private schools, the teachers in private schools are proficient in the subject matter and able to achieve its objectives, unlike the teachers in public schools, who are dissatisfied, unqualified, and unable to achieve its objectives.

Belhout's study (2018): Titled *Job Satisfaction and Its Relationship with Achievement Motivation: A Field Study among Primary School Teachers*. The study aimed to investigate job satisfaction and its relationship with achievement motivation among a sample of primary school teachers in the city of Ksar El Boukhari, Médéa Province. To achieve this goal, the study applied the Job Satisfaction Scale prepared by "Weiss" and translated by Muneera Mohamed Abda (1996), and the Achievement Motivation Scale by "Hermans" (1979), translated into Arabic by Farouk Abdel Fattah Moussa, on a sample consisting of (70) teachers, including (30) male teachers and (40) female teachers. As for the study's method, it was the descriptive-correlational method, and after processing the data statistically using (frequencies, percentages, arithmetic mean, Scheffe's test to study differences, Pearson correlation coefficient), the study results were as follows:

- There is a positive correlation between job satisfaction and achievement motivation among primary school teachers.
- There are differences in job satisfaction among primary school teachers between the genders (male-female), in favor of the males.
- There are no differences between the genders (male-female) in achievement motivation.



**Soumission : 11/12/2024    Acceptation : 17/04/2025    Publication : 15/08/2025**

Ouabou and Nouri's study (2018): Titled *Job Satisfaction and Its Relationship with Achievement Motivation: A Field Study among Secondary School Teachers*. A field study on a sample of secondary school teachers in the municipality of Tablat, Médéa Province. The study aimed to investigate job satisfaction and its relationship with achievement motivation among secondary school teachers. To achieve this goal, the study applied the Teacher Job Satisfaction Scale by Abdelrahman Saleh Al-Azraq and the Motivation Scale prepared by Abdelrahman Saleh Al-Azraq on a sample consisting of (60) teachers, (30) male teachers and (30) female teachers. As for the study's method, it was the descriptive-correlational method, and after processing the data statistically using (frequencies, percentages, arithmetic mean, Al Fakronakh test, t-test for two independent samples, Pearson correlation coefficient), the study results were as follows:

- There is a positive relationship between job satisfaction and achievement motivation among secondary school teachers.
- There is a significant relationship between satisfaction with salaries and material benefits and achievement motivation.
- There is no significant relationship between satisfaction with the extent of professional fulfillment and achievement motivation.
- There is a positive correlation between satisfaction with the nature of the work and its conditions and achievement motivation.

- There is no relationship between satisfaction with the relationship with administrators and achievement motivation.
- There are no significant differences between the genders in job satisfaction scores and achievement motivation scores.

### **2.3. Discussion of Previous Studies:**

Through reviewing the results reached by previous studies, it is expected that what the current study employs as research value is:

- The differences in the results regarding differences in both self-differentiation scores and job satisfaction scores according to the gender variable may support and enhance the accuracy of results in favor of some previous studies.
- Studying the correlation between self-differentiation and job satisfaction among primary school teachers, given that this relationship has not been addressed in previous studies in the Algerian context – within the limits

In the limits of what the researchers have learned – and this is what is added to previous studies.

## **3. The Applied Aspect:**

### **3.1 Research Method:**

In this study, we relied on the descriptive method, which is: "a method among the methods of research that studies the phenomenon qualitatively, clarifying its characteristics, and quantitatively, clarifying its size, variables, and degrees of correlation with other phenomena" (Abdelhadi, 2000, p.173).



## 2.2 Research Tool:

### 2.2.1. *The Self-Differentiation Scale*

In this study, the self-differentiation scale prepared by Al-Kaabi (2007) and modified by the researcher Jnar Abdelkader Ahmed Al-Jabbari (2015) on the Iraqi environment was used. This scale consists of (34) items distributed over four dimensions, described as follows:

- **Emotional Reactivity:** reflects emotional flooding, emotional responsibility, or excessive sensitivity, and represents (08) items, which are: (1, 6, 10, 12, 16, 19, 26, 33).
- **I Position (my position as an individual):** reflects a clear self-awareness and the individual's ability to adhere to his beliefs in a steady manner under external pressures, and represents (08) items, which are: (4, 7, 11, 13, 17, 21, 27, 30).
- **Emotional Cutoff:** reflects the feeling of threat due to intimacy, affection, excessive weakness, and the tendency to face danger in relationships through excessive use of defenses, avoidance, and denial, and represents (08) items, which are: (2, 3, 8, 14, 18, 24, 31, 32).
- **Fusion with Others:** reflects excessive emotional involvement, preoccupation, and merging with important parents and others, and represents (10) items, which are: (5, 9, 15, 20, 22, 23, 25, 28, 29, 34) (Al-Jabbari, 2015).

For each item of the scale, there is a five-point response scale, giving the following choices: Never (01), Rarely (02), Sometimes (03), Often (04), Always (05). These scores are reversed for the emotional reactivity items except for the two

positive items (12) and (26), for all the emotional cutoff items, for the fusion with others items, and for the two items (27) and (30) of the I Position dimension. Thus, the maximum score a respondent can obtain is (170) (34×5), and the minimum is (34) (34×1).

If the total score ranges between (34–79), it indicates low self-differentiation.

If the total score ranges between (80–124), it indicates moderate self-differentiation.

If the total score ranges between (125–170), it indicates high self-differentiation.

### ***2.2.2. Job Satisfaction Scale***

In this study, the scale prepared by Lester, P. (2005), translated by Mussa Farouk Abdel Fattah Sanah (2006), and adapted by Al-Shammari (2015) on the Saudi environment, was used. This scale consists of (55) items, of which (34) are positive items and (21) are negative items, distributed across 09 dimensions, described as follows:

1. **Supervision:** represented by 09 items with the following numbers: 5, 9, 14, 25, 34, 37, 40, 45, 51.
2. **Colleagues:** represented by 06 items with the following numbers: 12, 17, 26, 31, 33, 46.
3. **Working Conditions:** represented by 09 items with the following numbers: 13, 15, 22, 29, 35, 41, 42, 47, 55.
4. **Advancement:** represented by 07 items with the following numbers: 1, 3, 18, 24, 27, 36, 43.
5. **Security:** This dimension is represented by 04 items and carries the following numbers: 10, 20, 23, 52.
6. **Relationships:** This dimension is represented by 03 items and carries the following numbers: 2, 4, 30.



Soumission : 11/12/2024    Acceptation : 17/04/2025    Publication : 15/08/2025

7. **Responsibility:** This dimension is represented by 07 items and carries the following numbers: 8, 28, 32, 44, 48, 49, 54.
8. **The work itself:** This dimension is represented by 05 items and carries the following numbers: 7, 16, 21, 38, 39.
9. **Distinction:** This dimension is represented by 05 items and carries the following numbers: 6, 11, 19, 50, 53.

It is scored according to a graduated scale from one to five, where there are five options before each item, namely: (Strongly Disagree - Disagree - Cannot Decide - Agree - Strongly Agree). The positive statements of the scale are given the following grades respectively: (1, 2, 3, 4, 5), which are the statements that carry the following numbers: (1, 2, 3, 9, 10, 11, 12, 14, 15, 16, 17, 19, 21, 22, 25, 26, 27, 28, 30, 33, 34, 36, 39, 43, 45, 46, 47, 48, 49, 50, 51, 52, 53, 55).

As for the negative statements, they are given the reverse of this gradation, i.e. (5, 4, 3, 2, 1), and the negative statements include the following numbers: (4, 5, 6, 7, 8, 13, 18, 20, 23, 24, 29, 31, 32, 35, 37, 38, 40, 41, 42, 44, 54). Thus, the highest score that the respondent can obtain is (275) as (55x5), and the lowest score that can be obtained is (55) as (55x1).

If the total score ranges between (55-128), it indicates low job satisfaction. If the total score ranges between (129-201), it indicates moderate job satisfaction. If the total score ranges between (202-275), it indicates high job satisfaction.

### **2.3. The Pilot Study:**

An exploratory study was conducted on a primary sample of (30) individuals, including (09) male teachers (30%) and (21) female teachers (70%). We selected the individuals using a non-probability sampling method, namely the incidental sample (random sample), for the purpose of verifying the validity and reliability of the two scales on the pilot sample before using and applying them on the actual study sample.

### **1. Psychometric Properties of the Study Tools:**

The psychometric properties of the Self-Differentiation Scale:

#### **A- Validity of the Scale:**

- **Face Validity:**

The scale used in Jabari's study (2013) was presented to a group of judges (professors) in psychology and educational sciences at the university, and the experts (professors) agreed to retain all items with some modifications in the wording of the items. It should be noted that the final form of the scale does not differ much in essence from the scale used in Jabari's study (2013), since no item was deleted and the modifications were limited to the linguistic aspect only.

- **Discriminant Validity:**

The scores of the sample individuals on the scale were arranged in a descending distribution, then 27% was taken from both ends of the distribution to obtain (8) individuals from each extreme, meaning we had two extreme samples equal in number, with each group consisting of (8) individuals. One is called the upper group and the other the lower group. After that, the arithmetic means and standard deviations were extracted for each group, then the "t" value was calculated to test the difference between the two extreme groups. It was found that the calculated "t" value



Soumission : 11/12/2024 Acceptation : 17/04/2025 Publication : 15/08/2025

(7.83) is greater than the tabular “t” value (2.14) at the significance level ( $\alpha = 0.05$ ) with degrees of freedom ( $n_1+n_2-2=14$ ). This indicates that the calculated “t” is statistically significant at the level ( $\alpha = 0.05$ ), which means that the scale has the ability to discriminate between the two extreme groups, thus indicating the validity of the scale.

## **B- Reliability of the Scale:**

- **Split-Half Method:**

After dividing the scale into two equal halves, the Pearson correlation coefficient between the two halves was calculated, which amounted to (0.77). After applying the Spearman-Brown correction formula, the obtained value was (0.88), which is a highly acceptable value and indicates the reliability of the scale.

- **Internal Consistency Method**

- The reliability degree of the scale was established according to this method by relying on the Alpha Cronbach coefficient for each dimension and for the scale as a whole. After calculating the consistency coefficients for each dimension and for the scale as a whole, the following results were obtained:

The internal consistency coefficient for the dimension of emotional reaction: 0.58.

The internal consistency coefficient for the dimension of self-position: 0.45.

The internal consistency coefficient for the dimension of emotional detachment: 0.79.

The internal consistency coefficient for the dimension of integration with others: 0.70.

As for the internal consistency coefficient for the scale

as a whole: 0.83, which are highly acceptable values and indicate that the scale enjoys high reliability.

- **The psychometric properties of the job satisfaction scale:**

**A- The validity of the scale:**

***Apparent validity:***

The scale used in Al-Shammari's study (2015) was presented to a group of experts (professors) in psychology and educational sciences at the University of Medea. The experts (professors) agreed to retain all items with some modifications in the wording of the items. It should be noted that the final form of the scale does not differ much in essence from the scale used in Al-Shammari's study (2015), as no item was deleted and the modifications were limited only to the linguistic aspect.

- ***Discriminant validity:***

The scores of the sample individuals on the scale were arranged in a descending distribution, then 27% was extracted from both ends of the distribution, obtaining (15) individuals from both extremes, meaning that we had two extreme groups of equal number, with each group containing (8) individuals. One group was called the upper sample and the other the lower sample. Afterwards, the means and standard deviations were calculated for each sample, and the "t" value was computed to indicate the difference between the two extreme groups. It was found that the computed "t" value, estimated at 2.05, was less than the tabulated "t" value, estimated at 2.18, at the significance level ( $\alpha = 0.05$ ) and degree of freedom ( $n_1+n_2-2=28$ ). This means that the computed



Soumission : 11/12/2024 Acceptation : 17/04/2025 Publication : 15/08/2025

“t” value is statistically significant at the level ( $\alpha = 0.05$ ), which indicates that the scale has the ability to discriminate between the two extreme groups, thereby proving the validity of the scale.

- **B- The reliability of the scale:**

- *Split-half method*

- After dividing the scale into two equal halves, the Pearson correlation coefficient between the two halves was calculated, which amounted to 0.89. After applying the Spearman-Brown correction coefficient, the value obtained was (0.94), which is highly acceptable and indicates the extent of the scale's reliability.

- *Internal consistency method:*

- The reliability degree of the scale was established according to this method by relying on the Alpha Cronbach coefficient for each dimension and for the scale as a whole. After calculating the consistency coefficients for each dimension and for the scale as a whole, the following results were obtained:

- The internal consistency coefficient for the dimension of supervision: 0.87.

- The internal consistency coefficient for the dimension of colleagues: 0.86.

- The internal consistency coefficient for the dimension of work conditions: 0.81.

- The internal consistency coefficient for the dimension of advancement: 0.88.

- The internal consistency coefficient for the dimension of security: 0.30.

The internal consistency coefficient for the dimension of salaries: 0.33.

The internal consistency coefficient for the dimension of responsibility: 0.43.

The internal consistency coefficient for the dimension of the work itself: 0.71.

The internal consistency coefficient for the dimension of recognition: 0.66.

As for the internal consistency coefficient for the scale as a whole: 0.93, which are highly acceptable values and indicate that the scale enjoys high reliability.

### **3. The population and the basic study sample**

#### **3.1. The study population:**

The original population from which the study sample was drawn includes all primary school teachers working in the primary schools located within the geographical boundaries of the administrative district of Al-Medea. Their total number reached (213) male and female teachers distributed across 25 schools, with the number of male teachers being (67), representing (31%), and the number of female teachers being (146), representing (69%). We obtained this data from the inspectorate of primary education of the district of Medea - Wilaya of Medea.

#### **3.2. The Basic Study Sample:**

There are many methods for selecting the study sample. In this study, reliance was placed on the simple random sample because the study population is homogeneous, consisting of primary school teachers. The study sample was represented by selecting a sample that constitutes (38%) of the original population, which numbered (213) male and



**Soumission : 11/12/2024    Acceptation : 17/04/2025    Publication : 15/08/2025**

female primary school teachers, excluding the pilot study sample, which numbered (30), to obtain a sample composed of (70) male and female teachers from the total number of teachers in primary schools located within the boundaries of the city of Medea - Algeria - (48 females and 22 males).

### **3.3. The Scope of Conducting the Study:**

The study required fieldwork in order to test the formulated hypotheses. Accordingly, the basic study was conducted in primary schools within the boundaries of the city of Medea - Algeria - where the study instruments represented by the Self-Differentiation Scale and the Job Satisfaction Scale were distributed to the individuals of the basic study sample at the beginning of November 2019 until the end of December 2019.

### **3.4. The Statistical Methods Used:**

The Statistical Package for the Social Sciences (SPSS), which includes many common statistical procedures and enables the researcher to analyze the relationship between two or more variables, was used. Through this program, we were able to analyze the study data using the following statistical tools: Pearson's correlation coefficient, the "T" test for differences between two independent samples, the arithmetic mean, the standard deviation, frequencies, and percentages.

## **4. Presentation of Study Results**

### **4.1. Presentation of Results Related to the Self-Differentiation Scale:**

The arithmetic mean scores of the individuals of the basic study sample were estimated at (110.21), which indicates that the individuals of the sample enjoy a moderate level of self-differentiation. This is compared with the total scores of the Self-Differentiation Scale, which range between (73 and 148). As for the standard deviation, its value was estimated at (14.76), and this value is considered small, which indicates that the nature of the data or values is close and therefore homogeneous.

### **4.2. Presentation of Results Related to the Job Satisfaction Scale:**

The arithmetic mean scores of the individuals of the basic study sample were estimated at (195.20), which indicates that the individuals of the sample enjoy a moderate level of job satisfaction. This is compared with the total scores of the Job Satisfaction Scale, which range between (114 and 240). As for the standard deviation, its value was estimated at (23.86), and this value is considered small, which indicates that the nature of the data or values is close and therefore homogeneous.

Third: Presentation, Discussion, and Interpretation of Results Related to the First Hypothesis: This hypothesis states the following: There is a statistically significant correlation between self-differentiation and job satisfaction among primary school teachers.



### Presentation of the Results of the First Hypothesis:

**Table (01): Value of Pearson's Correlation Coefficient Between the Scores of Self-Differentiation and Job Satisfaction**

Variables of the Sample	Value of "r"	Statistical Significance of "r"	Calculated Significance Value	Significance Level Adopted
Self-Differentiation - Job Satisfaction	-0.27	0.82	0.05	Not Significant

It is observed from Table (01) that the value of Pearson's correlation coefficient ( $r = -0.27$ ) is not statistically significant, since the calculated significance value is greater than the significance level adopted ( $\alpha = 0.05$ ). Therefore, the null hypothesis, which states that there is no statistically significant correlation between self-differentiation and job satisfaction among primary school teachers, is accepted.

### Interpretation and Discussion of the Results of the first Hypothesis

#### First:

It appears from the results of the second hypothesis that there is no statistically significant correlation between self-differentiation and job satisfaction among primary school teachers, because the value of the Pearson correlation coefficient is not statistically significant at the adopted significance level ( $\alpha = 0.05$ ). Therefore, it can be said that the first hypothesis has not been achieved.

Also, no study was found that supports or contradicts this result within the scope of the researcher's knowledge, and this result may be considered logical when comparing the dimensions of job satisfaction with the dimensions of self-differentiation, since most of the components of job satisfaction do not correspond with the dimensions of self-differentiation, except for one or two dimensions in the field of interpersonal relationships. Returning to the theories that dealt with job satisfaction in general, we find that it is based either on material incentives or on moral incentives, meaning that job satisfaction stems from external sources resulting from the various influences provided by external relations, whereas self-differentiation is based on internal influences (the extent of an individual's ability to direct his life from within). This result may lead us to believe in the absence of a direct relationship between self-differentiation and job satisfaction. However, despite this, the correlational relationships remain present between psychological variables (which are considered outcomes of self-differentiation) and some dimensions of the job satisfaction variable, particularly in the field of interpersonal relationships.

#### **Fourth: Presentation, discussion, and interpretation of the results related to the second hypothesis**

This hypothesis states the following: there are no statistically significant differences in self-differentiation attributable to the gender variable (male-female) among primary school teachers.



Soumission : 11/12/2024 Acceptation : 17/04/2025 Publication : 15/08/2025

**Table (02): Results of the “t” test for the differences between males and females in the self-differentiation variable.**

Gender	Sample size	Mean	Standard deviation	“t” value	Calculated significance value	Adopted significance level	Significance
Male	22	112.5	19.02	0.87	0.075	0.05	Not significant
Female	48	109.16	12.44				

It is clear from Table (02) that the value of ( $t = 0.87$ ) is not statistically significant because the calculated significance value (0.075) is greater than the adopted significance level ( $\alpha = 0.05$ ). Consequently, the null hypothesis is accepted, which states that there are no statistically significant differences between males and females in the self-differentiation variable, despite the existence of differences in the means of self-differentiation scores according to gender. The arithmetic mean for males was (112.50), which is higher than the mean for females, which was (109.16). However, these differences did not reach the level of statistical significance. Accordingly, it can be said that the second hypothesis has been achieved, despite the existence of differences in mean self-differentiation scores according to gender, but these differences did not reach the level of statistical significance.

This result is consistent with the findings of Al-Aboudi's study (2008), Mu'ijil's study (2012), and Al-Jabbari's study (2015), which concluded that there are no statistically significant differences according to the gender variable. However, this result differs from many other studies and scientific research, such as the study of Alaa al-Din (2013),

Jabbar's study (2014), and the study of Mazouari and Boukara (2018), which indicate in their findings the existence of differences in self-differentiation attributable to the gender variable (male–female), in favor of males.

The absence of differences in the level of self-differentiation between males and females can be explained by the nature of family upbringing, and specifically the upbringing related to the education of females in the Algerian environment, where the current upbringing of females has become no different from the social upbringing of males. This has provided them with psychological characteristics that enabled them to be at the same level of self-differentiation as their male counterparts.

And the lack of differences in the level of self-differentiation between males and females can be explained by the nature of family upbringing, especially that related to the upbringing of females in the Algerian environment, where the current upbringing of females has become no different from the social upbringing of males. This has provided them with psychological characteristics that allowed them to be at the same level of differentiation, and this is consistent with Bowen's theory that there is no difference between males and females. The reason for this can be attributed to the environment, where individuals, including the category of teachers, live in a homogeneous environment containing social relations and interactions that lead to the dissolution of differences between the sexes.

As for the differences recorded in the degree of differentiation in favor of males, this may be due to the sensitivity of female emotions, as we find them giving importance to connection more than to separation, which makes them more inclined to rely on their families to the



Soumission : 11/12/2024    Acceptation : 17/04/2025    Publication : 15/08/2025

degree of dependence on them. However, these differences remain statistically insignificant.

### **Fifth: Presentation, Discussion, and Interpretation of the Results Related to the Third Hypothesis**

There are statistically significant differences in the scores of the job satisfaction scale attributable to the gender variable (male–female) in favor of females among primary education teachers.

**Table (03): Results of the “t” Test for the Differences Between Males and Females in the Job Satisfaction Variable**

Specialization	Sample	Arithmetic Mean	Standard Deviation	“t” Value	Significance Value	Significance Level Adopted	Job Satisfaction
Males	22	189.50	27.04	-1.36	0.27	0.05	Not significant
Females	48	197.81	22.06				

It is clear from Table (03) that the value of ( $t = -1.36$ ) is statistically insignificant because the calculated significance value (0.27) is greater than the significance level adopted ( $\alpha = 0.05$ ). Therefore, the null hypothesis is accepted, which states that there are no differences between the sexes attributable to the variable of job satisfaction, despite the existence of differences in the arithmetic means of job satisfaction scores according to the gender variable, where

the arithmetic mean for males (189.50) is less than the arithmetic mean for females (197.81). However, these differences did not reach the level of statistical significance.

It is evident from the previous table that there are no differences in the variable of job satisfaction attributable to gender (male–female), as the differences were not statistically significant at the significance level ( $\alpha = 0.05$ ). Hence, it can be said that the third hypothesis was not confirmed, despite the existence of differences in the arithmetic means of job satisfaction scores according to the gender variable. However, these differences did not reach the level of statistical significance.

This result agrees with what was reached by the study of Midawi and Bouziane (2016) and the study of Wabel and Nouri (2018), which concluded that there are no statistically significant differences according to the gender variable. This result differs from what was concluded by many scientific studies and research such as the study of Belhout (2014). Perhaps this explains the alignment of our study's results with those of Midawi and Bouziane (2016) and Wabel and Nouri (2018), as they reached the same result.

The reason for the lack of effect of the gender factor on the level of job satisfaction may be due to the equality of tasks assigned to both genders, such as teaching and administrative tasks, as both genders face the same working conditions and pressures, the same material and moral difficulties, use the same tools and techniques in work, the same motivation to achieve, have the same rights and obligations, receive the same salaries, are subject to the same regulatory laws, have equal opportunities for promotion to higher pedagogical and administrative positions, undergo the same training during service, possess the same academic



and professional qualifications and knowledge, share the same ambitions and needs, and are driven by the same motivations to achieve job satisfaction.

## **Conclusion:**

Through the results of the study, it can be said that the hypotheses of our research were not confirmed except for the second hypothesis, as the study concluded that:

- There is no correlation between self-differentiation and job satisfaction, and the reason for this may be that job satisfaction has an external source resulting from the various influences granted by external relationships, whereas self-differentiation is based on internal influences (the extent of an individual's ability to direct his life from within).
- There are no differences among primary school teachers in both the level of self-differentiation and the level of job satisfaction attributed to the gender variable (male - female).

These results remain relative within the limits of the study sample, its tools, as well as the place and time of its implementation.

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**Soumission : 11/12/2024    Acceptation : 17/04/2025    Publication : 15/08/2025**

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