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Structural Model of Self-satisfaction Based on Identity and Social Justice in Graduate Students (Case Study: Students and Graduates of Master and PhD Students of Tehran Universities)

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Abstract: The aim of this study was to examine the structural model of self-satisfaction based on identity and social justice in Master and PhD students of Tehran universities. The method of the present study is correlational. The statistical population includes all master and PhD students of Tehran universities in 2020. The sample size was estimated based on Morgan's table formula 382 people who were selected by stratified random sampling. To collect data, the questionnaire of self-satisfaction (Diener et al., 1985), objective measure of ego identity status questionnaire (Bennion & Adams, 1986) and social justice scale (Hezar Jeribi, 2011) were used. The face and content validity, the convergent validity and the discriminant validity were confirmed. The reliability of the questionnaire was obtained through Cronbach's alpha for the questionnaire of.898. LISREL and SMARTPLS-3 software were used for data analysis. The results indicated that identity with beta -0.27 has a negative and significant relationship with self-satisfaction and social justice with beta 0.18 has a positive and significant relationship with self-satisfaction. In general, the research findings emphasize the need to pay attention to the capacities of family, university and peers in the development of individuals 'personality and students' sense of social justice.

Keywords: Identity, self-satisfaction, social justice, University students

Introduction

In developing societies, satisfaction of needs and consequently self-satisfaction has positive effects. One of the biggest social and human goals of positive psychology is to identify ways to increase human well-being and happiness (Schmuck & Sheldon, 2001). Self-satisfaction is one of the issues raised in this approach, which helps the well-being and happiness of an individual (Lusa, Käpykangas, Ansio, Houni, & Uitti, 2019). Self-satisfaction is a comprehensive and stable concept that reflects the general feeling and opinion of the people towards themselves and the world in which they live and is considered as a powerful predictive variable for mental health. Its importance is also in terms of the indications it has on the stable characteristics of the social and psychological system of people (Iman & Kaveh, 2013). In other words, the element of satisfaction is one of the basic elements of order, harmony and social cohesion. Its absence and reduction leads to decrease in people's commitment to the value system and decrease in their trust towards other members of the society. Consequently, it will be the source of many social problems. In order to establish social harmony, every society needs people who can accept the norms and values of the society and act based on these values and norms. Students, as an educated group, are considered as an significant and influential group for other groups of the society. On the other hand, specialized and skilled manpower is considered the most important

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element of economic, social and cultural development of countries. The role of a country's human capital in its growth and economic development has become more important than in the past, and for this reason, investing in higher education is considered as one of the most essential ways to achieve economic-social development (Sedighian Bidgoli & Lashkari, 2017). If people can be expected to follow the norms they are satisfied with themselves and life and have enough motivation to live. Also, self-satisfaction will increase the positive attitude of people in society towards each other, and this positive attitude towards each other will bring people closer to each other emotionally and increase the spirit of cooperation and collaboration in society (Bagheri, Hosseinzadeh, Heydari, & Zalizadeh, 2015). The main components in the positive and negative evaluation of each person are mental analysis and evaluation, which is related to one's own conditions in the society and its comparison with others. If a person's evaluation of his personal situation or his life leads to negative results, this negative emotion is not limited to the same part and affects and transforms many of the person's behaviors and tendencies towards the personal situation and social conditions (Özkan, Ergün, & Çakal, 2021). A person's positive emotion of his condition is mental element of that condition, but it has roots in other conditions. In other words, people's satisfaction with a certain area of life is not only affected by the conditions in that area. According to studies, self-satisfaction as a comprehensive and general evaluation is influenced by various subjective and objective factors such as identity and job security (Çelik, Orçan, & Altun, 2020).

Identity is a part of the personality that gives a person the opportunity to determine his situation in relation to the world and other people. Identity, as a psycho-social structure, which includes the ways of thinking and opinions that represent a person and also shows the way a person communicates with others, has an impact on a person's satisfaction with life (McLean & Pasupathi, 2012). People who create identity based on internal motivations and live based on their goals are more satisfied with themselves (Najimdeen, Amzat, & Badrasawi, 2021). Identity, as a psycho-social structure includes the ways of thinking and opinions that represent the individual and also displays the way the individual communicates with others, has an impact on the individual's satisfaction with life. The answering style to the questions in the scope of forming the dimensions of identity plays a very important role in life satisfaction, and discovering identity in life means creating life satisfaction (Garrison, Lee, & Ali, 2017). Students who are successful in identity formation experience more life satisfaction than students who are unsuccessful (Dimitrova, Johnson, & van de Vijver, 2018). In other words, they have a better cognitive evaluation of their lives. According to the studies of Adams and Fitch (1982), educational environments such as universities that promote the expansion of thought, analytical and critical awareness towards social affairs, facilitate identification. Because academics are in a good context and assist to find answers to identity questions, access to educated people and scientific personalities is easily possible. Also, due to superior cognitive abilities and learning how to think scientifically, they are better able to solve identity problems (Hashemi & Razavi 2008).

Najimdeen et al. (2021), in a research entitled the effect of satisfaction on trust, social identity and loyalty among international students in Malaysian public universities, found that students' trust, social

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identity and loyalty can predict student satisfaction. International student satisfaction has a strong effect on trust, but a weak effect on social identity and loyalty. The results showed that the gap in international student satisfaction can be minimized by improving aspects of student loyalty and identification with the university through participation in academic activities and non-academic programs. Guillaume (2021), in a research titled "Acquiring formal knowledge and educational leadership socialization by graduates of the program: the intersection of social justice and the role of the faculty of the program, found that interviews with 10 participants exposed three themes: (a) Faculty Connection and Department Culture, (b) Social Justice Curriculum; and (c) Social Justice Pedagogy and Instruction. Recommendations for research and practice are discussed and center on graduate students, faculty, and departments of educational leadership and administration. Novitasari, Asbari, Wijaya, and Yuwono (2020) investigated the effect of organizational justice on organizational commitment of the employee of a packaging manufacturer in Indonesia which are mediated by intrinsic and extrinsic job satisfaction. The results indicated organizational justice has a positive and significant effect on intrinsic and extrinsic job satisfaction. Intrinsic and extrinsic job satisfaction has a positive and significant effect on organizational commitment. Organizational justice has not significant effect on organizational commitment. Intrinsic and extrinsic job satisfaction has a significant effect as mediator between organizational justice and organizational commitment. Taşdemir (2020) examined young group identification and young group motives (i.e., self-esteem, distinctiveness, belonging, meaning, efficacy, and continuity) as predictors of ambivalent ageism, stereotyping of older people, aging anxiety, and life satisfaction among Turkish university students. The results indicated that belonging to a young group was a significant predictor for ambivalent ageism. Young group identification and meaning were significant predictors for negative stereotyping of older people. Young group self-esteem was a significant predictor for aging anxiety. Young group identification, self-esteem, and meaning were significant predictors for life satisfaction as well. None of the independent variables was a significant predictor for positive stereotyping of older people. Jia, Zhou, and Huang (2020), in a research entitled "Life satisfaction predicts perceived social justice: the lower your life satisfaction, the less just you perceive society to be", found that the between-person correlation of life satisfaction and perceived social justice is not moderated by income level, and it is significant in all the three groups. However, the within-person cross-lagged effect is moderated by income level, and the effect of life satisfaction on perceived social justice only exists in the low income group.

In recent years, the policy of higher education has attracted the attention of policy makers and managers of the higher education system, which has a special place in the success of this policy, the quality of academic life and the possibility of competing with the world's higher education systems. In fact, the realization of higher education policy is at least dependent and conditional on providing satisfaction and improving the quality of university life. The presence or continuation of dissatisfaction among students and young people in any social system can be problematic, because this group is highly sensitive and also due to age requirements, if their evaluation of their personal

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situation or life leads to negative results. This negative emotion is not limited to the same part and affects and transforms many behaviors and tendencies of the individual towards the individual situation and social conditions and can cause a great crisis in the social and even political system. With the increasing dissatisfaction of the youth and especially the students, the tendency of people to choose the revolutionary option to change the status increases. Therefore, it is necessary to identify the life satisfaction of this large and influential group and explain the factors affecting it. Examining the life satisfaction of students, as an influential group in society and as a future generation, can help officials in making important decisions and help to identify the sensitivities of this group and plan for it. Therefore, the purpose of this study was to provide a structural model for explaining the self-satisfaction based on social justice and identity in students and graduates of master and PhD students of Tehran universities.

Material and Methods

The current research is a quantitative research in terms of its purpose and is a descriptive and correlational terms of research method. Correlational research refers to studies that discover or clarify relationships through the use of correlational relationships (Lau, 2017). In this research, correlation is used to test hypotheses, and its purpose is to examine the correlation between identification and social justic with self-satisfaction in post-graduate students. The statistical population of this research included all post-graduate students/graduates of Tehran universities in 2020 (8197 people). According to the table of Krejcie and Morgan (1970), 382 people were selected by stratified random sampling method. All the participants completed the informed consent form and they were explained about the purpose of the research and their right to leave the research at each stage. It should be mentioned that according to Pandemic of Covid-19 conditions, questionnaires were provided to the participants online.

Instruments

A) Diener et al.'s self-satisfaction scale (1985): The self-satisfaction scale was prepared by Diener, Emmons, Larsen, and Griffin (1985) and consists of five propositions that measure the cognitive component of subjective well-being. Participants respond each item on a seven-point Likert scale from completely disagree to completely agree. The range of scores of this scale is 5 to 35. Participants stated, for example, how satisfied they are with themselves or how close they are to their ideal self. In the original version of the questionnaire, the reliability of the questionnaire using the test-retest method is 0.82 and using Cronbach's alpha method was 0.87 (Diener et al., 1985). In the Iranian sample, the reliability of the self-satisfaction scale using Cronbach's alpha method was 0.83 and with the test-retest method was 0.69 and the construct validity of this questionnaire has been reported good through correlation with two other appropriate questionnaires (Bayani, Kouchaki, & Goudarzi, 2007). In Iran, in the study of Tagharrobi, Sharifi, Sooky, and Tagharrobi (2012), the reliability of this questionnaire with the test-retest method was 0.90 and with Cronbach's alpha method was 0.885.

B) Objective Measure of Ego Identity Status Questionnaire: Bennion and Adams (1986) designed the objective measure of ego identity status questionnaire by revising the first version of the Identity States Questionnaire according to the theory of Erikson and Marcia. This questionnaire consists of 64 items and it includes four subscales: diffusion, foreclosure moratorium and achievement that each of which contains 16 questions. The method of scoring on the Likert scale is such that from completely agree to completely disagree; a score of 6 to 1 is given respectively. The range score of each of the four subscales is between 16 and 96. Bennion and Adams (1986) reported the reliability of the total scale and its subscales to be 0.60 to 0.80 using the internal consistency method (Cronbach's alpha). Also, they reported that this tool has acceptable convergent, divergent, concurrent and predictive validity. The reliability of the Persian version of this scale and each of its subscales was reported as 0.79 to 0.88 in the research of Mansouri, Kimiaee, Mashhadi, and Mansouri (2016).

C) Social Justice Questionnaire: This questionnaire was created by Hezarjaribi (2011). This scale has 12 questions and two components of procedural justice and distributive justice, which are graded on a 5-point Likert scale (from completely agree to completely disagree). Hezarjaribi (2011) has used factor analysis to measure the construct validity of the Social Justice Questionnaire by extracting two factors. The reliability of this tool was determined through Cronbach's alpha of 0.87. In the current research, factor analysis was used in PLS software to measure the construct validity of this tool. The factor loading range of the questions varied from 0.392 to 0.721 and all of them were significant. The standard error value of the questions was between 0.09 and 0.133. Goodness of fit index and modified fit index were obtained with 0.946 and 0.921, respectively. Therefore, it has an acceptable fit. The comparative fit index was equal to 0.925, and in order to measure the parsimonious fit indices, the root mean square of the estimation error and the normalized chi-square were calculated, which were respectively equal to 0.064 (acceptable value smaller than 0.08) and 2.6 (acceptable value between 1 and 3) was obtained. Therefore, the questionnaire has an acceptable validity. In order to measure the reliability of the questionnaire, Cronbach's alpha index was calculated, which was equal to 0.83.

Analysis of the data was done through SPSS-23, LSREL-8 and SMART PLS-3 software. Also, in order to test research hypotheses, structural equation modeling was used.

Results

In this section, the demographic information of the participants was described based on educational qualification, age, gender and work experience. According to the results, 49.2% of the participants were women and 50.3% were men, 13.6% of the participants were less than 25 years old, 31.3% between 26 and 30 years old, 17.8% between 31 and 35 years old, 11.2% between 36 and 40 years old and 24.9% 41 years old and older. About 32.5% (majority) of respondents had no work experience, 28.4% had less than 5 years of work experience, 9.6% had 6 to 10 years of work experience, 7.1% had 11 to 15 years of work experience, 5.6% had 16 to 20 years of work experience, and 16.8% had more than 21 years of work experience. Also, 66% (majority) of the respondents have a master's degree,

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32% have a PhD and two people did not declare their qualification. In Table 1, the descriptive indicators of self-satisfaction, components of social justice and types of identity status are presented.

Table 1. Descriptive indices of research variables

Variable	Mean	SD	Min.	Max.	Skewness	Kurtosis
Self-satisfaction	2.75	1.21	1	5	.38	-.91
Procedural justice	1.95	1.06	1	5	1.10	.900
Distributive justice	1.70	0.99	1	5	1.42	0.95
Social justice	1.82	1.02	1	5	1.25	0.92
Diffusion	3.57	1.18	1	5	0.19	0.46
Foreclosure	3.93	1.29	1	5	0.19	0.46
Moratorium	3.78	1.16	1	5	-0.22	0.41
Achievement	4.07	1.11	1	5	-0.18	0.55

According to Table 1, the mean of "self-satisfaction" is 2.75. In social justice components, the highest mean is devoted to "procedural justice" (1.95); Meanwhile, the mean of "distributive justice" was the lowest mean (1.70); in identity situations, "diffusion identity" has the lowest mean (3.57) and the total mean of "identity status" is 3.83.

In Table 2, the most important and most common fit indices are given. As can be seen in the table, almost all indicators have statistical adequacy. Therefore, it can be concluded with high confidence that the proposed model has a satisfactory fitness with data.

Table 2. Summary of important fit indices of the proposed model

Indices type	Indices	Value	acceptable thresholds
Absolute fit indices	X^2	708.20	-
	GFI	0.98	> 0.90
Comparative fit indices	AGFI	0.91	> 0.90
	CFI	0.91	> 0.90
Indices of parsimonious fit	RMSEA	0.09	> 0.10

In figure 1 and 2, the proposed model was demonstrated in standard coefficients and significant level modes. In Table 3, the path coefficients and significance level in the proposed model are presented.

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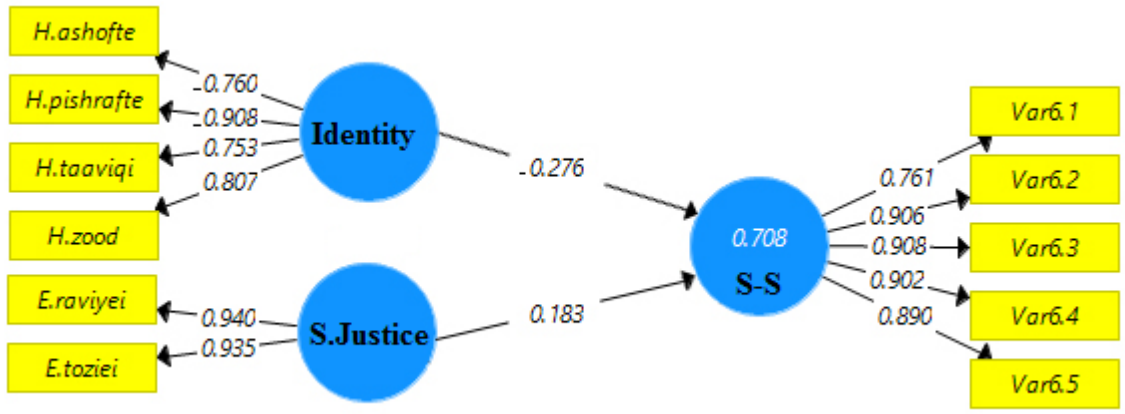

Fig. 1. Proposed model in the standard coefficients mode

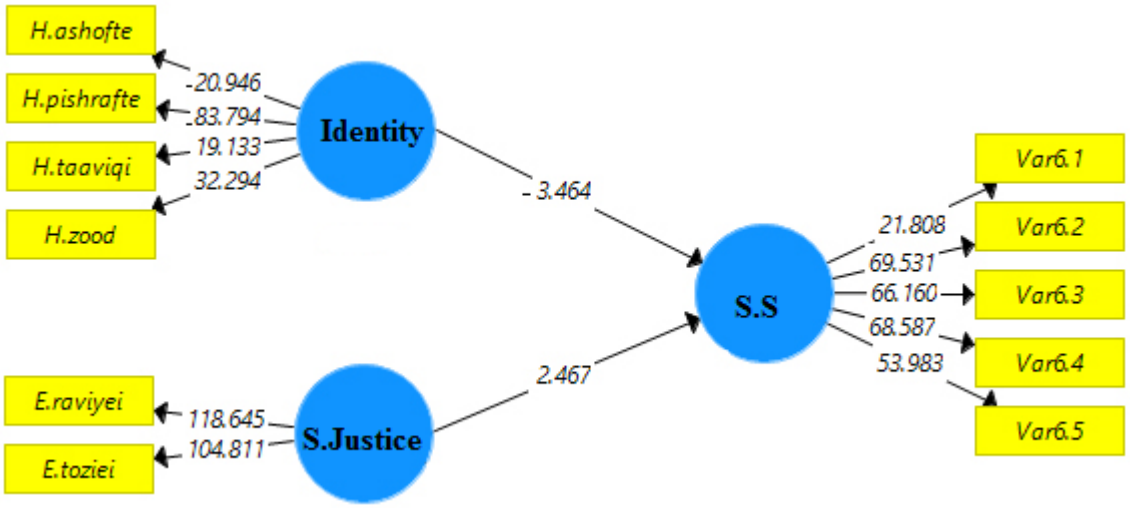

Fig. 2. Proposed model in the significance mode of coefficients

Table 3. Path coefficients and significance level in the proposed model

Path	Standard coefficients	p	Result
Identity to self-satisfaction	-0.276	0.01	Confirmed
Social justice to self-satisfaction	0.183	0.01	Confirmed

Discussion

The present study was conducted with the aim of testing the structural model of self-satisfaction based on identity status and social justice in students (students and graduates of master's and PhD degrees) of Tehran universities. The results showed that there is a significant relationship between self-satisfaction and identity status. According to the findings, self-satisfaction has a negative correlation with identity status. This finding is in line with the findings of Khademi and Ismail (2015), Karami, Sarvghad, and Baghouli (2016), (Arzani & Basri, 2015), Taşdemir (2020), Çelik et al. (2020) and Jia et al. (2020). Identity in students does not increase their self-satisfaction and their self-satisfaction depends on other factors. Najimdeen et al. (2021) also found there is a association between the tendency towards

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national identity and its indicators, namely political identity, territorial identity, cultural identity, historical identity and religious identity with the sense of social justice among citizens. In our research, the negative relationship between identity states and self-satisfaction can be more related to diffusion and foreclosure. In these situations, the person does not make a significant effort to achieve the identity; therefore the obtained identity does not increase the self-satisfaction of the person.

Also, according to the findings, there is a positive and significant relationship between self-satisfaction and social justice. This finding is consistent with the findings of other researchers, such as Dastghib and Moradi (2019), (Dimitrova et al., 2018) and Jia et al. (2020). Novitasari et al. (2020) found that organizational justice has a positive and significant effect on job satisfaction. Navabakhsh and Garavand (2011) indicated that there is a significant correlation between citizens' sense of justice and their national identity. Therefore, although the feeling of satisfaction with life depends to a large extent on individual circumstances, it is also influenced by social factors. Life satisfaction has a high correlation with the feeling of happiness, mutual trust and commitment to society. Based on this, the more people's perception of social justice is, the more self-satisfaction they have.

In general, the findings of the research showed that the students who were successful in forming their identity experience more life satisfaction than the students who were unsuccessful. In other words, they have a better cognitive evaluation of their lives. On the other hand, the perception of social justice, especially among students, can lead to greater self-satisfaction.

One of the important limitations of the present study was the use of self-report questionnaires for data collection. Due to the possible bias in the responses of the participants, it is suggested to use other data collection methods such as observation, interview, etc. in future researches. Also, in this research, the qualitative method was not used to examine the components of the research. It is suggested to use qualitative research methods for deeper investigation in future studies. It is suggested that universities, by taking advantage of the findings of the present research, by providing suitable conditions while helping students to achieve a suitable identity and increasing their sense of social justice, increase their self-satisfaction.

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