

Addis Ababa University
College of Education and Behavioral Studies
School of Psychology

Self-esteem, Job Satisfaction, and Job Performance of Police Officers in
Ethiopian Police University College

Amanuel Aklilu Dana

JUNE, 2020

Self-esteem, Job Satisfaction, and Job Performance of Police Officers in Ethiopian
Police University College

By:

Amanuel Aklilu Dana

Advisor: Teka Zewedie (Ph.D)

A thesis Submitted to School of Psychology, College of Education and Behavioral Studies,
Addis Ababa University in Partial Fulfillment of the Requirements for the Master of Arts
Degree in Social Psychology

JUNE, 2020

AAU

Addis Ababa, Ethiopia

Approval Page

Self-esteem, Job Satisfaction, and Job Performance of Police Officers in Ethiopian
Police University College

By

Amanuel Aklilu Dana

Approved by the board of examiners

<u>Teka Zewedie (PhD)</u>	_____	_____
Advisor	Signature	Date
<u>Mulat Asenake (PhD)</u>	_____	_____
Internal Examiner	Signature	Date
<u>Comdr. Demelash Kassaye (PhD)</u>	_____	_____
External Examiner	Signature	Date
<u>Assefa Berihun (PhD)</u>	_____	_____
Graduate Program Coordinator	Signature	Date

Abstract

This study was focused on examining the relationship between self-esteem, job satisfaction, and job performance of police officers. 303 samples were randomly selected and questionnaires were administrated to police officers. Of which 293 returned back the questionnaires. Quantitative research design was employed as a research design and data collected through standardized and adapted instruments like Rosenberg Self-esteem scale, job satisfaction survey, and job performance instrument. The data were analyzed based on descriptive and inferential statistics. Independent sample t-test was employed to check whether there is a gender difference on the study variables. The result showed that there was no significant difference between gender and self-esteem, job satisfaction, and job performance score levels. The bivariate correlation result indicates that self-esteem of police officers have very weak, inverse and statistically not significant relationship with job satisfaction. And also, job satisfaction has a very weak, inverse, and statistically not significant relationship with job performance. But, self-esteem has weak, positive, and statistically not significant relationship with job performance of police officers. Furthermore, the result of multiple regression analysis showed that the variable of self-esteem and job satisfaction explained 0.3 % of the variance in the level of job performance, and it has no statistically significant power to predict predictor variables over criterion variable. The 99.7% of the variation in the level of job performance of police officers was not explained by other variables in the model. And also, the Standardized Beta Coefficients give a measure of the contribution of each variable in the model. Therefore, the self-esteem of police officers have 9.7 % positive contribution on job performance and job satisfaction of police officers have a negative effect (-0.3 %) on job performances. Based on the finding, the study concludes with some recommendations, and conclusions on how to maintain and improve the level of self-esteem, job satisfaction and job performance of police officers.

Keywords: *Police officers, self-esteem, job satisfaction, job performance*

Acknowledgments

First and foremost, I praise and thank my God, the Almighty, for his protectiveness and blessings of the entire process of education and my research months to complete this research successfully.

I wish to express the deepest gratitude to thank and my heart felt appreciation to my advisor, Dr. Teka Zewedie, for his constructive comments and guidance in the process of accomplishing this study. I am happy and inspired for his respectful treatment, constructive comments, and feedback throughout the research process. Thank you for all your contribution to complete this study.

Next, I want to thank all instructors and staff of School of Psychology at Addis Ababa University for their unforgettable support. And also, I would like to thank higher officials of EPUC for their permission to administer the questionnaires and all participants of police employees of Ethiopian Police University College who helped me to collect desired data as per schedule.

Also, I thank my all families; my mother Abayinesh Anjilo and my father Aklilu Dana for their moral support; my sisters and brothers who were my strength in my life at all level of the completion of this paper.

Finally, I would like to thank and acknowledge my classmate and friends (especially, Endirias Gina) who directly or indirectly supported in this research process.

Table of Contents

Abstract	i
Acknowledgments.....	ii
Table of Contents	iii
List of Tables	vii
list of Figure.....	viii
Acronyms and Abbreviations	ix
List of Appendixes.....	x
Chapter One.....	1
1. Introduction.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	4
1.3. Research Questions.....	6
1.4. The Objective of the Study.....	6
1.4.1. General Objective of the Study.....	6
1.4.2. Specific objectives of the Study.....	6
1.5. Significance of the Study.....	6
1.6. Scope of the Study.....	7
1.7. Limitation of the Study.....	7
1.8. Definition of Key Terms.....	7
Chapter Two.....	9
2. Review of Related Literature.....	9
2.1. Definition of Study Variable.....	9
2.1.1. Self –Esteem.....	9
2.1.2. Job Satisfaction.....	10
2.1.3. Job Performance.....	10
2.2. Effect of high or low self-esteem on Performance.....	11
2.3. Determinant Factors of Job Satisfaction.....	12
2.4. Dimensions of Employees’ Job Performance.....	15
2.5. Gender Differences in study variables.....	16
2.5.1. Gender and Self-Esteem.....	16
2.5.2. Gender and Job satisfaction.....	17
2.5.3. Gender and Job Performance.....	18
2.6. The Relationship among Selected Socio-demographic Variables, and Study Variables	18

2.6.1. The Relationship between Gender and Study Variables.....	18
2.6.2. The Relationship between Education Level and Study Variables.....	19
2.6.3. The Relationship between Work Experience and Study Variables.....	20
2.7. Relationship between Study Variables	20
2.7.1. The Relationship between Self-esteem and Job Performance.....	20
2.7.2. Relationship between Job Satisfaction and Job Performance.....	21
2.7.3. The Contribution of Self-esteem and Job Satisfaction in Predicting Job Performanc...22	
2.8. Theoretical Framework.....	23
2.8.1. Self- Consistency Theory.....	23
2.8.2. Hierarchy of Human Needs Theory.....	24
2.9. Empirical Review.....	26
2.10. Conceptual Framework of the Study.....	27
Chapter Three	28
3. Methods.....	28
3.1. Research Design.....	28
3.2. Study Site.....	28
3.3. The population of the Study.....	29
3.4. Sample Size and Sampling Procedure.....	29
3.5. The Instrument of Data Collection.....	31
3.5.1. Demographic Information.....	31
3.5.2. Self-Esteem.....	32
3.5.3. Job satisfaction.....	32
3.5.4. Employee Job Performance Measurement.....	33
3.6. Pilot study.....	33
3.7. Data Collection Procedure.....	34
3.8. Data Analysis.....	35
3.9. Ethical Consideration.....	36
Chapter Four.....	37
4. Data Analysis, Results and Interpretation	37
4.1. Background of the Respondent.....	37
4.2. Descriptive statistics of study variables.....	40
4.2.1. Descriptive statistics of participants' score level of study variables.....	40
4.3. Gender difference in study variables.....	41
4.4. Relationship between Study Variables.....	42

4.5. The Contribution of Self-esteem and Job satisfaction in Predicting Job Performance of police officers.....	44
Chapter Five.....	46
5. Discussion.....	46
5.1. The Level of Study Variables among Police Officers	46
5.1.1.The Level of Self-esteem among Police Officers	46
5.1.2. The Level of Job Satisfaction among Police Officers	46
5.1.3. The Level of Job Performance among Police Officers.....	47
5.2. Gender Differences within the Study Variables.....	48
5.3. The Relationship among Study Variables	50
5.3.1. The Relationship between Selected Socio-demographic Variables and Study Variables.....	50
5.3.2. Self-esteem and Job Performance.....	52
5.3.3. Job Satisfaction and Job Performance.....	52
5.4. The Contribution of Predictive Variables in Predicting Criterion Variable.....	53
Chapter Six.....	55
6. Summary, Conclusion, and Recommendations.....	55
6.1. Summary.....	55
6.2. Conclusion.....	58
6.3. Recommendations.....	60
6.3.1. Recommendations for the Organization.....	60
6.3.2. Recommendations for Further Research.....	61
References.....	62
Appendixes	

List of Tables

Table 1. Sample selected based on working departments and gender.....	31
Table2.Descriptive Statistics on the Demographic Characteristics of Police Officers.....	37
Table 3. Descriptive statistics of study variables (293)	40
Table 4. Participants score of self-esteem from Rosenberg self-esteem scale(N=293)	40
Table 5. Participants score of job satisfaction from job satisfaction survey scale (N=293)	41
Table 6. Participants score of job performance from job performance instrument (N=293)	41
Table 7.Gender differences in self-esteem, job satisfaction, and job performance (N=293)	42
Table 8. Correlation matrix of study variables and selected socio-demographic variables	43
Table 9. Summary of regression model.....	44
Table 10. Regression-ANOVA of Police Officers in EPUC.....	44
Table 11. Regression Coefficients.....	45

List of Figure

Figure 1. The Conceptual Relationship among Self-Esteem (SE), Selected Socio-demographic Variables (SSD), Job Satisfaction (JS), and Job Performance (JP).....	27
----------------------------------------------------------------------------------------------------------------------------------------------------------------	----

Acronyms and Abbreviations

EPUC	Ethiopian Police University College
FDRE	Federal Democratic Republic of Ethiopia
HRA	Human Resource Administration office
ICT	Information and Communication Technology
JP	Job Performance
JS	Job Satisfaction
MPT	Military and Physical Training office
RICS	Research Institute and Community Service office
SE	Self-Esteem
SPSS	Statistical Package for Social Science
SSD	Selected Socio-Demographic Variables

List of Appendixes

Appendix A	Survey Questionnaire
Appendix A1	Survey questionnaire English version
Appendix A2	Survey questionnaire Amharic version
Appendix B	Pilot study result
Appendix B1	Cronbach's Alpha and item-total statistics for self-esteem
Appendix B2	Cronbach's Alpha and item-total statistics for job satisfaction
Appendix B3	Cronbach's Alpha and item total statistics for job performance
Appendix C	Reliability of instrument in the main data (re-established reliability)
Appendix C1	Cronbach's Alpha and item-total statistics for self-esteem
Appendix C3	Cronbach's Alpha and item-total statistics for job satisfaction
Appendix C3	Cronbach's Alpha and item-total statistics for job performance

Chapter One

1. Introduction

1.1. Background of the Study

The fundamental goal of modern police organization is to achieve greater performance and maximize effectiveness in order to become as successful and productive as possible. According to Wisniewski (2001), police officers always try to provide quality service and high performance organizations based on the expectations and needs of their stakeholders including the communities, civilian and customers. In this regard, police officers' job performance is crucial element in the organization. This is because police officers' job performance promises significant impact on their work and society. De Waal (2010) stated that police officers is able to anticipate, respond and adapt to change is crucial element will achieving high- performance in the police organization. Additionally, it is strongly supported by Danish and Usman (2010) indicated that officers as important assets and as the key for development for success in the organization.

The excellence of an organization is dependent on each individual's performance in carry out their responsibilities and duties (Pushpakumari, 2008). The police organization is a public organization their aim is maintaining security to ensure prosperity. Police responsibilities are specialized, complex and risky. The police work in a high-pressure environment and risking their lives is part of the job description (Chapman, 2009). According to Arif and Chohan (2012), under the various circumstances different employees in an organization yield different levels of job performance due to their satisfaction level, motivation level, behavior, and self-esteem. Hoath, Schneider, and Starr (1998) stated that the effective functioning of police organizations depends on job satisfaction and its effect on higher productivity as well as its effects on lowered stress and employee turnover (Denhart, 1984). Unsatisfied police employees create a problem in the process of delivering quality services for the public and it affects the public image (Yim and Schafer, 2009; Buzwa, Austin, and Bannon, 1994).

From the range of empirical studies, there is generated widespread research concerning the benefits of job performance (Paoline, 2004), job satisfaction (Sy, Tram, and O'Hara, 2006), and self-esteem in the workplace (Judge and Bano, 2001). However, there were mixed results of studies on the relationship between self-esteem and job performance; job satisfaction and job performance of the employee. One important factor that influences employees' job performance besides employee job satisfaction is self-esteem. According to Korman (1970),

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

self-esteem is considered as an overall evaluation of our self-worthiness, and the individual tends to see him/herself as competent enough to satisfy the need.

The self-esteem of individuals influences their behavior and performance both at work and in general life. Some studies suggested that there is no positive and significant relationship between self-esteem and job performance. Baumeister, Campbell, Krueger, and Vohs (2003) found that self-esteem seems to have little or no direct relationship with job performance. Corroborating this position, Ogiamien, and Izuagbe, (2016) concluded that there is no positive and significant relationship between self-esteem and job performance of personnel in private university libraries in South-South Nigeria. And also, Bund (1984) indicated that police officers' job performance was not related significantly to self-esteem.

Job satisfaction in the work police can be as critical for police officers as it is for the organization and key to understanding of employees' behavior. Shahu and Gole (2008) analyzed the effect of job satisfaction on job performance. They summed up their findings on a factor that work satisfaction should be considered by the organization as an important plan which needs to be extended in order to improve job performance of employees.

Prasada et al., (2014), the level of job satisfaction and the relationship between satisfaction and work performance in National Bank of Ethiopia. The study founded that there was positive correlation between job satisfaction and job performance. In other words, the determinant factors like working condition, pay system, fair promotion and work itself affect employees' job performance. Job satisfaction has positive influence on employee job performance. Corroborated this findings, some studies have done by scholars show that job performance and job satisfaction are strongly correlation positive (Agyare, Yuhui, Mensah, Aidoo, and Ansah, 2016; Koedel, Springer, and Tan, 2017; Shaju and Subhashini, 2017). And also, other studies identified the relationship between job satisfaction and job performance of the employee. Ostroff (1992; 1991; cited in Natsir, 2018) concluded that employees' job satisfaction had a significant relationship with employees' job performance.

In addition to this empirical finding, some researchers indicated that employees' job satisfaction had a significant correlation with employee job performance (Ahmadi, 2009; 1991; Nabirye, 2010; 1996; Murgianto et al., 2016; 1991; cited in Natsir, 2018). There is a piece of contradictory empirical evidence indicated that there is no significant relationship between job satisfaction and job performance (Keaveney and Nelson, 1993). Different research studies related to job satisfaction and its effect on job performance of employees in

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

different public organization has been conducted in Ethiopia (Dawit, et al., 2017; cited in Liyu, 2019), and United State, UK, Australia, Hong Kong and Sweden (Lacy & Sheehan, 1997; cited in Liyu, 2019).

Therefore, no matter how many studies conducted in different corners of the world to reveal the relationship between self-esteem, job satisfaction and job performance, still now there is no agreement among researchers and the results about the magnitude and direction of the relationship. Moreover, the study aims to fill the existing empirical gap by examining empirically the relationship between self-esteem, job satisfaction and job performance of police officers in Ethiopian Police University College.

1.2. Statement of the Problem

Currently, police departments are important and essential public organizations. They are trying to achieve practical results (Moore and Braga, 2003). The job performance of police employees is one of the important elements that influence the survival of police organization in dealing with controlling conflicts, crimes, and social order that impact the lives of people. However, these practical job performances are affected by different factors in the workplace.

Police departments are divided into the federal and regional state as an entity in Ethiopia provide services. But, in the recent past due to insecurity, some police employees have been observed with negative synergy. These are difficulties in fighting crime, road traffic control, police personnel training, and crime investigation. Police departments have been perceived as being dedicated to policing work leading to the process of maximizing employees' job performance. The police work in high pressure and risky environment that is part of the job description. Policing is a profession riddled with the different environmental situation and the failure of police personnel to deal with high-pressure situations affect their work performance (Chapman, 2009).

Ethiopian Police University College is one of the oldest government higher education institutes in Ethiopia, specialized in human development since its establishment in 1946. Presently, the University College is engaged as one of the higher education institutes to generate higher police officers who respect and implement the constitution of the FDRE in every policing operation and activity. However, as a preliminary interview and personal observation with some police officers at Ethiopian Police University College, the University College is providing education and sponsorship program for its staff of different levels. Yet, after employees complete their education and promotion those employees expect to be placed in the position they fit. Nevertheless, the University College has no appropriate measures are taken in promoting employee in terms of status, education, skill, and working experiences. In this regard, employees claimed that these aspects influence their job satisfaction, self-evaluation, and job performance in a negative way and it forcing them to leave their job.

In addition to, police organizations, including Ethiopian Police University College, are in the process of reform, restructuring, and swift change in personnel, technology, organization that want to remain competitive, outwit rivals and must maintain employees are open to innovation and changing roles. Nevertheless, employees will be more adaptive, corporative, and productive if they are satisfied with their job and if they have high self-esteem. It is true

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

to say those police employees in police organizations yield different levels of performance under the various circumstances based on their satisfaction level, self-esteem level, motivation level, behavior, and many other factors contribute in yielding various levels of performance by various individuals (Arif and Chohan, 2012). As a result, the organization must work within its border of operation to improve employees' job performance level for organizational sustainability considering the enhancement of job satisfaction and self-esteem of police officers.

Moreover, earlier studies on employees' job satisfaction mainly focused on factors that contribute to its attainment, but much analysis on its impacts towards performance was not made (Dinker, 2008; cited in Leyu, 2019). Several studies on job satisfaction and self-esteem have been carried out over the years. However, the studies have been done at some public organization and research has not been done enough on the relationship between self-esteem, job satisfaction, and job performance of police officers in police organizations. Form the examples of such studies; one study was carried out by Lokesh, Patra, and Ventatesan in 2016 on police stations in Mysore Urban District, Karnataka, India. Tirhas, Abay, and Asteway (2015) studied among health care providers in Federal Police Referral Hospital, Addis Ababa, Ethiopia. They were focused on studying the relationship between the determinant of job satisfaction and job performance. In addition, Cevik (2017) focused on the predictive relationship between self-esteem and job satisfaction not considering job performance of employees. The lack of enough research on employee self-esteem, job satisfaction, and job performance in police organizations brings about a great gap that needs to be filled.

It is imperative for organizations to evaluate and realize the significance of employees for their success and also to device strategic means through which employees can be influenced in order to develop positive job attitudes that can lead to higher performance (Inuwa & Mashi, 2017). In this regard studying the characteristics of relationship between self-esteem, and job satisfaction enables to address and prioritize human resource practices that can improve of police officers' job performance. And also, it impacts University College obliged to look at itself and adjusted the overall working environment. In similar self-esteem and job satisfaction will have beneficial effect on police officers' job performance.

Therefore, in this study, the relationship between self-esteem, job satisfaction, and police officers' job performance was examined; self-esteem and job satisfaction were treated as predictive variables, and police officers' job performance is considered as the outcome

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

variable. Hence, the study is primarily concerned with the relationship between variables in the police organization. In trying to assess this relationship, the following research questions were addressed.

1.3. Research Questions

1. What are the level of self-esteem, job satisfaction, and job performance of police officers in EPUC?
2. Is there a significant gender difference between self-esteem, job satisfaction, and job performance of police officers in EPUC?
3. Is there a statically significant relationship between selected socio-demographic variables, and self-esteem, job satisfaction, and job performance of police officers in EPUC?
4. Are the self-esteem and job satisfaction predicts job performance of police officers in EPUC?

1.4. The Objective of the Study

1.4.1. General Objective of the Study

The general objective of this study is to examine the relationship between self-esteem, job satisfaction, and job performance of police officers in EPUC.

1.4.2. Specific objectives of the Study

- To measure police officers' level of self-esteem, job satisfaction, and job performance in EPUC.
- To identify the gender differences among self-esteem, job satisfaction and job performance of police officers in EPUC.
- To identify the relationship among selected socio-demographic variables, and self-esteem, job satisfaction, and job performance of police officers at EPUC.
- To assess the extent of self-esteem and job satisfaction in jointly predicting job performance of police officers in EPUC.

1.5. Significance of the Study

The result of this study benefited primarily Ethiopian Police University College to formulate and design appropriate directives and strategies to take action in improving police officers' job performance through maintaining job satisfaction and enhancing self-esteem as a means

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

to achieve organizational objectives. Besides, the study will provide information about the extent of job satisfaction and self-esteem level in contributing to police officers' job performance in daily activities. And also, this study was contributed to the human resource management process and executives in the organization for planning and decision making by knowing the real influence of self-esteem and job satisfaction on employees' job performance. Furthermore, the result was conveying knowledge on Ethiopian Police University College police managers and how police officers are supported and motivated to improve their job performance.

1.6. Scope of the Study

This study delimited to Ethiopian Police University College, Sendafa town because the researcher could get easily the cooperation of the management and it is easy to accomplish the objectives of the study. This study was also delimited to one point of data collection procedure of a cross-sectional survey and restricted to self-esteem, job satisfaction, job performance, and some selected socio-demographic variables.

1.7. Limitation of the Study

As different scientific research, this research study faced with some shortcomings. Firstly, data was collected based on self-report of the police employees on self-esteem, job satisfaction, and job performance. This might create a biased response due to different factors like responding dishonestly, forgetting, and discomfort.

Secondly, samples of the study were with different unequal distribution of variables i.e. imbalance of gender distribution and police ranks. Thirdly, COVID-19 pandemic is a current health-related challenge that affected face to face discussion with the advisor. Finally, this study was focused on examining the relationship between self-esteem, job satisfaction, and job performance of police employees. However, it was unable to identify other mediating variables that could have affected the findings of the study.

1.8. Definition of Key Terms

Job performance- As measured by Pardhan and Jena the job performance of an employee refers to the explicit behaviors that are assigned as a part of the job description and individuals' ability on job characteristics and work situation.

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

Job Satisfaction- As measured by Spector's a 36 items scale; it refers to an individual's expression of pleasures or attitude resulting from the appraisal of one's job or job experiences.

Police Officers- refer to all police employees with ranks from constable to commander and working in Ethiopian police University College, including members, teachers, and different unit heads except commissioners.

Self- Esteem –As measured by Rosenberg of Self-Esteem Scale; it refers to personal evaluable components of oneself, and individuals' global self-esteem, not domain-specific and sense of his/her capability, worthiness, value, and significance or the extent to which a person values, approves of, appreciates or likes himself or herself.

Chapter Two

2. Review of Related Literature

2.1. Definition of Study Variables

2.1.1. Self-Esteem

To understand the concept of self-esteem, different scholars are defined in many ways. Nevertheless, the most known definition is given by Rosenberg in his book "Society and Adolescent Self-image", described self-esteem as a favorable and unfavorable attitude toward a particular object; and it is an overall personal evaluation of one's worth and value (Rosenberg, 1965). Other scholars define self-esteem rather than the subjective concept of evaluation. For instance, a much-known person, who is a motivational speaker, and a child therapist, Greene defines self-esteem as the tool for people to move throughout the lives and help an individual to achieve his/her specified goals (Greene, 2005).

But, others define in terms of their perspectives. According to Bellou, Chitiris, and Bellou, (2005), self-esteem is the basic appraisal activity one makes of oneself, as it concerns about one's value that one individual tries to put oneself in some particular place, as a person. Besides, self-esteem is also a construct that individuals evaluate themselves with global relation (Classen, Sherrilene, Velozo, and Mann, 2007). Self-esteem is also defined as a person's global evolution toward himself/herself (Pyszczynski, Greenberg, Solomon, Arndt, and Schimel, 2004). Moreover, self-esteem is the degree in which a person believes him/herself as a competent, successful, and worthy. Obidigbo (2006; cited in Farooq, Muhammad, Riaz, Irfanullah, Sattar, and Naveed, 2015) defined self-esteem is involving in the process of subjective evaluation of one's strengths and weakness, how one can relate and associate with others, and look at one ability to stand independently in our social status. And, it is an overall evaluation, attitude toward, ones' capacity, and generally, it is a self-acceptance and compatibility with humility.

However, Creed, Bloxsome, and Johnston (2001) argue that the belief of individual capability to change the situation is a major factor for the level of self-esteem. Over a year different research studies used self-esteem with different dimensions like self-efficacy, core self-evaluation traits, and organization-based self-esteem. In general, self-esteem is a part of self-concept which stands for what we think about ourselves and sometimes our identity. What we

think about ourselves is the evaluation of ones' position (positive and negative) would be recognized as self-esteem (Smith, Mackie, and Claypool, 2014).

2.1.2. Job Satisfaction

Job satisfaction is a widely studied construct in industrial and organizational psychology. Job satisfaction is defined as the pleasant emotional state toward the job, perception of the work, conception, and assessment of work environments, and it is the perception and experience of all about the work and workplace (Lise and Timothy, 2004). Sowmya and Panchanatham (2011; cited in Liyu, 2019) stated that job satisfaction is an evaluation of a job that the individual assess how the work satisfies personal needs in the organization. Lock (1969) states that job satisfaction is an emotional state and pleasurable feeling toward the job and experience of his/ her job. Job satisfaction is a degree to which an individual likes or dislikes his/her job and work experience (Spector, 1997). Job satisfaction is an emotional and affective response to the job and working environment (Smith, et.al., 1969; cited in Chong, and Kee, 2019). According to Berry (1997), job satisfaction is the collection of attitudes that an individual worker reacts to their job.

Henceforth, the term employee job satisfaction connotes one side of satisfaction coming from duties, working conditions, salary, and from another dimension of the work that includes: job security, internal and external communications, the reward and promotion system, possibilities of professional development, leadership, relationships, autonomy, the organization as an institution, possibilities of a work-life balance, and sometimes also environmental facets like the attitude of the public towards the police (Evic, Seljak, and Aristovnik, 2014). According to Armstrong (2006), the study shows that the main factors that influence employee job satisfaction include: career opportunities, job influence, teamwork, and job challenge.

2.1.3. Job performance

Job performance is a critical issue in organizational behavior research and the most effective indicators for organizational performance and productivity. According to Colquitt, LePine, and Wesson (2010), employees' job performance is the basic ground for the success of the organization. Organizational failure depends, to a large extent, on the employees' job performance (Saetang, Sulumnad, Thampitak, and Sungkaew, 2010). Job performance is all about the behavior of employees that shows a good performance in the organizational context (Borman, 2004; Campbell, McHenry, and Wise, 1990).

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

Campbell (1990) assumes that job performance is considered as a behavior of performing core activities/task performance of work. Nmadu (2013) stated that productivity, job satisfaction, turnover, and absenteeism are parameters to measure job performance. Moreover, employee performance should be differentiated between an action (i.e., behavioral) aspect and an outcome aspect of job performance (Richard, 2009). This behavioral aspect related to an individual's activities in a particular working situation. And also, this behavioral aspect can be scaled and measured to constitute employee performance (Richard, 2009). Furthermore, the outcome aspect of employee performance is related to core activities rather than an individual's behavior.

However, nowadays these behaviors are expanded to diverge behavioral aspects that are not related to core activities (Cai and Lin, 2006). Due to this, job performance should not assess the core activities (task performance) but also other activities (contextual performance) to grasp in a holistic way to measure the performance of employees (Borman, and Motowidlo, 1997; Motowidlo, 2003). For this study, job performance is all about the behavior of task, adaptive, and contextual performance.

Therefore, individual job performance is a critical element in the organization. Though, it can be determined by many influential factors, the level of organizational effectiveness and efficiency measured through individuals' job performance. This situation applies to any organizational context in which this is the law enforcement sector cannot be undermined. Within the Ethiopian context, Ethiopian Police University College leaders and staff in their organization need to concern employees' job performance. In this study, this research focuses on the task, contextual performance, and adaptive performance which are prescribed by the formal job role.

2.2. Effect of High and Low Self-Esteem on Performance

Baumeister, et al. (2003) indicated that high self-esteem benefits an individual on interpersonal successes and relationships, happiness, and a healthier lifestyle. People with high self-esteem have better job performance, make a good impression on others, social relationship between others. Also, Baumeister, et al. (2003) stated that high self-esteem makes people in a group discussion on different issues and openly discuss in a group. Overall, the benefits of high self-esteem fall into two categories: enhanced and pleasant feeling. Whereas, low self-esteem comprises a common mark that includes the feeling like a feeling of failure or depression and hopeless, a lot of time feeling tired, living bored with life,

to get things having little motivation, thinking negatively about the possible opportunities and ability, and having little motivation (Fouzia and Ali, 2012; cited in Baumeister, et al., 2003).

Nasreen, et al. (2012; cited in Baumeister, et al., 2003) stated that low self-esteem affects overall personality of an individual that related with blindness to reality, irrationality, fear of the new and unfamiliar, low self-worth, lack of self-confidence, depression, feelings of inadequacy, inappropriate rebelliousness or inappropriate conformity, controlling behavior or an overly compliant defensiveness, social-anxiety, depression, and others. Generally, low self-esteem indicates signs of constant depression, eating disorder, emotional turmoil, self-neglect, socially withdrawn from activity, inability to trust one's own opinions, overly concerned about what others think, always quitting and resigning and unable to take on challenges arrogant and extreme self-defensive behavior, consistent anxiety, unable to accept compliments, always accentuating the negative one (Tahir, and Sajjad, 2013).

2.3. Determinant Factors of Job Satisfaction

Employees' job satisfaction is the basic behavioral orientation that ensures the long-run effectiveness of the organization both in public and law enforcement sectors. According to Buzawa (1984), studying the patterns of job satisfaction is very important due to the purpose of correlating to behavioral orientation and the dramatic effect of the overall performance of the organization. Generally, job satisfaction is composed of different dimensional factors such as satisfaction with supervision, co-worker relation, work itself, benefits, appraisal, promotion practices, etc. (Hackman and Oldman, 1980; cited in Boker and Dolu, 2010).

- **Work Environment**

The working condition is one of the basic measures of the comfort of the employee in the working area. This is the fact that an individual would spend more time on their organization if the working environment is maintained and the necessary resources are provided to its employees (Kawanda and Otsuka, 2011).

- **Relationship with Supervisors**

The research study indicated that the impact of supervisor support is a significant relationship to job satisfaction of employees (Johnson, 2015; Lambert, Qureshi, Klahm, Smith, and Frank, 2017; cited in Chong, and Kee, 2019). Sparr and Sometege (2008; cited in Leyu, 2019) suggested that supervision of employees was positively related to job satisfaction, job depression, and turnover intent. One of the studies was conducted on the Royal Malaysia

police department located in Malaysia. The result of the study is shown that supervision is positively correlated with the job performance of police employees in George Town, Pulau Pinang, Malaysia. Similarly, other study supported the idea that a supportive relationship with their immediate supervisors experiences a higher level of job satisfaction than those who do not (Ting, 1997; cited in Abdulla, 2009).

- **Relationship with co-worker**

According to Iqbal (2010), harmonious and friendly interaction of the individual with their fellow employee influences positively every individual's level of organizational commitment and job satisfaction. Two different surveys were collected from Texas and showed that co-workers' support and relationship is positively correlated with job satisfaction (Charoensukmongkol, Moqbel, & Gutierrez-Wirsching, 2016; cited in Chong, and Kee, 2019).

- **Communication**

According to Javed et al. (2004), effective communication within the workplace would enhance the job satisfaction of employees. The study conducted by Spector (1997) showed that there is a positive relationship between communication and employees' job satisfaction at the workplace. In a study conducted at the South Yorkshire Police department in Britain, the study result shows that communication with the more senior staff was found a strong relationship to job satisfaction. Similarly, a recent study conducted by Nobile and McCormick (2008; cited in Abdulla, 2009) stated that good communication between staff was found to have a strong relationship with job satisfaction among 356 staff members of 52 primary schools in Australia.

- **Pay**

According to Dessher (2012), the pay is all about compensation toward a particular job. Heery and Noon (2001; cited in Leyu, 2019) stated that pay has several components like basic salary, benefits, bonuses, incentive and pay for doing extent work. Therefore, the pay is what an employee receives as compensation for their work and takes how worth after fulfilling his assigned duty. One study indicated that there is no significant relationship between pay and job performances among police officers in the district North East Police Department, Palau Pinang (Chong, and Kee, 2019).

- **Job security**

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

Job security is about individual employees feeling about their future security of his/her job satisfaction. Those feelings are varying from individual to individual. This job security results from personal experience in a working environment (Emberland and Rendemo, 2010). According to Klandermars, Hesselink, and Van voorem (2010), if employees feel as insecure for his/her job situation, an individual considered to be less motivated to their job. Job security is a very important deterrent factor in reducing employees' turnover and increasing job satisfaction and it maintains good employee relationships in the organization. Chan (2011) stated that job security and job satisfaction have a direct positive relationship among employees.

- **Job itself**

Moong, Hiu, and Lau (1998) conducted that autonomy on work and feedback on work result is intertwined with the level of job satisfaction. And also, they stated that the growth opportunity of the job is a major factor in the satisfaction of the job. The study of Chong and Kee (2019) indicated that work is positively correlated to job performance among 262 police officers in the district North East Police Department, Palau Pinang. Also, Evans, Puck, and Björkman (2011; cited in Chong, and Kee, 2019) noted that there is a positive relationship between job characteristics that employees perceived as good and the same with their expectations and job satisfaction. Similarly, the nature of the job performed by employees has a significant relationship between the levels of job satisfaction (Luthans, 2005; cited in Abdulla, 2009). Moreover, several studies conducted on the relationship between job characteristics and job satisfaction and results consistently showed that the characteristics of the job itself and job satisfaction are significantly correlated (Hackman and Oldham, 1975; Judge and Church, 2000).

- **Promotion**

According to Parvin and Kubir (2011; cited in Abdulla, 2009), promotion is getting a higher position in the organization as a result of doing effective work, and employee makes thoroughly in the organizational hierarchy. If organizations are not working on promoting employees in different organizational structures, employees will likely involve in a dissatisfied situation and their turnover will be increased (Yaseen, 2013).

Promotion has a significant impact on job satisfaction and the opportunity to develop. Many studies conducted to see whether promotion is significantly correlated with job satisfaction or not. For instance, many researchers indicated that promotion is strongly correlated and it has

a direct relationship with job satisfaction (Busari, Mughal, Khan, Rasool, and Kiyani, 2017; Mughal and Busari, 2015 and Noor et al., 2015; cited in Chong, and Kee, 2019). Similarly, Bennet (1997) showed that promotional opportunities have a significant relationship with job satisfaction among police employees in three nations.

- **Recognition**

According to Danish and Usman (2010; cited in Leyu, 2019), recognition is considered as a situation where organization rewards employees in different states. Recognition is an intrinsic reward that is also associated with feedback, growth, opportunities that lead employees greatly toward higher job satisfaction, and job performance. Yaseen (2013) stated that recognition is one of the important factors and is considered as a bridge that interconnects organizational leaders and employees to accomplish organizational objectives. And also, through recognition employees will realize that they are valuable to the organization and finally increase job satisfaction and job performance of an employee.

Recent studies on the job satisfaction of police officers indicated that giving high emphasis on participating in collective decision making and problem-solving creates a high level of job satisfaction among police officers. The finding indicated that there is a strong positive relationship between recognition and job satisfaction (Adams, Rohe, and Arary, 2002; cited in Buker and Dolu, 2010).

2.4. Dimensions of Employees' Job Performance

Performance is considered as multidimensional concepts and it includes two process levels that distinguish the aspects of the performance process and its outcomes from the behavioral engagement (Borman and Motowidlo, 1993; Roe, 1999). Behavioral engagement indicates the action of people exhibit to accomplish their tasks, whereas the outcome aspects are the consequences of an individual's job behavior (Campbell, 1990; Borman and Motowidlo, 1993). They are stated that job Performance is divided into two-dimension, task, and contextual performance.

- **Task Performance**

This is the explicit behavior in which every employee has job responsibilities under the job description. Task performance is the kind of performance that requires cognitive ability to ensure job performance and is primarily facilitated through task knowledge, task skill that means the application of technical knowledge to accomplish the task effectively, and having

an ability to handle multi assignments (Conway, 1999). Therefore, the major consideration in task performance is a prior experience toward the task and ability to do as expected under job descriptions. From the organizational context, task performance is a contractual agreement between the organization and employee to accomplish an assigned task.

- **Contextual Performance**

Contextual performance refers to the behavior of employee that shows multifaceted activities like helping others in solving difficult tasks, cooperating with others in the organization, upholding enthusiasms at work, volunteering for extra work, sharing critical resources and information for organizational development supporting organizational decisions for a better change and abiding rules and regulations of the organization (Motowildo, Borman, and Schmit, 1999). These behavioral attributes are significant for the productivity of an individual employee, stimulating culture and climate of the organization, and effectiveness of the organization.

Furthermore, three factors are associated with contextual performance such as facilitating peer and team performance, demonstrating effort, and maintaining personal discipline. There are two types of contextual performance as a general level that differentiate one from other: behaviors that primarily involve the smooth functioning of the organization as it is at the present moment, and proactive behaviors that used to change and improve work procedures and organizational processes. However, there is also another contextual performance behavior that includes five components, namely: sportsmanship, altruism, civic virtue, courtesy, and conscientiousness (Organ, 1988).

- **Adaptive Performance**

The recent studies are founded that an individual employee derives certain behavior in their assigned tasks; they try to tend to adapt the behavior and attitude of the varied required activities of their job role (Huang, Zabel, and Palmer, 2014). According to Hesketh and Neal (1999), adaptive performance is referred to an individual ability to adjust and provide important support to job activities in the dynamic nature of organization and work situations.

2.5. Gender Differences in Study Variables

2.5.1. Gender and Self-Esteem

In a cross-cultural study, the researcher investigated gender differences in self-esteem. This study lasted from 1999 to 2009 and examined around 985937 people over the internet across

48 countries. The result showed that men tend to have higher self –esteem than women (Bleidorn, et al., 2016). In corroborating this idea, it was founded that self- esteem is higher in males than females (Freisen, 2003; cited in Zafar, et al., 2014; Kling, Hyde, Showers, and Buswell, 1999; Mwangi and McCaslin, 1994; cited in Zafar, et al., 2014). However, not all studies indicated that males have a higher level of self-esteem than females. For instance, studies conducted on collective cultures like Turkey and Iran have found that no gender relationship in self-esteem or self-esteem scores of females has the same to the males (Cakici, 2010; Gelbal, et al., 2010; Secer, et al., 2012; Yilmazel and Gunay, 2012; cited in Abdulla, 2009) and other study shown that females have a higher level of self-esteem than males (Naderi, et al., 2009).

2.5.2. Gender and Job satisfaction

Job satisfaction is a pleasant emotional state toward the job, perception of the work, conception, and assessment of work environments, and it is the perception and experience of all about the work and workplace (Lise and Timothy, 2004). With this idea in mind, different studies were conducted on the relationship between gender and job satisfaction. But, we cannot find the same study result nationwide. Some studies considered as gender is the most studied demographic variable among police employees. There have been inconsistent and different results found among male and female police employees (Johnson, 2012 and Miller et al., 2009; cited in Zhao, et al., 1999). For example, some studies have indicated that females are more unsatisfied or less satisfied when compared to males. In corroborating this idea, the study in Tamil, India, it was found that women police have less job satisfaction than their men colleagues (Vidya and Kotian, 2014).

However, in a study carried out in Gujarat, India, it was found that women police have higher job satisfaction than their men colleagues (Kumer, and Dhingra, 2016). One of the studies conducted at Illinois State University revealed that there is no effect of job satisfaction level on gender (Webstren, Harrison and Javaher, 2016; cited in Omori and Basseyy, 2019). And also, a recent study conducted on demographic characteristics and job satisfaction among New York City police officers have shown that females were more satisfied with their job than male, and the differences were not a statistically significant (Cooper, et al., 2014). Besides, Aremu and Adeyoju (2003) founded that female officers are more satisfied with their jobs than male workmates.

2.5.4. Gender and Job Performance

Gender is one of the factors that influence job performance. In public and private organization there are stereotypic differences among men and women on their ability and competency differences (Tackson, 2009: cited in Gyanti, 2017). Therefore the existence of stereotypic beliefs of differences in their skills and ability drives to low job performance. Giddens (2010) on the other hands observed that gender more related to physiological perspective. He concluded that the differences in their physical situation affect job performance directly.

An empirical study carried out by Jimoh (2008; cited in Omori and Bassey, 2019) on situational judgment, emotional, consciousness, and demographic factors as predictors of job performance among university administrative workers in southwestern Nigeria showed that there are no strong differences between gender and job performance of employees. But, the study of Omeri and Bassey (2019) revealed that gender has a negative significant relationship with the job performance of employees in public service in Nigeria.

2.6. The Relationship among Selected Socio-demographic Variables, and Study Variables (Self-esteem, Job Satisfaction, and Job Performance)

Demographic characteristics of employees, such as gender, age/ tenure, ranks, ethnicity, and educational level have been widely used as potential and determinant factors studying different variables in policing studies (Buzawa, 1984). In this study, among the selected socio-demographic factors will be discussed below:

2.6.1. The Relationship between Gender and Study Variables

The studies conducted on collective culture like Turkey and Iran have found no gender relationship in self-esteem or self-esteem scores of females and males (Cakici, 2010; Gelbal, et al., 2010; Secer, et al., 2012; Yilmazel and Gunay, 2012; cited in Abdulla, 2009). In a similar study, gender has no significant relationship with self-esteem (Quatman, et al., 2001; cited in Sadra, et al., 2017 and Sadra, et al., 2017). With regard to job satisfaction, different studies were conducted on the relationship between gender and job satisfaction. But, we cannot find the same study result across the nation wide. For example, in police research, Brough and Frame (2004; cited in Abdulla, 2009) showed the result of 400 New Zealand police officers on the relationship between gender and job satisfaction. They revealed that there was no significant relationship between gender and job satisfaction among police

officers. This result corroborated with the study of Solomon (2009) which revealed that the correlation gender did not show significant relationship with job satisfaction.

But, the study of Ambachew (2014) indicated that there was a positive and significant correlation between gender and job satisfaction among 260 employees of Ethio-telecom. With regard to job performance, different results were inconsistent with the relationship between job performance and gender. For instance, Shahrekord University of Medical Sciences Headquarters staffs, Sadra, et al., (2017) revealed that gender has no significant relationship with job performance. But, Hassan, and Olufemi (2014; cited in Sadra, et al., 2017) demonstrated no relationship between gender and job performance.

2.6.2. The Relationship between Educational Level and Study Variables

Several studies revealed that police officers' job satisfaction has largely been studied in terms of basic demographic characteristics, such as educational differences is the basic factor of job satisfaction. Dantzker (1992) conclude on his study that those police officers' job satisfaction was positively associated with educational level. Also, the study of Lofkowitz (1974: cited in Solomon, 2009) identified that level of educational were significantly associated to job satisfaction. In addition, several research studies revealed that a positive correlation was found between level of education and overall job satisfaction (Buzawa, 1984:80, and Dantzker, 1992; cited in Balci, 2011).

Other researchers indicated that there was not a significant correlation between educational level and job satisfaction (Ercikti, Vito, Walsh, and Higgins, 2011). Similarly, one of the studies found that there is no significant relationship between educational level and employees' job satisfaction (Crossman and AbouZaki, 2003 and Scott et al., 2005; cited in Balci, 2011). On the issue of job performance, the study of a meta-analysis was conducted by Thomas and Feldman (2009) showed that highly educated employees tend to increase and induce greater job performance. Ng and Feldman (2009) indicated that employees' educational status is positively related to task performance.

Similarly, the study of demographic characteristics and workers' performance in public service in Nigeria conducted by Omeri, and Basse (2019) showed that educational attainment and job performance of employees are significantly related. But, the study of Fischer (1982; cited in Zhao et al., 1999) found that attaining the highest level of education status was not significantly related with job performance of employees for some organization.

2.6.3. The Relationship between Work Experience and Study Variables

Experience or years of service is one of police officers' demographic characteristics that stand out as the most consistent predictor of job satisfaction of employees in particular police departments. Many researchers believe that employees' year of experience was strongly related to job satisfaction and their commitment toward the organization (Dawal, et al., 2008; Fosam, et al., 1998). According to Clark, Oswald, & Warr (1996) and Oshagbemi (2000; cited in Abdulla, 2009), an individual employee with longer work experience would create greater job satisfaction when their job matches with their needs in the working department.

However, some of the studies indicated experienced police employees showing a lower level of job satisfaction than their low experienced individuals (Johnson, 2012; and Miller, et al., 2009; Paoline, et al., 2015; cited in Zhao, et al., 1999). On the other hand, police employees' job satisfaction was not influenced by service experience among published studies in China (Liu and Zhao, 2010). In addition, studies by Bedeian, et al (1992; cited in Abdulla, 2009) and Nestor and Leary (2000) founded that there is no relationship between employees' job satisfaction and years of experience. On the contrary, another study indicated that there is a negative relationship between longer work experience in a job and an employee's level of job satisfaction (Savery, 1996).

Within the context of the job, one of the challenging factors is the number of years that one has spent in the organization affecting the performance level. Many years of work in the organization and gaining work performance indicates suitable and a good relationship between the organization and employees as far as to achieve organizational goals (Yeatts, and Hyter, 1998; cited in Gynati, 2017). Campbell (1990) stated that experience should improve individuals' ability, skills, knowledge, and performance. The study of demographic characteristics and workers' performance in public service in Nigeria conducted by Omeri and Basse (2019) showed that years of experience and job performance of employees are significantly related.

2.7. Relationship between Study Variables (Self-Esteem, Job Satisfaction, and Job Performance)

2.7.1. The Relationship between Self-Esteem and Job Performance

Several papers of Korman (1970; 1971; 1976) focused on employee self-esteem. From his rigorous research work was suggested that an individuals' self-esteem was formed generally

around personal experiences. These situations play a significant role in determining employee motivation, work-related attitudes, and behaviors. Baumeister, et al. (2003) suggested that people who feel better for themselves perform better. According to Pierce and Garnder (2004), within the motivational domain, self-esteem level, or one's positive or negative evaluation toward oneself should be related to job performance. According to Korman (2001), employees will be motivated to perform their job based on their consistency with their self-image, suggesting the positive main effect of self-esteem level on job performance.

A study was conducted by Judge and Bono (2001), to find out the relationship between core-evaluation traits, job satisfaction, and job performance. In this study, it was indicated that self-esteem or self-concept is significantly a predictor of the job performance of employee and job satisfaction. However, some studies pointed out contradictory results regarding the relationship between self-esteem and job performance. According to Brockner and Tharenou (1983; 1979; respectively), an early review of studies on the relationship between self-esteem and job performance indicated highly variable like relationship and size of its relationship. Besides, Baumeister, et al. (2003) found that self-esteem seems to have little or no direct relationship with job performance. Corroborating this position, Ogiamen, and Izuagbe, (2016) and Kanyo (2014) concluded that there is no positive and significant relationship between self-esteem and job performance of personnel. Similarly, Bund (1984) indicated that police officers' job performance was not related significantly to self-esteem.

2.7.2. Relationship between Job Satisfaction and Job Performance

Previous research studies examined the relationship between job satisfaction and job performance since early in 1945 (e.g. Brody, 1945; cited in Davar and Bala, 2012). In general, public organizational sectors have their vision to attain high performance through productivity and effectiveness. To attain this vision it requires a satisfied individual to extend more effort to job performance. Job satisfaction plays an important contribution for personal and organization based wellbeing. The contributions of job satisfaction for individual employees are health and wellbeing. For organization levels job satisfaction contributes in terms of its productivity, efficiency, employee relations, absenteeism and turn over (Locke, 1976; Vroom, 1964). Steer and porter (1991; cited in Natsir, 2018) claimed that job satisfaction is an important indicator to affect employee performance. According to Vroom (1964), job performance is a natural product of satisfying the needs of employees and also indicated that job satisfaction major be causes for better performance.

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

The study of the relationship between job satisfaction and job performance is considered as the 'Holy Grail' and the crucial idea that rigorously studied concepts among industrial psychologists (Landy, 1989; cited in Davar, and Bala, 2012). The study of Currall, Towler, Judge, and Kohn, (2005) concluded that output and productivity of an organization are evaluated by individual employee performance and therefore high-level employee performance demands a high level of job satisfaction (Sousa-Posa and Sousa-Posa, 2000). Nanda and Browne (1997) studied the indicators of employee performance at the hiring stage and they founded that the level of job satisfaction and motivation influences employee's job performance. Besides, various studies on the policing job confirmed that there is a strong relationship between satisfaction and performance of an employee. And also, job satisfaction is considered as a requirement for a successful performance at work. This study indicated that more satisfied police officers are, the better they respond to the demands of the job and the more loyal to their workplace and its responsibilities which are given by the organization (Chan, Gee, and Steiner, 2000; Judge, et. al., 2001; Landy, 1989; Lim, 2008; and Miller, et. al., 2009; cited in Zhao, et al., 1999).

Therefore, the influence of job satisfaction on performance improvement was also found empirically by Ostroff (1992; 1991; cited in Natsir, 2018). He concluded that employees' job satisfaction had a significant relationship with performance improvement. Other researchers indicated that employees' job satisfaction had a significant correlation with employee job performance (Ahmadi, 2009; Nabirye, 2010; Murgianto et al., 2016; 1991 cited in Natsir, 2018). Similarly, Prasad, et al. (2014) studied the level of job satisfaction and they investigated the relationship between job satisfaction and job performance among employees in the National Bank of Ethiopia. The study result showed that there is a positive relationship between job satisfaction and job performance. However, there is contradictory empirical evidence indicating that there is no significant relationship between job satisfaction and job performance (Keaveney and Nelson, 1993).

2.7.3. The Contribution of Self-esteem and Job Satisfaction in Predicting Job Performance

Despite the differences in various studies on job performance, there is a dynamic phenomenon to job satisfaction and self-esteem. This dynamic nature may create an influence on beliefs, norms, behaviors, values, and attitudes that each police officer in the organization and self-evaluation has about the police organization. Pierce, et al. (1989), states self-esteem as "the degree to which organizational members believe that they can satisfy their needs by

participating in roles within the context of an organization" (p. 625). Gardner and Pierce (1998) indicated that higher self-esteem leads to better performance. Furthermore, the consequences of self-esteem influence commitment, job satisfaction (Van Dyne and Pierce, 2004), and performance (Pierce, et al., 1989)

Previous researches indicated that self-esteem construct holds considerable importance for individual level and organizational context. At the individual level, one of research study showed that individual employee with a high level of self-esteem have a greater impact on work motivation (Pierce et al., 1989), and intrinsic motivation (Hui and Lee, 2000; cited in Elloy and Patil, 2012), and employees achieve high level of job performances rate than a low level of individuals' self-esteem (Van Dyne and Pierce, 2003; Pierce et al., 1993; Gardner, Pierce, Van Dyne, and Cummings, 2000; Marion-Landais, 2000; cited in Elloy, and Patil, 2012). Anwer, Jamil, Tahir, Farooqi, and Mehmood (2015) studies corresponds with previously mentioned studies that indicate positive correlation between self-esteem and job satisfaction. Moreover, they stressed the fact that individuals who are not satisfied with their job do not perform well when it comes to self-esteem.

2.8. Theoretical Framework

Some of the theories emphasized the foundational explanation of the relationship between self-esteem, job satisfaction, and job performance of employees. Theories are important to understand and guide the overall situation of the relationship between variables. Those theories may provide the understanding and expand knowledge. Some of the theories are listed below:

2.8.1. Self- Consistency Theory

Self-consistency theory sought to provide a theoretical framework for organizational hypotheses regarding self-esteem level, with the general premise being that individuals with high self-esteem would be more satisfied and productive at work (Korman, 1970). Self-consistency theory stated that self-esteem develops due to experience and employees' motivation, attitude, and behaviors. This means the experience of an individual employee within an organization that shapes self-esteem and also affects organization are related behavior and activities of an individual. According to Korman (1970, pp. 32; cited in pierce and Grander, 2004), "all things are being equal, individual will engage in and find satisfying these behavioral roles which maximize their sense of cognitive balance or consistency. He concludes that an individual can be motivated due to the self-image of the task or job

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

situation, an individual involves in a work that is found the most satisfying needs that is consistent with their self-cognition suggesting a positive main effect of self-esteem level on job performance (Korman, 1970).

2.8.2. Hierarchy of Human Needs Theory

The known proponent of this theory is Abraham Maslow (1908-1970); he stated that human motivation is an organized, structured way. This theory starts with the physiological needs that have to first be addressed if the employee has to enhance quality job performance. According to Maslow (1943), the behavior of every individual employee is governed by a hierarchy of needs and he listed five human hierarchical needs in which that that have to be met for better to performance.

Management should offer different incentives to workers' effective job performance to help them fulfill each need in turn and progress up the hierarchy. Awonusi (2004) indicated that the need to consider the social meaning of work and understanding workers' motivation are important means to produce better performance. Based on Maslow's thoughts, Adebayo (2004) listed hierarchy of human needs for better performance of the individual employee as follows:

Physiological needs: These needs are basic needs that every person wants to satisfy at the first level. It includes food, clothing, shelter, rest, etc. if these needs are properly addressed and satisfaction level is high then it leads to urge for another.

Safety needs: It is the need for security and safety of people within the organization. These security and safety examples are: life and property security, and safeness at the workplace against the threats that may lead to effective job performance.

Affiliation needs: It is the need for belongingness and relationship among the group and the need for respect and recognition in the group which indicates no alienation of people.

Esteem needs: These needs are related to prestige and recognition given to workers at the workplace and employees need to be recognized by the leader and the need for encouragement from the organization can prompt effective job performance. The study of Naved and Bushra (2011; cited in Leyu, 2019) indicated that Maslow's hierarchy of need theory stressed that if the individuals' esteem need (recognition, autonomy, power, and status) are fulfilled, they will be more satisfied with their job.

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

Self-fulfillment or self-actualization: the last needs of the human hierarchy of needs that makes people find fulfillment in their jobs. At this place, the worker takes additional responsibilities because they enjoyed their job.

2.9. Empirical Review

Judge, et al. (2001; cited in Leyu, 2019) study conducted to analyze a meta-analysis on the relationship between job satisfaction and job performance. According to the study, the result indicated that job satisfaction could exert a causal effect on work performance. In this study, they pointed out self-concept, autonomy, norms, morals, obligation, cognitive accessibility, influences the relationship. The study conducted by Ogiamien and Izwagbe (2016) was on the impact of organizational and psychological factors on the job performance of personnel in private university libraries in south-south Nigeria.

The research result indicated that 88 participants involved showed that there is no positive and negative relationship between self-esteem and job performance of personnel. Similarly, Prasad et al., (2014) indicated that there is a strong positive relationship between job satisfaction and job performance among employees in the National Bank of Ethiopia. And another study showed self-esteem to have little or no direct relationship with task performance (Baustmeester, et al., 2003). However, the study conducted by Bund (1984) was on police officers' job performance about the characteristics of self-esteem, competency, and coping efficacy. In this study, the result indicated that there is a strong relationship between self-esteem and job performance of police officers. Judge and Bono (2001) stated that there is no positive relation between self-esteem level and job performance.

In addition, Romero (2019) concluded that that the level of self-esteem did not affect their job performance level of nurse employees in Biliran provincial hospital, Philippines. One of the studies conducted in Islamabad, Pakistan on 310 employees (including both workers and managers) job performance measured productivity, quality of work, and problem-solving skills. The result shown from this study indicated that there is a weak relationship between job satisfaction and job performance and there was no significant relationship between them (Ahmad and Shalized, 2011).

Generally, self- esteem influences overall satisfaction and the hypothesis should also lead to a higher level of satisfaction in their job. When looking at the relationship between self-esteem and job performance, employees with high self-esteem should perform and affect the level of job performance. If an individual has positive self-esteem, it feels good for them and performs well following the goal of the organization (Baustmeester, et al., 2003). Also, having high self-esteem important for and it has a predictive value of many outcomes. For

example, one of the studies indicated that self-esteem is an influential factor when it comes to academic or even job performance (Ferries, et al., 2010; Marah, and Martin, 2011).

2.10. Conceptual Framework of the Study

The researcher reviewed different related literature and the proposed conceptual model for this study is depicted in figure 1 below. Figure 1 indicates that the abbreviation of selected socio-demographic variables (SSD), self-esteem (SE), job satisfaction (JS), and job performance (JP). The two variables have a direct relationship with the dependent variable job performance of employees. Thus, to examine research questions, the study developed the following proposed contextual model, showing the relationship of self-esteem, job satisfaction, and job performance of employees.

Figure1. The Conceptual Relationship among Self-esteem (SE), selected socio-demographic variables (SSD), Job Satisfaction (JS), and Job Performance (JP)

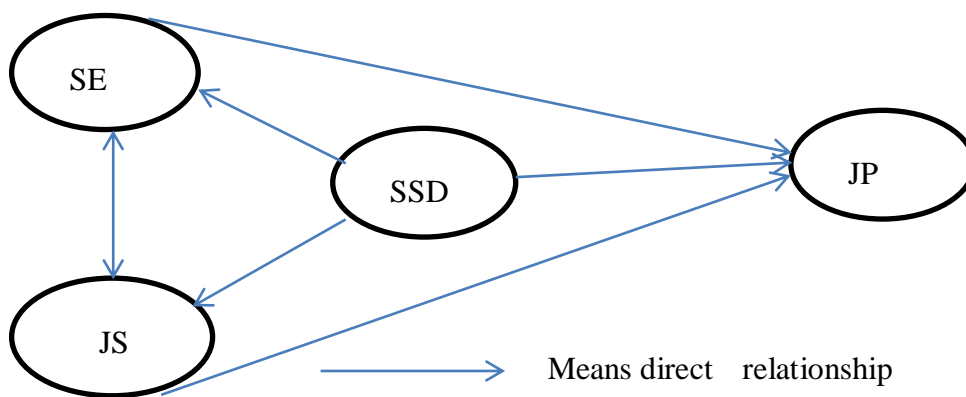


Fig.1. Proposed model

Chapter Three

3. Methods

In this chapter, different methods were employed including research design, study site, the population of the study, sampling size and technique, measuring instruments, data collection mechanisms, data analysis methods, and ethical consideration. Finally, the reliability and validity test was presented.

3.1. Research Design

This study examined the relationship between self-esteem, job satisfaction, and job performance of police officers in EPUC. This research was used a quantitative research design. It usually starts with a theory or a general statement proposing a general relationship between variables. The reason for selecting this design is that it enabled the researcher to collect data from a sample of the population to see the relationship between self-esteem, job satisfaction, and job performance of police officers. And also, it is important to do variables quickly and easy to see the relationship between two or more variables without manipulating predictive variables of the experimental research design (Stangor, 2011).

It has been used because to quantify the information of the data in numerical form and analyze through the use of statistics in addressing the research questions. And also this study has employed a cross-sectional study to study population with different characteristics like gender, experience, age, police rank, etc., in the same period.

3.2. Study Site

According to the EPUC website information developed by EPUC ICT Division, (2018), EPUC is one of the oldest government higher education institutes in Ethiopia, specialized in human development since its establishment. EPUC has contributed a lot in building the capacity of the police institution of Ethiopia for the last 72 years. EPUC will continue to do so with increased vigor and a broad vision of becoming the center of excellence in training and education in the field of Police Science and Security Studies in Africa.

Recently, EPUC does all the best to improve the quality of education, training, research and consultancy services, to diversify their programs, to improve their customer care, to increase their gender sensitivity, to maintain the dynamism of their curricula and to be responsive to the needs of their customers.

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

The College was opened in 1946 as Abadina police training center, staffed by Swedish instructors. But since 1960 the faculty has consisted entirely of Ethiopians who were police college graduates. The institute has passed in different organization and administration in the past regimes before having the current structure. Presently, the college is a full-fledged University College engaged as one of higher education institutes which is autonomously established constitutionally to generate higher police officers who respect and implement the constitution of the FDRE in every policing operation and activity. The University College is contributing to the growth and development plan of the country to the next generation.

EPUC is located in the northeastern part of the country at Sendafa town in the National Regional State of Oromia. Sendafa has a latitude and longitude of 9°09'N 39°02'E with an elevation of 2514 meters above sea level. The town lies on the paved Addis Ababa - Adigrat highway, some 38 kilometers north of the capital (Wikipedia, 2020)

3.3. The population of the Study

The target population of the study was police officers in Ethiopian Police University College. Police officers of EPUC including from constables to commanders were population elements. Cooper and Schindler (2008) indicated that population is the total collection of elements about which are wants to make inferences. Therefore, out of the total population for the study, the sampling frame accessed for sample selection was police officers of the five departments placed at the study. Higher officials such as executive management and commissioners were excluded from the sampling frame because of difficulty to access them to fill questionnaires. The total number of target population for this study as at December, 2019, was 891 as tabulated in Table1.

3.4. Sample Size and Sampling Procedure

In this study, a stratified sampling technique was utilized to select study participants from five working departmental offices. This type of sampling method is used when the population is heterogeneous. It produces a representative sample as it captures the diversity which otherwise is likely to be undermined through simple random or systematic random sampling (Alviv, 2016). And it is because that it enables us to group the sample population members into ideal strata or groups as per their working departments.

Therefore, by using stratified sampling technique employees were categorized based on working departments and gender. Using the proportional allocation technique the sample size of a stratum was proportional to the number of elements present in the stratum. The sample

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

size was determined by using Yamane (1967) simplified formula for proportion. This is because the TARO Yamane Method provides more sample size than sample size determination table and online sample size calculator like Rao software. The Sample size was determined by a formula with a confidence interval of 95% and 0.5% of the level of precision. According to Miaoulis and Michener (1976; cited in Hana, 2019), there are three specified criteria to determine the sample size of the participants: the level of confidence, level of precision and the degree of variability of attributes to be measured. By considering the above criteria sample size in this study was calculated through a simplified formula.

$$n = \frac{N}{1+N(e)^2}$$

Whereas n is the sample size, N is the population size, and e is the level of precision. The number of employees in the selected organization was 891. The number of police employees in Human Resource Administration (HRA) office was 497 (341 male and 156 female), in academic vice president office were 198 (150 male and 48 female), in a Research Institute and Community Service (RICS) office were 38 (30 male and 8 female), military and physical training (MPT) office was 81 (67 male and 14 female), and president office was 77 (56 male and 21 female). The total number of the employees in the selected organization was 891 and the determined sample size was 276 based on sample size determination formula. However, to manage for non-response questionnaires, 10% of the sample was added and the total number of participants from the selected organization was 303. The number of participants from each departmental office and gender categories was determined based on their share in the population of the study.

Table 1. Sample selected based on working departments and gender

Working Departments	Categories	N(Total) number)	n(sample selected)
HRA	Male	341	117
	Female	156	53
	Total	497	170
Academic	Male	150	51
	Female	48	16
	Total	198	67
RICS	Male	30	9
	Female	8	3
	Total	38	12
MPT	Male	67	22
	Female	14	5
	Total	81	27
President office	Male	56	20
	Female	21	7
	Total	77	27
Total		891	303

Note: Survey, 2020

3.5.The Instrument of Data Collection

Data from the respondents was collected using questionnaires. According to Cohen, et al. (2007), questionnaires encourage the respondents to be honest when they have answered anonymously, and they are more economical than interviews and other methods. Moreover, they can solicit information from several respondents within a short period (Johnson and Christensen, 2008). The scaled items, according to McMillan and Schumacher (2010), allow the respondents to choose from the alternatives. Therefore, questionnaires include different measures like demographic information, self- esteem, job satisfaction, and job performance of police employees. The questionnaire was arranged into five (4) sections.

3.5.1. Demographic Information

According to Buzawa (1984), the socio-demographic characteristic is the basic factors for police employees in different studies, age/ work experience, gender, police rank, education level, and marital status. In this research, gender, age, marital status, police rank, position,

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

work experience, and educational level were collected and focused based on questions. They consist of both seven closed-ended and one open-ended question.

3.5.2. Self-Esteem

The instrument was employed to measure self-esteem which consists of 10 items. Self-esteem was originally developed and measured by the Rosenberg self-esteem scale (Rosenberg, 1965). This scale was used to collect data about how individual evaluates himself/ her-self toward their worthiness. Each item is a four-point Likert scale ranging from 'strongly disagree' = 1 to 'strongly agree' = 4. The scale was included with negatively worded and finally reversely scored. The total score ranged from 10 to 40, and there are three levels. The highest score indicates that a higher level of self-esteem and a lower score indicates the lowest self-esteem. The middle score was identified between the higher and lower levels of self-esteem. Therefore, respondents who score from 10-14 have low self-esteem, whereas those who score between 15- 25 and 26-40 have normal and high self-esteem respectively.

Research studies have historically reported high levels of reliability for Rosenberg's self-esteem scale since its development in 1965 (Swenson, 2003, cited in Endirias, 2019). And also, this scale was tested by different researchers (e.g. Marcotte, et al., 2002; Lane, et al., 2002; Yarcheski, et al., 1997; Feather, 1991; cited in Endirias, 2019), and reported that the scale is reliable with Cronbach alpha of 0.88, 0.82, 0.87, and 0.83 respectively.

3.5.3. Job satisfaction

Instruments of job satisfaction are numerous to measure the attitudes towards of employees their job. However, there is no single accepted consensus on the best instrument to measure the attributes of job satisfaction as the researcher reviewed different literature. In this study, the researcher used Job Satisfaction Survey (JSS) in which this scale was firstly indicated and developed by Spector (1997). According to Heritage, Pollock, and Roberts (2015), job satisfaction survey scale is a widely used scale in industrial or organizational psychology research settings.

Therefore, the job satisfaction survey (JSS) scale measures employees' attitudes towards overall job satisfaction, or separate nine facets of job satisfaction. These facets are pay, promotion, co-workers, communication, operating conditions, contingent rewards, supervision, fringe benefits, and the nature of work. Every nine facets include four items that were scored by combining responses. Some of the items are negatively worded and it was reversely scored. The job satisfaction survey (JSS) scale uses a Likert-type scale with

response alternatives for each item that ranges from disagree very much (weighted 1) to agree very much (weighted 6). According to Spector (1997), a job satisfaction survey was divided in terms of three score ranges. Scores ranging from 36-108 were indicated as dissatisfaction scores, those from 108-144 were indicated as ambivalent or undecided scores, and those from 144-216 scores were indicate for those workers who reported their satisfaction with their jobs.

3.5.4. Employee Job Performance Measurement

The employee performance measurement instrument was developed by Pradhan and Jena (2016). It was developed through psychometric analysis that constitutes three dimensions: Task Performance (6 indicators), Adaptive Performance (10 indicators), and Contextual Performance (7 indicators). This scale was tested by Pradhan and Jena (2016) on their previous reliability studies that reported significant internal consistency on the total scale ($\alpha = 0.80$) along with the three subscales (Ranging from 0.80 to 0.91).

The reliability of the instrument was checked by some of the studies in Ethiopia. Tesfaye (2019) on his study on the relationship between employees works related attitudes and employee performance at the Ethiopian insurance industry has reported that the reliability of the job performance instrument was 0.898 for the total scale. The researcher used this instrument to measure the dependent variable, police employee job performance and finally came up with 23 items to be employed in a selected government organization, Ethiopia. The reliability analysis of this study was tested and proven with a Cronbach Alpha of 0.870 for the total scale.

3.6. Pilot study

The instruments of self-esteem, job satisfaction, and job performance were adapted from previous studies of some organizational sectors in Ethiopia. It is mandatory to check the reliability and appropriateness of the instruments. According to Mohajan (2017), reliability and validity are the two fundamental features of in the evaluation of any instruments. Reliability refers to the extent of which a measurement of a phenomenon provides that stable and consistent result (Carmines and Zeller, 1979; cited in Taherdoost, 2016). For example, a scale is said to be reliable if the instruments provides that stable and constant result across the same condition. Field (2005; cited in Taherdoost, 2016) validity is measures what is intended to be measured. It concerns what an instrument measures.

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

According to Tavakol (2011), the validity of the instrument cannot be granted unless the instrument is reliable. Therefore this study tried to address validity through the review of literature and adapting instruments used in previous research. The validity of three instruments was affirmed by the researcher advisors and professional experts who have knowledge and more experienced. These instruments were taken from different researchers who were adapted by a researcher in Ethiopia. For example, Rosenberg self-esteem scale and Job Satisfaction Survey was taken from the research study of Solomon (2009) and Atsede (2016). Besides, the validity of Job Performance Measurement was tested by Tesfaye (2019) on his study on the relationship between employees' works related attitudes and employee performance at the Ethiopian insurance industry.

In this study, instruments were pilot tested to check the reliability. This test enabled the researcher to get lessons to amend certain issues like omission and ambiguity of words before administrating the instruments for the main study. To minimize language problems and biases, the instruments were translated from the English language version into the Amharic language version by the researcher and one of English language senior graduate student in Addis Ababa University then translated back into the English language with help of English language expert and lecturer at EPUC. The translation was already checked for validity and reliability of instruments. Finally, instruments were administrated randomly to 30 police employees (14 male and 16 female) who worked a similar working context rather than in the same study site. Two of the instruments were used with no modification based on collected information during the pilot test while the last scale (Employee Job Performance Measurement) was used with two words modifications on the translation.

Hence, responses were collected and scored, the reliability of the three scales. All instruments were computed using SPSS version 20. Generally, the self-esteem scale consisted 10 items (Cronbach alpha .860), job satisfaction survey consisted 36 items (Cronbach alpha .838), and employee performance measurement instrument consisted 23 items (Cronbach alpha .805). Therefore, all three instruments consisted of 69 items were acceptable and showed good reliability according to the rule of George and Mallery (2003).

3.7. Data Collection Procedure

In this research study, data collection procedures employed different collection phases. In the first phase of the data collection procedure, a cooperative letter was written by the school of psychology to the studying area. Then, the researcher has given a cooperative letter to a

higher executive of EPUC and it was permitted to conduct the study in the organization. Lastly in this phase, the researcher has arranged the schedule to conduct the study effectively. After all, the discussion was held with two collaborators in EPUC to how their assistance in a specified time.

In the second phase, the researcher and the assistants met on schedule to how to proceed and when the data should be collected with the questionnaires. In this stage, before distributing the questionnaires, randomly selected participants from different departments were asked their oral and written informed consent on the first page of the questionnaire. All of the selected participants were interested to participate in the study. Finally, to finish and collect all questionnaires has taken two weeks more than expected due to the work behavior of the participants. Also, in this stage, data were collected according to the schedule of data collection procedures.

3.8. Data Analysis

Before going to data analysis, all uncompleted items were filtered and properly completed items were coded and entered into the computerized software and analyzed using SPSS version 20. This study employed both descriptive and inferential statistics (e.g. independent sample t-test, and Multiple regressions). The data analysis methods depended on the type of research questions. Inferential statistics focused on the basic assumption of a level of measurement, normality of data and type, and several variables. Descriptive statistics such as mean and standard deviation were used to describe the obtained data. And also, percentage and frequency was employed for socio-demographic data and the level of participants' self-esteem, job satisfaction, and job performance.

An independent sample t-test was employed to calculate gender difference on study variables. With an independent samples t test, it considered that the data (scores) are independent of each other (assumption of independence), the test or dependent variable is normally distributed within two populations (assumption of normality), and the variance of the test variable in the two populations are equal (assumption of homogeneity of variance).

Moreover, Pearson Product Moment correlation analysis used to examine the relationship between self-esteem, job satisfaction and job performance of police employees. Correlational matrix was employed to calculate the relationship between selected socio-demographic variables, self-esteem, job satisfaction and job performance of police employees. Finally,

multiple regressions was applied to determine the contribution and predictive value of predictor variables on job performance of police officers

3.9. Ethical Consideration

This research study considered certain ethical issues. The considerations of issues are necessary to ensure secrecy as well as the confidentiality of the participants. So, the researcher was took a formal letter from the School of Psychology to Ethiopian Police University College. Then, the consent of the participants was secured with explanation of the purpose of the study and the procedures. Besides, after verbal consent, there was the statement on the front of the page of questionnaires for written consent about the purpose of the study. And also, every participant had a right to withdraw from participating in the study at any time.

Chapter four

4. Data Analysis, Results and Interpretation

This section presents and interprets the result of the quantitative study. The analysis was presented depending on the basic research questions forwarded in the study. To answer the search questions, descriptive statistics, independent sample t-test, Pearson product-moment correlation, and Multiple Regressions were applied.

4.1. Background of the Respondents

The selected socio-demographic characteristics of the study such as gender, age, marital status, educational level, work experience, working department, working position, police rank are presented based on the summery of descriptive statistics.

Table 2. Descriptive Statistics on the Demographic Characteristics of Police Officers

Demographic	Categories	Frequency (n)	Percentage (%)
Gender	Male	211	72.0
	Female	82	28.0
Age	25 and below	41	14.0
	26 – 32	156	53.2
	33 – 40	76	25.9
	41 – 47	16	5.5
	48 and above	4	1.4
Marital Status	Married	174	59.4
	Single	108	36.9
	Other	11	3.8
Educational Level	Certificate and below	44	15.0
	Diploma	61	20.8
	First Degree	124	42.3
	Masters and above	64	21.8
Job Experience	Less than 1 year	70	23.9
	1-5	97	33.1
	6-10	98	33.4
	11-15	19	6.5
	Above 15	9	3.1
Working Department	HRA	164	56.0
	Academic	66	22.5

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

	RICS	12	4.1
	MPT	25	8.5
	President office	26	8.9
Working Position	Member	83	28.3
	Teacher/ lecturer	40	13.7
	Team leader	66	22.5
	Coordinator	37	12.6
	Division/Department	13	4.4
	Directorate Head	2	.7
Police Rank	Constable	31	10.6
	Assistant Sergeant	16	5.5
	Deputy Sergeant	14	4.8
	Sergeant	17	5.8
	Chief Sergeant	35	11.9
	Assistant Inspector	47	16.0
	Deputy Inspector	61	20.8
	Inspector	52	17.7
	Chief Inspector	15	5.1
	Deputy Commander	3	1.0
	Commander	2	.7
	Total	293	100.0

Note: Survey, 2020

The statistical analysis was computed using SPSS version 20 to extract the data and results. There are several results which are displayed above the study. As indicated in table 2, of the 293 police officers at EPUC who were respondents in the study, 211 (72%) respondents were male and 82 (28%) respondents were female. This indicated that both sexes were not equally distributed. It is because the number of police officers in EPUC is relatively low. Age shows 53.2% were 26-32 of years, 25.9% were 33-40 years, 14% were 25 years and below, 5.5% were age between 41-47 years, and 1.4% were 48 years and above. This study indicated that a large number of participants were in the age of middle adulthood because these enable the organization to achieve its goals in a good position because this age group is easily vulnerable to change and accept reforms without much resistant. Majority of respondents (59.4%) were married, 36.9% respondents were single, and 3.8% respondents were others.

The participants' educational qualification results shows that majority of respondents of the study 124(42.3%) have degree, followed by 64(21.8%) respondents have masters and above,

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

61 (20.8%) respondents have diploma, and the remaining of 44 (15%) respondents have certificate and below. This study reveals most police officers have degree and master holders and this implies that the organization has opportunity to use this human capital for the organizational success. Regarding job experience, the results shows that the majority of respondents were 98 (33.4%) and 97(33.1%) had job experiences of between 6-10 and 1-5 years, respectively. 70(23.9%) respondents have less than one year of experience, 19(6.5%) respondents have from 11-15 years of experience, and 9 (3.1%) respondents have above 15 years of experience. This study shows that majority of the respondents, 195(66.5%) have from 1- 10 years of job experience.

As indicated in the above table, respondents were asked to respond to their working department. The result shows that 164(56%) respondents were working at human resource administration, 66(22.5%) respondents were working at the academic staff, and 26 (8.9%) respondents were working at the president's office. The rest of 25(8.5%) respondents were working at military and physical training department and 12(4.1%) respondents were working in research institute and community service department. Concerning working position, the majority of 83(28.3%) respondents indicated that they are member, 66(22.6%) respondents were team leaders, 40(13.7%) respondents were lecturers, and the rest of 37(12.6%) respondents were coordinators, 13(4.4%) respondents were division or department heads, and only 2(0.7%) respondents were working as heads of the directorate.

As shown in the above table, police officers were asked to respond to their ranks. Form 293 respondents, 61(20.8%) were Deputy Inspectors, 52(17.7%) respondents were Inspectors, 47(16%) respondents were Assistant Inspectors, 35(11.9%) respondents were Chief Sergeants, 31(10.6%) respondents were Constables, 17(5.8%) respondents were Sergeants, 16(5.5%) respondents were Assistant Sergeants, 15(5.1%) respondents were Chief Inspectors, 14(4.8%) respondents were Deputy Sergeants, 3(1%) respondents were Deputy Commanders and 2(0.7%) respondents were Commanders. Large numbers of respondents were included under the middle-level manager from Assistant Inspector to Inspector. This means the stage of managerial level in the organization was considered as the main body to run out every activity in the organization.

4.2. Descriptive Statistics of Study Variables

Table 3. Descriptive Statistics of Self-esteem, Job Satisfaction, and Job Performance

Study Variable	Mean	Std. Deviation	N
Self-esteem	31.21	4.446	293
Job satisfaction	152.46	26.294	293
Job performance	97.60	9.469	293

Source: Field Survey, 2020

As indicated in table 3, the mean value and standard deviations have been calculated. From above table, the mean and standard deviation of respondents' self-esteem, job satisfaction and job performance scores were calculated (M=31.21, SD=4.446; M=152.46, SD= 26.294; M=97.60, SD=9.469, respectively). The result of self-esteem implies that each police officers score spread out in ± 4.45 from the total mean of sample. Police officers' job satisfactions score dispersed by ± 26.3 from the total mean of 152.5 and job performance of police officers score deviated by ± 9.5 from the total mean of 97.60.

4.2.1. Descriptive statistics of participants' score level of study variables

The following table presents the level of study variables was analyzed using descriptive statistics (mean and standard deviation).

Table 4. Participants score of self-esteem from Rosenberg self-esteem scale(N=293)

Self-Esteem	N	%	Minimum	Maximum
Low	1	.3	14	38
Normal	31	10.6		
High	261	89.1		
Total	293	100.0		

Source: Survey, 2020

As indicated the above Table 4, the majority of participants (N=216, 89.1%) have high self-esteem, 31(10.6%) participants of the study have normal self-esteem, and 1(0.3%) participant has low self-esteem with the minimum score of 14 and a maximum score of 38. This indicates that the majority of participants have high self-esteem.

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

Table 5. Participants score of job satisfaction from job satisfaction survey scale (N=293)

Job Satisfaction level	N	%	Minimum	Maximum
Dissatisfaction	31	10.6	78	194
Ambivalent or undecided	47	16.0		
Satisfaction	215	73.4		
Total	293	100.0		

Source: Survey, 2020

As indicated in table 5, the majority of participants are satisfied to their job (M=215, 73%), while the some of the participants undecided level satisfaction (M=47, 16%), and 31 (10.6%) participants dissatisfied level of satisfaction with the minimum value of 78 and a maximum value of 194. Generally, large numbers of participants were satisfied with their job. However, 47(16%) participants were undecided to the satisfaction level and 31(10.6%) participants were dissatisfied to the job.

Table 6. Participants score of job performance from job performance instrument (N=293)

Job Performance	N	%	Minimum	Maximum
Normal	6	2.0	60	115
High	287	98.0		
Total	293	100.0		

Source: Survey, 2020

With regard to the above table 6, 287(98%) participants have high job performance, 6(2%) participants have normal job performance with a minimum value of 60 and a maximum value of 115. Form the above table, there was no participants who had a low job performance. This indicates the majority of participants were higher performers of their job.

4.3. Gender difference in Study Variables

As mentioned earlier in research question, this study intended to examine the gender difference in self-esteem, job satisfaction, and job performance of police officers in Ethiopian Police University College.

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

Table 7. Gender differences in self-esteem, job satisfaction, and job performance (N=293)

	Gender	N	Mean	SD	t	Df	Sig(2-tailed)
Self-Esteem	Male	211	31.00	4.656	-1.317	291	.189
	Female	82	31.76	3.825			
Job Satisfaction	Male	211	152.32	27.617	-.153	178.326	.878
	Female	82	152.80	22.689			
Job Performance	Male	211	98.23	9.494	1.825	291	.069
	Female	82	95.99	9.268			

Source: Survey, 2020

As seen in Table 7, an independent sample t-test was conducted to compare the score of self-esteem, job satisfaction, and job performance of police officers between male and female groups. There was no a significant difference in self-esteem score between the two groups, $t(291) = -1.317$, $p > 0.05$, two-tailed with male groups ($M = 31.00$, $SD = 4.656$) scoring the same as the female groups ($M = 31.76$, $SD = 3.825$), job satisfaction score between male ($M = 152.32$, $SD = 27.617$), female ($M = 152.80$, $SD = 22.689$), $t(178.326) = -.153$, $p > 0.05$, two-tailed. With regard to job performance score between male group ($M = 98.23$, $SD = 9.494$), female ($M = 95.99$, $SD = 9.268$), $t(291) = 1.825$, $p > 0.05$, two-tailed. This indicates that police officers of both genders were not significant different in all three of self-esteem, job satisfaction, and job performance score levels.

4.4. Relationship between Study Variables

Person product moment correlation was applied to examine the degree, direction, and magnitude of the relationship among self-esteem, job satisfaction, and job performance of police employees. The following table is presented the correlational matrix among study variables.

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

Table 8. Correlation matrix of study variables and selected socio-demographic variables

		Self- esteem	Job Satisfaction	Job Performance	Gender	Education	Work experience
Self-esteem	Pearson	1					
	Correlation						
	Sig. (2-tailed)						
	N	293					
Job Satisfaction	Pearson	-.079	1				
	Correlation						
	Sig. (2-tailed)	.180					
	N	293	293				
Job Performance	Pearson	.015	-.013	1			
	Correlation						
	Sig. (2-tailed)	.792	.826				
	N	293	293	293			
Gender	Pearson	.077	.008	-.106	1		
	Correlation						
	Sig. (2-tailed)	.189	.888	.069	.000		
	N	293	293	293	293		
Education	Pearson	.055	-.010	.093	-.291**	1	
	Correlation						
	Sig. (2-tailed)	.347	.860	.112	.000		
	N	293	293	293	293	293	
Work experience	Pearson	-.053	-.022	.115*	-.133*	.085	1
	Correlation						
	Sig. (2-tailed)	.366	.713	.049	.022	.148	
	N	293	293	293	293	293	

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

As indicated in table 8, self-esteem has a very weak negative correlation with job satisfaction and work experience ($r = -.079$, $n = 293$, $p > 0.05$; $r = -.053$, $n = 293$, $p > 0.05$, respectively). On the other side, self-esteem has a very weak positive correlation with gender, education, and job performance of police officers ($r = .077$, $n = 293$, $p > 0.05$; $r = .055$, $n = 293$, $p > 0.05$; $r = .015$, $n = 293$, $p > 0.05$, respectively). The above table indicated that job satisfaction has a very weak negative relationship with job performance ($r = -.013$, $n = 293$, $p > 0.05$), education level ($r = -.010$, $n = 293$, $p > 0.05$), and work experience ($r = -.022$, $n = 293$, $p > 0.05$).

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

On other hands, job satisfaction has a very weak positive relationship with gender ($r = .008$, $n = 293$, $p > 0.05$). In addition, police officers' work experience had very weak negative relationship with self-esteem ($r = -.053$, $n = 293$, $p > 0.05$). But, the work experiences of employees were a statistically significant relationship to job performance ($r = .049$, $n = 293$, $p < 0.05$). The bivariate correlation result indicates that the self-esteem of police officers had a very weak, inverse, and statistically not significant relationship with job satisfaction. And also, job satisfaction of police officers had a very weak, inverse, and statistically not significant relationship with job performance. However, self-esteem had a weak and direct statistically significant relationship with the job performance of police officers.

4.5. The Contribution of Self-esteem and Job Satisfaction in Predicting Job Performance of Police Officers

To analyze the joint contribution of the predictor variables in predicting police officers' job performance were entered in to the regression model simultaneously.

Table 9. Summary of regression model

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.098 ^a	.010	.003	.142

a. Predictors: (Constant), Job Satisfaction, Self-esteem

The above Table 9 indicated that the Adjusted R Square value tells us that the predictor variables are accounts for 0.3 % of variance in the level of the job performance of police officers in Ethiopian Police University College. But, 99.7% of the variation in the level of the job performance of employees was not explained by other variables in the model.

Table 10. Regression-ANOVA of police employees in EPUC

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.056	2	.028	1.398	.249 ^b
	Residual	5.821	290	.020		
	Total	5.877	292			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Job Satisfaction, Self-esteem

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

From the above Table 10, it shows that the P- value of 0.05 less than the calculated Sig. value of .249. It can be possible to conclude that there was statically not significant correlation between predictor variables and criterion variables at a significance level of 0.05. Besides all, the F statistics ($F(2, 290) = 1.398, p > 0.05$) is statistically not significantly predicting job performance of police employees as observed in the above table.

Table 11. Regression Coefficients

Model		Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.859	.082		34.823	.000		
	self esteem	.042	.025	.097	1.666	.097	.997	1.003
	job satisfaction	-.001	.012	-.003	-.058	.954	.997	1.003

a. Dependent Variable: Job Performance

From the above Table11, indicated that the Standardized Beta Coefficients give a measure of the contribution of each variable in the model. Therefore, the self-esteem of police officers have 9.7 % positive contribution on job performance and job satisfaction of police officers have a negative effect (-0.3 %) on job performances with the significant relationship of .000. The value of 9.7 % indicates that a unit of change in these predictor variables is having a large contribution on the criterion variable in the model.

Chapter Five

5. Discussion

This study examined the relationship between self-esteem, job satisfaction, and job performance of police employees in Ethiopian Police University College. The discussion was made based on the results presented in the previous chapters.

5.1. The Level of Study Variables among Police Officers

In this study, the level of self-esteem, job satisfaction, the job performance of police employees was discussed with the results of the earlier study.

5.1.1. The Level of Self-esteem among Police Officers

In this study, descriptive statistics used to describe the level of participants' self-esteem. The majority of participants in the study have high self-esteem. According to Rosenberg (1965), the highest score indicates a higher level of self-esteem scores between 26 and 40. Therefore, 89.1% of participants were from 26 up to 40. From this result, it is possible to conclude that police officers have high self-esteem. 31(10.6%) participants of the study have normal self-esteem, and 1(0.3%) participant has low self-esteem with a minimum score of 14 and a maximum score of 38. Rosenberg's self-esteem scale indicated that the middle score was identified between 15 and 25 and a lower level of self-esteem between 10 and 14 respectively.

Generally, overall police officers' mean score was found at 31.21. This score indicates that the respondents of this study have high self-esteem. Under the study of Rosenberg (1965), it can be possible to conclude that participants of police officers have high self-esteem because the majority of police officers' scored between 26 and 40. This study supported by Baumeister, et al. (2003) indicated that high self-esteem benefits an individual on interpersonal successes and relationships, happiness, and a healthier lifestyle. People with high self-esteem have better job performance, make a good impression on others, social relationship between others. Whereas, the result of low level of self-esteem characterized as feeling of failure or depression and hopeless, a lot of time feeling tired, living bored with life, thinking negatively about the possible opportunities and ability, and having little motivation affects each police officer's job performance.

5.1.2. The Level of Job Satisfaction among Police Officers

From the quantitative data in this study majority of police officers (73% of respondents) are satisfied in their job. According to Spector (1993), the level of job satisfaction from 144-216 scores indicates in his study workers are satisfied with their job. In this study, the mean score of job satisfaction of police officers was found from 144-216. From this result, it is possible to conclude that those police officers were satisfied with their overall job activities. And also, significantly large numbers of respondents (16%) are undecided/ ambivalent in their job satisfaction. Spector (1993) indicated in his study officers' mean scores between 108 and 144 showed that workers are unable to decide or ambivalent to their level of job satisfaction. Therefore, this showed that it is impossible to decide that they were either satisfied or dissatisfied in their job satisfaction. But, from the participants, 11 percent were dissatisfied with their job. This means their mean score was found between 36 and 108.

Generally, the overall employee's mean score was found 152.46. This score indicates that the respondents of this study were satisfied in their job. In the study of Spector (1993), it can be possible to conclude that participants of police officers were satisfied with their job because of the mean score found between 144 and 216. In addition, the study supported by Currall, Towler, Judge, and Kohn, (2005) output and productivity of an organization are evaluated by individual employee performance and therefore high-level employee performance demands a high level of job satisfaction. Therefore, high level of job satisfaction of police officers benefits that the productivity of the organization. Unless the organization should set the strategies to develop their staffs' job satisfaction, it may contribute to individuals to leave out from the work area or turn-over increases.

5.1.3. The Level of Job Performance among Police Officers

In this study, descriptive statistics was used to describe the level of participants' job performance. The majority of participants in the study have high job performance. According to Pradhan and Jena (2016), the highest score indicates a higher level of job performance scores between 26 and 40. Therefore, 98% of participants were from 26 to 40. From this result, it is possible to conclude that police officers have high job performance. 2% of participants of the study have normal job performance, and there were no participants who had a low job performance with a minimum value of 60 and a maximum value of 115. Pradhan and Jena (2016) stated that high job performance scores between 69 and 115.

Generally, overall employees' mean score was found at 97.60. This score indicates that the participants of this study have high job performance. Under the study of Pradhan and Jena (2016), it can be possible to conclude that participants of police officers have high job performance because the majority of participants' were scored between 69 and 115.

5.2. Gender Differences within the Study Variable

In this study independent sample t-test was employed to check whether there is a gender difference in study variables. Hence, this study founded that there was no statistically significant gender difference regarding self-esteem, job satisfaction, and job performance of police officers.

Self-esteem

Self-esteem is involving in the process of subjective evaluation of one's strengths and weakness, how one can relate and associate with others, and looking oneself as the ability to stand independently in our social status (Obidigbo, 2006; cited in Farooq, Muhammad, Riaz, Irfanullah, Sattar, and Naveed, 2015). Put in mind with this concept, there was no significant difference in self-esteem scores between male and female police employees.

Likewise, different studies supported this study result while the other studies contradict this result. Besides, there was still a controversy of gender differences and self-esteem across the studies. One of the studies conducted on collective cultures like Turkey and Iran has found that there was no gender difference in self-esteem scores (Cakici, 2010; Gelbal, et al., 2010; Secer, et al., 2012; Yilmazel and Gunay, 2012; cited in Abdulla, 2009). Despite these results, the study of Bleidorn et al., (2016) revealed that they examined around 985937 people over the internet across 48 countries. The result showed that men tend to have higher self -esteem than women. In corroborating this idea, it was founded that self-esteem is higher in males than females (Freisen, 2003; Kling et al., 1999; Mwangi and McCaslin, 1994).

Job Satisfaction

Job satisfaction is a pleasant emotional state toward the job, perception of the work, conception, and assessment of work environments, and it is the perception and experience of all about the work and workplace (Lise and Timothy, 2004). According to Miller et al. (2009) and Johnson (2012), gender is considered as the most studied demographic variable among police employees. With this idea in mind, this study showed no significant difference in job satisfaction scores between males and females. This means there is no difference in their

level of job satisfaction. Although, many studies supported this finding, others reported that there was a statistically significant gender difference in the mean score of employees' job satisfaction.

One of the studies conducted by Ambachew (2014) revealed that there is no statistically significant difference in the mean score of job satisfaction between male and female. Also, according to Cabrita and Heloisa (2007), in the national survey, they found that there were no significant differences between the job satisfaction of males and females. But, some studies founded inconsistent and different results among male and female police officers. For example, some studies have indicated that females are more unsatisfied or less satisfied when compared to males. In corroborating this idea, the study in Tamil, India, found that women police have less job satisfaction than their men colleagues (Vidya and Kotian, 2014). However, in a study carried out in Gujarat, India, it was found that women police have higher job satisfaction than their men colleagues (Kumer, and Dhingra, 2016). Similarly, a study conducted at Illinois State University, the research revealed that there is no effect of gender on job satisfaction level (Webstren, Harrison and Javaher, 2016; cited in Omori and Bassey, 2019).

A recent study conducted on demographic characteristics and job satisfaction among New York City police officers have shown that females were more satisfied with their job than male, but the differences were not statistically significant (Cooper, et al., 2014). In addition, Aremu and Adeyoju (2003) found that female officers are more satisfied with their jobs than male workmates.

Job Performance

Gender is one of the factors that influence job performance. In public and private organization there are stereotypic differences among men and women on their ability and competency differences (Tackson, 2009: cited in Gyanti, 2017). Therefore the existence of stereotypic beliefs of differences in their skills and ability drives to low job performance. Put in mind with this concept, this study founded that there was no significant difference in job performance scores between male and female police officers.

However, this study found that there was no significant difference in job performance scores between male and female police officers. Corroborating this finding, however, some studies reported similar results, while other studies contradict this result. Also, there was still a controversy of gender difference in job performance across studies. For example, an

empirical study carried out by Jimoh (2008; cited in Omori and Bassey, 2019) among university administrative workers in Southwestern Nigeria supported that there were no strong differences between gender and employees' job performance. But, the study of Omeri and Bassey (2019) revealed that gender has a negative significant relationship with the job performance of employees in public service in Nigeria.

5.3. The Relationship among Study Variables

Under this section, it contains the relationship between selected socio-demographic variables, predictive variables (self-esteem, and job satisfaction), and the criterion (job performance).

5.3.1. The Relationship between Selected Socio-demographic Variables and Study Variables

This study also employed Pearson product correlation to see the relationship between selected socio-demographic variables and self-esteem, job satisfaction, and job performance.

5.3.1.1. The Relationship between Gender and Study Variables

In this study, the Pearson product correlation was employed to check whether there is a relationship between selected socio-demographic variables and study variables. Therefore, this study found that gender has a statistically not significant and very weak positive relationship with self-esteem, and job satisfaction. Concerning the finding on self-esteem, it is consistent with the study of Sadra, et al. (2017) and Quatman, et al. (2001; cited in Sadra, et al., 2017). But this study was inconsistent with other studies (Cakici, 2010; Gelbal, et al., 2010; Secer, et al., 2012; Yilmazel and Gunay, 2012; cited in Abdulla, 2009).

With regard to job satisfaction, the present study consistent with the study of Ambachew (2014) indicated that there was a positive correlation between gender and job satisfaction among 260 employees of Ethio-telecom. Similar to this research finding, Brough and Frame (2004; cited in Abdulla, 2009) revealed that there was no significant relationship between gender and job satisfaction among 400 New Zealand police officers. In addition, Solomon (2009) revealed that the correlation gender did not show significant relationship with job satisfaction. In contrary to this research result, Ambachew (2014) revealed that there was statically significant relationship between gender and job satisfaction.

With regard to job performance, the present study showed that there is a weak and positive relationship with job performance. This result has inconsistent with the study of Omeri and Bassey (2019) which revealed that gender has a negative significant relationship with the job performance of employees in public service in Nigeria. In addition, Hassan, and Olufemi

(2014; cited in Sadra, et al., 2017) demonstrated no relationship between gender and job performance.

5.3.1.2. The Relationship between Education Level and Study Variables

Several studies revealed that police officers' job satisfaction has largely been studied in terms of basic demographic characteristics, such as educational differences is the basic factor of job satisfaction. This result showed that there is a very weak, negative, and statistically not significant relationship among educational levels and job satisfaction of police employees. This result is consistent with the result of Crossman and AbouZaki (2003) and Scott et al., (2005) which revealed that there is not significant relationship between educational level and employees' job satisfaction. This result is inconsistent to Lofkowitz (1974: cited in Solomon, 2009) who identified that level of education were significantly associated to job satisfaction. Similarly, some studies revealed positive correlation between level of education and overall job satisfaction (Buzawa, 1984:80, and Dantzker, 1992; cited in Balci, 2011).

The correlational matrix indicated that the educational level has a very weak and positive relationship with job performance. This result is supported to be consistent with Omeri and Bassey (2019) who showed that educational attainment and job performance of employees to be significantly related. Inconsistent results by Fischer (1982; cited in Zhao et al., 1999) found that attaining the highest level of education status was not significantly related with to job performance of employees for some organization. Besides, Ng and Feldman (2009) indicated that employees' educational status is positively related to task performance.

5.3.1.3. The Relationship between Work Experience and Study Variables

According to Clark, et al. (1996) and Oshagbemi (2000; cited in Abdulla, 2009), an individual employee with longer work experience would create greater job satisfaction when their job matches with their needs in the working department. Besides this concept, this study found that the bivariate correlation result indicates that the work experience of police employees had a very weak, inverse, and statistically insignificant relationship with job satisfaction. Thus the results of this study confirm with the study results of Bedeian, et al (1992; cited in Abdulla, 2009) and Nestor and Leary (2000) who showed that there is no relationship between employees' job satisfaction and years of experience. On the contrary, another study indicated that there is a negative relationship between longer work experience in a job, and employees' level of job satisfaction (Savery, 1996). Similarly, this study found that work experiences of police employees have weak, positive, and a statistically significant

relationship to job performance. This result is consistent with the Omeri and Bassey (2019) who showed that years of experience and job performance of employees are significantly related.

5.3.2. Self-Esteem and Job Performance

The bivariate correlation result indicates that self-esteem had a weak, positive, and statistically insignificant relationship with the job performance of police employees. According to Pierce and Garnder (2004), within the motivational domain, self-esteem level, or one's positive or negative evaluation toward oneself should be related to job performance. Likewise, Korman (2001) employees will be motivated to perform on their job based on their consistency with their self-image, suggesting the positive main effect of self-esteem level on the job performance. But, sometimes the level of self-esteem did not affect their job performance level (Romero, 2019). Correspondingly, the study conducted by Bund (1984) on police officers' job performance to the characteristics of self-esteem, competency, and coping efficacy. In this study, the result indicated that there is a positive relationship between self-esteem and job performance of police officers.

In contrary, the study conducted by Ogiamien and Izwegbe (2016) showed that there is a negative relationship between self-esteem and job performance of personnel. And also, other study showed that self-esteem to have little or no direct relationship with task performance (Baustmeester, et al., 2003). Similarly, Judge and Bono (2001) stated that there is no positive relation exists overall between self-esteem level and job performance.

5.3.3. Job Satisfaction and Job Performance

This study indicated that job satisfaction of police officers had a very weak, inverse, and statistically insignificant relationship with job performance. Previous research studies examined the relationship between job satisfaction and job performance since early in 1945(e.g. Brody, 1945; cited in Davar and Bala, 2012). In general, public organizational sectors have their vision to attain high performance through productivity and effectiveness. To attain this vision it requires a satisfied individual to extend more effort to job performance. Also, various studies on the policing job confirmed that there is a strong relationship between satisfaction and performance of the employee. And also, job satisfaction is considered as a requirement for a successful performance at work.

The study indicated that more satisfied police officers are, the better they respond to the demands of the job and the more loyal to their workplace and its responsibilities which is

given by the organization (Bakotic, 2016; Chan, Gee, and Steiner, 2000; Judge, et. al., 2001; Garbarino, et. al., 2014; Khizar, et. al., 2016; Landy, 1989; Lim, 2008; Miller, et. al., 2009). However, this study found contrary results to this idea; it is a weak and inverse relationship between job satisfaction and job performance.

This finding is consistent with Ahmad and Shalized (2011) who revealed that there is a weak relationship between job satisfaction and job performance and there was not significant relationship between them. This is somewhat inconsistent and contradictory empirical evidence indicated that there is a strong positive relationship between job satisfaction and job performance among employees in the National Bank of Ethiopia (Prasad et al., 2014). Similarly, the influence of job satisfaction on performance improvement was also found empirically by Ostroff (1992; 1991; cited in Natsir, 2018). He concluded that employees' job satisfaction had a significant relationship with performance improvement.

5.4. The Contribution of Predictive Variables (Self-esteem, and Job satisfaction) in Predicting Criterion Variable (Job performance)

The study indicated that the Adjusted R Square value tells us that the model accounts for 0.3 % of variance in the level of the job performance of police officers in Ethiopian Police University College. But, 99.7% of the variation in the level of the job performance of employees was not explained by other variables in the model either. This result is inconsistent with many studies that infer employees' job performance is predicted by influential factors (self-esteem, and job satisfaction). From this point of view, having high self-esteem is important for and it has a predictive value of many outcomes including job performance. For example, one of the studies indicated that self-esteem is an influential factor when it comes to academic or even job performance (Ferries, Clia, Pang, and Keeping, 2010; Marah, and Martin, 2011).

Previous researches indicated that self-esteem construct holds considerable importance for individual level and organizational context. At the individual level, one of research study showed that individual employee with a high level of self-esteem have a greater impact on work motivation (Pierce et al., 1989), and intrinsic motivation (Hui and Lee, 2000; cited in Elloy and Patil, 2012), and employees achieve high level of job performance rate than a low level of individuals' self-esteem (Van Dyne and Pierce, 2003; Pierce et al., 1993; Gardner, Pierce, Van Dyne, and Cummings, 2000; Marion-Landais, 2000; cited in Elloy, and Patil, 2012). Similarly, Anwer, Jamil, Tahir, Farooqi, and Mehmood (2015) study corresponds with

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

previously mentioned studies, that there is a positive correlation between self-esteem and job satisfaction. Moreover, they stressed the fact that individuals who are not satisfied with their job do not perform well when it comes to self-esteem.

Hence, some studies pointed out contradictory results regarding the relationship between self-esteem and job performance. According to Brockner and Tharenou (1983; 1979; respectively), an early review of studies on the relationship between self-esteem and job performance indicated highly variable like relationship and size of its relationship. In addition, Baumeister, et al. (2003) found that self-esteem seems to have little or no direct relationship with job performance. Thus, in this study, it was expected that the predictive variable (self-esteem and job satisfaction) should be able to predict the overall job performance of police officers in Ethiopian Police University College.

Chapter Six

6. Summary, Conclusion, and Recommendations

6.3. Summary

The primary objective of this study was to examine the relationship of self-esteem, job satisfaction, and job performance of police officers in Ethiopian Police University College. The study examined the level of self-esteem, job satisfaction, and job performance of officers, gender difference on study variables, selected socio-demographic variables and study variables, the relationship between study variables, and the predictive values of predictive variables on the criterion variable. To answer the above issues, the following research questions were addressed.

1. What is the level of self-esteem, job satisfaction, and job performance of police officers in EPUC?
2. Is there a significant gender difference among self-esteem, job satisfaction, and job performance of police officers in EPUC?
3. Is there a statistically significant relationship among selected socio-demographic variables, self-esteem, job satisfaction, and job performance of police officers in EPUC?
4. Are the self-esteem and job satisfaction predicts job performance of police officers in EPUC?

This study reviewed related literature and two theoretical frameworks. And also, this study employed different standardized instruments that measure the variables: Rosenberg's self-esteem, job satisfaction survey, and job performance instrument. A pilot study was conducted to realize the reliability of all instruments and face validity considered about certain issues like omission and ambiguity of words that were amended before administrating the instruments for the main study. The instruments administered at the actual study site through a stratified sampling technique to all departments based on gender and working departments, and participants were selected by a simple random method from all working departments.

Subsequently, 303 questionnaires were distributed to randomly selected police officers in different working departments in Ethiopian Police University College. 293 questionnaires were returned properly and it was used for data analysis. The study used both descriptive and inferential statistics to analyze the collected data. Therefore, descriptive statistics were used to describe the results of the study, and inferential statistics were applied to test whether there

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

is statistical significance between variables or not (Independent sample t-test, Pearson product-moment correlation, and Multiple regressions). The following key findings are emanated from the study. These are listed below:

- Based on the quantitative analysis, the majority of police officers (73% participants) are satisfied in their job, significantly large numbers of participants (16%) are undecided/ ambivalent in their job satisfaction, and 11% were dissatisfied with their job. Concerning self-esteem, the majority of participants (89.1%) have high self-esteem, 10.6% of participants have normal self-esteem, and 0.3% of the participant has low self-esteem with the minimum score of 14 and a maximum score of 38. And also 98% of participants have high job performance, 2% of participants have normal job performance.
- Gender differences were examined using independent sample t-test to compare the score of self-esteem, job satisfaction, and job performance of police officers. The result showed that police employees of both genders were not significantly different in self-esteem, job satisfaction, and job performance score levels.
- A correlation matrix was used to identify the relationship between the variables. Therefore, the study indicated that self-esteem has a very weak and negative correlation with job satisfaction and work experience. On the other side, self-esteem has a very weak and positive correlation with gender, education, and job performance of police officers. Also, job satisfaction has a very weak and negative relationship with job performance, education level, and work experience. And also, job satisfaction has a very weak positive relationship with gender.
- Generally, the bivariate correlation result indicates that the self-esteem of police employees had a very weak, inverse, and statistically not significant relationship with job satisfaction. And also, job satisfaction of police officers had a very weak, inverse, and statistically insignificant relationship with job performance. But, self-esteem had a weak, positive, and statistically not significant relationship with the job performance of police officers.
- Multiple regression analysis was computed to find the joint contribution of predictor variables (self-esteem and job satisfaction) in predicting the criterion variable (job performance). The result of the study showed that the Adjusted R Square value tells us that our model accounts for 0.3 % of the variance in the level of the job performance of

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

police officers in Ethiopian Police University College. But, 99.7% of the variation in the level of the job performance of officers was not explained by other variables in the model.

- However, multiple regressions Standardized Beta Coefficients give a measure of the contribution of self-esteem and job satisfaction on police officers' job performance. The result indicated that both self-esteem and job satisfaction has no significant association with and has a positive and negative effect on police officers' job performance with standardized beta coefficient value of $\beta = 0.097$, $\beta = -0.003$ respectively. In other words, the self-esteem of police employees has a 9.7 % positive contribution to employees' job performance and job satisfaction of police officers has a negative effect (-0.3 %) on job performances of officers. The result was also not significant at 0.05 significant levels. In aggregate, self-esteem and job satisfaction have low predictive ability of police officers' job performance with $R^2 = 0.10$ with p-value = .249 which is greater than 0.05 significant level.

6.4. Conclusion

The study examined the relationship between self-esteem, job satisfaction, and job performance of police officers at Ethiopian Police University College. Regarding the findings in this study, a concluding remark can be summarized in the following manner.

The majority of police officers (73% of participants) are satisfied with their job. Therefore, the result showed that the majority of participants were satisfied with their job and have a high satisfaction level. And also, it needs to develop all necessary strategies to maintain a high level of satisfaction. But, some of the participants (16%) are undecided/ ambivalent in their job satisfaction, and 11% were dissatisfied with their job. Hence, some of the employees' job satisfaction level in the study was ambivalent and low; it implies that job satisfaction affects the job performance of police officers. So, from this, it is possible to conclude that due to the low and ambivalent level of job satisfaction hinder police officers to be a higher performer and it may have an intention to leave the organization.

Regarding the scores of participants from Rosenberg Self-Esteem Scale, the majority of participants (89.1%) have high self-esteem score, 10.6% of participants have normal self-esteem, and 0.3% of the participant has low self-esteem with the minimum score of 14, and a maximum score of 38. From the finding of the study, it is possible to conclude that maintain the high level of self-esteem of officers and it should address those individuals with normal and low self-esteem through service training as well as addressing different needs fulfillment. And also, 98% of participants have high job performance, 2% of participants have normal job performance. Therefore, as my observation from an initial point some officers in the organization were at low job performing level did not work when we see the study result in Ethiopian Police University College.

In the present study, the result showed that police officers of both genders were not statistically significantly different in self-esteem, job satisfaction, and job performance score levels. Therefore, it is possible to conclude that there is an equal and balanced level of self-esteem, job satisfaction, and job performance. Both male and female police officers have almost the same level of behavior.

The self-esteem of police employees had a very weak, inverse, and statistically not significant relationship with job satisfaction. Hence, in this study the majority of participants' level of self-esteem was high; it implies that the two variables, i.e. the level of self-esteem and job satisfaction are co-varying each other. So, from this is possible to conclude that the high level

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

of employees' job satisfaction and self-esteem become inverse relationships. And also, job satisfaction of police officers had a very weak, inverse, and statistically insignificant relationship with job performance. Hence, in this study the majority of participants' level of job satisfaction was high; it implies that the two variables, i.e. police officers' job satisfaction, and job performance are co-varying each other. So, from this is possible to conclude that the high level of employees' job satisfaction and job performance becomes inverse and minimum. But, self-esteem had a weak, positive, and statistically not significant relationship with the job performance of police officers. This result implies that the current status of the employees needs to include other variables to see a further relationship to job performance in the future.

Multiple regressions conducted to examine the relationship between job performance and potential predictors. The analysis result summarizes the descriptive statistics. As can be seen, the self-esteem score is positively and not significantly correlated with the criterion. Job satisfaction is negatively correlated with job performance. The multiple regressions model with two predictors produced $R^2 = 0.10$, $F(2, 290) = 1.398$, $p = .249$ which is statistically not significantly predicting the job performance of police officers. And also, the result of the study showed that the Adjusted R^2 about 0.3 % of the variance in the level of the job performance of police officers in Ethiopian Police University College. Furthermore, 99.7% of the variance in the level of the job performance of police officers was not explained by other variables in the model.

6.5. Recommendations

The following recommendations were forwarded based on the findings and conclusion on self-esteem, job satisfaction, and job performance of police employees.

6.5.1. Recommendations for the Organization

- Despite the fact that the majority of police officers had high self-esteem, a high satisfactory level of job satisfaction, and a high level of job performance in EPUC, still a need for managers and by police officers themselves to maintain it for the suitability of the result. Therefore, at the EPUC setting, the level of self-esteem, job satisfaction, and job performance needs to be given importance and optimal improvements. And also, education and training programs should be developed and given for those who are at a low level of results and improvements for the said areas of concern for their overall welfare and growth.
- In the present study, the result showed that police officers of both genders were statistically not significantly different in self-esteem, job satisfaction, and job performance score levels. Therefore, it is recommendable that the organization should encourage employees to maintain their score level. And also, management of the university college needs to take into account to attract, retains, and motivates their employees, so that employees are satisfied with their jobs and have good performance.
- As we shown from correlation and regression results that self-esteem has a weak, positive relationship and statistically not significant effect on the job performance of police officers in EPUC. In his respective study found out organization without viable that self-esteem training program would provide employees with frequent opportunities to enhance their capabilities which ultimately affect the performance of police officers.
- From the statistical analysis, the researcher found that job satisfaction of police officers had a very weak, inverse relationship and statistically not significant contribution to job performance in EPUC. Thus, we can conclude that job satisfaction cannot bring a positive contribution to the job performance of police officers. In this regard, the organization has an opportunity to get a high level of officers' job performance since it has a better contribution than other internal effects in this study.
- Generally, as it is seen in this study the contribution of self-esteem and job satisfaction is 9.7 % and -0.3 % respectively on police officers' job performance. This situation implies

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

that there are also other contributing factors related to job performance of police officers. Therefore, the organization should look at other contributing factors like organizational culture, motivation, leadership style, and personality traits and examine their relationship job performance of police employees. These situations enable to see the real contributing factors for both employees and organizational performance together in the future.

6.5.2. Recommendations for Further Research

- This study recommends that the result of self-esteem, job satisfaction, and job performance are almost high in terms of their level. Therefore, as many studies showed that employees in the organization were at a high level of self-esteem and job satisfaction was positively correlated to job performance did not work when we see the level of self-esteem, job satisfaction, the job performance of police officers in Ethiopian Police University College, even if the relationship between self-esteem and job performance was positive, it was very weak. And also there was an inverse and weak relationship between job satisfaction and job performance. Therefore, further research should include police organizational culture and work ethics as the factors to see the relationship between them.
- The next researchers shall focus on studying this variable with the qualitative method, with triangulation, and changing the direction of predictor variables and the criterion variable.
- It is better to use in the future a comparative study among the organizations.
- The future study shall be good in studying whether there is a strong relationship among variables like organizational culture, emotional intelligence, motivation, leadership style, and personality traits that can be related to the job performance of employees.

References

- Abdulla, J.M. (2009). Determinants of Job Satisfaction among Dubai Police Employees (Unpublished Doctoral Dissertation), University of Glamorgan, UK.
- Adebayo, F.A., "Toward Effective Management of Examination Malpractices in Nigerian Schools". *Journal of Contemporary Issues in Education*. 2(1) (2004), 175-184.
- Agyare, R., Yuhui, G., Mensah, L., Aidoo, Z., & Ansah, I.O. (2016). The Impacts of Performance Appraisal on Employees' Job Satisfaction and Organizational Commitment: A Case of Microfinance Institutions in Ghana. *International Journal of Business and Management*, 11(9), 281.
- Ahmad, S., & Shahzad, K. (2011). 'HRM and employee performance: A case of university teachers of Azad Jammu and Kashmir (AJK) in Pakistan'. *African Journal of Business Management*. 5(13), 52-49.
- Alvi, M.H. (2016). A manual for selecting sampling techniques in research. University of Karachi, Iraq University.
- Ambachew, M. (2014). Job Satisfaction and Turnover Intention as Predictors of Organizational Commitment: The Case of Ethio-Telecom (unpublished master's thesis). Addis Ababa University, Ethiopia. Retrieved from: <http://etd.aau.edu.et/>
- Aremu, A.O., & Adeyoju, C.A. (2003). Job commitment, job satisfaction and gender as predictors of mentoring the Nigeria Police. *Policing: An International Journal of Police Strategies & Management*, 26, 377-385.
- Armstrong, M. (2006), A Handbook of Human Resource Management Practice (10th ed). Kogan, Page Publishing, London.
- Anwer, M., Jamil, M., Tahir, M., Farooqi, K., Akram, & Mehmood (2015). How does job does satisfaction relate to the self-esteem of teachers?. *Journal of Education and Practice*, 4(2), 38-48.
- Arif, A., & Chohan, A. (2012). How job satisfaction is influencing the organizational citizenship behavior (OCB), 4, 74-88.
- Atsedo, T. (2016). The relationship between job satisfaction and organizational commitment at AMANUEL HOSPITAL (unpublished master's thesis). Addis Ababa University, Ethiopia. Retrieved from: <http://etd.aau.edu.et/>
- Awonusi, V.O. (2004). The functions of Nigerian English with other Nigerian languages. In A.B.K. Dadzie, & S. Awonusi (Eds.), *Nigerian English: Influences and characteristics*, pp. 67-81. Lagos: Concept Publications.
- Balci, F. (2011). The effects of education on police officer job satisfaction: The case of Turkish National Police . *International Journal of Human Sciences [Online]*. 8:2.

Available: <http://www.insanbilimleri.com/en>

- Baumeister, R.F., Campbell, J.D., Krueger, J.I., and Vohs, K.D., (2003). Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles? *Psychological Science in the Public Interest*, 4, 1-44. Retrieved from <http://dx.doi.org/10.1111/1529-1006.014310>
- Bellou, V., Chitiris, L. & Bellou, A. (2005). The Impact of Organizational Identification and Self-Esteem on Organizational Citizenship Behavior: The Case of Greek Public Hospitals. *Operational Research International Journal*, 5, 305-318. Retrieved from <http://dx.doi.org/10.1007/BF029443150>
- Bennet, R.R. (1997). Job satisfaction among police constables: A comparative study in three developing nations. *Justice Quarterly*, 14: 295-323.
- Berry, L.M., (1997). *Psychology at Work*: San Francisco: McGraw Hill Companies.
- Borman, W.C. (2004). Introduction to the special issue: Personality and the Prediction of job Performance: More than the Big Five. *Human Performance*, 17(3), 267-269.
- Borman, W.C., & Motowidlo, S.J. (1997). Task performance and contextual performance: the meaning for personnel selection research. *Human Performance*, 10(2), 99-109.
- Borman, W.C. & Motowidlo, S.J. (1993). Expanding the criterion domain to include an element of contextual performance. In Schmitt, N., & Borman, W.C. (Eds.). *Personnel Selection in organizations* (Pp. 71-78). San Francisco: Jossey-Bias.
- Brockner, J. (1983). Low self-esteem and behavioral plasticity: Some implications. In L. Wheeler & P. Shaver (Eds.), *Review of personality and social psychology*, Vol. 4 (pp. 237– 271). Beverly Hills, CA: Sage.
- Buker, H., & Dolu, O. (2010). Police job satisfaction in Turkey: Effects of demographic, organizational and jurisdictional factors. *International Journal of comparative and applied criminal justice* spring, 34(1).
- Bund, S.R., (1984). Characteristic self-esteem, competence, and coping efficacy about Police officers' performance. *Dissertation Abstracts International*, 45(4-A), 1066
- Buzawa, E. S. (1984). Determining patrol officer job satisfaction. *Criminology*, 22(1), 61-81.
- Buzawa, E. S., Austin, T., & Bannon, J. (1994). Role of selected socio-demographic and job- specific variables in predicting patrol officer job satisfaction: a re-examination ten years later. *The American Journal of Police*, 13(2), 51-75.
- Cai, & Lin (2006). Theory and Practice on Teacher Performance Evaluation. *Frontiers of Education in China*, 1(1), 29-39.
- Campbell, J.P., McHenry, J.J. & Wise, L.L. (1990). Modeling job performance in a

- population of jobs. *Personnel Psychology*, 43(2), 313-575.
- Çevik, G.B. (2017). The Roles of Life Satisfaction, Teaching Efficacy, and Self-esteem in Predicting Teachers' Job Satisfaction. *Universal Journal of Educational Research* 5(3):338-346. Retrieved from: <http://www.hrpub.org>.
- Chan, S.H. & Qiu, H.H. (2011). Loneliness, job satisfaction, and organizational commitment of migrant workers: empirical evidence from China. *The International Journal of Human Resource Management*, 22(5):1109-1127.
- Chan, K.C., Gee, M.V., & Steiner, T.L. (2000). Employee happiness and corporate financial performance. *Financial Practice and Education*, 10, 47-52.
- Chapman, D. (2009). Emotional labor in the context of policing in Victoria: a preliminary analysis. *International Journal of Police Science & Management*, 11(4), 476-492.
- Chong, K.Y., & Kee, H. (2019). Job satisfaction and performance of police officers in Penang. International Conference on Business Sustainability and Innovation, Retrieve from <https://doi.org/10.15405/epsbs.2019.08.16>
- Clark, A., Oswald, A., & Warr, P. (1996). Is job satisfaction U-shaped in age? *Journal of occupational and organizational psychology*, 69(1), 57-81.
- Classen, C.A., Sherrilene, C., Velozo, W. and Mann, W.C. (2007) The Rosenberg Self-Esteem Scale as a Measure of Self-Esteem for the Non-institutionalized Elderly. *Clinical Gerontologist*, 31, 77-93. Retrieved from <http://dx.doi.org/10.1300/J018v31n0106>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). London: Rout ledge.
- Colquitt, LePine, & Wesson (2010). *Organizational behavior: Improving performance and commitment in the workplace*. McGraw-Hill: Education.
- Cooper, C., & Schindler, P., (2008). *Business research methods* (2nd European ed.). New York, McGraw-Hill/Irwin.
- Conway, J.M. (1999). Distinguishing contextual performance from task performance for managerial jobs. *Journal of Applied Psychology*, 84(3), 3-13.
- Creed, P.A., Bloxsome, T.D., and Johnston, K. (2001) Self-Esteem and Self-Efficacy Outcomes for Unemployed Individuals Attending Occupational Skills Training Programs. *Community, Work & Family*, 4, 285-303. Retrieved from: <http://dx.doi.org/10.1080/01405110120089350>
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrical*, 16 (1), 297-334.
- Crossman, A. and Abou-Zaki, B. (2003), "Job satisfaction and employee performance of

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

- Lebanese banking staff". *Journal of Managerial Psychology*, 18(4), 368-376. Retrieved From: <https://doi.org/10.1108/02683940310473118>
- Currall, S.C., Towler, A.J., Judge, & Kohn, T.A. (2005). 'Pay satisfaction and organizational outcomes'. *Personnel Psychology*, 58, 613-640.
- Dantzker, M. L., & Kubin, B. (1998). Job satisfaction: The gender perspective among police officers. *American Journal of Criminal Justice*, 23(1), 19-31.
- Davar, S.C., & Bala, R. (2012). Relationship between job satisfaction and job Performance: A meta-analysis. *Indian Journal of Industrial Relations*, 48(2), 290 - 330.
- Denhart, R. B. (1984). Theories of public organization. Belmont, CA: Brooks.
- Dessler, G. (2012). Human Resource Management. America: Prentice-Hall.
- De Waal, A. A. (2010). Achieving high performance in the public sector: What needs to be done?. *Public Performance & Management Review*, 34(1), 81–103.
- Elloy, D., & Patil, V. (2012). Exploring the relationship between organization-based self-Esteem and burnout: A preliminary analysis. *International Journal of Business and Social Science*, 3(9).
- Emberland, J.S., & Rundmo, T. (2010). Implications of job insecurity perceptions and job insecurity responses for psychological well-being, turnover intentions and reported risk behavior. *Safety Science*, 48, 452-459.
- Endirias, G. (2019). Facebook Usage and Psychosocial Well-Being among Private Preparatory School Adolescents in Addis Ababa (unpublished master's thesis). Addis Ababa University, Ethiopia. Retrieved from: <http://etd.aau.edu.et/>
- Ercikti, Vito, Walsh, & Higgins (2011). Major Determinants of Job Satisfaction Among Police Managers. *Southwest Journal of Criminal Justice*, 8(1). 97–XX.
- Evic, N.T., Seljak, J., & Aristovnik, A. (2014). Aristovnik factors influencing employee satisfaction in the police service: the case of Slovenia. Retrieved from: www.emeraldinsight.com/0048-3486
- Farooq, J., Muhammad, Riaz, K., Irfanullah, K., Sattar, K., & Naveed, S. (2015). The Employees' Self-Esteem: A comprehensive review. *Public Policy and Administration Research*, 5(5).
- Ferris, D.L., Lian, H., Pang, F.X., Keeping, L.M. (2010). Self- esteem and job performance: The moderating role of self-esteem contingencies. *Personnel Psychology* 63(3), 561-593.
- Fosam, E.B., Grimsley, M.F.J., & Wisher, S.J. (1998). Exploring models for employee satisfaction with particular reference to a police force. *Journal of Total Quality Management*, 9, 2&3, 235-247. Retrieved from: <https://doi.org/10.1080/0954412989090>

- Gardner, D.G., & Pierce, J.L. (1998). Self-esteem and self-efficacy within the Organizational context. *Group and Organization Management*, 23, 48-70.
- George, D., & Mallery, P. (2003). SPSS for Windows step by step: A simple guide and reference, 11.0 update (4th ed.). Boston: Allyn & Bacon.
- Greene, I. (2005). Self-Esteem: The Essence of You. In *Self-Esteem: The Essence of You (2nd ed.)*. San Diego, CA: P.S.I. Publishers
- Gyanti, T. (2017). The Influence of Demographic Characteristics on Performance of Academic An employee in Kenyatta University, Proceedings of the Thirteenth Asia-Pacific Conference on Global Business, Economics, Finance, and Banking (AP17Singapore Conference), Singapore. 3-5/ 2017.
- Hair, J., Black, W., Babin, B., & Anderson, R. (2014). *Multivariate Data Analysis (7th ed.)*. London: England. Pearson Education Limited
- Hana, B. (2019). Emotional intelligence and multicultural competence of Dilla University Undergraduate students (unpublished master's thesis). Addis Ababa University, Ethiopia. Retrieved from: <http://etd.aau.edu.et/>
- Heritage, B., Pollock, C., & Roberts, L. (2015). Confirmatory factor analysis of Warr, Cook, and Wall's (1979) Job Satisfaction Scale. *Journal of Australian Psychologist*, 50(2), 122- 129.
- Herzberg, F. (1968). One More Time: How do you motivate employees?. *Harvard Business Review*, 46, 53-62.
- Hesketh, B., & Neal, A. (1999). *Technology and performance. The changing nature of performance: Implications for staffing, motivation, and development*. San Francisco, CA: Jossey-Bass.
- Hoath, D. R., Schneider, F. W., & Starr, M. W. (1998). Police job satisfaction as a function of career orientation and position tenure: Implications for selection and community policing. *Journal of Criminal Justice*, 26(4), 337-347.
- Huang, J.L., Zabel, K.L., Ryan, A.M., & Palmer, A. (2014). Personality and adaptive performance at work: A Meta-analytic investigation. *Journal of Applied Psychology*, 99(1), 162-179. Retrieved from: <https://doi.org/10.1037/a0034285>
- Inuwa, M., & Mashi, S. (2017). Job attitude and employee performance: An empirical study of Non-academic staff of Bauchi State University Gadau Nigeria. *International Journal of Business and Management Future*, 1(1), 1-30.
- Iqbal, A. (2010). An empirical assessment of demographic factors, organizational ranks and Organizational Commitment. *International Journal of Business and Management*, 5(3).

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

- Johnson, R.R. (2012), "Police officer job satisfaction: A multidimensional analysis", *Police Quarterly*, Vol. 15 No. 2, pp. 157-176.
- Johnson, B., & Christensen, L. (2008). *Educational research: Quantitative, qualitative, and mixed approach*. India: Sage Publication Pvt.
- Judge, T.A., & Bono, J.E. (2001). Relationship of core self-evaluations traits— self-esteem, generalized self-efficacy, locus of control, and emotional stability—with job satisfaction and job performance: A meta-analysis. *Journal of Applied Psychology*, 86, 80–92. Retrieved from: <http://dx.doi.org/10.1037/0021-9010.86.1.80>
- Judge, T.A., Thoresen, C.J., Bono, J.E., & Patton, G.K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127(3), 376-407.
- Judge, T. A., & Church, A. H. (2000). Job satisfaction: Research and practice. In C.L. Cooper & E. A. Locke (Eds.), *Industrial and organizational psychology: Linking theory with practice* (pp. 166-198). Oxford, UK: Blackwell.
- Judge, T.A., Locke, E.A., & Durham, C.C. (1997). The dispositional causes of job satisfaction: A core evaluation approach. *Research in Organizational Behavior*, 19, 151.
- Judge, T.A., Erez, A., & Bono, J.E. (1998). The Power of Being Positive: The Relation between Positive Self-Concept and Job Performance. *Human Performance*, 11, 167-187. Retrieved from: <http://dx.doi.org/10.1080/08959285.1998.9668030>
- Kanayo, D.O. (2016). The influence of self-esteem and role stress on job performance of technical college employees. *International Journal of Online and Distance Learning*, 1, (1)5, 58 – 75.
- Kawada, T. & Otsuka, T. (2011). Relationship between Job Stresses, Occupational Position, and Job Satisfaction Using a Brief Job Stress Questionnaire. 40, 393-399.
- Keaveney, S.M., & Nelson, J.E. (1993), "Coping with organizational Role Stress: Intrinsic Motivational Orientation, Perceived Role Benefits, and Psychological Withdrawal", *Journal of the Academy of Marketing Science*, 21, 113-24.
- Klandermans, B., Hesselink, J.K., & VanVuuren, T., (2010). Employment status and job Insecurity: On the subjective appraisal of an objective status. *Economic and Industrial Democracy*, 31(4), 557-577.
- Kling, K.C., Hyde, J.S., Showers, C.J., & Buswell, B.N. (1999). Gender differences in self-esteem: A meta-analysis. *Psychological Bulletin*, 125, 470–500. <http://dx.doi.org/10.1037/0033-2909.125.4.470>
- Koedel, C., Springer, M.G., & Tan, L. (2017). The impact of performance ratings on job

- satisfaction for public school teachers. *International journal of education*, 54(2), 241–278. Retrieved from: <https://doi.org/10.3102/0002831216687531>
- Korman, A.K. (2001). Self-enhancement and self-protection: Toward a theory of work motivation. In M. Erez, U. Klein- beck, & H. Thierry (Eds.), *Work motivation in the context of a globalizing economy* (pp. 121–130). Mahwah, NJ: Lawrence Erlbaum Associates.
- Korman, A.K. (1976). The hypothesis of work behavior revisited and an extension. *Academy of Management Review*, 1, 50-63.
- Korman, A. K. (1971). Organizational achievement, aggression, and creativity: Some suggestions toward an integrated theory. *Organizational Behavior and Human Performance*, 6, 593-613.
- Korman, A. K. (1970). Toward a hypothesis of work behavior. *Journal of Applied Psychology*, 54, 31-41.
- Kumar, P. V., & Dhingra, A. (2016). A study of occupational stress and job satisfaction of police personnel of Gujarat State. *International Journal of Indian Psychology*, 3(3), 33-39.
- Pushpakumari, M.D. (2008). 'Impact of Job Satisfaction on Employees Performance', *Arabian Journal of Business and Management*, 7(8), ISSN 1993-8435.
- Landy, F.J. (1989) 'Job satisfaction: The meaning of work', *Psychology of work behavior* (4th ed.), Pacific Grove, CA, Brooks/Cole Publishing Company
- Lai, H.H (2011), 'The influence of compensation system design on employee satisfaction'. *African Journal of Business Management*, 5(26), 1078-10723.
- Lawler, E.E. (1971). *Motivation, and Work Organizations*. Belmont, CA: *Organizational Behavior and Human Performance*, 3, 157-189.
- Leyu, A. (2019). *The Effect of Job Satisfaction on the Performance of Administrative Staffs In Addis Ababa University-Industry* (unpublished master's thesis), Addis Ababa University, Ethiopia. Retrieved from: <http://etd.aau.edu.et/>
- Lim, S. (2008), 'Job satisfaction of information technology workers in academic libraries'. *Library and Information Science Research*, 30 (2) 115-121.
- Lise M.S. & Timothy, A.J., (2004). *Employees attitudes and job satisfaction*. Retried from: www.interscience.wiley.com
- Locke, E.A. (1969). What is job satisfaction? *Organizational Behavior and Human Performance*, 4, 309-336.
- Lokesh, L., Patra, S., & Venkatesan, S. (2016). Job Satisfaction among Police Personnel: A socio-demographic study. *G.J.I.S.S.*, 5(4), 56-62.
- Manning, P.K. (1977). *Police work*. Cambridge, MIT Press.

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

- Marsh, H.W., & Martin, A.J., (2011). Academic self-concept and academic achievement: relations and causal ordering. *The British Journal Of Educational Psychology*, 81(1),59-77.
- Martin, J.K. & Sheehan, C.L. (1989), "Education and job satisfaction: the influence of gender, wage, earning status, and job values", *Work and Occupation: An International Sociological Journal*, 16, 184-9.
- Maslow, A. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396.
- McGregor, D. (1967). "The Professional Manager". New York: McGraw-Hill.
- McMillan, J.H. & Schumacher, S. (2010). *Research in education: Evidence-based research* (7th ed.). Boston: Pearson.
- Mohajan, H. (2017). Two criteria for good measurements in research: Validity and reliability. Chittagong, Bangladesh: Personal RePEc Archive.
- Motowidlo, W. (2003). Job performance. In Borman, Ilgen & Klimoski (Eds.), *Handbook of Psychology: Industrial and Organizational Psychology*, John Wiley & Sons, 12, 39- 53.
- Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human Performance*, 10(2), 71–78.
- Nanda, R., & Browne, J.J. (1977). 'Hours of work, job satisfaction, and productivity'. *Public Productivity Review*, 2(3), 46-56.
- Naderi, H. A., Rohani, H. Tengku Aizan, S., Jamaluddin, V. Kumar (2009). Creativity, age, and gender as predictors of academic achievement among undergraduate students. *Journal of American Science*, 5 (5), 101-112.
- Natsir, M. (2018). "Employee satisfaction and performance: The impact analysis on leadership, work motivation, work discipline, and compensation." *Journal of Business and Management (IOSR-JBM)*, 20(4), 06-12.
- Nestor, P.I., & Leary, P. (2000). The relationship between tenure and non-tenure track status of extension faculty and job satisfaction. *Journal of Extension*, 38, 4.
- Ng, T., & Feldman, D. C. (2009). Organizational embedment and career embedded-ness across career stages. *Journal of Vocational Behavior*, 70, 336–351.
- Nmadu, G. (2013). Employees' performance and their effects on their job performance in the workplace. *Journal of Business and Management (IOSR-JBM)*, 20(8), 04-18.
- Nunnally, J.C.,& Bernstein, I. H. (1994). *Psychometric Theory* (3rd Ed). New York: McGraw Hill.
- Nwosu, O.C., Florence, F.U., & Okeke, I.E. (2013). Self-Esteem and Perceived Levels of Motivation as Correlates of Professional and Para-Professional Librarians' Task

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

- Performance in Universities of South-East, Nigeria. *International Journal of Human and Social Sciences*, 2, 52- 55.
- Ogiamien, L.O. & Izuagbe, R. (2016) Impact of Organizational and Psychological Factors of the Job Performance of Personnel in Private University Libraries in South-South, Nigeria. *Open Access Library Journal*, 3: 241-9.
- Omori, A., & Bassey, P., (2019). Demographic Characteristics and Workers' Performance in Public Service in Nigeria. *International Journal of Research and Innovation in Social Science*, 3(2).
- Organ, D.W., (1988). A re-statement of the satisfaction-performance hypothesis. *Journal of Management*, 14, p. 547-557
- Paoline, E.A. (2004). Shedding light on police culture: An examination of officers' occupational attitudes. *Police Quarterly*, 7, 205-236. Retrieved from: <http://dx.doi.org/10.1037/0033-2909.130.3.435>
- Pierce, J.L. & Gardner, D.G. (2004). Self-Esteem within the Work and Organizational Context: A review of the organization-based self-esteem literature. *Journal of Management*, 30, 591-622. Retrieved from: <http://dx.doi.org/10.1016/j.jm.2003.10.001>
- Pradhan, K., & Jena, K., (2016). Employee performance at the workplace: Conceptual model and empirical validation. *Journal of Business Perspectives and Research*, 5(1), 1-10.
- Prasad, K.V.N. (2011). 'Evaluating performance of public and private sector banks through CAMEL model'. *Asian Journal of Research in Banking and Finance*, 2(3). Retrieved from: <http://www.aijsh.org/setup/banking/paper171.pdf>.
- Pyszczynski, T., Greenberg, J., Solomon, S., Arndt, J. and Schimel, J. (2004) Why Do People Need Self-Esteem? A theoretical and empirical review. *Psychology Bulletin*, 130, 435- 468.
- Richard, R. (2009). The impact of job satisfaction on turnover intent: a test of a structural measurement model using a national sample of workers. 38, 233-51.
- Roe, R.A. (1999). Work performance: A multiple regulation perspective. *International review of industrial and organizational psychology*, 72(2), 163-185.
- Robbins, S.P. (1993). *Organizational behavior*. London: Prentice-Hall.
- Romero, H.B. (2019). Self-esteem, job performance, and job satisfaction of Nurses in Biliran provincial hospital. *International journal of engineering science and research technology*.
- Rosenberg, M. (1965). *Society and the Adolescent Self-Image*. Princeton: Princeton University Press.

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

- Savery, L.K. (1996). The congruence between the importance of job satisfaction and the perceived level of achievement. *Journal of Management Development*, 15, 18-27.
- Seating, J., Sulumnad, K., Thampitak, P. & Sungkaew, T. (2010) Factors Affecting Perceived Job Performance among Staff: A Case Study of Ban Karuna Juvenile vocational training center for Boys. *The Journal of Behavioral Sciences*, 5, 33-45.
- Sendafa. (n.d). In Wikipedia. Retrieved JUNE 27, 2020, from <https://en.wikipedia.org/wiki/Sendafa>
- Shaju, M., & Subhashini, D. (2017). A study on the impact of job satisfaction on job performance of employees working in automobile industry. *Journal of Management Research*, 17(2), 117-130.
- Smith, E.R., Mackie, D.M., & Claypool, H.M., (2014). The self. *Social psychology* (4th ed.). Psychology Press.
- Spector, P.E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. CA, US. Sage Publications, Inc., Thousand Oaks.
- Sumanasiri, E.G., Yajid, M.S., & Khatibi, A. (2016). Organization-Based Self-Esteem (OBSE), and Its Influence on Self-Perceived Employability (SPE) Of IT Export Sector Employees, In Sri Lanka. *European Scientific Journal edition*, 12 (14). Retrieved from <http://dx.doi.org/10.19044/esj.2016.v12n14p124>
- Solomon, D. (2009). *JOB Satisfaction and Self-esteem among Teachers and Instructors in Dessie Town* (unpublished master's thesis), Addis Ababa University, Ethiopia. Retrieved From: <http://etd.aau.edu.et/>
- Sousa-Poza, A., & Sousa-Poza, A.A. (2000). 'Well-being at work: across-national analysis of the levels and determinants of job satisfaction'. *Journal of Socio-Economics*, p.517-538.
- Sy, T., Tram, S., & O'Hara, L. A. (2006). Relation of employee and manager emotional intelligence to job satisfaction and performance. *Journal of Vocational Behavior*, 68(3), 461- 473.
- Tahir, A., & Sajjad, S. (2013). Assessing the Impact of Training on Employees' Performance in Commercial Banks in Urban Lahore. *The Lahore Journal of Business*, 2(1), 95-109.
- Tavakol, M. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53-55. doi:10.5116/ijme.4dfb.8dfd
- Tesfaye, G. (2019). "Relationship between Employee Work-Related Attitudes and Employee Performance: in the case of the Ethiopian Insurance Industry (Unpublished MA's Thesis), Addis Ababa University, Ethiopia. Retrieved from <http://etd.aau.edu.et/>

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

- Tharenou, P. (1979). Employee self-esteem: A review of the literature. *Journal of Vocational Behavior*, 15, 316–346.
- Thomas, W.H. & Feldman, D.C. (2009). How broadly does education contribute to job Performance. *Personnel Psychology Journal*, 62, 89-134.
- Tirhas, T., Abay, M., & Asteway, M. (2015). Assessment of factors influencing job satisfaction among health care providers, federal police referral hospital, Addis Ababa, Ethiopia. *Ethiopian Journal of Health Development*, 29(2).
- Van Dyne, L. & Pierce, J.L., (2004). Psychological ownership and feelings of possession: three field studies predicting employee attitudes and organizational citizenship behavior. *Journal of Organization Behavior*, 25(4), 439–459. Retrieved from <http://dx.doi.org/10.1002/job.2490/>
- Vidya, N., Kotian, S. (2014). Job satisfaction among women police personals – A literature review. *Indian Journal of Applied Research*, 12(4), 218-220.
- Vroom, V.H. (1964). *Work and Motivation*. New York: Wiley.
- Wisniewski, M. (2001). Using SERVQUAL to assess customer satisfaction with public sector services. *Managing Service Quality: An International Journal*, 11(6), 380–388.
- Yamane, T. (1967). *Statistics, an Introductory Analysis*, 2nd ed., New York: Harper and Row. Available from www.worldcat.org/oclc/39121222
- Yaseen, A. (2013). Effect of compensation factors on employee satisfaction. *International Journal of Human Resource Studies*, 3(1).
- Yim, Y., & Schafer, B.D. (2009). Police and their perceived image: How community Influence officers' job satisfaction. *Police Practice and Research: An International Journal*, 10, 1, 17- 29.
- Zafar, et al., (2014). Self-esteem and job satisfaction in male and female teachers in public and private schools. *Pakistan Journal of Social and Clinical Psychology*, (12)1, 46-50.
- Zhao, J., Thurman, Q. and He, N. (1999), "Sources of job satisfaction among police officers: A test of demographic and work environment models", *Justice Quarterly*, (16) 1, 153-174.

Appendixes

Appendix A

Survey Questionnaire

Appendix A1

Survey questionnaire English version

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Questionnaire will be filled by employees

Dear Participant,

The purpose of this questionnaire is to gather information on the relationship among self-esteem, job Satisfaction, and job performance of police employee in Ethiopian police University Collage. The research is conducted in partial fulfillment of the requirement for the degree of Masters in social psychology. This study can be accomplished successfully only when you complete all the items of the scales and frankly.

It takes about 40 minutes to complete the questionnaire which includes: General profile, self-esteem, Job Satisfaction, and Job Performance of Police Employee. There is no risk associated with participating in this study. Do not write your name on the questionnaire. Participation in the survey is voluntary. If there are questions regarding this study, please contact me with 0916416594.

Thank you for your participating.

Sincerely,

Amanuel Aklilu

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

Part I. Personal Information

Instruction: Please supply the right information for the following items by putting a “√” mark in the box provided

- 1. Gender: Male Female
- 2. Age: 25 and below 26 - 32 33 - 40 41 - 47 48 and above
- 3. Marital Status: Married Single Other
- 4. Educational level: Certificate and below Diploma
First Degree Masters and above
- 5. Work experience: Less than 1 year 1-5
6-10 11-15 16-20 21 and Above
- 6. Working department: Human resource administration vice president
Academic vice president
Research institute and Community service vice president
Military and physical training vice president
President office
- 7. Position: _____
- 8. Police Rank:
Constable Assistant Sergeant Deputy Sergeant Sergeant Chief Sergeant
Assistant Inspector Deputy Inspector Inspector Chief Inspector
Deputy Commander Commander

Part III: Self-Esteem

INSTRUCTION: Read each of the statements carefully and then put “√” mark one of the numbers in the table below. Numbers indicates:

1: Strongly Disagree, 2: Disagree, 3: Agree, 4: Strongly Agree,

No	Items	1	2	3	4
	Self-Esteem				
1	On the whole, I am satisfied with myself.				
2*	At times I think I am no good at all.				
3	I feel that I have a number of good qualities.				

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

4*	I feel that I do not have much to be proud of.				
5	I can do things as well as most other people.				
6*	I certainly feel useless at times.				
7	I feel that I am a person of work, at least on an equal basis with				
8*	I feel I don't have more respect for myself.				
9 *	All in all I am inclined to feel that I am a failure				
10	I have a positive attitude toward myself				

*Negatively worded item

Job Satisfaction

INSTRUCTION: Read each of the statement carefully and then put “√” mark one of the numbers depending only your agreement and disagreement. The numbers represents:

1: Disagree very much, 2: Disagree moderately, 3: disagree slightly, 4: Agree slightly,

5: Agree moderately, 6: Agree very much

No	Description	5	4	3	2	1
	Job Satisfaction					
1	I feel I am being paid a fair amount for the work I do					
2*	There is really too little chance for promotion on my job					
3	My supervisor is quite competent in doing his/ her job					
4*	I am not satisfied with the benefits I received					
5	When I do a good job, I receive the recognition for it that I should receive					
6*	Many of our rules and procedures make doing a good job difficult					
7	I like the people I work with					
8*	I sometimes feel my job is meaningless					
9	Communications seem good within this organization					
10*	Raises are too few and far between					
11	Those who do well on the job stand a fair chance of being promoted					
12*	My supervisor is unfair to me					
13	The benefits we receive are as good as most organization offer					
14*	I do not feel that the work I do is appreciated					
15	I sometimes feel my job is meaningless					
16*	My efforts to do a good job are seldom blocked by red tape,					
17	I find I have to work harder at my job because of the incompetence of people I work with, I like doing the things I do at work					
18*	The goals of this organization are not clear to me					
19*	I feel unappreciated by the organization when I think about what they pay me					
20	People get ahead as fast here as they do in other places					

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

21*	My supervisor shows too little interest in the feelings of subordinates					
22	The benefit package we have is equitable					
23*	There are few rewards for those who work here					
24	I have too much to do at work					
25	I enjoy my coworkers					
26*	I often feel that I do not know what is going on with the organization					
27	I feel a sense of pride in doing my job					
28	I feel satisfied with my chances for salary increases					
29*	There are benefits we do not have which we should have					
30	I like my supervisor					
31	I have too much paperwork					
32*	I do not feel my efforts are rewarded the way they should be					
33	I am satisfied with my chances for promotion					
34*	There is too much bickering and fighting at work					
35	My job is enjoyable					
36*	Work assignments are not fully explained					

*Negatively worded items

Employee job Performance

INSTRUCTION: Please describe your honest opinion about how you feel about the corresponding statements regarding your performance. If you are unsure of an answer, make your best guess. Use the following scale in your rating and “√” mark for each appropriate description. Responses to each item are measured on a five-point scale with the anchors labeled:

1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree,

No	Description	1	2	3	4	5
	Task Performance					
1	I use to maintain high standard of work in EPUC					
2	I am capable of handling my assignments without much supervision in my department of EPUC.					
3	I am very passionate about my work at EPUC.					
4	I know I can handle multiple assignments for achieving organizational goals in EPUC					
5	I use to complete my assignments on time.					
6	My colleagues believe I am a high performer in EPUC.					
	Contextual Performance					

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

7	I used to extend help to my co-workers when asked or needed in EPUC.					
8	I love to handle extra responsibilities in my work department.					
9	I extend my sympathy and empathy to my co-workers when they are in trouble in EPUC.					
10	I actively participate in group discussions and work meetings in EPUC.					
11	I use to praise my co-workers for their good work in EPUC.					
12	I derive lot of satisfaction nurturing others in our department of EPUC.					
13	I use to share knowledge and ideas among my team members in our department of EPUC.					
14	I use to maintain good coordination among fellow workers in our department of EPUC.					
15	I use to guide new colleagues beyond my job purview in our department of EPUC.					
16	I communicate effectively with my colleagues for problem solving and decision making in our department of EPUC.					
Adaptive performance						
17	I use to perform well to mobilize collective intelligence for effective team work in our department of EPUC.					
18	I could manage change in my job very well whenever the situation demands in our department of EPUC.					
19	I can handle effectively my work team in the face of change in our department of EPUC.					
20	I always believe that mutual understanding can lead to a viable solution in organization in our department of EPUC.					
21	I use to lose my temper when faced with criticism from my team members in our department of EPUC (R).					
22	I am very comfortable with job flexibility in EPUC.					
23	I use to cope well with organizational changes from time to time in EPUC.					

Appendix A2

Survey questionnaire Amharic version

አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ትምህርት ፕሮግራም
የሳይኮሎጂ ትምህርት ክፍል
በሠራተኞች የሚሞላ መጠይቅ

ውድ ተሳታፊ

የዚህ መጠይቅ ዋና ዓላማ የኢትዮጵያ ፖሊስ ዩኒቨርሲቲ ኮሌጅ ፖሊስ ሰራተኛ ለራስ የሚሰጥ ግምት /self-esteem/፣ በስራ መርካት /job satisfaction / እና የስራ አፈጻጸም/ Job Performance/ መካከል ያለው ዝምድና በሚል ርዕስ ለሚካሄድ ጥናት መረጃ ማሰባሰብ ነው። ጥናቱ የሚካሄደው ለማህበረሰብ ስነ-ልቦና የማስተርስ ድግሪ ማሟያነት ነው። የዚህ ጥናት አስተማማኝነትና ትክክለኛነት የሚወሰነው አንተ/አንቺ በምትሰጡት ምላሽ በመሆኑ በእያንዳንዱ ክፍል ውስጥ ያሉትን መመሪያዎች በጥሞና በማንበብ ለጥያቄዎቹ ትክክለኛ ምላሽ መስጠት የበኩላችሁን አስተዋፅኦ እንድታደርጉ ከወዲሁ በትህትና እጠይቃለሁ። መጠይቁን ለማጠናቀቅ 40 ደቂቃ የሚወስድ ሆኖ የግል መረጃ፣ ለራስ የሚሰጥ ግምት፣ በስራ መርካት እና የስራ አፈጻጸም ናቸው። በዚህ ጥናት በመሳተፎ ምንም ዓይነት ጉዳት አይኖረውም፤ በመጠይቁ ላይ ስም መጻፍ አያስፈልግም፤ በመጠይቁ ላይ በፍላጎት የሚደረግ ተሳትፎ ነው። እባክዎ በዚህ ጥናት ጥያቄ ካለዎ በዚህ ስልክ 0916416594 ያገኙ።

ስለተሳተፎዎ እጅግ አመሰግናለሁ

አማኑኤል አክሊሉ

ክፍል 1 :- ግላዊ መረጃዎች

መመሪያ:- ቀጥሎ ስለ አንተ /አንቺ ግላዊ መረጃዎችን የሚሹ ጥያቄዎች ቀርበዋል። ከቀረቡት ምርጫዎች ውስጥ ትክክለኛውን ምላሽ ይክን “√” ምልክት በማድረግ በሳጥን ውስጥ መልስዎን ያስቀምጡ።

- 1. ያታ : ወንድ ሴት
- 2. ዕድሜ: ከ25 ዓመትና በታች
- ከ26- 32 ዓመት
- ከ33- 40 ዓመት

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

41- 47 ዓመት

48 ዓመትና ከዚያ በላይ

3. የትዳር ሁኔታ፤ ያገባ ያላገባ ሌላ

4. የትምህርት ደረጃ፡

ሠርተፍኬትና በታች

የመጀመሪያ ድግሪ

ዲፕሎማ

ሁለተኛ ዲግሪ እና ከዚያ በላይ

5. የስራ ልምድ፡

5.1. ከ5 ዓመትና በታች

5.2. ከ6-10 ዓመት

5.3. ከ 11 -15 ዓመት

5.4. ከ16 — 20 ዓመት

5.5. ከ21 — 24ዓመት

5.6. ከ25 ዓመትና በላይ

6. የስራ ክፍል፤

6.1. የሰው ሀብት አስተዳደር ምክትል ፕሬዚዳንት

6.2. አካዳሚክ ምክትል ፕሬዚዳንት

6.3. የጥናትና ምርምር እና የማህረሰብ አገልግሎት ምክትል ፕሬዚዳንት

6.4. የአካል ብቃትና ወታደራዊ ስልጠና ምክትል ፕሬዚዳንት

6.5. ፕሬዚዳንት ጽ/ቤት

7. ሀላፊነት፡_____

8. የፖሊስ መዕረግ

ኮንስታብል ረዳት ሳጅን ምክትል ሳጅን ሳጅን ዋና ሳጅን

ረዳት ኢንስፔክተር ምክትል ኢንስፔክተር ኢንስፔክተር

ዋና ኢንስፔክተር ምክትል ኮማንደር ኮማንደር

ክፍል 2:- ለራስ የሚሰጥ ግምት

መመሪያ :- ከዚህ በታች ባሉ ሳፕሮች ውስጥ ያሉትን ዓረፍተ ነገሮች በአግባቡ በማንበብ ይህንን “√” ምልክት በቁጥሮች ማህል ያስቀምጡ። ቁጥሮቹ የሚያመለክቱት፡-

1 = በጣም አልስማማም

3 = እስማማለሁ

2 = አልስማማም

4 = በጣም እስማማለሁ

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

ተ.ቁ	ዓረፍተ ነገር	1	2	3	4
1.	በአጠቃላይ በራሴ ሁኔታ ደስተኛ ነኝ።				
2.	አንዳንድ ጥሩ ሰው እንዳልሆንኩ ይሰማኛል።				
3.	ብዙ ጠንካራ ጎኖች እንዳሉ ይሰማኛል።				
4.	ብዙ የማያኮራ ነገር እንዳሉኝ ይሰማኛል።				
5.	ብዙ ሰዎች የሚሰሯቸውን ስራዎች እኔም እሰራቸዋለሁ።				
6.	አንዳንድ የማልጠቅም ሰው እንደሆንኩ ይሰማኛል።				
7.	ጠቃሚ ሰው እንደሆንኩ ይሰማኛል፤ ቢያንስ ከሌሎች አላንስም።				
8.	ለራሴ ጥሩ ግምት /ክብር/ እንደሌለኝ ይሰማኛል።				
9.	በአጠቃላይ ሕይወቴ በውድቀት የተሞላ እንደሆነ ይሰማኛል።				
10.	ስለ ራሴ በጎ /አወንታዊ አመለካከት አለኝ።				

ክፍል 3:- በስራ መርካትን በተመለከተ

መመሪያ :- የሚከተሉትን ዓረፍተ ነገሮች በጥምና ካነበብክ/ሽ በኋላ በዓረፍተ ነገሮቹ ላይ ስለ መስማማት/ህ/ሽ እና ስለ አለመስማማት/ህ/ሽ በአያንዳንዱ ዓረፍተ ነገር ፊት ለፊት ከተቀመጡት ቁጥሮች አንዱን ላይ ይህን “√” ምልክት በማስቀመጥ መልስ/ሽ። ቁጥሮቹ የሚያመለክቱት፡-

- 1 = በጣም አልስማማም
- 2 = አልስማማም
- 3 = በመጠኑ አልስማማም
- 4 = በመጠኑ እስማማለሁ
- 5 = እስማማለሁ
- 6 = በጣም እስማማለሁ

ተ.ቁ	ዓረፍተ ነገር	1	2	3	4	5	6
1.	ለምሰራው ስራ ተመጣጣኝ ክፍያ የማገኝ መስሎ						
2.	በምሰራው ስራ ያለው የእድገት ዕድል በጣም ትንሽ ነው።						
3.	የስራ አለቃዬ በስራው/ራዎ ትጉህ ነው/ናት።						
4.	በማገኛቸው ጥቅማ ጥቅም አልረካም።						
5.	ጥሩ ስራ በምሰራበት ወቅት ማግኘት ያለብኝን ትኩረት/አውቅና አገኛለሁ።						
6.	የምንሰራባቸው የአሰራር መመሪያዎችና ሂደቶች ጥሩ ስራ ለመስራት አያስችልም።						
7.	ከስራ ባልደረቦቹ ጋር ጥሩ የሆነ የስራ ግንኙነት አለኝ						
8.	አንዳንድ ጊዜ የምሰራው ስራ ትርጉም የሌለው መስሎ						
9.	በመስሪያ ቤቱ ያለው የመረጃ ልውውጥ ጥሩ ይመስለኛል።						
10.	በመስሪያ ቤታችን ያለው የደረጃ እድገት ለጥቂት ሰዎች						
11.	በመስሪያ ቤታችን ጥሩ የሚሰሩ ሰዎች ተመጣጣኝ የደረጃ እድገት ያገኛሉ።						
12.	የስራ አለቃዬ ያዳላብኛል/ታዳላብኛለች።						

13.	መስሪያ ቤታችን የሚሰጠው ጥቅማ ጥቅም ሌሎች ብዙ መስሪያ ቤቶች ከሚሰጡት ጋር እኩል በሆነ መልኩ ጥሩ						
14.	የምሰራው ስራ የሚበረታታ ነው ብዬ አላስብም።						
15.	ጥሩ ስራ የመስራት ተነሳሽነቴ አልፎ አልፎ በቢሮክራሲ አሰራር ይጓተታል።						
16.	የስራ ባልደረቦቼ ትጉህ ካለመሆናቸው የተነሳ በርታቼ መስራት እንዳለብኝ ይሰማኛል።						
17.	በምሰራቸው ስራዎች ደስተኛ ነኝ።						
18.	የመስሪያ ቤታችን አላማ ግልጽ አልሆነልኝም።						
19.	ከማገኘው ክፍያ አኳያ መስሪያ ቤቴ እያበረታታኝ እንዳልሆነ ይሰማኛል።						
20.	በሌላ ቦታ ሊያድጉ የሚችሉትን ያህል እዚህ መስሪያ ቤትም ሰዎች እያደረጉ ነው።						
21.	የስራ አለቃዬ ለበታች ሠራተኞች አነስተኛ አመለካከት						
22.	መስሪያ ቤቴ ማገኘው ጥቅማ ጥቅም ተመጣጣኝ ነው።						
23.	መስሪያ ቤታችን ለሠራተኞች የሚሰጠው ማበረታቻ						
24.	የምሰራው ስራ ይበዛብኛል።						
25.	ጊዜዬን ከስራ ባደረቦቼ ጋር በማሳለፍ ደስ ይለኛል።						
26.	አብዛኛውን ጊዜ በመስሪያ ቤቴ ምን እየተካሄደ እንደሆነ የማላውቅ መስሎ ይሰማኛል።						
27.	በምሰራው ስራ ክብር ይሰማኛል።						
28.	በመስሪያ ቤቴ ደመወዝ አጨማመር ደስተኛ ነኝ።						
29.	ማግኘት የሚገቡን ነገር ግን የማናገኛቸው ጥቅማ ጥቅሞች						
30.	ከስራ አለቃዬ ጋር እስማማለሁ።						
31.	በመስሪያ ቤቴ በርካታ የፀሐፍ ስራዎች ይደራረቡብኛል።						
32.	ጥረቴ በሙሉ በሚፈልገው መንገድ እየተበረታታ						
33.	በመስሪያ ቤቴ የደረጃ እድገት ደስተኛ ነኝ።						
34.	በስራ ወቅት ጥላቻ እና ጭቅጭቅ አለ።						
35.	ሥራዬ ደስ የሚያሰኝ ነው።						
36.	የሚሰሩ ስራዎች ግልጽ አይደሉም።						

ክፍል 4: የስራ አፈፃፀም መመዘኛ የሚመለከቱ ጥያቄዎች

የሚከተሉት ጥያቄዎች የሠራተኛውን ምርታማነት ለመመዘን የተዘጋጁ ናቸው። እናክዎ ከእያንዳንዱ ጥያቄ ጎን ያሉ ሳጥኖች ውስጥ ይህን “√” ምልክት በማድረግ ትክክለኛ አመለካከትዎን ያሳዩ።

1. በፍፁም አልሰማም 2. አልሰማምም 3. መልስ የለኝም 4. እስማማለሁ 5. በጣም እስማማለሁ በማለት ይመልሱ

የሠራተኛው የስራ አፈፃፀም		1	2	3	4	5
	የሥራ አፈፃፀም ግዴታ					
1	ሥራዬን በከፍተኛ ጥረት አከናውናለሁ።					
2	ያለ ብዙ ቁጥጥር የተሰጠኝን ስራ የማከናወን ብቃት አለኝ።					
3	ሥራዬን በተመለከተ ክፍተኛ ተነሳሽነት አለኝ።					

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

4	የተቋሙ ግቦች ለማሳካት በርካታ ስራዎችን ማከናወን እችላለሁ።					
5	የተሰጠኝን ስራዎች በጊዜ አጠናቅቀለሁ።					
6	ባለደረጃዎቼ በድረጅቱ ውስጥ ከፍተኛ የስራ አፈፃፀም ያለኝ መሆኑን ተጨማሪ ስራዎችን ለማከናወን በተመለከተ ይሆናል					
7	ስጠየቅ ወይም አስፈላጊ ሆኖ ሲገኝ ለባለደረጃዎቼ የስራ እረዳታ ተጨማሪ ስራዎችን ማከናወን ድስ ይለኛል					
8	ስጠየቅ ወይም አስፈላጊ ሆኖ ሲገኝ ለባለደረጃዎቼ የስራ እረዳታ ተጨማሪ ስራዎችን ማከናወን ድስ ይለኛል					
9	ሥራተኞች ችግር ውስጥ በሚሆኑበት ወቅት ለባለደረጃዎቼ ሐዘኔታ እና ርህራሄን አደርጋለሁ					
10	በቡድን ውይይቶችና የስራ ስብሰባዎች ላይ በንቃት እሳተፋለሁ					
11	ባለደረጃዎቼ ለሚያከናውኑት መልካም ስራ አመስግናለሁ					
12	በቡድን አባላት መካከል ያለኝን እውቀት እና ሀሳብ አካፍላለሁ					
13	በድርጅቱ ውስጥ ሎሎች እንዲሻሻሉ በማገዝ ትልቅ ርካታን አገኛለሁ					
14	በአጋር ስራተኞች መካከል የሆነ ትብብርን አጠብቃለሁ					
15	ከተሰጠኝ የስራ ሀላፊነት በተጨማሪ አዲስ የሚገቡ ሠራተኞችን የስራ ሁኔታዎችን አሳያለሁ					
16	በችግር አፈታት እና ውሳኔ አሰጣጥ ላይ ከባለደረጃዎቼ ጋር ውጤታማ በሆነ መልኩ እወያያለሁ					
17	አዲስ የስራ ሁኔታን በቶሎ የመልመድ የስራ አፈፃፀም ውጤታማ ለሆነ የብዱን ስራ የጋራ መረጃ በማደራጀት እተጋለሁ					
18	ሁኔታዎች አስፈላጊ በሚሆኑባቸው ጊዜያት ሁሉ ከለውጦች ጋር ራሴን ማላመድ እችላለሁ					
19	ለውጥ በሚኖሩባቸው ሁኔታዎች ሥራዬን ውጤታማ በሆነ መልኩ አከናውናለሁ					
20	ዘውትር የጋራ መግባባት ተገቢ ውደሆነ የድርጅት/የስራ ክፍል/ መፍትሔ የሚያመራ መሆኑን አምናለሁ					
21	ከቡድን አባላቶች ትችት በሚገጠመኝ ወቅት ስሜታዊ እሆናለሁ					
22	በስራዬ ተለዋዋጭነት ምቹት ይሰማኛል					
23	በተለያዩ ምክኒያቶች በድርጅቱ/ በስራ ክፍል/ ለሚደረጉ ለውጦች ሥራዬን በተገቢ መንገድ አከናውናለሁ					

Appendix B
Pilot study result

Appendix B1

Cronbach's Alpha and item-total statistics for self-esteem

Reliability Statistics

Cronbach's Alpha	N of Items
.860	10

Item-Total Statistics

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
On the whole, I am satisfied with myself.	27.77	20.254	.710	.833
At times I think I am no good at all.	27.63	24.999	.480	.854
I feel that I have a number of good qualities.	27.53	24.809	.452	.855
I feel that I do not have much to be proud of.	27.73	23.720	.505	.851
I can do things as well as most other people.	27.47	23.499	.466	.855
I certainly feel useless at times.	27.70	22.907	.564	.847
I feel that I am a person of work, at least on an equal basis with others.	27.63	23.137	.625	.842
I feel I don't have more respect for myself.	27.80	22.441	.575	.846
All in all I am inclined to feel that I am a failure	27.60	23.697	.568	.847
I have a positive attitude toward myself	27.73	20.271	.756	.828

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

Appendix B2

Cronbach's Alpha and item-total statistics for job satisfaction

Reliability Statistics

Cronbach's Alpha	N of Items
.838	36

Item-Total Statistics

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Total Correlation	Cronbach's Alpha if Item Deleted
Js 1	164.77	198.599	.236	.837
Js 2	166.27	182.961	.613	.824
Js 3	165.37	192.792	.382	.833
Js 4	165.70	195.666	.405	.833
Js 5	165.27	206.478	-.044	.843
Js 6	165.27	194.133	.434	.832
Js 7	164.83	202.420	.109	.840
Js 8	165.20	192.786	.551	.830
Js 9	165.40	202.938	.067	.842
Js10	165.27	203.926	.024	.844
Js 11	165.43	200.185	.202	.838
Js 12	165.23	192.944	.464	.831
Js 13	165.57	182.323	.762	.821
Js 14	165.37	180.930	.670	.822
Js 15	165.53	187.775	.608	.826
Js 16	166.03	189.895	.340	.835
Js 17	165.17	186.006	.574	.826
Js 18	165.73	177.720	.695	.820
Js 19	165.00	191.793	.456	.831
Js 20	165.03	194.447	.311	.835
Js 21	165.73	188.685	.466	.830
Js 22	165.40	185.697	.453	.830
Js 23	165.27	195.099	.274	.836
Js24	165.00	196.966	.264	.836
Js 25	164.93	191.926	.434	.831
Js 26	165.20	188.648	.515	.829
Js 27	165.27	197.857	.286	.835
Js 28	164.60	205.352	.014	.841
Js 29	164.97	199.137	.381	.834
Js 30	164.37	207.068	-.077	.841
Js 31	165.00	207.931	-.114	.843
Js 32	165.10	210.093	-.220	.845
Js 33	164.80	206.648	-.050	.843
Js 34	164.93	197.306	.428	.833
Js 35	164.80	204.028	.068	.840
Js 36	164.87	207.499	-.109	.842

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

Appendix B3

Cronbach's Alpha and item total statistics for job performance

Reliability Statistics

Cronbach's Alpha	N of Items
.805	23

Item-Total Statistics

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Total Correlation	Item-Cronbach's Alpha if Item Deleted
Jp1	81.73	132.064	.500	.791
Jp2	82.07	128.340	.507	.789
Jp3	81.67	132.920	.539	.790
Jp4	81.70	129.321	.537	.788
Jp5	81.67	137.402	.308	.800
Jp6	81.80	135.614	.306	.800
Jp7	82.27	132.823	.366	.797
Jp8	81.90	133.472	.362	.797
Jp9	81.87	137.430	.237	.804
Jp10	82.17	136.213	.253	.803
Jp11	81.87	135.706	.347	.798
Jp12	82.17	136.213	.253	.803
Jp13	81.77	136.392	.310	.800
Jp14	81.87	135.637	.290	.801
Jp15	81.87	134.051	.376	.796
Jp16	82.13	136.809	.281	.801
Jp17	82.13	135.499	.292	.801
Jp18	82.10	130.231	.545	.788
Jp19	81.87	129.292	.588	.786
Jp20	81.97	135.344	.365	.797
Jp21	83.23	139.564	.133	.811
Jp 22	81.87	137.223	.244	.803
Jp 23	81.30	142.217	.215	.803

Appendix C
Reliability of instrument in the main data (re-established reliability)

Appendix C1
Cronbach's Alpha and item-total statistics for self-esteem

Reliability Statistics

Cronbach's Alpha	N of Items
.947	10

Item-Total Statistics

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Total Correlation	Item-Cronbach's Alpha if Item Deleted
seq1	29.94	34.647	.711	.944
seq2	30.00	33.695	.801	.940
seq3	30.06	33.253	.749	.943
seq4	30.00	34.051	.769	.941
seq5	30.00	33.582	.805	.940
seq6	29.91	34.166	.803	.940
seq7	29.96	34.033	.820	.939
seq8	29.89	33.924	.781	.941
seq9	29.91	33.985	.792	.940
seq10	30.03	33.301	.749	.943

Appendix C 2
Cronbach's Alpha and item-total statistics for job satisfaction

Reliability Statistics

Cronbach's Alpha	N of Items
.881	36

SELF-ESTEEM, JOB SATISFACTION, AND JOB PERFORMANCE

Item-Total Statistics

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Total Correlation	Item-Cronbach's Alpha if Item Deleted
jsq1	140.81	524.178	.463	.876
jsq2	141.89	534.819	.352	.878
jsq3	140.27	545.265	.267	.880
jsq4	141.38	534.339	.390	.878
jsq5	140.56	544.268	.244	.880
jsq6	141.18	529.614	.446	.877
jsq7	140.33	532.901	.408	.877
jsq8	141.38	537.162	.250	.881
jsq9	140.70	534.731	.413	.877
jsq10	140.48	523.079	.547	.875
jsq11	141.17	524.827	.498	.876
jsq12	140.80	543.632	.193	.882
jsq13	140.82	526.457	.407	.877
jsq14	140.89	531.662	.331	.879
jsq15	140.16	542.608	.255	.880
jsq16	141.47	541.585	.205	.882
jsq17	140.31	531.353	.442	.877
jsq18	140.44	537.617	.273	.880
jsq19	140.74	519.126	.487	.876
jsq20	141.00	519.127	.533	.875
jsq21	140.34	547.179	.222	.880
jsq22	141.35	522.303	.508	.875
jsq23	141.31	517.996	.548	.874
jsq24	141.01	541.983	.185	.882
jsq25	140.28	522.757	.550	.875
jsq26	140.56	521.261	.472	.876
jsq27	140.40	541.685	.274	.880
jsq28	141.18	522.719	.467	.876
jsq29	141.28	520.303	.523	.875
Jsq30	139.59	544.832	.325	.879
Jsq31	140.41	540.496	.289	.879
Jsq32	141.65	525.516	.451	.876
Jsq33	140.70	523.527	.466	.876
Jsq34	140.57	523.726	.563	.876
Jsq35	140.04	542.793	.277	.880
Jsq36	140.28	522.757	.550	.875

Appendix C3

Cronbach's Alpha and item-total statistics for job performance

Reliability Statistics

Cronbach's Alpha	N of Items
.874	23

Item-Total Statistics

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
jpq1	93.78	79.226	.305	.873
jpq2	93.62	78.496	.391	.871
jpq3	93.60	77.322	.490	.868
jpq4	93.74	77.308	.485	.869
jpq5	93.80	78.244	.399	.871
jpq6	93.98	77.520	.381	.872
jpq7	93.72	77.476	.475	.869
jpq8	93.77	77.321	.464	.869
jpq9	93.66	77.432	.504	.868
jpq10	93.81	75.100	.595	.865
jpq11	93.69	75.831	.557	.866
jpq12	93.74	75.542	.624	.865
jpq13	93.97	79.793	.236	.876
jpq14	94.04	77.927	.371	.872
jpq15	93.83	76.585	.520	.868
jpq16	93.81	74.822	.633	.864
jpq17	93.84	74.569	.640	.864
jpq18	93.74	75.460	.641	.864
jpq19	93.80	75.990	.565	.866
jpq20	93.83	74.861	.553	.866
jpq21	94.47	80.065	.091	.888
jpq22	94.43	74.719	.403	.873
Jpq23	93.81	76.516	.487	.868

For further information;

Email: amanaklilu44@gmail.com

Phone: +251916416594