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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

SCHOOL OF PSYCHOLOGY

**THE RELATIONSHIP BETWEEN JOB SATISFACTION AND
JOB PERFORMANCE OF TEACHERS AT ENTOTO AMBA
SECONDARY SCHOOL**

BY: TIDIGINA DEGEFIA

NOVEMBER, 2021

ADDIS ABABA, ETHIOPIA

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BY

TIDIGINA DEGEFIA

ADVISOR

SEWALEM TSEGA (DR.)

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NOVEMBER, 2021

ADDIS ABABA, ETHIOPIA

Approval Sheet

The Relationship between Job Satisfaction and Job Performance of Teachers at Entoto Amba Secondary School

By: Tidigina Degefia

Approved by:

1.	_____	_____	_____
	Advisor	Signature	Date
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	Internal Examiner	Signature	Date
3.	_____	_____	_____
	External Examiner	Signature	Date

DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other University, and that all the sources of materials used for the thesis have been duly acknowledged.

Tidigina Degefia

Signature _____

Date _____

ENDORSEMENT

This thesis has been submitted to Addis Ababa University, College of Education and Behavioral Studies, School of Psychology for examination with my approval as University advisor.

Name

Signature

Date

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Abbreviations

POESSA	Private Organizations Employees Social Security Agency
r	Pearson Product Moment Correlation Coefficient
SPSS	Statistical Packages for Social Science: Version 25

Abstract

The objective of this study was to examine the links between job satisfaction and job performance of teachers at Entoto Amba secondary school. Correlation research design was employed to analyse the connection between job satisfaction and job performance of teachers. And 92 participants were selected using stratified and simple sampling technique and both descriptive and inferential statistics were applied in analysing the collected data. The findings of the study show that majority of the respondents (75%) have moderate level of job satisfaction and (25%) of teachers have high level of job satisfaction. Majority 75 (81.5%) of the respondents have moderate level of satisfaction towards the extrinsic dimensions of their job and 62 (67.4%) have a moderate level of satisfaction towards intrinsic factors of job satisfaction. Compared to the extrinsic and the general job satisfaction levels, respondents had scored a high level of intrinsic job satisfaction. Regarding job performance, 33 (35.9%) of teachers experience excellent level of job performance, 18 (19.6%) good job performance, fifteen (16.3%) 'Very good' performance and 13 (14.1%) 'Fair' and 13 (14.1%) 'Low' job performance level. The study also revealed that job satisfaction and job performance have a strong positive relationship, $r(92) = .67, p < 0.01$. A positive moderate relationship was also found between intrinsic ($r(92) = .59, p < 0.01$) and extrinsic ($r(92) = .51, p < 0.01$) and teacher's job performance. There was no gender difference is found regarding the general ($t(90) = 1.69, p > 0.05$) and extrinsic ($t(90) = .712, p > 0.05$) job satisfaction of teachers. Male teachers ($M = 44.23 \pm 3.6$) were found to have significantly higher intrinsic job satisfaction compared to female respondents ($M = 42.04 \pm 3.8$). There is found a statistically significant performance difference among sex groups of teachers. Male teachers are found to have a higher level of job performance compared to female teachers. There was no found any statistically significant job satisfaction and performance difference among groups of age, education level and work experience ($p > 0.05$).

Key Words: *job satisfaction, job performance, Entoto Amba, teachers*

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

To increase the level of productivity, human resource is the basic resource of any organization. Job satisfaction is one of the growing issues of human resource in any organization. Employees' job satisfaction and job performance become the main issue of different organization.

It is always of high priority of every organization to increase the productivity and efficiency with the help of high level performance. Satisfied work forces are the only source through which high level of performance can be achieved by an organization. Satisfied workers always try to bring increment in their job performance and improve their performance more than needed. To accomplish the organizational objectives, every organization struggles to give maximum satisfaction to its employees.

Job satisfaction and job performance both play vital role in the success of every organization. In this era, both job satisfaction and job performance are the major critical factors to be considered in the managerial decision making process in order to lead organizations towards its goals. Most of the researches have been conducted and proven that both job satisfaction and performance are closely related with each other and have greater positive and negative impact on the organizational overall productivity and performance.

According to Rasmussen (2002) job satisfaction and job performance have direct relationship. When one person gets job satisfaction the person will be increased performance, they affect each other. To increase performance they should promote job satisfaction. On the other hand Parker and his colleagues (2003) suggested that not only job satisfaction predict

job performance. Other variables should be focused like leadership style, the structure of the organization may relate to performance.

Motowidlo (2003) explains that job performance is the totality of all those expected behaviors that individuals bring to their working environment and give values to the organization. Those employees who are considered as the high performers usually get the chances of hiring earlier in the organization as compare to the low performers. Therefore, the success of every organization is based on the performance of employees jobs (Pushpakumari, 2008). The higher the performance of employees, the higher the chance for getting the maximum productivity (Sonnetag and Frese, 2002). For every organization, that wishes to increase its productivity, they need to find out all those methods through which they can increase the performance of their employees. Pushpakumari (2008) stated that for the achievement of high performance employees need to work hard. Satisfied employees are motivated when they are motivated they will work hard and will be committed to the organization and will achieve the goals of the organization as well.

Satisfaction with the teaching component has important consequences. It means that the teachers are happy, dedicated and committed, and it also helps them to bring their best qualities to their schools, so that students, parents, and the society may benefit from their services (Ofoegbu, 2004:82). As indicated by Jaiyeoba and Jibril (2008:97), satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers, but also on satisfied school managers and administrators. Teachers, specifically, spend a great amount of time with their students in class, and hence they have a significant impact on student achievement (Correnti, Miller & Rowan, 2002; Jyoti & Sharma, 2009:52).

In Ethiopia teaching was considered as one of the most prestigious professions three decades and more ago. However, teaching seems one of the professions given the lowest regard in Ethiopia (VSO, 2008:33). The dramatic expansion of education in the country in recent years, specifically since the 1990s, is considered as the opening phenomena to the loss of teachers respect by virtue of their education (VSO, 2008:34). Their poor status is the most often mentioned cause of de-motivation and low job satisfaction. This lack of respect for teachers causes job dissatisfaction (Menon, Papanastasiou, & Zembylas, 2008:78; VSO, 2008:9). The lack of job satisfaction among teachers in turn is considered as the main cause for low job performance and largely low quality of education.

It is highly acknowledge that teacher's job satisfaction is lowered due to different reasons. However, there is no sufficient study that is supported by empirical evidences especially in Ethiopia. Moreover, the relationship between job satisfaction and job performance is not studied well. To contribute filling this knowledge gap, this study was aimed to examine the relationship between job satisfaction and job performance of teachers who are currently working in Entoto Amba secondary school.

1.2. Statement of the Problem

Researchers give more attention for employee's job satisfaction (Gautam, Mandal & Dalal, 2006). It's a widely known undeniable fact that no organization could last without their employees. Employees are the most reason a corporation could possibly exist for a protracted time. Well satisfied employees will influence the productivity of the organization and can cause achieving the organization's vision and goals (Hussin, 2011).

Studies indicated that the quality of education depends on the professionalism and devotion of the teachers. It is impractical to realize positive changes in the schools without the

teachers' commitment to and participation in reform. The quality and morale of the teachers are essential to the success of any educational reform (Kim, 2000:35).

The teachers' job satisfaction has a significant influence on, and important implications for their effectiveness and their delivery of quality education. Shann (1998:67) maintains that teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and a contributor to school effectiveness. The teachers' overall career satisfaction in general, and satisfaction with their jobs in particular, are pivotal to maintaining quality teaching, and to retaining motivated and quality individuals in the teaching profession (Turner, 2007:1). Satisfied teachers are committed and motivated to do what is expected of them. Motivated teachers are more likely to motivate students to learn in the classroom, to warrant the implementation of educational reforms and progressive legislation, and will result in feelings of satisfaction and fulfillment (Conboy & De Jesus, 2001:131).

Where teachers are de-motivated or have low job satisfaction, this will have higher teacher attrition rates which, in turn, will have a direct negative impact on the quality of education - higher attrition rates negatively affect the quality of education (Chang, et al., 2010:6). One of the most frequently mentioned contributing factors to the low morale and job satisfaction of teachers in Ethiopia is the little respect for and the reduced status of the teachers.

Different researchers have different result about the relation between job satisfaction and job performance, some study show there is no direct relation between job satisfaction and job performance(Alf & Bassem, 2003, p.374; Petty et al, cited in Alf & Bassem, 2003). On the other hand some study show there is strong relation between job satisfaction and performance (Aftab & Idrees, 2012).

In Ethiopia, the relationship between job satisfaction and job performance is researched in different organizations. But it seems that the issue is neglected in education sector. There are

some studies on teacher's job satisfaction and job performance separately. Tadesse (2018) conducted a comparative study on teacher's job satisfaction in government and private secondary high schools of Kirkos Sub City, Addis Ababa. Gedefaw also studied job satisfaction of secondary school teachers in Ethiopia by taking different secondary schools in Addis Ababa as a target. The other related study is conducted by Desta (2014) on Teachers' Job Satisfaction and Commitment in General Secondary Schools of Hadiya Zone, In Southern Nation Nationality and People of Regional State. Bekalu (2016) also studied on teacher's job satisfaction and its relationship with organizational ommitment in Ethiopian primary schools by focusing on primary schools of Bonga Town. Similarly, Teferi et al. (2016) conducted their research on teacher's job satisfaction and its relationship with organizational commitment in Primary Schools of Bonga Town. However, it is hard to find a study on the relationship of the two constructs. The aim of this study was to look at the link between job satisfaction and job performance of teachers in Entoto Amba Secondary School.

1.3. Research Questions

The specific research questions to be addressed in the study are:

- ✓ What is the level of job satisfactions of the teachers in Entoto Amba secondary school?
- ✓ What is the level of job performance of the teachers in Entoto Amba secondary school?
- ✓ What is the relationship between job satisfaction and job performance of teachers of Entoto Amba secondary school?
- ✓ Is there a significant group difference among demographic characteristics of teachers regarding job satisfaction?

- ✓ Is there a significant difference of job performance among groups of demographic characteristics?

1.4. Objectives of the study

1.4.1. General Objective

The general objective of this study is to examine the relationship between job satisfaction and teachers job performance of teachers among Entoto Amba secondary school.

1.4.2. Specific objective of the study

- ✓ To assess the level of job satisfactions of the teachers in Entoto Amba secondary school.
- ✓ To assess the job performance level of teachers in Entoto Amba secondary school.
- ✓ To examine the relationships between job satisfaction and job performance of teachers in Entoto Amba secondary school.
- ✓ To determine whether there is a group difference of job satisfaction regarding demographic characteristics of teachers
- ✓ To examine a group difference on the level of job performance concerning demographic characteristics

1.5. Significance of the study

The relationship between job satisfaction and job performance is one of the frequently studied topics in the areas of industrial and organizational psychology. Studying this topic has tremendous significance for various concerned bodies.

The study findings would contribute to create awareness about the phenomenon of job satisfaction and job performance and their relationship to educational policy makers, school

administrators, employers and school owners with the hope that it would provide possible solutions to some of the issues that might be reviled particularly pertaining to job satisfaction among secondary school teachers. The findings are expected to be for the betterment of the education sector in the Ethiopia.

1.6. Scope of the study

This study is delimited in terms of the issues it covers and the area in which the study will be conducted. The study is conducted in Entoto Amba secondary school. And the target populations of the study are 120 teachers. In terms of conceptual scope, the study focuses on the relationships between job satisfaction and job performance. The variables that will be included in this study are gender, age, work experience, and monthly salary.

1.7. Operational Definition of Terms

Job satisfaction: the fulfillment acquired by experiencing various job activities and rewards as measured by a 20 item scale of Minnesota job satisfaction questionnaire.

Job performance: Teacher's two semester performance as measured by students, principals, vice principals, department heads and parents. The evaluation criteria for teacher's performance appraisal were developed by Addis Ababa education bureau.

1.8. Limitations of the Study

This thesis has encountered some obstacles and limitations during the process of conducting the research work. Firstly, the researcher had limited previous experience and knowledge in conducting research. The researcher used the Addis Ababa education bureau performance appraisal system to measure teacher's job performance. There may be a reliability and validity problem regarding this test because the test is not standardized. The other limitation

of this study is that the study did not examine the specific dimensions of job satisfaction like pay, the job itself, work environment, staff members etc.

1.9. Organization of the Study

The thesis consists of five chapters. Chapter one provides important introductory issues, which include background of the study, statement of the problem, basic research questions, objectives of the study, scope, and significance of the study. The chapter also provides definitions for basic terminologies and ends by indicating the overall structure of the thesis. Chapter two deals with theoretical, conceptual and empirical literature review. Chapter three deals with research methodology such as research design, population, sampling technique and size, data collection instruments, data analysis method and ethical considerations. Chapter four deals with presentation, analysis and discussions of data. Chapter five presented summary, conclusion and recommendations based on the results.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Job satisfaction

The concepts of job satisfaction has been defined and explained in numerous ways and by several researchers. They suggest their own workable definition of the term from their peculiar discipline (Worrell, 2004). Worrell (2004) adds that the terms job attitudes, work satisfaction and job morale is employed interchangeably, which can explain the dearth of a consistent job satisfaction definition.

On the opposite side, Robbins and Judge (2007) define job satisfaction as a positive feeling about one's job resulting from an evaluation of its characteristics. They suggest that it's difficult to assess the staff whether or not they are satisfied or not thanks to its complex elements it consists of. But within the review of the literature, Worrell (2004) offered one in every of the earliest definitions of job satisfaction when he described the construct as being any number of psychological, physiological, and environmental circumstances which lead someone to precise satisfaction with their job.

Luthans (2005) further suggests that job satisfaction is taken into account because the way during which employee's see or perceive how well they're satisfied with actions and job provides those things that are viewed as important. Similarly, Bitsch and Hogberg (2005) define job satisfaction as employee's attitude towards their current job and organization which consists of the sensation, thought, and action or behavioral elements. Spector (1997) contends that job satisfaction isn't only how employees feel about their jobs overall, but also how they feel about the assorted facets of the duty. To summarize Job satisfaction is an

attitude that folks have about their jobs and therefore the organizations during which they perform these jobs (Al Zubi, 2010).

Locke (1976, p.1304) defined job satisfaction as pleasing or positive emotion resulting from the appraisal of one's job or job experience. This Locke (1976) comprehensive definition is employed widely to define job satisfaction but creates an issue in mind that how one's job is appraised.

According to Lock (1976) job satisfaction is seen as a sense or pleasure that comes from their current jobs. This sense could also be positive one or negative. It's a holistic attitude of the worker about their job just like the nature of the work, their feeling towards supervisors, friends, and their income.

Another scholar Robbins (2009) also defined the concept of job satisfaction as an employee's general attitude to their current job. He suggests that individuals with high level of job satisfaction have positive attitudes toward the work, while someone who is dissatisfied together with his or her job holds negative attitudes about the duty. Generally, from this definitions job satisfaction are often summarized because the emotional, feeling, belief and behavioral a part of an attitude towards job and various aspects of job.

A study conducted by Zeffane et al, (2009) on the realm of job satisfaction found that employees who are dissatisfied with their job are liable to excessive absenteeism and turnover, while satisfied ones are more likely to be effective in handling daily stressors, good employee relation and fewer likely to be absent or withdraw from their work.

2.2 Theories of job satisfaction

There are different theories which attempt to explain the nature of job satisfaction. For example, Worel (2004) in his study states that job satisfaction can be studied from different perspectives and theoretical assumptions. Some of the influential theories which try to understand the concept of job performance are listed below.

2.2.1 Content Theories

The Content Theory, suggests that job satisfaction occurs when the employee's need for growth and self-actualization are met by the employee's job (Luthans, 2008).

The Content Theories focuses on identifying specific factors that motivate an employee to actively perform certain tasks in the work environment. Werner (2007) state that these theories are often named as Needs Theories since it focuses on an employee's personal needs and motives. Luthans (2008) further states that the Content Theories are concerned with the kinds of incentives or goals that an employee strives to achieve so as to be satisfied and perform well.

From this theory the researcher concludes that contents theories plays crucial roles in determining the particular factors for motivating initiating teacher's performance. the idea focuses on physiological needs of teachers specifically salary and income levels of teacher's matters in motivating them to figure. But this theory overlooks on the inner motivations of teacher's that may be helpful in commencing their job.

2.2.2 Scientific Management

Pioneered by Fredrick Winslow Taylor, Scientific Management was one in every of the primary studies that sought to look at the link between the physical environment and

employee satisfaction (Daft, 2007). Scientific managers proposed sophisticated wage incentive models to motivate employees and improve employee performance (Hitt, Miller & Colella 2009). This was supported detailed analysis of tasks and time-and-motion studies with piece-rate pay schemes to boost performance (Luthans, 2005).

According to Daft (2007) Scientific Management later evolved into job engineering because it was concerned with product; process and power design; standard operating procedures; work measurement and standards; work methods and human-machine interaction that ensured a standardize job process and control over employees. However, Peerbhai (2006) states that Scientific Management was criticized because it cared-for exploit workers instead of benefit them. It didn't consider social networks that influenced employee performance, absenteeism, and turnover and job satisfaction. This method wasn't designed to produce satisfying work but rather to maximize rewards and increase the division of labor. Moorhead and Griffin (2010) argue that employment is inherently unpleasant for many employees which the cash they earn is more important than the character of job they perform. Worrell (2004) adds that originally money was thought to be the sole incentive to boost employee performance but later the human relations approach was also considered.

2.2.3 Human Relations

The Human Relations approach concentrates on the worker performing the task, instead of the task to be performed as in Scientific Management. In step with Robbins, Odendaal, and Roodt (2006) the essence of human relations was the idea that the key to higher employee performance in a corporation is to extend employee job satisfaction. This approach assumed that employees wanted to feel useful and important (Moorhead & Griffin, 2010). With the exception of Hawthorne studies, Frederick Herzberg's research had the best impact on

undermining the recommendations of the Scientific Management Theory by placing the employee's needs above the organization's goals (Robbins, Odendaal, & Roodt, 2006).

On the other hand, Peerbhai (2006) assumes that human problems should be reduced to facilitate performance as opposed to Taylor's principles. However, Mayo believes that those problems could be considered as a chance for progress.

2.2.4 Maslow's Hierarchy of Needs Theory

When discussing human needs, growth and self-actualization, one cannot look far before finding Abraham Maslow and his Hierarchy of Needs Theory (Worrell, 2004). Luthans (2005) cites Abraham Maslow's hierarchy of needs theory jointly of the foremost well-known motivational theories. in line with Kiniki and Kreitner (2008) Maslow proposed that motivation could be a function of 5 basic needs. These five hierarchies of needs are discussed below.

1. Physiological needs

These include hunger, thirst, shelter, sex and other physiological needs related to the biological survival of the individual and also the species. Physiological needs are the foremost prominent needs and if they're not satisfied, human behavior are mainly directed at satisfying them. So, to achieve the self-actualization stage it's important to satisfy these physiological or biological needs (Kiniki & Kreitner, 2008).

2. Safety needs

As soon as physiological needs are satisfied, needs on the subsequent level of hierarchy emerge that include security and protection from physical and emotional harm (Kiniki & Kreitner, 2008)

3. Social and affiliation needs

These include the requirement for love, acceptance and friendship. It only occurs once someone feels safe and on top of things of possible threats.

4. Esteem needs

It is concerning with employees sense of worth and respect to themselves. They should take in to consideration their freedom, self-confidence, recognition, independence, achievement, and appreciation.

5. Needs for self-actualization

If all the previously mentioned needs are met employees spend their time in search of opportunities to use their skills to the simplest of their ability. Self-actualization needs then become important, but difficult to achieve until all lower order needs are fulfilled (Kiniki & Kreitner, 2008).

These needs were further separated into higher and lower order's needs. The protection needs and physiological needs were described as lower order needs and also the affiliation, esteem and self-actualization needs as higher order needs. The differentiation between the 2 differentiated orders was made on the premise that higher order needs are satisfied internally but lower order needs are satisfied externally by factors like pay and tenure. The rationale behind the wants hierarchy is that one could only reach the subsequent level when the previous need was satisfied. Maslow, as cited by Kiniki and Kreitner (2008) highlight that the fundamental lower level needs must be satisfied before proceeding to those at a better level. Once the essential needs are fulfilled, they now not functions motivators for the individual. The more employment allows for growth and acquisition of upper level needs, the more likely the worker is to report satisfaction together with his or her job. The success of

motivating people depends on recognizing the requirements that are unsatisfied and helping the individual to satisfy those needs (Worrell, 2004).

2.2.5. Vroom's Expectancy Theory

Vroom's Expectancy Theory which was propounded by Victor Vroom was the primary theory directly aimed toward work motivation and job satisfaction. The expectation theory relies on the premise that motivation depends on what proportion an employee wants something and the way likely he or she thinks that they'll achieve this. Vecchio (2000) argues that the underlying basis of the expectation theory is that employees are influenced by the anticipated reward that they'll receive for the work performed. Lindler (1998) concurs with Vecchio (2000) stating that employee effort will cause performance and performance will cause reward.

Greenberg and Baron (2008) proposed three theories of job satisfaction over and above the theories of motivation that impact on job satisfaction that has already been discussed, namely:

2.2.6 The Dispositional Model of Job Satisfaction

According to the dispositional model of job satisfaction, some employees are consistently more satisfied with their jobs than others, even once they hold different jobs throughout their lives. In keeping with this conceptualization, employees who just like the job that they're doing at just once tend to love the duty that they'll be doing at once more, whether or not the work is different.

2.2.7 The worth Theory of Job Satisfaction

The value theory of job satisfaction suggests that job satisfaction depends totally on the match between the outcomes that individual's value in their jobs and their perception about

the supply of such outcomes. This theory argues that nearly any factor are often a source of job satisfaction see you later because it are some things that an employee values.

2.2.8 The Social Information Process Model

According to this model of job satisfaction, the way employees feel about their job is predicated on the attitudes expressed by their co-workers. For this reason, an employee who expresses negative feelings about their job can have a negative impact on the task satisfaction of work-mates.

2.2.9. A Summation on the Theories of Job Satisfaction

Ramdhani (2008) in his study advocates that it's essential to possess knowledge of varied theoretical perspectives regarding the motivation of employees associated with the work environment. It's further suggested that nobody theory should be seen as most or least correct but rather that a quest of all theories and an exercise by trial-and error are going to be beneficial (Ramdhani, 2008). Kreitner, Kinicki and Beulens (2008) indicate that the motivation theory is sort of a psychological puzzle with all its explanations and proposals that managers should unravel.

The researcher applied an eclectic approach because the foundation of this thesis. Those theories have their own strengths and weakness in explaining the duty satisfactions of teachers from different angles. Therefore, the researcher used an eclectic approach for examining the relationships between job satisfaction and job performance of teachers from multidimensional perspectives.

2.3 Job performance

Job performance may be a multi-dimensional concept and each employee's performance is crucial for the success of the organization. Job performance is usually employed in different disciplines but poorly defined within the industrial and organizational psychology (Divya, 2013). Mostly, it refers as to whether employees perform their work well and their performance relates to performance of the organization.

Jex (2002) asserted that job performance at the foremost general level is defined simply as all of the behaviors employees engage in while at work. Jex (2002) stated continually that this can be imprecise definition because employees often engage in behaviors at work that have little or nothing to try to with job specific tasks. On the opposite hand, if job performance confined only to behaviors related to task performance, much productive behavior within the work place would be excluded.

According to Cambell cited in Jex (2002) job performance represents behaviors employees engage in while at work. However, such behaviors must contribute to organizational goals so as to be considered within the domain of job performance.

According to Porter and Lawler cited in Pushpakumari (2008) performance is defined as a function of individual ability and skill and energy in a very given situation. From Porter and Lawler definition it will be derived that Job performance as ability, skill and energy toward job. Pushpakumari (2008) states that within the short run employee's skill and skills are relatively stable and defines performance in terms of effort extended to the work of an employee and increased effort leads to better performances.

Job performance may be a multi-dimensional concept and also the whole individual performance will affect the organizational performance. Job satisfaction and job performance

are both subjects in organizational behavior and human resource management. The link between job satisfaction and performance remains controversial. It's not known whether the link between job satisfaction and job performance has been studied here in Ethiopia and particularly within the industry. Thus, this study intention is to assess the impact of job satisfaction on job performance.

Campbell (1990) cited in Motowildo (2003) argued that there are three determinants of job performance: declarative knowledge, procedural knowledge and skill, and motivation. Declarative knowledge is knowledge of facts, principles and procedures; procedural knowledge and skill is skill in actually doing what should be done and could be a combination of knowing what to try to and truly having the ability to try and do it and includes skills like cognitive skill, physical skill, self-management skill and interpersonal skill; motivation is that the combination of option to exert effort, choice of what proportion effort to exert, and selection of how long to still exert effort.

2.4 Empirical Evidence of the link between job satisfaction and job performance

There are various studies conducted to look at the relationships between job satisfactions and job performance and their finding revealed different conclusions. Some studies show that weak/neutral relationships while others found strong link between job satisfactions and job performances (Abel, 2014). Job performance represents behaviors and actions employees engage in work for the performance and accomplishment of the organizations goals and objectives. It relates with the accomplishment of the mission and vision of the organization.

Iffaldano and Muchinsky (1985) cited in Abel (2014) in their meta-analysis studies of the connection between job satisfaction and job performance found that weak correlation between them. This finding is additionally supported by Alf & Bassem (2003) and stated that no significant relationship between job satisfaction and job performance.

Job satisfaction has consequences within the work environment and thousands of studies are conducted examining the connection between job satisfaction and organizational variables (Prando, 2006). A review of current literature has shown that there are a big number of variables that are, to a lesser or greater extent, either positively or negatively associated with job satisfaction.

The debate on job satisfaction and its relationship to employee performance is ongoing. Kreitner and Kinicki, (2008) conclude that the connection between job satisfaction and job performance is one in every of the largest controversies in research within organizational behavior. In a very recent survey, Sledge, Miles, and Copping (2008) conducted an investigation on employees in Brazil. The findings revealed that job satisfaction is related to positive organizational outcomes like employee performance, higher innovation and reduced labor turnover.

Hellriegel, Slocum and Woodman (2001) state that a commonsense notion is that job satisfaction leads on to effective task performance. Kohli (2010) asserts that “if employees enjoy their jobs and have high levels of morale, they'll have a greater commitment to their work and go the additional mile in their jobs”. Linda Barrington (2010) suggests that people who are more curious about their work also are more likely to be innovative, to require risks and to use initiatives to drive employee performance.

Robbins and Judge (2007) emphasize that someone with high level of job satisfaction holds positive feelings about their job, whilst someone who is dissatisfied holds negative feelings about his/her job. In keeping with Prando (2006), the findings suggest that while individual performance and job satisfaction don't seem to be directly linked, there's ample evidence that organizational job satisfaction and performance are positively associated with a moderate extent. Mullins (2007) is of the opinion that there are conflicting views with regards to the

link p between job satisfaction and employee performance. Spector (1996) concurs with Mullins (2007) asserting that one view is that job satisfaction ends up in better employee performance and therefore the other is that good employee performance results in job satisfaction.

Motowildo (2003) also incorporate Campbell (1990) idea stating that cognitive ability may be a better predictor of task performance, whereas as personality variables like extraversion, agreeableness, and conscientiousness are better predictor of contextual performance. Knowledge, skills, and work habits directly affect both task and contextual job performance.

In addition Motowildo (2003) states that empirical and theoretical reports within the performance literature are converging on an overall model of performance that identifies variables like knowledge, skill, motivation, and habits as direct determinant of the arithmetic mean of an individual's behaviors over time or job performance.

There are seven different general models to indicate the link between job satisfaction and job performance. These are job satisfaction causes job performance, job performance causes job satisfaction, job satisfaction and job performance are reciprocally related, the connection between job satisfaction and job performance is spurious, the connection between job satisfaction and job performance is moderated by other variables, there's no relationship between job satisfaction and job performance and lastly alternative conceptualizations of job satisfaction and/or job performance.

Other researches done by Dizgah, Chegini and Bisokhan (2012); Chen and Silvestrone (2008) results also showed that there's a meaningful relationship between job satisfaction and job performance.

According to Luthans (2005, p.213) Money not only helps people attain their basic needs but is additionally an instrumental in providing upper- level need satisfaction.

Robbins (2009, p.323) also stated that when pay is seen as fair supported job demands, individual skill level, and community pay standards, satisfaction is probably going to result. Pay has significant impact on job satisfaction and performance especially when employees seek pay systems that are perceived as just, unambiguous, and in line with their expectations (Funmilola, O., Sola, K., and Olusola, A., 2013, p. 518).

Tesema and Soeters (2006, p.92) found that compensation has significant impact on job satisfaction and performance. Opkara (2004, p.82) stated that lower salaries translated into decreased satisfaction; low satisfaction translates into low morale, poor performance, and ultimately low productivity. Tesema and Soeters (2006, p.96) stated that compensation has significant impact on job satisfaction and performance. Employee's opportunities for promotion will exert an influence on job satisfaction and performance (Funmilola, Sola, & Olusola, 2013).

According to Robbins (2009, p.324) promotions provide opportunities for private growth, more responsibilities, and increased social rank. Individuals who perceive that promotion decisions are made in an exceedingly fair and just manner are likely to experience satisfaction from their jobs.

Alf & Bassem (2003) in their research paper title “ Job satisfaction and employee performance of Lebanese banking staff” investigates the relationships between job satisfaction, individual job facets, socio-demographic variables and job performance within the Lebanese commercial banking sector.

The target population of the study was non-managerial staff within the 33 Lebanese commercial private banks and 11 banks were selected by stratified sampling by region with 202 sample employees. The info were collected by questionnaires having three sections, job satisfaction supported Job Descriptive Index, self-evaluation questions regarding performance and socio-demographic questions. The general job satisfaction was conducted from five job dimensions (work, pay, promotion, supervision and co-workers)

The results of the study to grasp the connection between job satisfaction and job performance using Spearman order correlation test indicate that, there's no significant relationship between job satisfaction and job performance ($r = -0.01, \rho = 0.90$).

The study concluded that, for the connection between job satisfaction and performance, there's no significant relationship and correspond other researcher's findings of Petty et al. (1984) further as those of Iaffaldano and Muchinsky (1985).

The empirical findings of Alf & Bassem (2003) used correlation within which the study might not show the impact of independent variables on the variable quantity. But the sample size (202) of the study was sufficient and includes major job satisfaction facets.

Balasundaram (2010) study on the subject "Job satisfaction and Employees' work performance: A case study of people's bank in Jaffna Peninsula, Sri Lanka". The study had the subsequent two research questions: 1) to what extent employee's job satisfaction exist within the peoples' banks in Jaffna Peninsula? And 2) whether job satisfaction of the workers determine their work performance or not?

The objectives of the study were to look at job satisfaction, to look at factors that caused job satisfaction, to spot work performance and to suggest some measures so as to boost

employees' work performance through job satisfaction in people's bank in Jaffna Peninsula, Sri Lanka.

Abdulwhab (2012) in his explorative study of the connection between job satisfaction, job performance, and employee engagement found that there's a correlation between job satisfaction and job performance. He further suggests that employees who are satisfied with their work are contributing more to the success of the organizations. On the opposite hand, individuals who don't seem to be satisfied with their job failed to perform well and hinder the complete functioning of the organization.

Another study conducted by Abel (2014) to look at the impact of job satisfaction on job performance of developmental banks of Ethiopia. 230 participants were included within the study and stratified and easy sampling techniques were used to select the sample. Descriptive measures, correlation, and multivariate analysis methods were used to analyze the collected data. The results of the study show that employee's job satisfaction features a strong and positive effect on job performance.

There are numerous studies into job satisfaction which explore the impact of demographic characteristics like age, gender, tenure, and education (Clark, 1993; Clark and Oswald, 1995; Oshagbemi, 1998, 2000a, b). The results suggest the existence of relationships between demographic characteristics and job satisfaction, but the evidence tends to be mixed, with positive and negative relationships sometimes identified for the interactions between same variables.

According to Luthans (2005, p.213) supervision is moderately important source of job satisfaction. Employee centeredness and participation or influences are two dimensions of supervisory style that affect job satisfaction. Quality of supervisor-subordinate relationship

has significant, positive influence on the employee's job satisfaction and performance (Funmilola, Sola, & Olusola, 2013, p. 518).

According to Robbins (2009, p.325) having friendly and supportive co-workers results in increased job satisfaction. Luthans (2005, p.213) also stated that friendly, cooperative coworkers or team members are a modest source of job satisfaction to individual employees.

2.5. Conceptual Framework

The conceptual framework of the study shows the relationship between job satisfaction and job performance. This framework displays the bi-dimensional relationship between job satisfaction and job performance of teachers. In other words, job satisfaction and job performance affect each other's.



Figure 1: Conceptual Frame Work of the Study

2.6. Summary

In this chapter several theories relating to Job satisfaction were explained. The views of different scholars and researchers were reflected on, as well as the critics associated with the theories. The review highlighted the different process theories of Job satisfaction and this study used an eclectic approach to guide the study. The chapter presented the results of studies conducted by researchers on the issue of job satisfaction and job performance. It

pinpointed and explained aspects of the teacher's work that could lead to satisfaction or dissatisfaction and its relation with job performance.

CHAPTER THREE

RESEARCH METHODOLOGY

This section consists of the methods that were employed in this study. It highlights the research design, population and sampling, data collection instrument, data collection procedure, data analysis, and ethical considerations.

3.1. Research Design

The research design that is adopted in this study is a descriptive survey method. According to Cooper and Schindler (2000) a descriptive research design is concerned with finding out the; who, what, where, when and how much. This method provides quantitative data from a cross section of chosen population. Furthermore, a descriptive research design is structured, has investigative questions and part of formal studies. The design is deemed appropriate because the main interest is to explore the viable relationship and describe how the factors support matters under investigation. Descriptive design method provides quantitative data from cross section of the chosen population.

3.2. Population and Sampling

The researcher first selected POESSA as the study site of the research area. However, the management officials of the organization did not show any interest and willingness to give information related with employee's job performance efficiency results. So the researcher decided to change the study area to Entoto Amba Secondary School which found around Shiromeda-Addis Ababa town.

The target populations of this study were teachers of Entoto Amba secondary school. At the time of data collection, there were 120 teachers who were working at Entoto Amba secondary school and out of these 93 are male teachers and 27 are female teachers.

According to the sample size determination manual of educational and psychological measurement, we can use a sample size of 92 from the 120 population (Krejcie, 1970). Therefore, 92 respondents were selected using a lottery method.

3.3. Data Collection Instruments

The data collection instrument was structured questionnaire and document (teacher's performance appraisal sheet). The questionnaire consists of two parts. The first part is about socio-demographic characteristics (sex, age, work experience, and academic qualification of participants).

The second part is aimed to measure the job satisfaction of respondents. The 20 item Minnesota Satisfaction Questionnaire (MNQ) scale was used to measure the job satisfaction. It was developed by Vocational Psychology Research University of Minnesota and it measures satisfaction with various aspects of work and work environments. The instrument uses a 5-point Likert scale and the scheme of scoring response range from 1 (very dissatisfied) - 5 (very satisfied).

The three scales of the MSQ consist of the following items:

Scale	Items
Intrinsic.....	1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, 20
Extrinsic.....	5, 6, 12, 13, 14, 19
General satisfaction.....	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

Scoring and Interpretation – Sum of all item responses measures general job satisfaction. Sum items in subscales to determine score: intrinsic and extrinsic job satisfaction.

The mean falls in comparison with a cut-off point of 50 established as the dividing line between “satisfied” and “unsatisfied”. For the purposes of the present study, a “high” score is taken as one falling within the top quartile between 20 and 100, (i.e., 76-100), and a “moderate” score is interpreted as one falling within the second quartile, (i.e., 25-74) (Weiss, et al., 1967).

For extrinsic dimension of job satisfaction, the score ranges from 6 to 30. Scores below 15 are considered as unsatisfied, and above 15 as satisfied. A high score in this case is 23-30 and moderate score is interpreted as one falling within the range of 16-22.

Furthermore, the possible score of intrinsic dimension of job satisfaction is ranged from 12 to 60. A cut-off point to divide the score of intrinsic dimension between satisfied and unsatisfied is 30. Therefore, score of 46-60 is labeled as high, 31-45 is considered as moderate satisfaction.

Job performance was measured using the standard of Addis Ababa education bureau teacher’s performance appraisal system. According to the system, teacher’s performance is measured two times a year (once in a semester) by compile the separate students, colleague, department head, vice principals, principal and self-evaluations. The measurement has a maximum value of 100 and the bureau uses the following scale to evaluate the teacher’s performance.

Table 1: The Addis Ababa Education Bureau Teacher's performance appraisal system

No	Score (out of 100)	
1.	90-100	Excellent
2.	85-89	Very good
3.	80-84	Good
2.	70-79	Fair
3.	Below 70	Low

3.4 Data Collection Procedure

The researcher first got a letter from Addis Ababa University, school of psychology and then goes to Entoto Amba secondary school. Then, after getting the permission, the researcher first made a rapport and harmonious relationship with participants. After that the researcher provided full information about the purpose of the study and instruction of each questionnaire. Then, the questionnaire was distributed to participants and after they fill it the researcher collected it from participants. The English version of the questionnaire was distributed because the researcher thought that teachers can understand the language easily. Therefore, translation into local languages is not needed.

3.5. Data Analysis Methods

After gathering and collecting data the next important step is analyzing the data. Data were entered, cleaned and analyzed utilizing the Statistical Package for Social Sciences (SPSS), version 25. Prior to analysis, data were first examined for accuracy of data entry and missing values. There were no missing values and all participant data entry was complete.

Before proceeding with the actual statistical analysis, assumptions associated with the use of each of the analyses were checked. In addition, an alpha value of 0.05 was determined for all significance tests.

Socio-demographic information of participants, level of job satisfaction and job performance were analyzed using different descriptive measures such as a mean, standard deviation, frequency, and percentage. To measure the relationship between the scales of job satisfaction and job performance, Kendall's tau_b correlation coefficient tool was used. Independent samples t-test and one-way analysis of variance (ANOVA) were used to see if there was a significant mean difference in job satisfaction and job performance among different groups of socio-demographic variables. An analysis of dichotomous variable (i.e. sex) was conducted using independent samples t-test; those of categorical and ordinal variables with more than two levels were conducted using one-way analyses of variance (ANOVA).

For non-parametric tests, Mann Whitney U and welch ANOVA by ranks were also performed to ensure accuracy. When the ANOVA F tests were significant, post-hoc pairwise comparisons were conducted using Tukey and Games-Howell multiple comparison tests for parametric and non-parametric tests.

3.6. Reliability and Validity Testing (Issue of Instrument Validation)

3.6.1. Validity

Based on Polit & Beck (2006) recommendations at least 6 experts were required to get the accurate and acceptable results of the content validity index. The researcher distributed to 6 experts who have abundant knowledge on the areas of the study and working in United States Embassy-Addis Ababa. They are from different professions with different backgrounds like psychology, sociology, and social work fields. Face validity was conducted to test whether the instrument can measure the intended construct.

3.6.2. Reliability

The reliability of an instrument is defined as the consistence of the instrument in selecting the desirable information. The pilot test was conducted to ensure the relevance, clarity, and appropriateness of items within the objective of the study. Therefore, the questionnaire was distributed to 25 respondents who would not be part of the actual data collection. There is no rule of thumb of sample size for pilot testing but Browne (1995) recommended that 25 respondents are appropriate for conducting pilot testing. The pilot responses obtained through the questionnaire were analysed statistically to see the reliability of items by using criteria of Cronbach's alpha for establishing the internal consistency reliability.

According to Cronbach alpha reliabilities less than 0.60 are poor, those in the 0.70 range are acceptable, and those over 0.80 are good. The original test retest reliability test indicates that the general job satisfaction scores 0.89 over one-week and 0.70 over one year. Similarly, the internal consistency of the scale ranges from 0.87-0.92, median 0.90.

The pilot test Cronbach's alpha result shows that the general job satisfaction score is found to be 0.731 and the Cronbach's Alpha Based on standardized items is 0.784. Similarly, the internal consistency of the actual data is found to be 0.7 and the Cronbach's Alpha Based on Standardized Items is found to be 0.723. Therefore, we can conclude that the test has no reliability problem.

Table 2: Reliability Statistics analysis result of job satisfaction scale

	N of Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Test retest reliability	20	-	0.89
Internal consistency	20	-	0.86
Pilot test	20	0.731	0.784
Internal consistency of the actual data	20	0.700	0.723

3.7 Ethical Considerations

The researcher got permission from the participants of the study and made an oral agreement. After that the researcher gave full information about the purpose of the study and informed them as it will remain confidential and anonymous during and after study. The researcher informed the participants and whose name will not be associated with the publication or any other material and. Instead to protect the confidentiality of participants the researcher assigned codes.

Additionally, the researcher explained it the whole purpose of study whether it has effect on them and informed them to continue or discontinue if they feel inconvenience during and at the end of the study. The respondents also got full information to give adequate and reliable data as accurately and honestly as they can for the reliability and validity of the research study.

Finally, the researcher provided clarification and suggestions through phone number to participants who encountered confusions how to rate and fill the questionnaire.

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CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. Data Presentation, analysis, and interpretation

This chapter is about data presentation and discussion of the research findings. It presents the results of demographic characteristics of respondents, their job performance, and relationship between job satisfaction and job performance. Finally, it deals with the discussion of the research findings with previous research studies.

4.1.1 Response Rates

The researcher distributed the questionnaire to 92 participants and all of the participants were filled the questionnaire and responded correctly. Therefore, the response rate of the questionnaire is 100%

4.1.2. General information about the Respondents

The information collected to address the stated research objectives is asked from respondents with diverse demographic characteristics. The first part of the questionnaire comprises of the demographic information of the participants. This part of the questionnaire contains quantitative analysis involves the use of a variety of statistical procedures including basic descriptive statistics (e.g. tables and percentages). The survey was conducted on a total of 92 teachers who are currently working at Entoto Amba secondary school. The variables addressed in the study were sex, age, academic qualification, and work experience.

Table 3: Demographic profiles of the respondents

Variables	Category	Frequency	Percent (%)
Sex	Male	71	77
	Female	21	23
	Total	92	100.0
Age	25-30	8	9
	31-35	29	31
	36-48	48	52
	Above 49	7	8
	Total	92	100.0
Educational Qualification	Masters	1	1
	BA/Bsc	91	99
	Diploma	-	-
	Total	92	100.0
Experience	0-5	11	12
	6-10	34	37
	11-15	34	37
	>15	13	14
	Total	92	100.0

Source: Survey result, 2021

From Table 2 above, it can be noted that the male teachers form the majority by 71 (77%) while female are represented by 21 (23%). This clearly indicates the number of female employees is by far less than male employees in the academic areas. The majority of respondents 52% are within the age group of 36-48 years followed by those in the age group of 31-35 years at 31% and follow by 25-30 years at 9% only. This might indicate that the

teaching environment has significant maturity level in terms of age amongst its teachers and this could help in implementing outlined objectives.

Moreover, most of the respondents (99%) have BA/Bsc degree and 1% of them have a master's degree. The results of the analysis indicate that almost all respondents of the study are BA holders.

The result also revealed that 68% of respondents have work experience between 6-15 years in teaching and learning process. Minority of respondents (14%) have work experience 0-5 years. From these survey analysis teachers who are currently working in Entoto Amba secondary school have plenty work experiences.

4.1.3 Level of job satisfaction of teachers

Based on the manual for MSQ, the researcher categorized the level of general job satisfaction of teachers in to three categories. Low level of job satisfaction score ranges from 20-50 and moderate/medium level of job satisfaction of teachers ranges from 51-75. And highest level of job satisfaction of teachers score category ranges from 76-100. Different scoring was used to the intrinsic and extrinsic dimensions based on their number of items as discussed in chapter three. Then based on the level of the category set by the researcher, the results obtained from participants were presented below in Table 4.

Table 4: Level of Job satisfaction

Scales		Low	Moderate	High	Mean	SD
Intrinsic	Q	-	62	30	43.73	3.75
	%	-	67.4	32.6		
Extrinsic	Q	5	75	12	19.67	2.64
	%	5.4	81.5	13		
General job satisfaction	Q	-	69	23	72.03	6.00
	%	-	75	25		

Source: Survey result, 2021

Table 4 presents the level of job satisfaction of teachers who are currently working at Entoto Amba secondary school. As it clearly shown from Table 4, the study shows that 69 (75%) of respondents have moderate level of job satisfaction and 23 (25%) of teachers have high level of job satisfaction. The findings the study reveals that there are no teachers who have low level of general job satisfaction. The mean score of general job satisfaction is found to be 72.03 that can be labelled as moderate.

Regarding the external dimension of job satisfaction, majority 75 (81.5%) of the respondents reported that they have moderate level of satisfaction towards the extrinsic dimensions of their job. The number of teacher participants who are highly satisfied is 12 (13%) and the rest 5 (5.4%) said that they are not satisfied with the extrinsic factors of job satisfaction. The mean score of the extrinsic dimension (19.67) indicated that it is above the ideal mean (15) but it is in the range of moderate.

The other dimension was intrinsic job satisfaction. Majority of the respondents 62 (67.4%) reported that they have a moderate level of satisfaction towards intrinsic factors of job

satisfaction and the rest 30 (32.6%) said that they are highly satisfied. The mean score of respondents towards their intrinsic job satisfaction is found to be 43.7. Compared to the extrinsic and the general job satisfaction levels, respondents had scored a high level of intrinsic job satisfaction.

4.1.4 Level of job performance of teachers

The researcher examines the level of job performance of teachers using descriptive statistics of frequency counts. The researcher collected yearly (two semester) efficiency of teacher's job performance during the data collection period. Based on the Addis Ababa Education bureau performance appraisal criteria, the researcher categorized them in to five categories. The result of the study is presented below in Table 5.

Table 5: Respondent's Level of Job Performance

Level of job performance	Frequency	Percent
Excellent	33	35.9
Very good	15	16.3
Good	18	19.6
Fair	13	14.1
Low	13	14.1
Total	92	100%

Source: Survey result, 2021

As it clearly seen in the above Table 5, the result of the study indicates that 33 (35.9%) of teachers experience excellent level of job performance and 18 (19.6%) of teachers categorized under good job performance. Fifteen (16.3%) teachers have got a 'very good' performance in the last two semesters. The number of respondents that are categorized under

‘fair’ and ‘low’ job performance level are found to be 13 (14.1%) each. This result show that majority of teachers who are currently working at Entoto Amba secondary school have justified level of job performance.

4.1.5. Relationship between job satisfaction and job performance

The relationship between job satisfaction and job performance was analysed using a two-tailed Kendall’s tau_b correlation analysis. The results are presented below.

Table 6: Correlation matrix of job satisfaction and job performance

			Job performance
Kendall's tau_b	Extrinsic satisfaction	Correlation Coefficient	.516**
		Sig. (2-tailed)	.000
		N	92
	Intrinsic satisfaction	Correlation Coefficient	.596**
		Sig. (2-tailed)	.000
		N	92
	General job satisfaction	Correlation Coefficient	.670**
		Sig. (2-tailed)	.000
		N	92

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

As it clearly seen in Table 6 above, the relationship between job satisfaction and job performance were examined. The results of the analysis shows that job satisfaction and job performance have a strong positive relationship, $r(92) = .67, p < 0.01$. A positive moderate relationship was also found between intrinsic ($r(92) = .59, p < 0.01$) and extrinsic ($r(92) = .51, p < 0.01$) and teacher’s job performance.

4.1.6. Job satisfaction and job performance Difference among Groups of Demographic characteristics

An independent samples t test was used to determine the group difference of job satisfaction among men and female teachers. The result is presented in the following table.

Table 7: Independent samples t-test group statistics for job satisfaction scores by gender

	N	Mean	SD	Mean difference	Df	T	Sig (2-tailed)
Intrinsic							
Male	71	44.23	3.60	2.19	90	2.41	.018
Female	21	42.04	3.82				
Extrinsic							
Male	71	19.80	2.29	.469	90	.712	.478
Female	21	19.33	3.63				
General job satisfaction							
Male	71	72.6	5.5	2.51	90	1.69	.093
Female	21	70.09	7.1				

As shown in Table 7, there was no gender difference is found regarding the general ($t(90) = 1.69, p > 0.05$) and extrinsic ($t(90) = .712, p > 0.05$) job satisfaction of teachers. Contrary to this, a statistically significant mean difference in intrinsic job satisfaction was found between male and female teachers ($t(90) = 2.41, p < 0.05$). Male teachers ($M = 44.23 \pm 3.6$) were found to have significantly higher intrinsic job satisfaction compared to female respondents ($M = 42.04 \pm 3.8$).

On the other hand, Mann Whitney U test was used to measure whether there is a difference on job performance among sex groups. As shown in table 8, there is found a statistically significant performance difference among sex groups of teachers. Male teachers are found to have a higher level of job performance compared to female teachers.

Table 8: Mann-Whitney U test group statistics for job performance scores by gender

	Gender	N	Mean Rank	Sum of Ranks
Job performance	Male	70	48.94	3426.00
	Female	21	36.19	760.00
	Total	91		
Mann-Whitney U			529.000	
Wilcoxon W			760.000	
Z			-2.006	
Asymp. Sig. (2-tailed)			.045	

A one way ANOVA was demonstrated to determine whether there is a group difference among different groups of demographic characteristics regarding teacher's job satisfaction and job performance. There was no found any statistically significant job satisfaction and performance difference among groups of age, education level and work experience ($p > 0.05$). The finding is presented in the appendices.

4.2 Discussion

This section discusses the key research findings in line with the research questions raised in chapter one. It elaborates and interprets the present findings with previous research findings conducted related with the area of job satisfaction and job performance of teachers.

The present research was conducted to look at the connection between job satisfaction and job performance of teachers at Entoto Amba Secondary School. The finding of this study indicates that majority of teachers experienced (75%) moderate level of job satisfaction and 25% of teachers have high level of job satisfaction. Additionally, related to the dimensions, 67.4% of the respondents have satisfied moderately and the rest 32.6% satisfied highly with the intrinsic factors of their job. Regarding the extrinsic job satisfaction, majority of them (81.5%) are moderately satisfied. The study revealed that teachers are more satisfied with the

intrinsic factors than the extrinsic factors of job satisfaction. This is, may be, because of their passion they have towards the job itself rather than the external factors related to the work condition, recognition, supervision and benefits.

In the contemporary working philosophy, it's all organizations interest to realize the target they set by improving their job performance and efficiency of employees. But the attainment and accomplishment of those objectives requires a satisfied employee as they're desperate to boost the organizational additionally as individual's work performance.

There are various studies conducted to look at the relationships between job satisfactions and job performance and their finding revealed different conclusions. Some studies show that weak/neutral relationships while others found strong link between job satisfactions and job performances (Abel, 2014). Job performance represents behaviors and actions employees engage in work for the performance and accomplishment of the organizations goals and objectives. It relates with the accomplishment of the mission and vision of the organization.

The study found that there is a moderate positive relationship between teacher's job satisfaction and job performance. Several research studies conducted to look at the link between job satisfaction and job performance. The findings of their studies show inconsistent results. Some studies show weak or no significant relationship between job satisfaction and job performance (Alf & Bassem, 2003, Alf & Bassem, 2003, p.369; Iaffaldano & Muchinsky, 1985, p.251). But other research studies learn a robust and significant relationship between job satisfaction and job performance of teachers (Aftab & Idrees, 2012).

The current finding is analogous with the studies conducted by Zeffane et al. (2009) on the realm of job satisfaction and therefore the results revealed that job satisfaction have impact on teacher's employment turnover moreover as performance. The study further states that employees who aren't satisfied with their job are more prone to excessive absenteeism and

turnover, while satisfied ones are more likely to be effective in handling daily stressors, good employee relation and fewer likely to be absent or withdraw from their work. Hellriegel, Slocum and Woodman (2001) state that a commonsense notion is that job satisfaction leads on to effective task performance. Kohli (2010) asserts that “if employees enjoy their jobs and have high levels of morale, they’ll have a greater commitment to their work and go the additional mile in their jobs”.

The result of the current finding is also consistent to the study conducted by Rasmussen (2002). He found that job satisfaction and job performance have strong and significant relationships. He further discovered that job performance and job satisfaction affect one another, when the individual get job satisfaction on the opposite hand the performance of the activity. Similarly on promotion and on sales the thought of job satisfaction is widely accustomed increase job performance (Brown & Peterson 1993). As parker and his colleagues (2003) recently find and insight suggest not only job satisfaction predict job performance, the organization leaders and organization the entire structure are more associated with job performance.

Similar results with the present study were reported by Iffaldano and Muchinsky (1985) cited in Abel (2014) in their meta-analysis studies of the link between job satisfaction and job performance. They found a weak relationship between job satisfaction and job performance. This current finding is additionally supported by Alf & Bassem (2003) and that they stated that there's no significant relationship between job satisfaction and job performance.

Iffaldano and Muchinsky (1985) cited in Abel (2014) in their meta-analysis studies of the connection between job satisfaction and job performance found that weak correlation between them. This finding is additionally supported by Alf & Bassem (2003) and stated that no significant relationship between job satisfaction and job performance.

There are seven different general models to indicate the link between job satisfaction and job performance. These are job satisfaction causes job performance, job performance causes job satisfaction, job satisfaction and job performance are reciprocally related, the connection between job satisfaction and job performance is spurious, the connection between job satisfaction and job performance is moderated by other variables, there's no relationship between job satisfaction and job performance and lastly alternative conceptualizations of job satisfaction and/or job performance.

Other researches done by Dizgah, Chegini and Bisokhan (2012); Chen and Silvestrone (2008) results also showed that there's a meaningful relationship between job satisfaction and job performance.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Summary

The main objective of this study was to examine the relationship between job satisfaction and job performance of teachers in Entoto Amba secondary school. And the research was guided by these five research questions.

- What is the level of job satisfactions of the teachers in Entoto Amba secondary school?
- What is the level of job performance of the teachers in Entoto Amba secondary school?
- What is the relationship between job satisfaction and job performance of teachers of Entoto Amba secondary school?
- Is there a significant group difference among demographic characteristics of teachers regarding job satisfaction?
- Is there a significant difference of job performance among groups of demographic characteristics

The male teachers form the majority by 71 (77%) while female are represented by 21 (23%). The majority of respondents 52% are within the age group of 36-48 years followed by those in the age group of 31-35 years at 31% and follow by 25-30 years at 9% only.

Most of the respondents (99%) have BA/Bsc degree and 1% of them have a master's degree.

The result also revealed that 68% of respondents have work experience between 6-15 years in teaching and learning process. Minority of respondents (14%) have work experience 0-5 years.

The study shows that 69 (75%) of respondents have moderate level of job satisfaction and 23 (25%) of teachers have high level of job satisfaction.

The findings the study reveals that there are no teachers who have low level of general job satisfaction. The mean score of general job satisfaction is found to be 72.03 that can be labelled as moderate.

Regarding the external dimension of job satisfaction, majority 75 (81.5%) of the respondents reported that they have moderate level of satisfaction towards the extrinsic dimensions of their job. The number of teacher participants who are highly satisfied is 12 (13%) and the rest 5 (5.4%) said that they are not satisfied with the extrinsic factors of job satisfaction. The mean score of the extrinsic dimension (19.67) indicated that it is above the ideal mean (15) but it is in the range of moderate.

Majority of the respondents 62 (67.4%) have a moderate level of satisfaction towards intrinsic factors of job satisfaction and the rest 30 (32.6%) said that they are highly satisfied. The mean score of respondents towards their intrinsic job satisfaction is found to be 43.7. Compared to the extrinsic and the general job satisfaction levels, respondents had scored a high level of intrinsic job satisfaction.

One third 33 (35.9%) of teachers experience excellent level of job performance and 18 (19.6%) of teachers categorized under good job performance. Fifteen (16.3%) teachers have got a 'very good' performance in the last two semesters. The number of respondents that are categorized under 'fair' and 'low' job performance level are found to be 13 (14.1%) each.

Job satisfaction and job performance have a strong positive relationship, $r(92) = .67, p < 0.01$. A positive moderate relationship was also found between intrinsic ($r(92) = .59, p < 0.01$) and extrinsic ($r(92) = .51, p < 0.01$) and teacher's job performance.

There was no gender difference found regarding the general ($t(90) = 1.69, p > 0.05$) and extrinsic ($t(90) = .712, p > 0.05$) job satisfaction of teachers. A statistically significant mean difference in intrinsic job satisfaction was found between male and female teachers ($t(90) = 2.41, p < 0.05$). Male teachers ($M = 44.23 \pm 3.6$) were found to have significantly higher intrinsic job satisfaction compared to female respondents ($M = 42.04 \pm 3.8$).

There is found a statistically significant performance difference among sex groups of teachers. Male teachers are found to have a higher level of job performance compared to female teachers.

There was no found any statistically significant job satisfaction and performance difference among groups of age, education level and work experience ($p > 0.05$).

5.2 Conclusion

The purpose of this study was to examine the relationship between job satisfaction and job performance of teachers at Entoto Amba secondary school. The findings of the study show that all of the respondents are satisfied with their job and majority of them are moderately satisfied. All teachers at Entoto Amba secondary School are satisfied in intrinsic job satisfaction and majority of them are moderately satisfied. Regarding the extrinsic job satisfaction, majority of the participants are moderately satisfied with extrinsic factors of job satisfaction. The study concluded that respondents had scored a high level of intrinsic job satisfaction compared to the extrinsic and the general job satisfaction levels. Level of employee performance was found to be strongly influenced by the level of general job

satisfaction. Similarly, the extrinsic and intrinsic job satisfaction levels had moderate association with job performance.

The level of general and extrinsic job satisfaction of teachers are not different among gender. A statistically significant mean difference in intrinsic job satisfaction was found between male and female teachers. Male teachers were found to have significantly higher intrinsic job satisfaction compared to female respondents. Similarly, male teachers are found to have a higher level of job performance compared to female teachers. There was no job satisfaction and performance difference found among any groups of age, education level and work experience.

5.3 Recommendation

From the results of the current study, several implications can be forwarded to ministry of education, policy makers, school administrators, counselors, teachers, and future researchers. The current findings of the study show that majority of teachers who are currently working at Entoto Amba secondary school experience moderate level of job satisfaction.

Based on the findings of the present study the researcher recommends the following issues and this study has several implications for the following stakeholders.

- The administrative bodies of Entoto Amba secondary school should give priority at maximizing and improving job satisfaction of teachers by giving different assertive and motivational trainings.
- Teachers at Entoto Amba secondary school should evaluate their individual performance and improve their performance through making an initiation at setting goals and developing their internal capacities. Teachers should focus on professional development and update themselves.

- The Addis Ababa education bureau should make special attention for teachers' job satisfaction and their job performance. The attention area should focus on the teachers' job satisfaction and performance like personal development and training, fair benefits and incentive, constructive continuous support, fair and equitable Teachers' Job Satisfaction and performance, in the area of professional responsibility...etc. This helps the teachers to increase the level of job satisfaction as well as to maximize their job performance on achievement of students.
- As shown in the findings, females' intrinsic job satisfaction is lower than that of male teachers. Therefore, the study recommends that education officials and school administrators should work to improve female teacher's intrinsic satisfaction towards their job.
- Similarly, female's level of job performance is lower than male teacher's. Therefore, school administrators and other stakeholders are recommended to identify the causes for this variation and take measurement actions that can strengthen female teacher's performance.
- Finally, this research has several implications for future researchers because they can use the methodologies, data, and theoretical foundations of this thesis as a base. Hence, the researcher examined only the relationship between job satisfaction and job performance of teachers at Entoto Amba secondary school other domains should be included in examining the factors which affect job performance like salary, working environment, promotion, job positions, and qualifications.

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APPENDICES

Appendix I: Questionnaire

Addis Ababa University

College of Education and Behavioural Studies

School of Psychology

Direction: The purpose of this questionnaire is to collect data about “The relationship of between job satisfaction and job performance of teachers who are currently working at Entoto Amba Secondary School for the partial fulfilment of MA degree in social psychology. The information you provide will be used only for academic purpose and kept confidential. Therefore, I kindly request you to provide reliable information for the sake of the quality of the research work.

General Direction

- No need to write your name
- Read question and put (✓)mark

Thank you in advance for your cooperation!

Tidigina Degefia

Part one: Background Information

1. Sex: _____

2. Age: _____

3. Marital status: _____

4. Current academic qualification: _____

5. What is your work experience: _____

6. Position in the organization: _____

Part Two: Questions related with job satisfaction

Please answer by put tick “√” in the table boxes for each given statement using the following scale.

1= Strongly Disagree; 2= Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree

No	On my present job, this is how I feel about	Scales				
		1	2	3	4	5
1.	Being able to keep busy all the time					
2.	The chance to work alone on the job					
3	The chance to do different things from time to time					
4	The chance to be "somebody" in the community					
5	The way my boss handles his/her workers					
6	The competence of my supervisor in making decisions					
7	Being able to do things that don't go against my conscience					
8	The way my job provides for steady employment					
9	The chance to do things for other people					
10	The chance to tell people what to do					
11	The chance to do something that makes use of my abilities					
12	The way company policies are put into practice					
13	My pay and the amount of work I do					
14	The chances for advancement on this job					
15	The freedom to use my own judgment					
16	The chance to try my own methods of doing the job					

17	The working conditions					
18	The way my co-workers get along with each other					
19	The praise I get for doing a good job					
20	The feeling of accomplishment I get from the job					

Appendix II: SPSS Outputs

One-way ANOVA Table to Differences in intrinsic, extrinsic and general job satisfaction score by age groups

		Sum of Squares	df	Mean Square	F	Sig.
Extrinsic	Between Groups	23.910	3	7.970	1.143	.336
	Within Groups	613.569	88	6.972		
	Total	637.478	91			
Intrinsic	Between Groups	54.794	3	18.265	1.312	.276
	Within Groups	1224.945	88	13.920		
	Total	1279.739	91			
Job performance	Between Groups	8.946	3	2.982	1.427	.240
	Within Groups	183.880	88	2.090		
	Total	192.826	91			
itemtotal	Between Groups	63.329	3	21.110	.577	.632
	Within Groups	3221.573	88	36.609		
	Total	3284.902	91			

One-way ANOVA Table to Differences in intrinsic, extrinsic and general job satisfaction and job performance score by education level

		Sum of Squares	Df	Mean Square	F	Sig.
Extrinsic	Between Groups	.489	1	.489	.069	.793
	Within Groups	636.989	90	7.078		
	Total	637.478	91			
Intrinsic	Between Groups	22.706	1	22.706	1.626	.206
	Within Groups	1257.033	90	13.967		
	Total	1279.739	91			
Job performance	Between Groups	2.409	1	2.409	1.138	.289
	Within Groups	190.418	90	2.116		
	Total	192.826	91			
itemtotal	Between Groups	36.792	1	36.792	1.019	.315
	Within Groups	3248.110	90	36.090		
	Total	3284.902	91			

One-way ANOVA Table to Differences in intrinsic, extrinsic and general job satisfaction and job performance score by work experience

		Sum of Squares	df	Mean Square	F	Sig.
Extrinsic	Between Groups	23.952	3	7.984	1.145	.335
	Within Groups	613.527	88	6.972		
	Total	637.478	91			
Intrinsic	Between Groups	29.082	3	9.694	.682	.565
	Within Groups	1250.657	88	14.212		
	Total	1279.739	91			
Job performance	Between Groups	6.359	3	2.120	1.000	.397
	Within Groups	186.467	88	2.119		
	Total	192.826	91			
itemtotal	Between Groups	61.931	3	20.644	.564	.640
	Within Groups	3222.971	88	36.625		
	Total	3284.902	91			