

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**JOB SATISFACTION AND SELF-ESTEEM AMONG
TEACHERS AND INSTRUCTORS IN DESSIE TOWN**

**BY
SOLOMON DRIBSA**



**JULY, 2009
ADDIS ABABA UNIVERSITY**



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**A THESIS SUBMITTED TO THE SCHOOL OF
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Abstract

The present study attempted to explore teachers and instructors' job satisfaction and its relation with self-esteem, taking some selected demographic variables. The study was done (through two Likert-type scales i.e. Job satisfaction survey and self-esteem scales) on a total of 284 (208 males and 76 females) teachers and instructors in Dessie town, who were selected via proportional stratified random sampling. Data were analyzed using mean, standard deviation, pearson-product moment correlation, multiple regression and One-way ANOVA. Results showed that such demographic variables as age, number of dependants and work experience were positively and significantly related to job satisfaction, while marital status was related negatively and significantly with job satisfaction. But sex and educational level of the participants did not show a significant correlation. All the independent variables (sex, age, marital status, number of dependents, educational level, work experience and self-esteem) taken together significantly predicted job satisfaction. Age was found to be the best predictor among the variables entered in the equation. It was also noted that, there was no statistically significance difference on job satisfaction among teachers and instructors. On the basis of these results, discussion and conclusion were made. Finally, some recommendations are forwarded for possible intervention and future research.

CHAPTER ONE

1. Introduction

1.1 Background

The study of employee satisfaction, boredom, and fatigue has long attracted the attention of psychologist, sociologist and physiologists. The interest of psychologists in these areas dates back to the early parts of the twentieth century and reflects the emergence of and development of such fields of specialization as industrial psychology and vocational guidance (Rashid & Archer, 1983; Vroom, 1984).

Several studies have been conducted by different professionals concerning the issue of job satisfaction and what each person wants from his or her job? In fact there is no simple response to this question. Because the works of these researchers are not yet over as we still do have, and perhaps never will have a clear-cut answer to the question of what constitutes job satisfaction. Bearing in mind all human variables involved particularly the individual and cultural difference; one should not be surprised at the prevailing confusion (Rashid&Archer, 1983).

According to Orange & Bateman (1991), job satisfaction represents the constellation of a person's attitudes towards or about the job. In general, job satisfaction is the attitude towards or about the job as a whole .It is the function of satisfaction with different aspects of the job (supervision, pay, the work itself) and attaches to those respective components.

Studies also found that job satisfaction influences the general life satisfaction and this can act an important influences factor for employee psychological health (Menlo& Popleton, 1991).

According to Bishay (1996) teachers are arguably the most important group of professionals for a nation future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs .So it is crucial to find out what increases teachers satisfaction and motivation.

Ethiopia being one of the least developed countries, it is unquestionable that education is the key for development of human resources. It contributes to economic development and raises the living standards of citizens as much as investment in physical capital , such as transportation and communication, power, or irrigation does (Psacharropoulos & Woodhal; Cited in Tesfaye,2006).

The total well -being and active participation of teachers in the educational sector is vital. According to Akalewold (2004), in education, high quality of teaching staff is the corner stone of successful educational system. Attracting and retaining high quality teachers are thus, the primary need for education in any nation. One step in developing a high quality faculty is to understand factors associated with teaching as a career (Akalewold, 2004).

Local studies in Ethiopia particularly with regard to job satisfaction of teachers and instructors were scanty. Previously studies were conducted in Ethiopia context particularly in Addis Ababa. The studies focused on factors related to job satisfaction and its implication to teacher's educational policy and personal variables (e.g. Bonsa, 1996; Akalewold, 2004).In all of the above cases information was gathered from secondary schools only. But, the present study focused on job satisfaction and its relation to one of the psychological variables (i.e. self-esteem) and some selected demographic characteristics (sex, age, marital status, number of dependents, educational level, and work experience) among teachers and instructors on different level of educational institutions outside Addis Ababa. Thus studying the relationship between job satisfaction and self esteem is one of the least researched area that requires further investigation in Ethiopia to have a clear understanding about the issue.

To sum up, having looked at the gap in knowledge, the present study attempts to study the condition of job satisfaction and self –esteem among teachers and instructors with respect to some selected demographic variables.

1.2 Statement of the Problem

There is no dispute over the decisive role that education play in economic, social, cultural, technological achievements of today's world. To state it more precisely, education is the key for development. To this effect schools are charged with the responsibility of enabling children to deal skillfully with the challenges and opportunities of the real world. Thus, schools are institutions whereby the tasks of human resource development begin. Teachers are important actors in this endeavor. Hence, teachers are one who play a central role in the inductive process through implementing the purposefully designed curriculum to achieve the desired national educational goals. Successful implementation of the curriculum however, depends to a large extent, on favorable working conditions that bolster teachers' job satisfaction, career commitment and intention to remain in the profession, Weiss (Cited in Tesfaye, 2006).

According to Davis & et al., (1989), one's job satisfaction influences the general life satisfaction. Others studies (such as, Kyriocuo; Henlo; Cited in Menlo & Popleton, 1990) have also indicated that teachers with high job satisfaction are likely to experience less dissatisfaction in life.

It is true that if teachers are less satisfied in their job, they will leave their profession or remain in it unhappily. These facts initiated the present researcher to study teachers and instructors' job satisfaction. Hence, it is important to understand the various factors which affect job satisfaction.

The present study focused on addressing the following basic research questions of this study:

- Is job satisfaction significantly related to sex, age, marital status, number of dependents, educational level, and work experience?
- Is there a significant relationship between job satisfaction and self-esteem?
- To What extent do the independent variables (sex, age, marital status, number of dependents, educational level, work experience and self-esteem) predict job satisfaction together?
- Is there a significant difference among teachers and instructors on job satisfaction based on level of educational institutions (i.e. primary and second cycle schools, general secondary and preparatory schools, colleges and university?

1.3 Purpose of the Study

The overall purpose of this study is to investigate teachers' and instructors' job satisfaction and self esteem.

The specific purposes of this study are:

- To investigate whether there exists a significant relationship between job satisfaction and the demographic variables of sex, age, marital status, number of dependents, educational level, and work experience.
- To examine the relationship between job satisfaction and self-esteem
- To examine the predictive power of sex, age, marital status, number of dependents, educational level, and work experience and self esteem on job satisfaction.
- To see the difference on job satisfaction of teachers and instructors across the level of educational institutions.

1.4 Significance of the Study

Studies on the relationship between job satisfaction and other Psychological variables are scarce in Ethiopia, especially outside Addis Ababa, where the number of government schools, colleges and universities are larger as compared to Addis Ababa. Hence the present study is expected to have the following contributions:

It provides an insight about the nature and extent of relationship between job satisfaction and self-esteem. In addition, the study also provides a comprehensive data on the relationship between sex, age, marital status, number of dependents, educational level, and work experience and job satisfaction of teachers and instructors in our context.

Although the study is delimited to teachers and instructors in Dessie town, the findings can provide some tentative idea about the job satisfaction of the teachers and instructors as it related to self-esteem and the selected demographic variables of Ethiopia at large.

The study may serve as a base for future research in the area of job satisfaction with others variables that may affect job satisfaction of individuals.

1.5 Delimitation of the Study

This study was delimited to Dessie town, Amhara region of South Wollo. It was chosen because the researcher could get easily the cooperation of management bodies of Schools, Colleges and University. In case of variables, the present study was restricted to job satisfaction, self-esteem and some selected demographic variables.

1.6 Operational Definition of Terms

Teachers – individuals who are working at general primary and second cycle and general secondary and preparatory schools.

Instructors – individuals who are working at higher institutional levels of colleges and University.

Job satisfaction – individual's attitude towards the job and job situations.

Self-esteem – a global self acceptance and basic feelings of self-esteem.

CHAPTER TWO

2. Review of Related Literature

2.1 An Overview

In this section, a review of conceptual issues and empirical studies related to job satisfaction and self-esteem is made. It begins with the meaning and components of job satisfaction, major theories of job satisfaction and the relationship between demographic variables with job satisfaction. In the second section, concepts and theories related to self-esteem were discussed. Finally, empirical studies related to the relationship between job satisfaction and self-esteem was raised.

2.2 The meaning of Job Satisfaction

Job satisfaction is generally regarded as an employee's attitude towards the job and job situation. Spector (1997) defines job satisfaction as "the degree to which people like their jobs". Some people therefore enjoy work and consider it a central part of their lives while others do so only because they have to.

According to Robbins et al., (1994) job satisfaction is defined as "an individual's general attitude towards her or his job". A person with a high level of job satisfaction holds positive attitudes toward the job, while a person who is dissatisfied with her or his job holds negative attitudes about the job.

Locke (Cited in Strees, 1991) offers a further definition of job satisfaction as "a pleasure or positive emotional state resulting from the appraisal of one's job or job experience". It results from the perception that an employee's job actually provides what he or she values in the work situation.

Orange and Batemen (1991) also defined job satisfaction as "a function of satisfaction with different aspects of the job (supervision, pay, the work itself)

and of the particular weight or importance one attaches to those respective components.

The meaning of job satisfaction in this paper is “employee’s overall attitudes about the job and aspects of the job”. In which participants of the study reflect about the work itself and the different facets of the job (such as pay, promotion, supervision, benefits, contingent rewards, operating procedures, coworkers, communication and nature of the work).

2.3 Components of Job Satisfaction

When we make career decisions, it is important to be aware of the key ingredients of job satisfaction. Some of the major important components are highlighted in this section.

Meaningfulness: As it relates to work it is difficult to define. Generally, when people talk about their work being meaningful, they seem concerned with whether it gives them a sense of real accomplishment, which often translates into making a difference in the lives of others (London & Strumpf; Cited in Weithen & Lloyd, 1997).

Challenge and Variety: Many people need challenge in their jobs, when asked to rate the importance of various aspects of the their jobs, the respondents in a 1991 Gallup poll ranked “interesting work” and “chance to learn new skills” second and fourth, respectively (weithen & Lloyd, 1997). A closely related consideration is the variety of work that a job provides, people tend to find repetitive, assembly-line work boring and dissatisfying. One way organizations can increase employee satisfaction is by restructuring jobs so that each worker is allowed to perform a variety of what would other wise be routine task (Weithen & Lloyd, 1997).

Concerning the challenging of the work, many people have found that their college diplomas haven't won them jobs they were trained for (Church; Cited in Weithen & Lloyd, 1997), and many have found themselves under employed. Underemployment is setting for a job that does not fully utilize one's skills, abilities, and training. Thus, the lack of challenge may contribute to job dissatisfaction among workers.

Autonomy: Many people prefer to have a sense of freedom while on the job (London & Strumpf; Cited in Weithen & Lloyd, 1997). In addition, many people want to have some control over the decisions that will affect them on the job, how they perform their work, how to improve a product, and how to improve the work environment. One way organizations can increase employee's sense of autonomy is to involve them in decision making by developing quality of work life program. In these programs, worker at all levels are given maximum responsibility for how they do their jobs (Weithen and Lloyd, 1997).

Friendship and Recognition: For many people, friendship circles emerge largely out of interactions at work. Consequently, it should come as no surprise that the social aspects of a job are prime determinants of job satisfaction. When interpersonal relationships at work are pleasant, people are more likely to be content with their jobs (Robbins et al., 1994).

Whether it is provided through pay raises, promotions, or praise, people crave recognition for their work. Most people need to have the value of their work validated by others, especially supervisors and co-workers. Many are quite willing to go beyond minimum requirements of their jobs as long as their extra efforts are recognized and appreciated. In the absence of such feedback, they may feel undervalue and dissatisfied (Weithen & Lloyd, 1997).

Good Pay: Pay is one of those things that are evaluated on a relative basis. People are very sensitive to what others earn. Workers tend to be satisfied with

their pay to the extent that they perceive it as fair. For most people, a fair salary is one that (1) compares favorably with that of other employees with similar training and seniority who work in the same field and (2) is commensurate with the company's ability to pay. No matter how much workers make, they may feel under compensated if others are earning more or if their employers are making large profits that do not filter down to employees (Weithen & Lloyd, 1997).

Security: Being unemployed can have a devastating impact on one's psychological health. Job loss is related to temporary increase in physical illnesses, depression, anxiety, drinking problems, and family conflict (Hamilton et al.; Voydanoff, ; cited in Weithen & Lloyd, 1997). Thus, it is not surprising that people value security in their jobs.

2.4 Theories of Job Satisfaction

Over the years, researchers devised a number of theoretical approaches to explaining job satisfaction. The theories most frequently addressed in literature are presented below.

2.4.1 Discrepancy Theories

Many psychologists have argued for a discrepancy approach in thinking about satisfaction. They maintain that satisfaction is determined by the differences between the actual outcomes a person receives and some other outcome level (Staw, 1977). The theories differ widely in their definitions of this other outcome level. For some theories it is the outcome level the person feel should be received, and for other theories it is the outcome level the person expects to receive. All of the theoretical approaches argue what is received should be compared with another outcome level, when there is a difference when received outcome is below the outcome level-dissatisfaction results. Theories that focus on employee's needs and values include Maslow's hierarchy of needs theory; ERG theory and Equity theory are discussed below.

Maslow's needs hierarchy theory

Maslow's theory (Cited in Landy, 1985), is one of the best known theories, which holds that employee would be motivated by their jobs only if certain needs are met. Maslow advances five major types of needs which are hierarchical. This implies that lower-level needs must be satisfied first before an individual consider the next level of needs (Robbins et al., 1994). The five major needs are as follows:

Basic biological needs: According to Maslow's theory, individuals are concerned first and foremost with satisfying their needs for food, water, shelter and other bodily needs,

Safety needs: These needs include security and protection from physical and emotional harm (Robbins et al., 1994). After basic biological needs have been met, employees become concerned with meeting their safety needs. This implies that employee will remain satisfied with their jobs only if they believe the workplace to be safe to work in (Robbins et al., 1994).

Social needs: Once the first two levels of needs have been met, employees will remain satisfied with their jobs only when their social needs have been met (Robbins et al., 1994). Social needs include the need for affection, belongingness, acceptance and friendship. In the work context this would typically involve working with others and feeling needed in the organization. Organizations attempt to satisfy their employee's social needs by providing things like cafeterias, organizing sport programs and family events (Robbins et al., 1994).

Esteem needs: Esteem or ego needs include the need for status, recognition and achievement (Robbins et al., 1994). Once an employee's social needs have been met, they start to focus on meeting their esteem needs. Organizations

can help to satisfy these needs through awards, promotions, and salary increase.

Self-actualization needs: These needs represent the fifth level of Maslow's needs hierarchy. According to Robbins et al. (1994), self-actualization needs include the need for growth, achieving one's potential and self-fulfillment. An employee striving for self-actualization wants to reach their full potential in every task. Therefore, employees who have been doing the same job for a long time might become dissatisfied and unmotivated in search of new challenge.

Even though Maslow's theory has received wide recognition, there has been criticism of this theory. Robbins et al. (1994) state that certain reviews of this theory postulate that needs are not necessarily structured along these dimensions "as people simultaneously move through several levels in the hierarchy of needs." Furthermore, because satisfied needs activate movement to the next level, the employee will always have an active need, making long term job satisfaction unlikely in terms of this theory.

ERG Theory

Alderfe (Cited in Landy, 1985) classified needs into only three groups of core needs, namely, existence, relatedness and growth. The existence group is concerned with providing basic needs and includes items that Maslow's theory considered as biological and safety needs. The second group of needs relates to maintaining important relationships and the growth needs refers to the desire for personal development (Landy, 1985; Robbins et al., 1994).

According to Robbins et al., (1994), the major difference between Maslow's theory and ERG theory is that the later theory postulates that progression to the next level need not be fixed; a person can skip levels. People can therefore be simultaneously motivated by needs at different levels. A person can be concerned with satisfying growth needs even through existence and relatedness needs are not met.

The ERG theory removes some of the problems associated with Maslow's theory and several studies supported the ERG theory (Robbins et al., 1994).

2.4.2 Equity Theory

This theory proposes that job satisfaction is a function of what employees put into a job situation compared to what they get from it (Staw, 1977). Adams (Cited in Staw, 1977) argues in his version of equity theory that satisfaction is determined by a person's perceived input-outcome balance in the following manner: the perceived equity of a person's reward is determined by his input-outcome balance, this perceived equity, in turn, determines satisfaction. Satisfaction results when perceived equity exists, and dissatisfaction results when perceived inequity exists. Thus, satisfaction is determined by the perceived ratio of what a person receives from his job relative to what a person puts into his job.

According to Landy (1985) three components are involved in this perception of fairness, namely inputs; outputs and input/output ratio (Landy, 1985).

Inputs- refer to those elements we put into our job and include things such as effort, experience, education and competence (Robbins et al., 1994). **Output**- are elements that individuals receive from their jobs. These include things such as pay, benefits and challenge. **Input/output ratio**-according to Landy (1985), employees subconsciously compute an input/output ratio by dividing output value by input value. Employees may attempt to increase their outputs, for example, by asking for a salary increase. Conversely, they can reduce their inputs by not working as hard as they would normally do (Landy, 1985).

2.5 Relationship between Job Satisfaction and Demographic Variables

Research on job satisfaction has further identified certain personal or demographic characteristics which influence satisfaction in one way or another. Among the personal or demographic variables age, gender, marital

status, years of experience, number of dependent and educational levels are the most commonly studied variables among the researchers. In this section the findings of the researchers were discussed below.

Age

While research has yielded mixed evidence on the influence of age on job satisfaction, most studies in the west have found a positive correlation, and that is, older workers tend to be more satisfied with their jobs than younger workers (Glenn et al., 1977; Saiyadain, 1985; Okpara, 2004).

Numerous explanations may be presented to explain the positive correlation between age and job satisfaction (Okpara, 2004):

- Older employees have adjusted to their work over the years, which may lead to higher satisfaction.
- Prestige and confidence are likely to increase with age and this could result in older employees being more satisfied.
- Younger employees may consider themselves more mobile and seek greener pasture, which could lead to lower satisfaction levels.
- Younger employees are more likely to hold high expectations of their jobs and if these expectations are not met, they may experience lower satisfaction level.

However, a closer analysis of the results of these studies reveals that satisfaction is high among young employees; it tends to go down during the first few years of employment, after which it increases with increasing age, indicating a **U**-shape curve (Saiyadain, 1985).

In contrast to the above findings, other studies found that age does not significantly explain the variance in job satisfaction levels (Vasudeva & Rajbri ; Reddy and Ravikumar ; Cited in Saiydain, 1985; Kacmar & Ferris, 1989).

Gender

There are large bodies of research explaining the gender job satisfaction relationship. However, research in this regard has been inconsistent. Some literature reports that males are more satisfied than females, others suggest females are more satisfied and some have no differences in satisfaction levels based on gender.

A studies conducted by Weaver, Shapiro and Stren(Cited in Guisseppi & et al., 1982), independently found that more male than female professionals were satisfied overall with their jobs. Guisseppi et al.,(1982), conducted a study among female and male managers job motivation and satisfaction confirmed this findings. Male first-level managers and males with many dependents are more satisfied than women managers in corresponding categories.

Another study conducted by Okpara (2004) which involved 360 information technology managers in Nigeria, indicated that female employees are satisfied than their male counterpart- specifically with pay, promotion, supervision. According to Okpara (2004) this finding may be attributed to higher educational levels of women in this sample. The author postulates that higher education levels raise expectations about status, pay, and promotion and if these expectations are not met, they might experience lower levels of satisfaction.

However, in contrast to this Loscocos (1990) indicate that female employees demonstrated higher levels of job satisfaction than male employees across different settings. This author purports that most women value rewards that are readily available to them, such as relationships with co-workers. It therefore becomes easier for them to experience job satisfaction. Male employees on the other hand, most likely desire things like autonomy and financial rewards which are not as readily available. This might result in lower levels of job satisfaction.

On the other hand, a study conducted by Saiyadian (1985), among Indian and Nigerian samples, indicates a comparison of male and female samples shows no significant variation in their satisfaction score.

Marital Status

Researchers are in disagreement concerning the relationship between marital status and job satisfaction.

A Few studies reported that married employees are more satisfied than the unmarried ones (Kind, et al., 1982, Akalewold, 2004).

On the other hand, most literatures report no significant difference in the job satisfaction of married and single employees (Jurgenson, Ash, cited in Saiyadian, 1985). Researchers are therefore in a disagreement concerning the relationship between marital status and job satisfaction.

Work Experience

According to Saal and Knight (1988), research suggests that years of work experience is likely to influence job satisfaction. Literature overwhelmingly indicates a positive correlation between years of work experience and job satisfaction. That is, employees with longer job experience are more satisfied compared to those with fewer years of experience (Bilgic, as cited by Okpara, 2004; Saiyadian, 1985). Okpara (2004) provides an explanation for this correlation and advances that employees settle into their over time, which leads to an increase in organizational commitment and job satisfaction.

A study conducted by Akalewold (2004) also indicated that years of teaching experience was positively related to satisfaction of work.

Another view is provided by Alavi and Askaripur (2003). The authors conducted a study among 310 employees in government organizations and found no

significant difference in job satisfaction amongst employees based on their year of service. Research in this regard is thus contradictory.

Number of dependents

Saiyadain (1985) purports that there is strong evidence suggesting a positive relationship between the number of dependants and job satisfaction. This implies that the higher the number of dependents an employee has, the higher the job satisfaction is likely to be. A possible explanation could be that employees with more children are probably older and longer in their jobs. They might therefore have adapted to their work situations, hence the increase in job satisfaction.

Studies conducted by Carrel and Elbert and Weaver (Cited in Guisseppi, et al., 1982), independently found that overall job satisfaction was lower for those with a large household.

Studies also show no correlation between job satisfaction and number of dependants (Salinas; Pathak; Reddy and Ravikumar ; Cited in Saiyadian, 1985). Researcher in this area is, however, limited.

Education Level

There is some evidence that suggests that increase in education negatively correlates with job satisfaction in the Western samples (McDonald and Gunderson, 1974). Studies in Indian samples show no relationship between the two (Ghosh and Shukala; Vasudeva and Rajbir; cited in Saiyadian, 1985). In the same vein Akalewold (2004) found no relationship between teachers' level of educational qualification and job satisfaction.

Mottaz (1984) concluded that increased education has, on the average, a substantial pay off in terms of intrinsic rewards and, hence, overall work satisfaction. However, the fact that education may lead to dissatisfaction in work by not producing the expected intrinsic rewards suggests that the

problems of over education and underemployment must be taken seriously. Therefore, it is vitally important that employers avoid placing over qualified individuals in dull, routine jobs that are unlikely to provide intrinsic work rewards. It is generally accepted that well educated employees feel more frustrated in routine jobs.

2.6 Conceptual and Theoretical Issues Related to Self-esteem

The construct self-concept and self- esteem have been a topic of great interest in the field of psychology and educational research, and they have been shown to have a pervasive impact on human behavior (Wylie; cited in Robins et al., 2002).

Although the definition of the terms, self-concept and self-esteem could be used interchangeably by some researchers (e.g. Pelham & Swann; Shavelson, Hubner, & Stanton; Cited in Chu, 1999), some other researchers have a distinction between self-concept and self-esteem. Most of these researchers view self-esteem as included under self-concept. Elliott (1986) pointed out that, although both self-concept and self-esteem were related self-concepts, they differed, because self-concept was cognitive portion of the self and self-esteem was the affective portion of the self.

Similarly Watkins and Dhawan (1989) also found the differences with in self-esteem and self-concept, accordingly self-esteem could be limited to the evaluation aspects of the self and the term, self-concept, could then be used for all self-descriptions which do not necessarily involve judgment of worth.

2.6.1 Definition of Self-esteem

James (Cited in Chu, 1999) explained in his theory of the self and provided one of the earliest definitions of self-esteem. He defined self-esteem as a unidirectional construct that was related to how a person felt about him/her self.

Another advanced definition of self esteem was provided by Rosenberg (cited in Mruk ,1995), who based his definition of self-esteem on James's concept. According to Mruk (1995), Rosenberg made three contributions to the definition of self-esteem (a) self-esteem includes both an affective and cognitive component; (b) self-esteem has an evaluative component ; and (c) self-esteem is not only personal and psychological, but also includes social interaction. It was Rosenberg's position that self-esteem involved not only feeling but, also, cognitive conceptualization and perceptions.

Similar to Rosenberg view of self-esteem, Coopersmith (1967) defined it as a personal judgment of worthiness that is expressed in the attitude the individual holds towards him /herself. It expresses an attitude of approval or disapproval and indicates the extent to which the individual believes him/herself to be capable, significant, successful or worthy. He added the term, worth, and associated self-esteem with both worth and evaluation which are personal and powerful aspects of the construct.

Jacobson, (cited in Cambell, 1984) defines self-esteem as expression of the harmony or discrepancy between the self representation and the wishful concept of the self.

In general, self-esteem has been defined as self-evaluation, and researchers have viewed it as an affective part of the self, that is, the individual's regard about his/her own worth (Coopersmith, 1967; Byrne 1996)

2.6.2 Self-esteem and Age

Researchers have long debated whether self-esteem shows normative age changes. Wylie (Cited in Robins, et al., 2002) initiated this debate with her influential review of self-esteem literature. She concluded that there is no systematic age difference in self-esteem. Although this conclusion has been widely debated (e.g Demo, 1992; McCarthy & Hoge, 1982; O'Malley & Bachman, 1983; Rosenberg, 1986; cited in Robins, 2002), these debates have failed to lead any consensus about the normative development of self-esteem.

A comprehensive study carried out by Robins, et al.,(2002) provides a clear picture of age difference in self-esteem from age 9 through 90. Robins, et al., (2002) carried out the study using cross-sectional data from 326,641 individuals over the internet and found that self-esteem levels were high in children, dropped during adolescence, rose gradually throughout adulthood, and declined sharply in old age. Moreover, this trajectory is generally held across gender, socio-economic status, ethnicity and nationality (U.S. citizens versus non-U.S citizens).

As Robins, et al., (2002) stated that although none of the major theories of self-esteem specifically addresses self-esteem development during adulthood, general theories of adult development may be invoked to explain why self-esteem increases over the course of adulthood. Erikson (1968), Jung (1958), Neugarten (1977), Levinson (1979); cited in Robins et al., (2002), and others have theorized that midlife is characterized by a focus of activity, achievement, power, and control. For example Erikson suggested that the maturity and superior functioning associated with midlife is linked to the " generativity" stage, during which individuals tend to be increasingly productive and creative at work, while at the same time promoting and guiding the next generation. Similarly, Role theories of aging suggests that over the course of adulthood individuals increasingly occupied positions of power and status, which might

convey a sense of self-worth (Dannefer, 1984; Helson, & Moane, 1984; Hogan & Roberts, in Press; Sarbin, 1964; cited in Robins, et al., 2002).

Consistent with these theoretical speculations, the personality changes that occur during adulthood tend to show movement toward higher level of maturity and adjustment, as indicated by increases in traits such as emotional stability and conscientiousness (Robins, Fraley, Roberts, & Tezesniewski, 2001). Increased psychological maturity may also promote self-esteem through intrapsychic mechanisms. For example Crocker and Wolfe (Cited in Robins et al., 2002), recently argued that healthy adult development might contribute to improve self-esteem regulation skills. Specifically, these authors speculate that over the course of development, individuals learn to look inward for sources of positive self-esteem rather than requiring constant reinforcement to maintain their self-esteem.

2.7 Relationship between Job satisfaction and Self-esteem

The relationship between job satisfaction and self-esteem has been studied for decades by many professionals. These groups of professionals include psychologists, sociologists, academic processors and people from the business community (Garcez, 2006).

A study was conducted by Lopez (1982) among six different eastern metropolitan university full-time worker master of business administration students. The author hypothesized that self-esteem moderates the relationship between job satisfaction and job performance. The instruments used in these study were the job description index (JDI) and the Minnesota satisfaction questionnaire (MSQ). The JDI measured satisfaction with five aspects of the jobs: work, pay, promotions, supervision, and co-workers (Lopez-1982). The MSQ was used to measure overall satisfaction and intrinsic versus extrinsic

satisfaction. Additionally self-esteem was measured in three different scales, chronic, task-specific, and social self-esteem.

The study found that there was no significant correlation between the three self-esteem measures and performance on the various satisfaction scales. This suggests that chronic, task-specific, and social components of self-esteem are unrelated to both performance and satisfaction.

Another most comprehensive study involving more than one occupational group (including employees from telecommunications, entertainment, food service, and clothing retail industries) in south eastern united states, investigating the relationship between differential inequalities, job satisfaction, intension to turn over, and self-esteem by Abrham (1999). Pertaining to self-esteem, Abrham (1999) hypothesized that, individuals with low self-esteem experience greater job dissatisfaction and propensity to turn-over than those with high self-esteem (Abrham, 1999).

One of the relevant finding was that age system inequality were predictors of job dissatisfactions and company inequity for intention to turn-over. Also, strong support was provided for the moderation of self-esteem of the relationship between inequity and criteria. Abrham (1999) believes that the finding that focal persons with low self-esteem experience more aversive effects attributable to inequality in working conditions has both practical and theoretical implications. According to Abrham (1999), for practical view points, firms should targets individuals with low self-esteem for the disseminations of information regarding company policy on status symbols at the inception of employment. Also companies should ongoing support to assist low self-esteem employees in coping with inequality. Finally, Abrham (1999) believes theoretically, low self-esteem may be innate. So that individuals with inherently low self-esteem react more strongly to inequality (Abrhan 1999).

The relationship between job satisfaction and self-esteem has been also conducted outside the united state in the Kerman province of Iran by Alavi and Askaripur (2003). The study was conducted among 310 personnel in Kerman province, Iran. Two types of questionarries was used, the Kruskal-Wallis test and the median test. Alavi's and Askeripur's hypotheses was that there is a relationship between self-esteem and job satisfaction or personnel (Alavi and Askaripur, 2003).

The result of the data analysis showed there is a significant meaningful relationship between self-esteem and job satisfaction of personnel. Also, it was found that personnel with high self-esteem have more satisfaction in their jobs than personnel with low self-esteem (Alavi and Askaripur, 2003).

Based on the result of this research, Alavi and Askaripur (2003) suggest that managers and employers should employ people with high self-esteem so that their job satisfaction might be increased after employment. On the contrary, a decrease in job satisfaction may be due to decrease in self-esteem, and thus, organizations should increase their employee's self-esteem, which, in turn, will increase their job satisfaction.

Although the research includes many different jobs, methods and test groups, the research is almost unanimous regardless of the job status. The research consistently provides support for the notion that a person who is satisfied with their job has a higher self-esteem than one who is not. Likewise, a person who has a higher self-esteem is likely to be more satisfied with their job. The job satisfaction self-esteem relationship is somewhat like the " chicken or the egg" analogy. The research is not exact which one comes first. Either way there is no questioning the bond between the two, whether for productivity or human interest reasons, will continue to be the focus of research studies for decade to come (Garcez, 2006).

CHAPTER THREE

3. Methodology

This chapter focuses on how the research problem was investigated by discussing, the research site, the target population and sample size, samples and sampling technique, variables, data gathering instruments, procedure of data collection, and the methods of data analysis that were utilized to answer the research questions for the present study.

3.1 Research Site

The research area is located in Dessie town, which is the capital of South Wollo Zone of Amhara region. It is about 400kms North of Addis Ababa.

3.2 Target Population and Sample Size

The study is confined to Dessie town government schools, colleges and university teachers and instructors. In this town there are 28 general primary and second cycle schools, 4 general secondary schools, 1 preparatory school, 3 colleges and 1 university.

From the existing 28 general primary and second cycle schools, Tigile Firie and Etigie Menen schools were chosen randomly. On the other hand, Hotie general secondary school and Memihr Akalewold preparatory schools were randomly selected among the existing 4 general secondary and 1 preparatory schools.

At the higher institutional level, from the existing 3 colleges (W/ro Sihen Business and Vocational Training College, Dessie Health Science College and Dessie College of Teachers Education) and 1 University (Wollo University), Dessie College of Teachers Education and Wollo University were randomly selected to represent instructors at the higher institutional level.

According to the statistical data prepared from Dessie Woreda Educational office, the colleges and Wollo University, there were 831 teachers (472 males and 359 females) in general primary and second cycle level, there were, 353 teachers (313 males and 40 females), in general secondary and preparatory school level, there were, 190 instructors (166 males and 24 females), at college level and 315 instructors (294 males and 21 females) at Wollo university. From this information the target population of the present study was 1689(1245 males and 444 females) teachers and instructors.

Taking representative sample of the population was one criterion of research. Accordingly the sample size of the present study was determined in accordance with Krejcie and Morgan's (1970) recommendation. These authors recommend taking 306 sample sizes from 1,700 population (i.e. 18 % of the population). Hence, the recommended sample size of the present study became 306. Thus, a total of 320 teachers and instructors were participant of the present study to make more representative and to balance incomplete cases.

3.3 Samples and Sampling Methods

To get the determined sample size of the present study, proportional stratified random sampling technique was used. Stratified random sampling was used to increase the probability of including unique character of each member of the population as well as to ensure proportional number of the population in the sample. Teachers and instructors were stratified on the basis of their level of institution, sex and age. Accordingly, in each distinct stratum, the number of participants to be selected was determined by proportional method. Then after, the required number of participants was selected from each distinct stratum through simple random sampling technique by using random numbers table. Finally 320 participants (230 males and 90 females) were obtained for the main study.

3.4 Variables

In the present study, job satisfaction was treated as the dependent variable. The variables of sex, age, marital status, number of dependents, educational level, work experience and self-esteem were treated as the independent variable.

3.5 Instruments of Data Collection

For the purpose of the present study questionnaire were considered as appropriate data collection instruments by considering the educational levels of the participants of the present study.

Originally the instruments were developed in English and translated back to the native language of respondents (believed to be Amharic in Dessie town).

The questionnaire has three parts. The first part consists of background information of respondents. The second part of the questionnaire was the job satisfaction survey scale and the final part consists of the self-esteem scale.

3.5.1 Background Information Questionnaire

The background questionnaire contained the following personal information to be completed by the participants:

- Sex
- Age
- Marital status
- Number of dependents
- Educational level and
- Work experience

The background information questionnaire consists of 6 items presented in a close and open ended form.

3.5.2 Job Satisfaction Survey Scale

The job satisfaction survey scale was used in the present study to elicit data on the job satisfaction of participants. The job satisfaction survey scale was originally developed by Spector (1997). It was an adapted version of this scale used in the present study.

The job satisfaction survey scale assesses nine facets of job satisfaction as well as an overall satisfaction. The nine facets are, pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work and communication. Each of the nine facets of the job satisfaction scale was scored by combining responses to four items, which amounts to a total number of 36 items. Some of the items were written in negative form and needed to be reversely scored.

The job satisfaction survey scale utilizes a likert-type scale with six response alternatives for each item, ranging from “Disagree very much” (weighted 1) to “Agree very much” (Weighted 6).

3.5.3 Self-esteem Scale

The self-esteem scale was originally developed by Rosenberg (1965) which helps to collect information about how individuals evaluate what they possess.

The self-esteem scale has 10 items with likert-type scale and has four response alternatives for each item, ranging from “strongly disagree” (Weighted 1) to “strongly agree” (weighted 4). Some of the items were written in negative form and needed to be reversely scored. It is one of the most reliable and valid scale which is applicable in many research studies.

3.5.4 Pilot Study

Two instruments were adapted from previous studies of western culture. It was mandatory to check the appropriateness and reliabilities. Hence, a pilot study which the very objective was to test and fit the instruments was conducted on selected samples of the study site.

The instruments of data collection were originally developed in English Language. To minimize language problems, the instruments were translated from English version to Amharic version. The translation was made contextually by the researcher and one English language senior post graduate student of Addis Ababa University. Then after, the researcher evaluated each of the translation by comparing the original items with the translation items to ensure that the items of each scale were properly worded in the context of Amharic so as not to lose their original meaning. Then, the final Amharic version of the scales was given for one high Amharic teacher of the study site to evaluate it contextually. The instruments were administered on 40 (15 female and 25 male) respondents who were working in the study site.

The respondents completed the instruments in their respective working areas. The participants were gathered in one room and explanation was given about the case and the way they should react to each item of the scales. Moreover, they were informed that they can ask clarification for vague items during the process. At the end, discussion was held about each items of the sales and vague items or words were rewritten or paraphrased.

After the responses of the ^{የሰነድ} subjects were scored, item-total correlation and Chronbach alpha were computed to see the internal consistency of items of each scale. The analysis revealed that the items of each scales were intended to measure the same constructs and make scales reliable measures. Previous studies of western culture have reported reliabilities of Chronbanch alpha for each scale.

Concerning the job satisfaction survey scale, for example, the original developer Spector (1997), reported an alpha level of 0.91 for 36 items. The reliability analysis of the present scale revealed an alpha of 0.78

Regarding the self-esteem scale, the reported cronbach alpha in previous studies included 0.85-0.90 (Bagley, Bolitho & Bertrand, 1997); 0.77 (Al-Darmaki, 2003) and 0.81 (Savaya, 1998). The value of alpha for self – esteem scales of the present study was 0.80. As the whole, the scale of the present study yielded acceptable reliability estimates and were comparable to those found in previous studies.

3.6 Procedure of Data Collection

After subsequent discussion and revision, items of the scales became ready for data collection. Permission to conduct the study was obtained from principals and academic deans after discussing about the purpose of the present study. Once permission was granted, the researcher contacted each of the department heads of different subject matters and fields of study in the selected sample, explaining the purpose of the research and request permission to personally administer the questionnaire to the members of the departments. The department heads agreed and confirmed that they will obtain consent from their members for the proposed research. The members of the departments confirmed the consent to participate the present study after explaining about the purpose of the study together with each department heads by the researcher.

The questionnaire was then administered over a two week period with the help of two assistant data collectors from the selected areas. Before the questionnaire was handed to the participants, the researcher briefed the participants regarding the questionnaire and they were allowed about 25-30



minutes to complete the questionnaire, in face to face situations in their working areas in order to avoid refusals and clarify points if necessary.

Participants of the study were also told that their responses will be kept confidential and were not be used in any ways that harms them. In any case, the participants were not require to write anything that disclose their identity such as their name, house number and telephone etc.

After completion, the researcher collected the questionnaires from the participants and thanked them for their participation. Of the 320 questionnaires administered, a total number of 284 questionnaires were used for the final analysis. The remaining 36 questionnaires were discarded either due to incomplete cases or unreturned of the questionnaires by the respondents.

3.7 Methods of Data Analysis

After all the required data were collected from the sample participants, analysis of the data was done to answer the basic research questions of the present study. To analyze and interpret the data, the statistical package for social science (SPSS version15.0) was used. Descriptive statistics (such as mean, standard deviation, minimum and maximum), correlation, multiple regression analysis and One way ANOVA were computed.

The mean, standard deviation, minimum and maximum were used to analyze the background information of the respondents.

In order to examine the relationship between job satisfaction and the independent variables of the study (i.e. sex, age, marital status, number of dependents, educational level, work experience and self esteem), the scores of job satisfaction scale was correlated with these independent variables.

A multiple regression analysis was performed to assess the predictive power of sex, age, marital status, number of dependents, educational level, work experience and self esteem on the job satisfaction and to check how much of the variance in the independent variables is accounted for by the independent variables collectively. Stepwise multiple regressions were carried out to identify the best predictor of the outcome variable among the variables entered in the equation.

To assess the difference in job satisfaction across the levels educational institution (General primary and second cycle school, general secondary and preparatory schools, colleges and university), One way ANOVA was computed.

CHAPTER FOUR

4. Result and Discussion

This chapter is concerned with the results and discussion of the study. Thus, the first section deals with the results obtained from the data gathered and their statistical analysis. The findings are presented in summarized form of descriptive statistics, correlation, multiple regression and one way ANOVA. The second section deals with the discussion of the results in line with the existing review of literature.

4.1 Result

4.1.1 Demographic Characteristics of the Participants

To examine the extent of the dependent variable (i.e. job satisfaction) on the participants' demographic characteristics, descriptive statistical analysis was carried out. The mean and standard deviations, minimums and maximums and number of cases are presented below.

Table 1: Demographic characteristics of the participants with their Corresponding Job satisfaction score (N=284).

Demographic Characteristics		Job Satisfaction				
		Number	Mean	Std. deviation	Min.	Max.
Sex	Males	208	133.76	26.41	73.00	202.00
	Females	76	129.53	24.95	86.00	195.00
Age	Below 25 years	66	107.56	13.02	73.00	132.00
	26-30 years	70	119.00	13.22	86.00	164.00
	31-35 years	46	133.64	16.21	104.00	195.00
	36-40 years	33	156.84	17.27	102.00	202.00
	41-45 years	35	157.45	15.36	112.00	187.00
	46-50 years	21	168.04	14.49	137.00	193.00
	Above 50 years	13	168.76	14.06	146.00	190.00
Marital status	Married	171	143.54	24.65	73.00	195.00
	Unmarried	110	117.00	20.72	80.00	202.00
	Others	3	161.00	16.65	148.00	180.00
Number of dependents	None	99	115.92	20.29	73.00	202.00
	One	65	128.24	19.81	98.00	185.00
	Two	44	143.75	22.29	87.00	188.00
	Three	19	157.84	23.14	112.00	193.00
	Four	19	147.84	21.52	102.00	180.00
	Five	18	163.00	22.08	107.00	190.00
	Six and above	20	155.00	18.74	102.00	195.00
Educational level	Certificate	27	149.66	22.88	104.00	195.00
	Diploma	51	130.23	29.04	81.00	202.00
	Degree	145	125.28	23.57	73.00	187.00
	Masters & above	61	149.81	21.58	102.00	193.00
Work experience	Below 5 years	84	109.71	13.48	73.00	147.00
	5-9 years	82	126.29	18.55	86.00	195.00
	10-14 years	43	145.25	19.16	102.00	188.00
	15-19 years	42	158.69	15.88	112.00	202.00
	20-24 years	21	169.09	14.30	134.00	193.00
	Above 25 years	12	162.91	17.14	137.00	190.00
Total		284	133.76	26.41	73.00	202.00

As depicted in table 1, mean score of job satisfaction for males (133.76) is higher than females (123.53). On the other hand, in terms of age participants above age 50 years show the highest mean score in job satisfaction (168.76). Others group show the highest mean score of job satisfaction in terms of marital status (161.33). Participants with five number of dependents have the highest mean score of job satisfaction (163.00). Participants with masters and above level education level show the highest mean score (149.81). In terms of work experience participants above 25 years show the highest mean score (169.91). The total mean score of the respondents' found to be (133.76).

4.1.2 Relationships between Job Satisfaction with Demographic Variables

To examine the relationship between demographic variables with the dependent variable (i.e. job satisfaction) as well as inter-correlation of the variables, bivariate correlation was conducted. Hence, Pearson product moment correlations of the variables are presented in table 2 below.

Table 2: Bivariate correlation of job-satisfaction with demographic characteristics (N=284).

Variables	Correlations					
	Sex	Age	Marital status	Number of dependents	Educational level	Work experience
Sex	—					
Age	0.157**	—				
Marital status	.047	-.472**	—			
Number of dependents	0.024	0.685**	-0.434**	—		
Educational level	0.287**	0.042	-0.032	-0.153*	—	
Work experience	0.155**	.953**	-0.470**	.652**	0.033	—
Job Satisfaction	.097	0.816**	-0.414**	0.577**	0.046	0.761**

** P < 0.01 * P < 0.05

Based on the results in table 2 indicated above job satisfaction was significantly correlated at age ($r=0.816$), work experience($r =0.761$), number of dependents ($r = 0.577$) and marital status ($r = -0.414$), at ($P < 0.01$).But, the correlation of sex and educational level did not show significant relationship with job satisfaction with ($r = .097$) and ($r = 0.046$) respectively.

When the inter-correlation among the demographic variables was examined, sex was significantly correlated with age, educational level and work experience. But, sex did not show significant relationship with marital status and number of dependents. Age was significantly correlated with all the demographic variables with the exception of educational level ($r = .042$). Marital status was negatively correlated with number of dependents and work experience. But it did not show significant correlation with educational level. Number of dependents was significantly correlated with educational level and work experience. Educational level did not show significant relationship with work experience.

Both the pattern and magnitude of these correlations revealed that increase in job satisfaction was associated with an increased in age, work experience, number of dependents and not being married. Males and females did not show significant difference in job satisfaction. In addition to this, educational level did not show significant relationship with job satisfaction.

4.1.3 Relationship between Job Satisfactions with Self-esteem

To examine the relationship between job satisfaction (the dependent variable) with self-esteem (independent variable), Pearson product moment correlations was computed. The result indicates that job satisfaction was significantly correlated with self esteem ($r = 0.399$) with $P < 0.01$. This implies that as self-esteem increase job satisfaction was also increased.

4.1.4 Relationship between the Independent Variables and Dependent Variable

To see the influences of independent variables (scx, age, marital status, number of dependents, educational level, work experience and self-esteem) on job satisfaction all together multiple regression was conducted. When the dependent variable (job satisfaction), was regressed on the independent variables jointly, the results displayed in table 3 below.

Table 3: Summary of ANOVA for multiple regression of predicting job satisfaction from the independent variables (N = 284).

Source of variance	Sum of squares	df	Mean square	R	R ²	F
Regression	133220.11	7	19031.445			
Residual	64205.079	276	232.627	.821	.675	81.811**
Total	197425.19	283				

**P < 0.01

Based on the result displayed in table 3 above indicated that all the independent variables taken together were significant predictors of job satisfaction ($F = (7, 276) = 81.811, P < 0.01$). According to the output of multiple regression analysis, all the independent variables considered in the equation (sex, age, marital status, number of dependents, educational level, work experience and self-esteem) collectively accounted for 67.5% of the variance in job satisfaction. The remaining 32.5% of the variation in job satisfaction could be explained by other predictor variables which were not explored in this study.

Multiple regression analysis also generated significant predictive effects of all the independent variables entered in the equation to predict the dependent variable (job satisfaction). The table below presents the summary of regression coefficients for predicting dependent variables from the independent variables.

Table 4: Summary of regression coefficients for predicting dependent variable from independent variables (N=284).

Variables	B-coefficient	Std. Error	Beta (β) coefficient	t
Sex	-1.675	2.189	-.028	-.765*
Age	14.130	1.759	.956	8.032**
Marital status	-1.827	2.067	-.036	-.884*
Number of dependents	.397	.689	.029	.577
Educational level	.776	1.126	.025	.689*
Work experience	-3.889	2.108	-.213	-1.845
Self-esteem	.209	.115	.070	1.815

** $P < 0.01$ * $P < 0.05$

As indicated in table 4 above job satisfaction can be predicted significantly from age ($\beta = .956$, $t(283) = 8.032$, $P < 0.01$), educational level ($\beta = 0.025$, $t(283) = 0.689$, $P < 0.05$), marital status ($\beta = -0.028$, $t(283) = -0.765$, $P < 0.05$). That is only age, educational level, marital status and sex were significantly contributed to participants job satisfaction. But, the contribution of number of dependents, work experience and self-esteem were not significant to predict job satisfaction.

4.1.5 Predictor Variables prioritized in Explaining the Variance in Job Satisfaction

The result of stepwise multiple regression analysis in which the predictor variables were weighted in terms of the order of importance in explaining the variation in job satisfaction are presented in table 5.

Table 5: Summary of stepwise multiple regression analysis (N=284).

Step No	Variables entered	Regression coefficient (B)	Standard error of reg. SEB	Standard Reg. coef. (Beta)	R ²	Increase in R ²	t
1	Age	10.27	0.607	0.710	0.502	—	16.91*
2	Work Experience	0.557	0.132	0.190	0.533	0.29	4.21

*P<0.05

The stepwise regression analysis indicated in table 5 above showed that only age and work experience from the independent variables entered in the equation made an important contribution to the variance in job satisfaction.

As shown in the table, the variable which has been entered first in the stepwise regression model is age. This variable alone accounts for 50.2 % of the variance of job satisfaction hence it has the highest correlation with job

satisfaction. The second most important variable which entered in the second step is work experience. When work experience was added in the regression equation, the coefficient of determination was increased by 2.9%.The full model the multiple regression analysis explained 67.5 % Of the variance in job satisfaction. But summing up the unique contributions of each of the above each of the above independent variables resulted for 53.1%. Hence, about 14.4% was lost to their commonality (i.e. shared variance).

4.1.6 Job satisfaction Difference across the Level of Educational Institutional

To examine difference on job satisfaction of teachers and instructors across the level of educational institutions (i.e. General primary and second cycle schools, General secondary and preparatory schools, Colleges, and University), One – Way Analysis of Variance was computed. Table 7 below indicates One –Way Analysis of Variance.

Table 6: Summary of One-Way ANOVA on Job Satisfaction of Teachers and Instructors across level of Educational Institutions(N=284).

Source	Sum of Squares	df	Mean Square	F
Between groups	616.107	3	205.369	0.294
Within groups	195353.8	280	697.692	
Total	195969.9	283		

P> 0.05

Table 6 shows difference in job satisfaction of teachers and instructors across the level of educational institutions (i.e. General primary and second cycle schools, General secondary and preparatory schools, Colleges, and University). The mean score of the four groups have been compared with One-Way Analysis of Variance at alpha 0.05 and (3,280) degrees of freedom .The table value of alpha 0.05 and (3,280) degrees of freedom is 2.68. When the computed value of

F (0.294) is compared with the critical value (2.68), it was found that the computed value is less than the critical value .This implies that there is no statistically significant difference between teachers and instructors on job satisfaction across the level of educational institution.

4.2 Discussion

The present study attempted to assess teachers and instructors job satisfaction. The main concern of the present study was examining the relationship of job satisfaction with self-esteem and some selected demographic variables in line with the existing review of literatures. Accordingly the findings are discussed on the following order:

- Job satisfaction with demographic variables
- Job satisfaction with self-esteem
- An overall relationship between job satisfaction with the independent variables
- The predictive power of the independent variables on job satisfaction
- Job satisfaction difference across the level of educational institution

4.2.1 Job Satisfaction with Demographic Variables

Concerning about the relationship between job satisfactions with the selected demographic variables, the present study revealed that age, work experience, number of dependents and marital status showed a significant relationship. But, sex and educational level did not show significant relationship.

With regard to age the result of the present study appeared to share the results of most western studies (McDonald & Gunderson, 1974; Ginzber, 1975; Gleen et al., 1997; Saiyadain, 1985; Okpara, 2004) and Akalewold (2004), that is, older workers tend to be more satisfied with their jobs than younger works. A number of possible explanations could be forwarded regarding the reasons for positive correlation between job satisfaction and age.

One possible explanation might be older employees have adjusted to their work over the years, which may lead to higher satisfaction (Okpara, 2004). In the

same vein, prestige and confidence are likely to increase with age and this could result in older employees being more satisfied (Okpara, 2004).

Another possible explanation for the positive relationship between job satisfaction with age may be that younger employees are more likely to hold high expectations of their jobs and if these expectations are not met, they may experience lower satisfaction levels (Ginzber, 1975; and Okpara, 2004). Moreover, younger employees may consider themselves more mobile and seek greener pastures, which could lead to lower satisfaction levels.

With regard to work experience the result of the present study is consistent with the findings of the previous studies (Saiyadian, 1985; Bilgic, as cited by Okpara, 2004; and Akalewold, 2004). That is employees with longer job experience are more satisfied when compared to those with fewer years of experience. Okpara (2004) provides an explanation for this positive correlation and advances that employees settle in to their work over time, which leads to an increase in organizational commitment and job satisfaction.

Concerning about the relationship between number of dependents the present study is consistent with the finding of previous study conducted by Saiyadian (1985), which indicated that, the higher the number of dependents an employee has, the higher the job satisfaction is likely to be. A possible explanation could be that employees with more children are probably older and longer in their jobs. So they might therefore have adapted to their work situation, hence the increased in job satisfaction.

With respect to job satisfaction and marital status, the results of most previous studies were in disagreement. The result of the present study revealed that marital status was negatively correlated with job satisfaction. In this study this implies that as employees were married their job satisfaction will increase. Because marital status was coded as (1 = married, 2 = unmarried, 3 = others).

The result of the present study was consistent with the studies of McDonald & Gunderson, (1974), kind (1982), and Akalewold, (2004), which reported that married employees are more satisfied than the unmarried ones.

A possible explanation for married employees to be more satisfied in their job than the unmarried ones may be that employees who are married are more stable than the unmarried ones, which may likely increase their job satisfaction.

With regard to sex the result of the present study found that sex did not show a significant relationship with job satisfaction. Research in this regard has been inconsistent. Some literature reports that males are more satisfied than females, other suggest that females are more satisfied, and some have no significant variation in their satisfaction score. The present study is in line with a study conducted by Saiyadian (1985), among Indian and Nigerian samples. With this respect to sex, the present study is different from previous study conducted in Ethiopia by Akalewold (2004) which indicated that females (52.4%) teachers were satisfied than the male (18.5%) teachers.

Concerning about the relationship between educational level and job satisfaction, the present study indicated that, educational level did not show a significant correlation with job satisfaction. The result of the present study share the results of the study conducted by Akalewold (2004) in Ethiopia and studies conducted among the Indian samples (Ghosh & Shukala; Vasudeva & Rajbir; cited in Saiyadian, 1985).

4.2.2 Job Satisfaction with Self-esteem

With respect to the relationship between job satisfaction and self-esteem the present study showed a significant correlation with ($r = 0.399$, $P < 0.01$). The finding of this study shared the studies conducted by Lopez (1982); Alavi & Askaripur, which indicated that a person who is satisfied with in his/her job

has a higher self-esteem than one who is not. In the same vein Garcez (2006) concluded that the job satisfaction /self-esteem relationship is somewhat which one comes first either way, there is no questioning the bond between the two.

4.2.3 An Overall Relationship between Job Satisfactions with Self-esteem

When the dependent variable (i.e. Job satisfaction) was regressed on the independent variables (sex, age, marital status, number of dependents, educational level, work experience and self-esteem) the result revealed that these variables are a significant predictors of job satisfaction. According to the out put of the multiple regression all the independent variables entered in the equation collectively accounted for 67.5% of the variance in job satisfaction. This coefficient of determination implies that these demographic characteristics and self-esteem were a significant estimates of job satisfaction.

4.2.4 The Predictive Power of the Independent Variables on Job Satisfaction

With respect to the proportion of the variance, the predictor variables (sex, age, marital status, number of dependents, educational level, work experience and self-esteem) collectively accounted for about 67.5% of the variable in job satisfaction.

The stepwise regression analysis also confirmed that only two of the independent variables significantly contributed to job satisfaction. Age being best predictor accounts for about 50.2% of the variance, next to it work experience is found to be a predictor about 2.9% of the variance.

4.2.5 Job Satisfaction Difference across Level of Educational Institutions

Concerning about job satisfaction across the level of educational institution the result of the present study revealed that there is no a statistically significant

difference among teachers and instructors. Even though there exist a difference on levels of educational qualification among to some groups of level of institution, these differences in educational qualification did not show difference on job satisfaction. Thus, this implication is consistent one of the finding this study and also goes to the views of Ghosh & Shukala; Vasudeva & Rajbir(Cited in; Saiyadian,1985) and Akalewold (2004).

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

5.1 Summary

The present study was conducted to explore the relationship between job satisfaction and self-esteem in Dessie town government employee teachers and instructors. Further, it also sees if there is a relationship between participant's demographic variables and job satisfaction. In light of these major objectives, the following research questions have been formulated:

- Is job satisfaction significantly related to sex, age, marital status, number of dependents, educational level, and work experience?
- Is there a significant relationship between job satisfaction and self-esteem?
- To what extent do the independent variables (sex, age, marital status, number of dependents, educational level, work experience and self-esteem) predict job satisfaction together?
- Is there a significant difference among teachers and instructors on job satisfaction based on level of educational institutions (i.e. primary and second cycle schools, general secondary and preparatory schools, colleges and university)?

In order to answer the above questions, the study was conducted on teachers and instructors in Dessie town. A total of 320 (230 males and 90 females) respondents were drawn from a total population of 1689 (1245 males and 444 females) in two general primary and second cycle schools, two general secondary and preparatory school one college and one university using proportional stratified random sampling technique.

The data for the present study was gathered through administration of questionnaire to teachers and instructors. The questionnaire comprised of two scales: job satisfaction survey scale and self-esteem scale measures. The

questionnaire has three parts. The first part deals with the demographic information of respondents, the next consecutive parts are concerned with job satisfaction and self-esteem measures respectively. The instruments were adapted from previous studies.

After the instruments were translated into Amharic version for ease of understanding, they have been pilot tested in a sample of 40 participants (25 males and 15 females) in the study site and reliabilities were computed. The analysis of the pilot test data revealed the chronbach alpha of 0.78 and 0.80 for job satisfaction survey scale and self-esteem scale respectively.

For the main study, the questionnaire was administered to 320 (230 males and 90 female) participants in their respective working site. The final analysis, however, was made using a sample of 284 (208 males and 76 female) respondents. 36 questionnaires were excluded from the analysis due to either incomplete cases or unreturned of the questionnaire by the respondents.

Regarding data analysis, descriptive statistics was used to show participants demographic variables and Pearson-product-moment was employed to examine the relationship between the independent variables and dependent variable.

To determine the predictive power of independent variables on job satisfaction, multiple regression analysis was used. Stepwise regression analysis was run to find out the best predictor variable among the variables entered in the analysis in explaining the proportion of variance in job satisfaction. Moreover, the difference in job satisfaction across the level of educational institution was determined by using One way ANOVA.

The results of bivariate (Pearson-product- moment) correlation indicated that job satisfaction is significantly associated with the demographic variables of age ($r = 0.816$), marital status ($r = 0.816$), marital status ($r = -0.414$), number of dependents ($r = 0.577$) and work experience ($r=0.761$).but, sex and

educational level did not show significant relationship with job satisfaction. In addition to this the result indicates the existence of significant correlation between self-esteem and job satisfaction.

When job satisfaction was regressed on independent variables (sex, age, marital status, number of dependents, educational level, work experience and self-esteem) collectively, the proportion of variance found was 67.5%. The unique contributions of age and work experience found to be (50.2%) and (2.9%) respectively. Hence about 14.4% was lost for their communality.

The result of One Way ANOVA also revealed that there is no statistically significant difference on job satisfaction of teachers and instructors across the level of educational institutions.

5.2 Conclusion

From the obtained findings, the following conclusions were made for the present study.

Job satisfaction of teachers and instructors has a significant positive relationship with age, number of dependents and work experience, and negatively correlated with marital status. But, sex and educational level did not show a significant relationship with job satisfaction.

Job satisfaction of teachers and instructors has a significant positive relationship with self-esteem.

Relatively a large amount of variance (67.5%) in job satisfaction was accounted when sex, age, marital status, number of dependents, educational level, work experience and self-esteem were examined simultaneously.

There is no statistically significant difference on job satisfaction of teachers and instructor across the level of educational institutions.

Generally, the findings of the present study indicated the factors that account for variation in job satisfaction due to the demographic variables and self-esteem and the need to address teacher's and instructor's job satisfaction across different level of educational institutions for the betterment of the educational system as a whole.

5.3 Recommendation

Based on the findings of the present study, the following suggestions are forwarded.

The results of the present study revealed that job satisfaction of teachers and instructors increased with age, number of dependents (may be children), work experience and marital status. All of the above personal factors are related to stable way of life, such as, having private living home and other infrastructures for living. So, there is a need to make the living conditions of teachers and instructors to increase their job satisfaction by responsible bodies such as the MOE, Municipality of towns and So on.

The result of the study also indicates that, the highest variation in job satisfaction was observed with increased age and work experience. This implies that comparably newly assigned teachers and instructors were dissatisfied in their job than those who stayed longer in this profession. Hence, there is a need to address the issue by the ministry of education, the municipalities of towns and other concerned bodies to make the living conditions of newly assigned teachers and instructors so conducive in particular and to all staff in general by providing different infrastructures such as housing, transport service in their working site, and an increase in payment and so on.

It was also found that job satisfaction of teachers and instructors were positively correlated with their self-esteem. Hence, increasing the self-esteem

of teachers and instructors should be addressed through training as part of in-service training as well as addressing different needs fulfillments.

The study also suggested that the difference in job satisfaction of teachers and instructors across the level of educational institutions was not statistically significant. So, the need to address satisfaction at work was considered to be across all levels of educational institutions by conducting a study at national level.

Although the present study attempted to provide some insight regarding job satisfaction, it is not conclusive because there is no related findings in this area to support the present findings in Ethiopia context. Efforts are only just emerging. Hence, this study should be replicated at national level by comprising different groups in all level of educational institution. Thus future research should include other variables such as attitude towards their job, the existing educational policy.

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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY

Questionnaire

The purpose of this questionnaire is to gather information necessary to explore the relationship between Job satisfaction and self-esteem among teachers and instructors. This study can be accomplished successfully only when you complete all the items of the scales honestly and frankly.

At the onset, I would like to assure you that information obtained from the responses of this questionnaire will be used only for research purposes. Your responses will be kept confidential. Hence, please, give your responses freely and genuinely. No need of writing your name.

Thank You for Your kind Cooperation

PART ONE: PERSONAL INFORMATION

Direction: Please supply the right information for the following items by putting a "✓" mark in the box provided.

1. Sex Male ☐ Female ☐
2. Age 25 and above ☐ 41-45 years ☐
 26 -30 years ☐ 46-50 years ☐
 31-35 years ☐ above 50 years ☐
 36-40 year ☐
3. Marital statuses married ☐ single ☐ others _____
4. Number of dependents
- | | | | |
|-------|--------------------------|---------------|--------------------------|
| None | ☐ | FOUR | ☐ |
| ONE | ☐ | FIVE | ☐ |
| TWO | ☐ | SIX and above | ☐ |
| THREE | ☐ | | |

5. Educational Level

Certificate

Bachelor’s Degree

Diploma

Master’s Degree and above

6. Years of Experience

Less than five years

15-19 years

5-9 years

20-24 years

10-14 years

25 and above

PART TWO: JOB SATISFACTION MEASUREMENT SCALE

Direction: Read each of the statements carefully and then circle one of the numbers depending on your degree of agreement and disagreement .The number represents:

- 1=Disagree very much
- 4= Agree slightly
- 2=Disagree moderately
- 5=Agree moderately
- 3=Disagree slightly
- 6= Agree very much

No.	Items	1	2	3	4	5	6
1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
2*	There is really too little chance for promotion on my job.	1	2	3	4	5	6
3	My supervisor is quite competent in doing his/ her job.	1	2	3	4	5	6
4*	I am not satisfied with the benefits I received.	1	2	3	4	5	6
5	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5	6
6*	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5	6
7	I like the people I work with.	1	2	3	4	5	6
8 *	I sometimes feel my job is meaningless.	1	2	3	4	5	6
9	Communications seem good within this organization.	1	2	3	4	5	6
10*	Raises are too few and far between.	1	2	3	4	5	6
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
12*	My supervisor is unfair to me.	1	2	3	4	5	6
13	The benefits we receive are as good as most organization offer.	1	2	3	4	5	6
14*	I do not feel that the work I do is appreciated.	1	2	3	4	5	6

15	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
16*	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5	6
17	I like doing the things I do at work	1	2	3	4	5	6
18*	The goals of this organization are not clear to me	1	2	3	4	5	6
19*	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21*	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
22	The benefit package We have is equitable.	1	2	3	4	5	6
23*	There are few rewards for those who work here.	1	2	3	4	5	6
24*	I have too much to do at work.	1	2	3	4	5	6
25	I enjoy my coworkers.	1	2	3	4	5	6
26*	I often feel that I do not know what is going on with the organization	1	2	3	4	5	6
27	I feel a sense of pride in doing my job.	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29*	There are benefits we do not have which we should have.	1	2	3	4	5	6
30	I like my supervisor.	1	2	3	4	5	6
31*	I have too much paperwork.	1	2	3	4	5	6
32*	I do n't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34*	There is too much bickering and fighting at work.	1	2	3	4	5	6
35	My job is enjoyable.	1	2	3	4	5	6
36*	Work assignments are not fully explained.	1	2	3	4	5	6

*NEGATIVELY WORDED ITEMS

PART THREE: SELF-ESTEEM MEASUREMENT SCALE

Direction: Read each of the statements carefully and then circle one of the numbers depending on your degree of agreement and disagreement .The number represents:

1=Strongly Disagree

3=Agree

2=Disagree

4= Strongly Agree

No	Items	1	2	3	4
1	On the whole, I am satisfied with myself.	1	2	3	4
2*	At times I think I am no good at all.	1	2	3	4
3	I feel that I have a number of good qualities.	1	2	3	4
4*	I feel that I do not have much to be proud of.	1	2	3	4
5	I can do things as well as most other people.	1	2	3	4
6*	I certainly feel useless at times.	1	2	3	4
7	I feel that I am a person of work, at least on an equal basis with others.	1	2	3	4
8*	I feel I don't have more respect for myself.	1	2	3	4
9*	All in all I am inclined to feel that I am a failure	1	2	3	4
10	I have a positive attitude toward myself.	1	2	3	4

* NEGATIVELY WORDED ITEMS

አዲስ አበባ ዩኒቨርሲቲ

ድህረ ምረቃ ትምህርት ንግግራም

የሳይኮሎጂ ትምህርት ክፍል

መጠይቅ

የመጠይቁ አጠቃላይ ዓላማ፡- የዚህ መጠይቅ ዋና ዓላማ «በስራ መርካት / Job Satisfaction / እና ለራስ የሚሰጥ ግምት / self – esteem / መካከል ያለው ዝምድና» በሚል ርዕስ ለሚካሄድ ጥናት መረጃ ማሰባሰብ ነው፡፡

ውድ ተሳታፊ

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፡፡ በዚሁ መሰረት፡-

1. በመጠይቁ በየትኛውም ቦታ ላይ ስም ወይም ሌላ ግላዊ ማንነታቸውን የሚገልፅ አመልካች መፃፍ አያስፈልግም፡፡
2. ለመጠይቁ የምትሰጡት ምላሽ በምስጢር ተጠብቆ ለጥናቱ ዓላማ ብቻ የሚውል መሆኑን እየገለጽኩ ለምታደርጉልኝ ቀና ትብብር ሁሉ ከወዲሁ አመሰግናለሁ፡፡

ክፍል አንድ፡ ግላዊ መረጃዎች

መመሪያ፡ ቀጥሎ ስለ አንተ / አንቺ ግላዊ መረጃዎችን የሚሹ ጥያቄዎች ቀርበዋል፡፡ ከቀረቡት ምርጫዎች ውስጥ ትክክለኛውን ምላሽ ይኸን “✓” ምልክት በማድረግ በሳጥን ውስጥ መልስዎን ያስቀምጡ፡፡

1. የታ	ወንድ	☐	ሴት	☐
2. ዕድሜ	ከ25 ዓመት በታች	☐	36 - 40 ዓመት	☐
	ከ26- 30 ዓመት	☐	41- 45 ዓመት	☐
	ከ31 - 35 ዓመት	☐	45 - 50 ዓመት	☐
			ከ 50 ዓመት በላይ	☐
3. የትዳር ሁኔታ ያገባ	☐	ያላገባ	☐	ሌላ _____
4. በእርሶስዎ ስር የሚተዳደሩ የቤተሰብ ብዛት				
የለም	☐	አራት	☐	
አንድ	☐	አምስት	☐	
ሁለት	☐	ስድስትና ከዚያ በላይ	☐	
ሶስት	☐			

5. የትምህርት ደረጃ

ሠርተፍኬት ☐

ዲግሎማ ☐

የመጀመሪያ ድግሪ ☐

ሁለተኛ ዲግሪ እና ከዚያ በላይ ☐

6. የሥራ ልምድ

ከ 5 ዓመት በታች ☐

ከ 5 - 9 ዓመት ☐

ከ 10- 14 ዓመት ☐

ከ15 - 19 ዓመት ☐

ከ20 - 24 ዓመት ☐

ከ25 ዓመት በላይ ☐

ክፍል ሁለት: በስራ መርካትን በተመለከተ

መመሪያ: የሚከተሉትን ዓረፍተ ነገሮች በጥሞና ካነበብክ/ሽ በኋላ በዓረፍተ ነገሮቹ ላይ ስለ መስማማትህ/ሽ እና ስለ አለመስማማትህ/ሽ በእያንዳንዱ ዓረፍተ ነገር ፊት ለፊት ከተቀመጡት ቁጥሮች አንዱን በማክበብ መልስ/ሽ፡፡ ቁጥሮቹ የሚያመለክቱት፡-

1 = በጣም አልስማማም

2 = አልስማማም

3 = በመጠኑ አልስማማም

4 = በመጠኑ እስማማለሁ

5 = እስማማለሁ

6 = በጣም እስማማለሁ

ተ. ቁ	ዐረፍተ ነገር	1	2	3	4	5	6
1.	ለምሰራው ስራ ተመጣጣኝ ክፍያ የማገኝ መስሎ ይሰማኛል፡፡	1	2	3	4	5	6
2.	በምሰራው ስራ ያለው የእድገት እድል በጣም ትንሽ ነው፡፡	1	2	3	4	5	6
3.	የስራ አለቃዬ በስራው/ራዋ ትጉህ ነው/ናት፡፡	1	2	3	4	5	6
4.	በማገኛቸው ጥቅማ ጥቅም አልረካም፡፡	1	2	3	4	5	6
5.	ጥሩ ስራ በምሰራበት ወቅት ማግኘት ያለብኝን ትኩረት/እውቅና አገኛለሁ፡፡	1	2	3	4	5	6
6.	የምንሰራባቸው የአሰራር መመሪያዎችና ሂደቶች ጥሩ ስራ ለ መስራት አያስችለም፡፡	1	2	3	4	5	6
7.	ከሥራ ባልደረቦቼ ጋር ጥሩ የሆነ የስራ ግንኙነት አለኝ፡፡	1	2	3	4	5	6
8.	አንዳንድ ጊዜ የምሰራው ስራ ትርጉም የሌለው መስሎ ይሰማኛል፡፡	1	2	3	4	5	6
9.	በመስሪያ ቤቴ ያለው የመረጃ ልውውጥ ጥሩ ይመስለኛል፡፡	1	2	3	4	5	6
10.	በመስሪያ ቤታችን ያለው የደረጃ እድገት ለጥቂት ሰዎች የሚሰጥ ነው፡፡	1	2	3	4	5	6

11.	በመስሪያ ቤታችን ጥሩ የሚሰሩ ሰዎች ተመጣጣኝ የደረጃ እድገት ያገኛሉ።	1	2	3	4	5	6
12.	የስራ አሰቃቂ ያዳላብኛል/ታዳላብኛለች።	1	2	3	4	5	6
13.	መስሪያ ቤታችን የሚሰጠው ጥቅማ ጥቅም ሌሎች ብዙ መስሪያ ቤቶች ከሚሰጡት ጋር እኩል በሆነ መልኩ ጥሩ ነው።	1	2	3	4	5	6
14.	የምሰራው ስራ የሚበረታታ ነው ብዬ አላስብም።	1	2	3	4	5	6
15.	ጥሩ ስራ የመስራት ተነሳሽነቴ አልፎ አልፎ በቢሮክራሲ አሰራር ይጓተታል።	1	2	3	4	5	6
16.	የስራ ባልደረቦቼ ትጉህ ካለመሆናቸው የተነሳ በርካታ መስራት እንዳላብኝ ይሰማኛል።	1	2	3	4	5	6
17.	በምሰራቸው ስራዎች ደስተኛ ነኝ።	1	2	3	4	5	6
18.	የመስሪያ ቤታችን አላማ ግልጽ አልሆነልኝም።	1	2	3	4	5	6
19.	ከማገኘው ክፍያ አኳያ መስራያ ቤቴ እያበረታታኝ እንዳልሆነ ይሰማኛል።	1	2	3	4	5	6
20.	በሌላ ቦታ ሊያድጉ የሚችሉትን ያህል እዚህ መስሪያ ቤትም ሰዎች እያደጉ ነው።	1	2	3	4	5	6
21.	የስራ አሰቃቂ ለበታች ሰራተኞች አነስተኛ አመለካከት አለው።	1	2	3	4	5	6
22.	መስሪያ ቤቴ የማገኘው ጥቅማ ጥቅም ተመጣጣኝ ነው።	1	2	3	4	5	6
23.	መስሪያ ቤታችን ለሰራተኞች የሚሰጠው ማበረታቻ አነስተኛ ነው።	1	2	3	4	5	6
24.	የምሰራው ስራ ይበዛብኛል።	1	2	3	4	5	6
25.	ጊዜዬን ከስራ ባልደረቦቼ ጋር ማሳለፍ ደስ ይለኛል።	1	2	3	4	5	6
26.	አብዛኛውን ጊዜ በመስሪያ ቤቴ ምን እየተካሄደ እንደሆነ የማላውቅ መስሎ ይሰማኛል።	1	2	3	4	5	6
27.	በምሰራው ስራ ክብር ይሰማኛል።	1	2	3	4	5	6
28.	በመስሪያ ቤቴ ደመወዝ አጨማመር ደስተኛ ነኝ።	1	2	3	4	5	6
29.	ማግኘት የሚገቡን ነገር ግን የማናገኛቸው ጥቅማ ጥቅም አሉ።	1	2	3	4	5	6
30.	ከሥራ አሰቃቂ ጋር እስማማለሁ።	1	2	3	4	5	6
31.	በመስራያ ቤቴ በርካታ የጽሑፍ ስራዎች ይደራረቡብኛል።	1	2	3	4	5	6
32.	ጥረቴ በሙሉ በሚፈለገው መንገድ እየተበረታታ አይደለም።	1	2	3	4	5	6
33.	በመስራያ ቤቴ የደረጃ እድገት ደስተኛ ነኝ።	1	2	3	4	5	6
34.	በስራ ወቅት ጥላቻ እና ጭቅጭቅ አሉ።	1	2	3	4	5	6
35.	ሥራዬ ደስ የሚያሰኝ ነው።	1	2	3	4	5	6
36.	የሚሰሩ ሥራዎች ግልጽ አይደሉም።	1	2	3	4	5	6

ክፍል ሶስት፡ ለራስ የሚሰጥ ግምት

መመሪያ ፡- የሚከተሉትን ዐረፍተ ነገሮች በጥሞና ካነበብክ/ሽ በኋላ በዐረፍተ ነገሮቹ ላይ ስለ መስማማትህ/ሽ እና ስለ አለመስማማትህ/ሽ በእያንዳንዱ ዐረፍተ ነገር ፊት ለፊት ከተቀመጡት ቁጥሮች አንዱን ቁጥር በመክበብ መልስ/ሽ ፡፡ ቁጥሮቹ የሚያመለክቱት፡-

1 = በጣም አልስማማም

3 = እስማማለሁ

2 = አልስማማም

4 = በጣም እስማማለሁ

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

DECLARATION

I declare that this thesis is my original work. The sources used for the thesis are adequately acknowledged.

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Signature: *S/D*

Date: 13/07/2009

This thesis has been submitted for examination with my approval as a university advisor.

Name: _____

Signature: _____

Date of approval: _____

