

SELF-EFFICACY PERCEPTIONS AND JOB SATISFACTION OF
PART-TIME AND FULL-TIME WORKERS

NNEKA GORDON

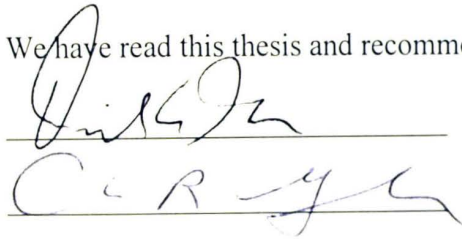
To the Graduate Council:

I am submitting herewith a thesis written by Nneka Gordon entitled "Self-Efficacy Perceptions and Job Satisfaction of Part-time and Full-time Workers." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in Industrial/Organizational Psychology.




Uma Iyer, Major Professor

We have read this thesis and recommend its acceptance:



Accepted for the Council:




Dean of the Graduate School

STATEMENT OF PERMISSION TO USE

In presenting this thesis in partial fulfillment of the requirements for a Master's of Arts degree at Austin Peay State University. I agree that the Library shall make it available to borrowers under rules of the Library. Brief quotations from this thesis are allowable without special permission, provided that accurate acknowledgement of the source is made.

Permission for extensive quotation from or reproduction of this thesis may be granted by my major professor, or in her absence, by the Head of Interlibrary Services when, in the opinion of either, the proposed use of the material is for scholarly purposes. Any copying or use of the material in this thesis for financial gain shall not be allowed without my written permission.

Signature 

Date 4/20/04

Self-Efficacy Perceptions and Job Satisfaction of
Part-time and Full-time Workers

A Thesis

Presented for the

Master of Arts

Degree

Nneka Gordon



Austin Peay State University

May 2004

DEDICATION

This is dedicated to my husband, Thomas Gordon III, for all his love, support and reassurance during this sometimes stressful process. I would also like to dedicate this thesis to my mother, Arlene, who during my early years stressed not only the importance of getting an education but also encouraged me to strive for excellence in all my academic endeavors.

ACKNOWLEDGMENTS

I would like to thank my major professor Dr. Uma Iyer for being a source of support and encouragement throughout my time at Austin Peay. Thank you for your comments, statistical assistance and both academic and career guidance. I am proud to say I have been “Iyerized” by your knowledge of the field. I would also like to thank the other committee members, Dr. David Denton for his suggestions and participation and Dr. Charles Grah for his input and statistical assistance. Last, but by no means least, I would like to give honor to God because it is through him that all things are possible.

TABLE OF CONTENTS

CHAPTER

I. ABSTRACT	1
II. INTRODUCTION	2
III. LITERATURE REVIEW.....	4
Self-Efficacy	4
Self-Efficacy and Job Satisfaction	5
Job Satisfaction	7
Job Satisfaction and part-time versus full-time workers	8
IV. METHOD	10
Participants	10
TABLE 1	11
TABLE 2	11
Measures.....	12
Scoring	13
Procedure	13
V. RESULTS	15
TABLE 3	16
TABLE 4	16
FIGURE 1	17
FIGURE 2	18
FIGURE 3	19
VI. DISCUSSION	20
Limitations and Future Research	21
REFERENCES	22
APPENDICES	26
A. Demographic Questionnaire	27
B. General Self-Efficacy Scale (GSE)	28
C. Job Satisfaction Survey	29
VITA	31

CHAPTER 1

Abstract

Self-efficacy involves an individual's belief in their ability to perform a given task. Job satisfaction is influenced by an individual's personality traits and organizational factors.

University students were surveyed using the Job Satisfaction Survey (JSS) and the General Perceived Self-Efficacy (GSE) Scale. Results of an independent samples t-test did not show a significant difference between the self-efficacy perceptions of part-time and full-time workers. Results of correlational analysis did not show a significant difference between job satisfaction and self-efficacy for part-time workers, although, a significant relationship was found to exist between job satisfaction and self-efficacy of full-time workers. Results of a series of ANOVAs found that significant differences exist between facet job satisfaction of part-time and full-time workers for the facets of pay, fringe benefits, and operating conditions.

CHAPTER II

INTRODUCTION

Organizations have long sought ways to achieve higher levels of employee job satisfaction as a primary means of obtaining more productive employees and decreasing employee absenteeism and turnover (Spector, 1986). Muchinsky (2003) defines job satisfaction as the degree of pleasure an employee derives from his or her job. Basic differences in personality and affectivity predispose people to be differentially satisfied with various aspects of their lives, including their jobs (Heller, Judge & Watson, 2002). Personal experience dealing with people shows us that some people are dissatisfied regardless of the job they are in whereas other people appear satisfied regardless of past and present job histories (Arvey, Bouchard, Segal & Abraham, 1989). This everyday occurrence has led researchers to spend many decades searching for the reasons behind these differences in employee levels of job satisfaction. Recent research suggests that measuring specific personality traits may be beneficial in predicting employee's job satisfaction. (Judge, Heller & Mount, 2002; Cropanzano, James & Konovsky, 1993).

The nature of today's workforce is changing due to globalization and technological advances (Robbins, 2003). Organizations are relying more and more on part-time workers to accomplish their organizational objectives. Differences between full-time and part-time employees have important implications for theories of organizational behaviour and interventions designed to predict and control behaviour (Thorsteinson, 2003). The challenge for organizations is to make themselves more accommodating to diverse groups of employees (Robbins, 2003). Part-time and full-time workers may value different aspects of their jobs, and

differences between the groups may only appear when investigating facet satisfaction (Thorsteinson, 2003).

The purpose of this study is to determine if there are differences between part-time and full-time workers with respect to self-efficacy. This study will also examine if there is a relationship between self-efficacy and overall job satisfaction of part-time and full-time workers. Finally, this study will determine whether differences exist in the facet job satisfaction for part-time and full-time workers.

LITERATURE REVIEW

Self-Efficacy

The concept of self-efficacy was first identified by Albert Bandura in his 1977 publication “Self-efficacy: Toward a Unifying Theory of Behavioral Change” (Pajares, 2002). Generalized self-efficacy is one’s estimate of one’s capabilities of performing, at a global level across many contexts (Bono & Judge, 2003). Self-efficacy is defined as the individual’s belief that he or she is capable of performing a task and includes task difficulty (Robbins, 2003). Perceived self-efficacy is measured in terms of judgments of personal capabilities and the strength of that belief (Bandura & Locke, 2003).

Self-efficacy beliefs also help determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will be in the face of adverse situations (Pajares, 2002). It reflects the belief of being able to control challenging environmental demands by means of taking adaptive action (Schwarzer & Scholz, n.d.). The dimensions of self-efficacy are magnitude (the level of difficulty that a person believes they are capable of executing) and strength (the judgment about the magnitude) (Robbins, 2003).

Bandura (1994) states:

the four sources through which people develop their efficacy are mastery experiences, seeing people similar to oneself manage task demands successfully, social persuasion that one has the capabilities to succeed in given activities, and inferences from somatic and emotional states indicative of personal strengths and

vulnerabilities. (Summary).

Self-efficacy beliefs provide the foundation for human motivation, well-being, and personal accomplishment (Pajares, 2002). Perceived self-efficacy is an influential determinant of career choice and development (Bandura, 2000). Research from meta-analyses consistently shows that efficacy beliefs contribute significantly to the level of motivation and performance (Bandura & Locke, 2003). The higher your self-efficacy, the more confidence you have in your ability to succeed in a task (Robbins, 2003). People's accomplishments are generally better predicted by their self-efficacy beliefs than by their previous attainments, knowledge, or skills (Pajares, 2002).

Self-Efficacy and Job Satisfaction

Many researchers have attempted to establish the dispositional or personality sources of job satisfaction. Dispositional factors are the relatively stable traits that predispose individuals to react to their environment in certain ways (Schaubroeck, Ganster & Kemmerer, 1996). Recently researchers have begun to explore the psychological processes that might underlie dispositional sources of job satisfaction (Judge, Bono & Locke, 2000). Job satisfaction has been thought to be at least partly determined by one's dispositional factors (Schaubroeck, Ganster & Kemmerer, 1996). One factor that has impeded theoretical explanations of the dispositional source of job satisfaction is the lack of a framework describing the structure and nature of personality (Judge, Heller & Mount, 2002). Some researchers argue that stable individual differences might be as important a factor in determining job attitudes as that of the job or work environment itself (Arvey, Bouchard, Segal & Abraham, 1989). Therefore, it is of great importance to know how strong dispositional influences are in comparison to situational determinants such as working conditions when it comes to job satisfaction (Dormann & Zapf, 2001).

Arvey et al. (1989) suggest:

that job satisfaction dimensions or elements that explicitly represent extrinsic work environmental factors (e.g., the working conditions, supervision, etc.) are less likely to demonstrate genetic components than job satisfaction elements that may reflect more direct experiences of the job by individuals (i.e. intrinsic aspects of job satisfaction).

(188)

They found that there is a significant genetic component to intrinsic job satisfaction as well as to general job satisfaction. Dormann and Zapf (2001) also reported that the effect of personality dispositions on job satisfaction is mediated by working conditions.

One framework that may explain the personological basis of job satisfaction is Judge, Locke, and colleagues' concept of core self-evaluations (Judge, Heller & Mount, 2002). The core self-evaluations concept was originally proposed as a potential explanatory variable in the dispositional source of job satisfaction (Judge & Bono, 2001). Core self-evaluations influence job satisfaction, in part, because positive individuals actually obtain more challenging jobs, and also because they perceive jobs of equal complexity as more intrinsically fulfilling (Bono & Judge, 2003). According to Judge et al. (2002), core self-evaluations are a broad personality trait that is manifested in self-esteem, locus of control, generalized self-efficacy, and low neuroticism. Heller et al. (2002) found that when the four traits are combined into a single composite measure, the overall core trait correlated 0.37 with job satisfaction. Judge and Bono (2001) found that generalized self-efficacy has a positive, non zero relationship with job satisfaction ($r = .45$).

Judge et al. (2000) found a direct link between core self-evaluations and job satisfaction. It is critical to understanding the role of core self-evaluations in job satisfaction to begin to sort out differences in perceptions from difference in actual jobs held (Judge, Bono & Locke, 2000).

Hypotheses

Hypothesis 1: There is a significant difference in self-efficacy perceptions of part- and full-time workers.

Hypothesis 2: Self-efficacy perceptions will have a positive relationship with overall job satisfaction.

Hypothesis 2a: Self-efficacy perceptions will have a positive relationship with overall job satisfaction for part-time workers.

Hypothesis 2b: Self-efficacy perceptions will have a positive relationship with overall job satisfaction for full-time workers.

Job Satisfaction

The extent to which people are satisfied with their work has been an enduring research interest (Koustelios & Bagiatis, 1997). Much research has been conducted concerning the accurate measurement of job satisfaction. In early studies, job satisfaction was referred to as if it were a single variable (Koustelios & Bagiatis, 1997).

Previous research concerning job satisfaction has been conducted in applied work settings (Levin & Stokes, 1989; Moyle, 1995; Schaubroeck et al., 1996). Numerous studies have indicated clearly that there are several discriminably different areas of job satisfaction (Koustelios & Bagiatis, 1997). Researchers have found that high levels of job satisfaction are associated with high job complexity (Judge, Bono, & Locke, 2000; Melamed, Fried & Froom, 2001). Other typical factors that are included in job satisfaction are nature of work, supervision, present pay, promotion opportunities, and relations with co-workers (Robbins, 2003). Barling, Kelloway and Iverson (2003) found that high quality work is associated with higher levels of job satisfaction. Individuals also have higher levels of job satisfaction when they have high goal

commitment and goal attainability (Maier & Brunstein, 2001), and job control (Elovainio, Kivimäki, Steen & Kalliomäki-Levanto, 2000). High intrinsic work characteristics (Judge, Bono & Locke, 2000), and high procedural justice (Kernan & Hanges, 2002) are also reported to influence job satisfaction. Additional findings are that participative management and effective communication with one's supervisor are associated with job satisfaction (Kim, 2002).

Job Satisfaction and part-time versus full-time workers

One of the more comprehensive changes taking place in organizations is the addition of temporary or contingent employees (Robbins, 2003). These contingent employees include part-time workers. For the purpose of this study, workers are defined as part-time workers if they were employed less than 30 hours. Contingent workers receive lower salaries than if they were permanent employees performing the same work, and they rarely receive fringe benefits such as medical insurance or pensions (Muchinsky, 2003). Some researchers have speculated that part-time employees may be more dissatisfied because they compare their situation with that of full-time employees (Thorsteinson, 2003).

These noticed differences between full-time and part-time workers has lead researchers to question whether differences in job attitudes exist between part-time and full-time workers. Much of the research comparing part-time and full-time workers on job attitudes has lacked a strong theoretical basis (Thorsteinson, 2003). Some researchers have found that most temporary workers are very dissatisfied with their employment relationship (Muchinsky, 2003). However, a meta-analysis by Thorsteinson (2003) found that there was little difference between full-time and part-time employees on job satisfaction.

Given the large numbers of part-time workers and the inconsistent findings when comparing part-time employees with full-time employees, a better understanding of possible

differences between the two groups is important (Thorsteinson, 2003). The present study attempts to identify the magnitude of the difference between part-time and full-time workers on specific facets of job satisfaction. This study is important because it will help organizations determine what components of job satisfaction, if any, are valued by part-time and full-time workers.

Hypothesis

Hypothesis 3: There is a significant difference between facet job satisfaction of part-time and full-time workers.

CHAPTER IV

METHOD

Participants

The participants in this study were undergraduate and graduate students from a small southern public liberal arts university. 54% (N = 38) of the participants possessed part-time employment and 46% (N = 32) of the participants possessed full-time employment. Of the full-time participants, 78% (N = 25) were Caucasian, 19% (N = 6) were African-American, and 3% (N = 1) were Hispanic. In addition, 66% (N = 21) were female. 44% (N = 14) of the full-time workers participating in this study were full-time students. 19% (N = 6) of the full-time participants worked between 30 to 39 hours per week, 72% (N = 23) worked between 40-49 hours per week and 9% (N = 3) worked more than 50 hours per week. The full-time participants worked in the following industries: service (9%), manufacturing/industrial (28%), clerical (31%), professional (22%) and 9% indicated other as their industry. The age of the full-time participants ranged from 19 to 49 with a mean age of 31.7.

Of the 38 part-time participants, 63% (N = 24) were Caucasian, 29% (N = 11) were African-American, 5% (N = 2) were Hispanic and 3% (N = 1) indicated other as their racial group. In addition, 76% (N = 29) were female and 82% (N = 31) of the participants were single. 95% (N = 36) of the part-time workers participating in the study were full-time students. 71% (N = 27) of the part-time participants worked between 10 to 20 hours per week. The part-time participants worked in the following industries: service (53%), clerical (34%), professional (3%) and 31 % indicated other as their industry. Some of the indicated "Other" job industries

included child care and campus student workers. Two of the participants selected multiple industries. The age of the part-time participants ranged from 18 to 45 with a mean age of 22.9. One participant's data was excluded because it was incomplete. Table 1 summarizes the classification of the participants by age, gender, marital status, and student status. Table 2 summarizes the classification of the participants by nature of job.

TABLE 1

Classification of Participants by Age, Gender, Marital Status, and Student Status

	Age	Marital Status	Gender	Part-time student	Full-time student	Total
Part-time Worker	18-21: 20 (53%)	Single: 29 (76%)	Male: 9 (24%)			
	22+: 18 (47%)	Married: 9 (24%)	Female: 29 (76%)	2 (5%)	36 (95%)	38 (100%)
Full-time Worker	18-21: 4 (12%)	Single: 14 (44%)	Male: 11(34%)			
	22+: 28 (88%)	Married: 18 (56%)	Female: 21(66%)	18 (56%)	14 (44%)	32 (100%)
Total	70 (100%)	70 (100%)	70 (100%)			

TABLE 2

Classification of Participants by Nature of Work

	Service	Clerical	Manufacturing/Industrial	Professional	Other	Total
Part-time Worker	17 (53%)	11(34%)	0 (0%)	1 (3%)	10 (31%)	38 (100%)
Full-time Worker	3 (9%)	10 (31%)	9 (28%)	7 (22%)	3 (9%)	32 (100%)

Measures

Self-Efficacy. Respondents were asked to complete the 10-item General Self-Efficacy Scale (GSE) developed in 1993 by Schwarzer & Jerusalem (refer to Appendix B). The GSE scale was created for the general adult population to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events (Jerusalem & Schwarzer, 1993). However, the GSE scale was slightly modified by the addition of the phrase “at work” to better focus on the subjects work beliefs. Respondents were asked to respond to questions based on their beliefs of their current abilities. Each item refers to successful coping and implies an internal-stable attribution of success (Jerusalem & Schwarzer, 1993). In samples from 23 nations, the internal consistency for the GSE ranged from .76 to .90, with the majority in the high .80s (Jerusalem & Schwarzer, 1993). The reliability of the GSE scale for the present study was 0.85 for full-time workers and 0.83 for part-time workers.

Job Satisfaction. Respondents were asked to complete the 36-item Spector (1994) Job Satisfaction Survey (JSS) (refer to Appendix C). They were asked to respond to questions concerning the job that they currently held. Although the Job Satisfaction Survey was originally developed for use in human service organizations, it is applicable to all organizations (Spector, 1986). The JSS measures nine facets of job satisfaction and has one overall job satisfaction score. The facets are pay (.75), promotion opportunities (.73), supervision (.82), fringe benefits (.73), contingent rewards (.76), operating conditions (.62), coworkers (.60), nature of work (.78), and communication (.71). The internal consistency reliability for the Job Satisfaction Survey is .91 for all facets (Spector, 1986). The reliability of the JSS was .91 for overall job satisfaction of full-time workers and .88 for part-time workers for the present study.

Scoring

Self-Efficacy Measure. The GSE had 10 items that were scored using a 4-point scale. The total self-efficacy score was calculated by adding the responses (1-10) for each item. This measure does not require reverse scoring. Total general self-efficacy scores range from 10 to 40. The higher the score the more self-efficacious the person is said to be.

Job Satisfaction Survey. The JSS has 36 items that was scored on a 6-point Likert type scale such that a rating of 1 is associated with “strongly disagree” and a rating of 6 is associated with “strongly agree” for positively worded items. The ratings were reversed for negatively worded items. Total job satisfaction scores were calculated by adding the responses (1-6) for each item after any necessary reversals have been made. Total job satisfaction scores ranged from 36 to 216. Each individual facet scores, which are based on four items, can range from 4 to 24. The higher the total score the more satisfied the employee is said to be.

Procedure

Participants were first made aware of the study through a posting on the research board in the Clement building. Participants were asked to sign up for 15 minute time slots utilizing the fore-mentioned posting. When participants reported to the research site they were told that they were participating in a research study measuring self-efficacy and job satisfaction of part-time and full-time workers. Each participant was given a consent information sheet and a questionnaire packet. The questionnaire packet contained the self-efficacy and job satisfaction scales. Participants were asked to complete the questionnaires based on their current job. Relating to the issues of informed consent, participants were told that results to the GSE scale and JSS would be kept confidential. To support the confidentiality of the results the questionnaires did not have any identifying information. The questionnaires were stapled

together for the purpose of matching statistical data. To control sequence effects, reverse counterbalancing was achieved by designing the questionnaire packets in such a way that half the questionnaire packets had the GSE scale followed by the JSS whereas the other half had the JSS followed by the GSE. Lastly, participants were asked to complete a demographic questionnaire which asked the participants to identify their age, gender, marital status (single or married), ethnicity, student status (full- or part-time), job status (full- or part-time) and nature of work (service, manufacturing/industrial, clerical, professional or other). Participants were informed that racial information was only requested on the demographic sheet for identification of sample racial breakdown and would not be used in the study. The participants were asked to return all test items to a designated box in the back of the room and were told that placing their questionnaire packet in the designated box would show their consent to participate in the research. In addition, participants were told that any parties interested in the final results of the study would be able to view a completed version of the project on the Clement research bulletin board at the conclusion of the study.

RESULTS

The mean general self-efficacy for part-time workers was 33.47 (SD = 4.15, SEM = .67). The mean general self-efficacy for full-time workers was 34.09 (SD = 3.63, SEM = .64). The means of the part-time and full-time workers scores on the GSE was compared using an independent samples t-test to see if significant difference existed between the two groups.

Hypothesis 1, which stated that there is a significant difference in self-efficacy perceptions of part-time and full-time workers, was not supported ($t = -0.66$, $p > .05$, $df = 68$).

The means, standard deviations and standard error of measurement was computed for the nine JSS subscales (pay, promotion opportunities, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, communication) for both samples. Table 3 summarizes the current part-time worker facet job satisfaction data. Table 4 summarizes the current full-time worker facet job satisfaction data. Figure 1 shows a pictorial depiction of the comparison between part-time and full-time workers on each facet of job satisfaction.

TABLE 3

PART-TIME WORKER JOB SATISFACTION DATA

Part-time Workers			
	Mean	Standard Deviation	Standard Error of Measurement
Pay	13.63	5.01	0.81
Promotion Opportunities	12.11	4.39	0.71
Supervision	18.97	4.21	0.68
Fringe Benefits	13.26	3.70	0.60
Contingent Rewards	14.97	4.72	0.77
Operating Conditions	16.95	3.04	0.49
Coworkers	18.05	3.97	0.64
Nature of Work	18.50	3.06	0.50
Communication	17.61	3.42	0.56

* N = 38

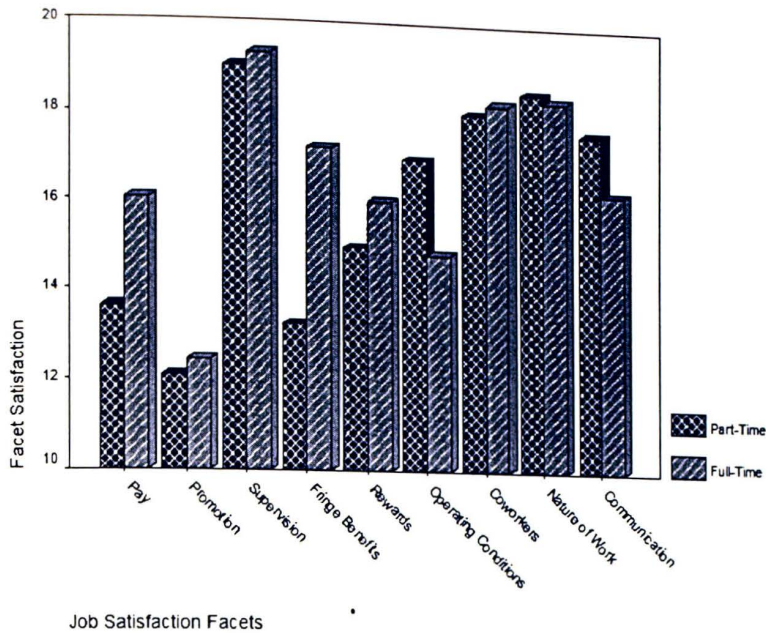
TABLE 4

FULL-TIME WORKER FACET JOB SATISFACTION DATA

Full-time Workers			
	Mean	Standard Deviation	Standard Error of Measurement
Pay	16.03	4.00	0.71
Promotion Opportunities	12.44	4.59	0.81
Supervision	19.28	3.84	0.68
Fringe Benefits	17.19	4.68	0.83
Contingent Rewards	16.00	4.37	0.77
Operating Conditions	14.84	4.25	0.75
Coworkers	18.25	3.46	0.61
Nature of Work	18.34	3.98	0.70
Communication	16.28	4.42	0.78

* N = 32

FIGURE 1



The items were entered into a statistical package (SYSTAT) and the descriptive statistics were computed. The mean job satisfaction score for the part-time workers was 143.95 (SD = 22.13, SEM = 3.59). The mean job satisfaction score for the full-time workers was 145.66 (SD = 24.75, SEM = 4.38). A Pearson r correlation coefficient was performed to test the relationship between self-efficacy and overall job satisfaction of part-time and full-time workers.

Hypothesis 2, which stated that self-efficacy would have a positive relationship with overall job satisfaction, was supported ($r = 0.27$, $p < .05$, $df = 1$). **Hypothesis 2a** was not supported since job satisfaction was not found to have a significant relationship with self-efficacy perceptions for part-time workers ($r = 0.09$, $p > .05$, $df = 38$). **Hypothesis 2b**, which stated that self-efficacy perceptions would have a positive relationship with overall job satisfaction for full-time workers, was supported ($r = 0.49$, $p < .05$, $df = 32$). The coefficient of determination (r^2) was computed for each sample to explain the amount of job satisfaction that can be accounted for by self-efficacy. The amount of job satisfaction in full-time workers that

can be accounted for by self-efficacy is 0.24. A scatterplot (Figure 2) was generated to show the relationship between self-efficacy and overall job satisfaction for part-time workers. Self-efficacy is on the X-axis and overall job satisfaction score is on the Y-axis. Figure 3 shows the scatterplot of the relationship between self-efficacy perceptions and overall job satisfaction for full-time workers. This figure illustrates the positive direction relationship between self-efficacy and job satisfaction.

FIGURE 2

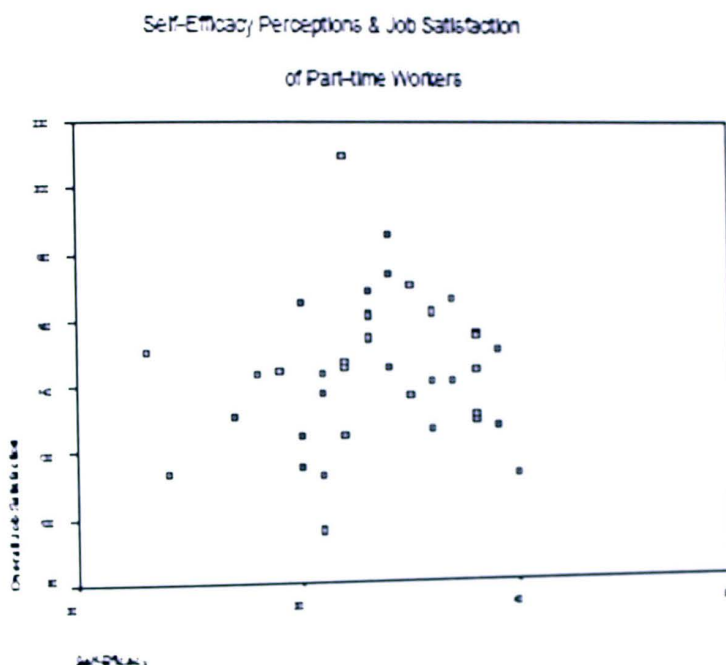
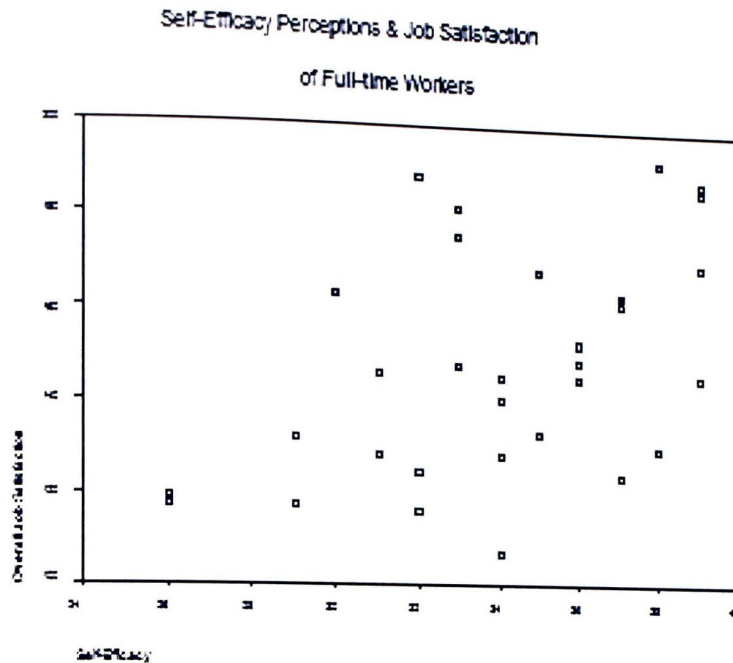


FIGURE 3



A series of Analysis of Variances (ANOVA) were conducted to identify the differences between part-time and full-time workers on each facet of job satisfaction. Job satisfaction was the independent variable and the two treatment levels in this study were part-time or full-time work status. The results of the ANOVAs indicated that there was a significant difference between the means of the two groups for the job satisfaction facets of pay ($F = 4.77, p < .05, df = 68$), fringe benefits ($F = 15.34, p < .05, df = 68$), and operating conditions ($F = 5.80, p < .05, df = 68$).

Hypothesis 3 stated that there is a significant difference between facet job satisfaction of part-time and full-time workers. No significant differences were found to exist between part-time and full-time workers on the facets of promotion, supervision, rewards, coworkers, nature of work, and communication.

CHAPTER VI

DISCUSSION

The results of this study offer clarification for previous research regarding the differences that exist between part-time and full-time workers with respect to their self-efficacy perceptions and overall and facet levels of job satisfaction. Since the participants in this study came from a wide variety of organizations and industries, the significant relationships found in this study are not exclusive to one organization or type of industry, thus making the findings more generalizable and externally valid. Therefore, this study adds to general knowledge because it helps organizations determine what components of job satisfaction are valued by most part-time and full-time workers.

The results of this study illustrate that facet job satisfaction differs for part-time and full-time workers in the areas of benefits, conditions and pay. This study furthered previous research on the satisfaction of part-time and full-time workers by identifying the sources of contention between part-time and full-time workers. The relationship found between self-efficacy and job satisfaction for full-time workers supported the previously mentioned research by Judge and Bono (2001).

The higher the total score on the JSS the more satisfied the employee is said to be. According to Spector (1986) scores between 109 and 143 will be considered neutral and scores greater than 144 will be considered satisfied. Full-time workers were found to possess an overall job satisfaction of 145.66 whereas part-time workers possessed an overall job satisfaction of 143.95. These results are in the same direction as Thorsteinson's findings (2003) that full-time workers are more satisfied with their work than part-time workers.

Research shows that most temporary workers are very dissatisfied with their employment relationship (Muchinsky, 2003). However, the results of this study contradicts Muchinsky's earlier result by providing evidence that shows part-time workers ($M = 143.95$) are relatively satisfied by their employment situation. Part-time participants were asked whether their part-time employment had a voluntary nature or not. Ninety percent ($N = 34$) of the participants sought part-time employment voluntarily. The voluntary nature of the participants part-time employment could help rationalize why the part-time workers in this sample tended to be satisfied with their situation.

Limitations and Future Research

One limitation of this study was the small sample size of the participants. It would be beneficial to redo this study with a larger pool of participants. A larger sample would improve the external validity and generalizability of the results. Another limitation was the fact that the age of the participants was only divided into two categories. This prohibited further analysis of age influences on the self-efficacy perceptions and job satisfaction of part-time and full-time workers.

This study only began to unravel the differences between part-time and full-time workers. Future studies should continue to explore the existing differences between part-time and full-time workers. Future studies should also evaluate whether part-time and full-time workers self-efficacy perceptions and job satisfaction differ by industry.

REFERENCES

- Arvey, R. D., Bouchard, Jr., T. J., Segal, N. L. & Abraham, L. M. (1989). Job satisfaction: Environmental and genetic components. *Journal of Applied Psychology*, 74, 2, 187-192.
- Bandura, A. (1994). Self-efficacy. In V.S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp.71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).
- Bandura, A. (2000). Cultivate self-efficacy for personal and organizational effectiveness. In E. A. Locke (Ed.), Handbook of principles of organization behavior. (pp.120-136). Oxford, UK: Blackwell.
- Bandura, A. & Locke, E. A. (2003). Negative self-efficacy and goal effects revisited. *Journal of Applied Psychology*, 88, 1, 87-99.
- Barling, J., Kelloway, E. K., Iverson, R. D. (2003). High-quality work, job satisfaction, and occupational injuries. *Journal of Applied Psychology*, 88, 2, 276-283.
- Bono, J.E. & Judge, T. A. (2003). Core self-evaluations: A review of the trait and its role in job satisfaction and job performance. *European Journal of Personality*, 17, S5-S18.
- Cropanzano, R., James, K., & Konovsky, M. A. (1993). Dispositional Affectivity as a Predictor of Work Attitudes and Job Performance. *Journal of Organizational Behavior*, 14, 595-606.
- Dormann, C. & Zapf, D. (2001). Job satisfaction: A meta-analysis of stabilities. *Journal of Organizational Behavior*, 22, 483-504.
- Elovainio, M., Kivimaki, M., Steen, N., & Kalliomaki-Levanto, T. (2000). Organizational and individual factors affecting mental health and job satisfaction: A multilevel analysis of job control and personality. *Journal of Occupational Health Psychology*, 5, 2, 269-277.

- Heller, D., Judge, T. A. & Watson, D. (2002). The confounding role of personality and trait affectivity in the relationship between job and life satisfaction. *Journal of Organizational Behavior*, 23, 815-835.
- Jerusalem. M. & Schwarzer, R. (1993). The General Self-Efficacy Scale (GSE). Available at <http://userpage.fu-berlin.de/~health/engscal.htm>.
- Judge, T. A. & Bono, J. E. (2001). Relationship of core self-evaluations traits-Self-Esteem, generalized self-efficacy, locus of control, and emotional stability-With job satisfaction and job performance: A meta-analysis. *Journal of Applied Psychology*, 86, 1, 80-92.
- Judge, T. A., Bono, J. E. & Locke, E. A. (2000). Personality and job satisfaction: The mediating role of job characteristics. *Journal of Applied Psychology*, 85, 2, 237-249.
- Judge, T. A., Heller, D., & Mount, M. K. (2002). Five-Factor Model of Personality and Job Satisfaction: A Meta-Analysis. *Journal of Applied Psychology*, 87, 530-541.
- Kernan, M. C. & Hanges, P. J. (2002). Survivor reactions to reorganization: Antecedents and consequences of procedural, interpersonal, and informational justice. *Journal of Applied Psychology*, 87, 5, 916-928.
- Kim, S. (2002). Participative management and job satisfaction: lessons for management leadership. *Public Administration Review*, 62, 2, 231+. Retrieved October 6, 2003 from InfoTrac OneFile database.
- Koustelios, A. D. & Bagiatis, K. (1997). The employee satisfaction inventory (ESI): development of a scale to measure satisfaction of Greek employees. *Educational and Psychological Measurement*, 57, 3, 469+. Retrieved October 25, 2003 from InfoTrac OneFile database.
- Levin, I., & Stokes, J. P. (1989). Dispositional Approach to Job Satisfaction: Role of Negative

- Affectivity. *Journal of Applied Psychology*, 74, 752-758.
- Maier, G. W. & Brunstein, J. C. (2001). The role of personal work goals in newcomers' job satisfaction and organizational commitment: A longitudinal analysis. *Journal of Applied Psychology*, 86, 5, 1034-1042.
- Melamed, S., Fried, Y. & Froom, P. (2001). The interactive effect of chronic exposure to noise and job complexity on changes in blood pressure and job satisfaction: A longitudinal study of industrial employees. *Journal of Occupational Health Psychology*, 6, 3, 182-195.
- Moyle, P. (1995). The Role of Negative Affectivity in the Stress Process: Tests of Alternative Models. *Journal of Organizational Behavior*, 16, 647-668.
- Muchinsky, P. M. (2003). *Psychology applied to work*. 7th ed. Belmont, CA: Wadsworth/Thompson Learning.
- Pajares (2002). *Overview of social cognitive theory and of self-efficacy*. Retrieved January 26, 2004, from <http://www.empory.edu/EDUCATION/mfp/eff.html>.
- Robbins, S. P. (2003). *Organizational Behavior*. 10th ed. Upper Saddle River, NJ: Prentice-Hall.
- Schaubroeck, J., Ganster, D. C., & Kemmerer, B. (1996). Does Trait Affect Promote Job Attitude Stability. *Journal of Organizational Behavior*, 17, 191-196.
- Schwarzer, R. & Scholz, U. (n.d.). *Cross-cultural assessment of coping resources: The general perceived self-efficacy scale*. Retrieved January 27, 2004, from <http://userpage.fu-berlin.de/~health/lingua5.htm>
- Spector, P. E. (1986). Assessing Employee Job Satisfaction with the Job Satisfaction Survey. *Mental Retardation Systems*, 3, 5-13.
- Spector, P. E. (1994). Job Satisfaction Survey. Retrieved January 24, 2003, from <http://chuma.cas.usf.edu/~spector/scales/jsspag.html>.

Thorsteinson, T. J. (2003). Job attitudes of part-time vs. full-time workers: A meta-analytic review. *Journal of Occupational and Organizational Psychology*, 76, 2, 151+. Retrieved October 25, 2003 from ProQuest Research Library.

APPENDICES

DEMOGRAPHIC QUESTIONNAIRE

Please answer the following questions about yourself

1. Age: _____
2. Gender: _____ Male _____ Female
3. Marital Status: _____ Single _____ Married
4. Race: _____ African-American _____ Caucasian
 _____ Asian/Pacific Islander _____ Hispanic
 _____ Other
5. Student Status: _____ Part-time _____ Full-time
6. Working Status: _____ Part-time _____ Full-time
7. Number of hours worked per week on the Part-time job: _____
8. Number of hours worked per week on the Full-time job: _____
9. Nature of Part-time job: _____ Service _____ Manufacturing, industrial
 _____ Clerical _____ Professional
 _____ Other (Specify) _____
10. Nature of Full-time job: _____ Service _____ Manufacturing, industrial
 _____ Clerical _____ Professional
 _____ Other (Specify) _____
11. If you are a Part-time worker did you voluntarily decide to hold a part-time job?
 _____ Y _____ N

General Self-Efficacy Scale (GSE)

PLEASE CHOOSE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.

- 1 = Not at all true
2 = Hardly true
3 = Moderately true
4 = Exactly true

- 1) I can always manage to solve difficult problems at work if I try hard enough. _____
- 2) If someone opposes me at work, I can find means and ways to get what I want. _____
- 3) It is easy for me to stick to my aims and accomplish my goals at work. _____
- 4) I am confident that I could deal efficiently with unexpected events at work. _____
- 5) Thanks to my resourcefulness, I know how to handle unforeseen situations at work. _____
- 6) I can solve most problems at work if I invest the necessary effort. _____
- 7) I can remain calm when facing difficulties at work because I can rely on my coping abilities. _____
- 8) When I am confronted with a problem at work, I can usually find several solutions. _____
- 9) If I am in trouble at work, I can usually think of something to do. _____
- 10) No matter what comes my way at work, I'm usually able to handle it. _____

JOB SATISFACTION SURVEY

Paul E. Spector
Department of Psychology
University of South Florida

Copyright Paul E. Spector 1994, All rights reserved.

PLEASE CIRCLE THE ONE NUMBER FOR EACH
QUESTION THAT COMES CLOSEST TO
REFLECTING YOUR OPINION
ABOUT IT.

Disagree very much
Disagree moderately
Disagree slightly
Agree slightly
Agree moderately
Agree very much

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 receive.	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 other organizations 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

PLEASE CIRCLE THE ONE NUMBER FOR EACH
QUESTION THAT COMES CLOSEST TO
REFLECTING YOUR OPINION
ABOUT IT.

Copyright Paul E. Spector 1994, All rights reserved.

		Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
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 don'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

VITA

Nneka Rayunelle Gordon

2191 Memorial Drive Apt D-46
(931)906-8670

Clarksville TN 37043
nneka_gordon@hotmail.com

OBJECTIVE: To obtain an academic position to teach/research in the field of Organizational Behavior

THESIS: Self-Efficacy Perceptions and Job Satisfaction of Part-time and Full-time Workers
Thesis Supervisor: Dr. Uma Iyer, Assistant Professor of Psychology

EDUCATION

M.A., Summa Cum Laude, Industrial/Organizational Psychology, 2004,
Austin Peay State University, Clarksville, TN
B.A., Magna Cum Laude, Psychology, 1998, Hampton University, Hampton, VA

HONORS AND AWARDS

2002 Austin Peay State University African-American Graduate Fellowship
1998 Who's Who in American Colleges and Universities
1998 All-American Scholar
1998 National Dean's List
1994 Who's Who in American High School Students

ASSOCIATION MEMBERSHIPS

Alpha Kappa Mu Honor Society
Beta Kappa Chi Scientific Honor Society
Gamma Beta Phi Society
Psi Chi (National Honor Society in Psychology)
Golden Key National Honor Society

PROFESSIONAL EXPERIENCE

Jan - May 2004 Graduate Assistant - Title III Grant
Feb - Dec 2003 Internship - Human Resources
Oct 2002 - Feb 2003 Graduate Assistant - Psychology

Austin Peay State University
Clarksville TN
Robert Bosch Corporation
Clarksville TN
Austin Peay State University
Clarksville TN

PROFESSIONAL MEMBERSHIPS

Society of Industrial/Organizational Psychologists - Student Affiliate