

AN ABSTRACT OF THE THESIS OF

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With the increase of part-time employees in the work place, the work force is experiencing many demographic changes. Despite these recent trends, part-time workers have been largely overlooked in the organizational research literature (Rotchford & Roberts, 1982). The present study focused on differences in full- versus part-time employees on many different job characteristics. Subjects were randomly selected and surveyed. Data were analyzed using t-tests and Pearson product moment correlations. Results indicated that self-esteem, both global and task specific, and job satisfaction did not differ on the basis of employment status. However, different patterns of correlations were observed for each group. Conclusions and implications for future research are discussed.

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**SELF-ESTEEM IN FULL-TIME VERSUS
PART-TIME EMPLOYEES**

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and Special Education**

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CHAPTER I

INTRODUCTION

In a slow but unmistakable erosion of the five-day, 40-hour week, the American work force is experiencing many demographic changes. Flexible work schedules, work-at-home plans, and an increased reliance on part-time work are all becoming more popular alternatives to the traditional nine-to-five work day (Fields & Thacker, 1991). With such diverse changes, it is important to monitor and study such alternatives to maintain maximum effectiveness on the job. Despite these recent trends, part-time workers have been largely overlooked in the organizational research literature (Rotchford & Roberts, 1982). It is possible that various dimensions of self-esteem may be differentially influenced by occupational status (Walsh & Taylor, 1982). The purpose of this study is to elaborate and add to the limited amount of knowledge pertaining to part-time workers through an examination of employment status (full-time and part-time) as it relates to self-esteem.

Psychologists assume that a powerful self-esteem motive underlies most social behavior (Gecas, 1982; Kaplan, 1982; Rokeach, 1985; Shibutani, 1961). Self-esteem is the evaluation which the individual makes and customarily maintains with regard to the self: it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes the self to be capable, significant, successful, and worthy (Coopersmith, 1967). Self-esteem does not spring from any source external to the individual; it is an interpretation of

self-relevant information generated through action and interaction in the world (Schwalbe, Gecas, & Baxter, 1986).

Two points of view exist regarding the stability of adult self-esteem. The first views the individual's level of chronic global self-esteem as a relatively stable personality trait formed by the end of the adolescent years and altered mainly through major life changes such as divorce or loss of a job (Cohn, 1978; Kasl & Cobb, 1970) or a political election (Ziller, 1973), but otherwise remaining relatively constant through the years of adult working life. The implication is that events occurring in the work environment must be traumatic to effect self-esteem. The second view, emanating from experimental social psychology, suggests that the self-esteem level of adults can be altered through less traumatic events (Gergen, 1971; Wells & Marwell, 1976). The implication of such a model is that the work role can result in events which alter self-esteem (Argyris, 1964; Hall, 1971; Work in America, 1973). Further, many facets of the work role might be related to changes in an employee's self-esteem. Self-esteem is often conceptualized at different levels so that it can be studied more effectively. This perspective describes self-esteem as both global (chronic) and specific (task or work role) (Wells & Marwell, 1976).

A person has many qualities to which he or she may evaluate the self, but it is also possible they may sum these qualities in some way to form an overall evaluation (Wells & Marwell, 1976). Global self-esteem refers to one's overall feelings and general evaluation of significance, worth, capabilities, and success

(Tharenou, 1979). This differs from specific self-esteem. Specific self-esteem is an individual's self-perceived competence concerning a particular task or job at hand (Korman, 1970). It is presumed in this paper that self-esteem, both global and specific, operates as powerfully in the work place as anywhere and, thus, significantly influences work behavior. Moreover, self-esteem has been related to job satisfaction (Kerr Inkson, 1978).

Job satisfaction, which can be defined as the attitude an employee has toward his or her job, is a complex phenomenon influenced by many variables (Howell & Dipboye, 1986). No single theory to date has been successful in determining the effects of all variables on job satisfaction. However, previous research has noted a positive relation between job satisfaction and self-esteem (Dore & Meacham, 1973; Kerr Inkson, 1978; Korman, 1970; Kornhauser, 1965; Lopez & Greenhaus, 1978; Thompson, 1971). Because of this relationship, the degree to which one is satisfied on the job might influence one's self-esteem.

Two questions arise regarding the two views of adult self-esteem discussed above. First, is part-time employment a catalyst which can alter chronic self-esteem? Second, how are changes in self-esteem related to changes in one's job satisfaction? As an initial step toward addressing those causal questions, this study will address the existence of a relationship between self-esteem and employee status.

Part-time Employees in Today's Work Force

Part-time employment involves a significant part of the total labor force in

the United States. An examination of recent trends in the employment pattern revealed that an increasing number of involuntary part-timers, from 1970 to 1990, jumped 121%, to 4.9 million (Kilborn, 1991). Kilborn also stated that from 1970 to 1990, "the ranks of voluntary part-timers grew 69 %" (p. 1). Between 1980 and 1989, the number of part-time employees rose by over 25 %, which was twice the rate of increase for full-time workers (Belous, 1989).

Part-time employment opportunities often occur in relatively low status jobs, although increases in part-time employees are also seen in fields like accounting and computer programming (Kilborn, 1991) and in many professional and managerial positions (Pierce, Newstrom, Dunham, & Barber, 1989; Rothberg, 1986). Moreover, the field of part-time workers is dominated by females, nonwhite minorities, young workers under 25, and workers age 65 and over (Hom, 1979; Nardone, 1986; Ronen, 1984; Rotchford & Roberts, 1982). As the average age of the labor force rises and labor shortages are realized, it is projected that part-time employment will increase even more in order to attract these groups (McGinnis & Morrow, 1990) regardless of the state of the economy (Feldman, 1989). Other reasons for increased part-time employment include: savings on wages (Wise, Bernstein, & Cuneo, 1985); savings on benefit costs (Kahne, 1985); greater flexibility and availability of knowledge and experienced workers (Granrose & Appelbaum, 1986); increased productivity (Barrett, 1983; Shanks, 1984); and more efficient use of equipment (Bureau of National Affairs, 1988).

Although these trends point to an increase in part-time workers and a more

demographically diverse labor force (McGinnis & Morrow, 1990), these workers have been largely overlooked in the organizational research literature (Rotchford & Roberts, 1982). In the organizational sciences, researchers have primarily studied the differences in job satisfaction and organizational commitment between full- and part-time employees (McGinnis & Morrow, 1990; Rotchford & Roberts, 1982). The results suggest that full- and part-time employees may process organizational experiences differently (Jackofsky & Peters, 1987).

The research on these attitudinal differences has been considered important for several reasons. The sheer number of part-time employees suggests an intrinsic value in understanding the differences in their job satisfaction and organizational commitment from those of full-time workers (Hom, 1979). Part-time employees may constitute a different population than more traditional workers, which suggests that expanded theories might be needed to explain differences in their satisfaction and commitment (Miller & Terborg, 1979). The identification of systematic differences in the job attitudes of full- and part-time employees would indicate that alternative human resource practices might be needed for each group (Jackofsky & Peters, 1987; Lee & Johnson, 1991). With these factors in mind, through an exploration of differences in the global and specific self-esteem of full- and part-time workers and their relation to job satisfaction, this study will expand knowledge of an underdeveloped topic and examine potential explanatory variables which may be useful for understanding observed group differences.

Self-esteem and Job Satisfaction: Major Findings

Job satisfaction has been found to be positively correlated (.20 to .50) with global self-esteem in male insurance managers (Dore & Meacham, 1973), male meat workers (Kerr Inkson, 1978), male automotive workers (Kornhauser, 1965), black and white school employees (Lopez & Greenhaus, 1978), male public service administrators and professionals (Thompson, 1971), and oil refinery and manufacturing workers (Vroom, 1962). Job satisfaction has also been found to be positively correlated (.20 to .50) with work role self-esteem in supervisors and workers (Beehr, 1976), telephone employees (Hackman & Lawler, 1971), middle managers (Klein & Weiner, 1977), and a representative sample of U.S. workers (Quinn & Shepard, 1974). However, nonsignificant correlations have also been obtained for global self-esteem and job satisfaction in physicists and engineers (Dipboye, Zultowski, Dewhirst, & Arvey, 1978), manufacturing workers (Lefkowitz, 1967) and female nurses (London & Klimoski, 1975). As with the correlations between satisfaction and many other variables, the relationship between job satisfaction and self-esteem is unclear (Tharenou, 1979).

Some evidence exists to explain the conflicting findings between self-esteem and job satisfaction (Korman, 1970). It is possible that low and nonsignificant correlations may be due to self-esteem being a moderator of relationships involving perceptions of satisfaction (Korman, 1970). He proposed a self-consistency theory of work motivation in which it was argued that people are motivated to maintain consistency with their self-evaluations. The individual varies

his or her performance to be congruent with a positive or negative self-evaluation. Thus a high self-esteem worker attempts to perform well in order to be congruent with his or her self-concept and becomes dissatisfied if performance remains low. A low self-esteem worker does not attempt to perform well and becomes dissatisfied if his or her performance is high (and hence incongruent with his or her self-concept). Thus, performance should be higher for high self-esteem workers than for low self-esteem workers. Performance and satisfaction, then, should be correlated positively for high self-esteem workers but negatively for low (Korman, 1970). Korman used the term need-satisfaction to describe the congruency between one's self-concept and actual behavior. The major difficulty with consistency theory has been its inability to make specific predictions outside the laboratory (Howell & Dipboye, 1986).

Field studies have tested Korman's (1970) propositions concerning the relationship between need-satisfaction and job satisfaction. The moderating effect of global self-esteem on the need-satisfaction/job satisfaction relationship was supported by the findings of Lopez and Greenhaus (1978) in a study of teachers, cafeteria, and custodial workers. The need-satisfaction/job satisfaction correlation was significantly ($p < .01$) stronger for high self-esteem persons ($r = .74$) than for low self-esteem persons ($r = .44$). High self-esteem employees apparently attend more closely to job-related needs in judging job satisfaction than do low self-esteem employees (Lopez & Greenhaus, 1978).

Orpen and Lisus's (1974) results, on the other hand, are not in support of

this assumption. Using white South African lawyers, engineers, and accountants, these researchers found the correlation between need-satisfaction and job satisfaction in the high self-esteem group ($r = .12, p > .05$), to be lower than that in the low self-esteem group ($r = .49, p < .05$). These results fail to confirm Korman's (1970) prediction and suggest that self-esteem does not moderate the relation between need-satisfaction and job satisfaction as Korman had suggested.

Using lower-division students at a large private university, Korman (1967) examined self-esteem. His results indicated that individuals with high self-esteem view themselves as more likely to meet the ability requirements of a chosen occupation than individuals with low self-esteem. Again, these results supported the notion that individuals with high self-esteem are more likely to seek out and accept situations which are congruent with their own self-perception (Korman, 1967).

On the other hand, Leveto's (1974) and Kerr Inkson's (1978) laboratory findings suggested global self-esteem, measured by self-report, does not moderate the job performance-job satisfaction relationship. Leveto (1974) studied accountants employed by a national public accounting firm and found that simple correlation coefficients between satisfaction and performance were not significant for either the population or for the high self-esteem individuals. Kerr Inkson's (1978) research on New Zealand manual workers found none of the differences in the correlations between high self-esteem and low self-esteem groups were significant.

Research findings have indicated job satisfaction and self-esteem are psychometrically related and conceptually distinguishable concepts. Persons who differ on chronic global self-esteem levels may differ in job satisfaction under certain conditions. However, chronic self-esteem level does not appear to be a consistent moderator of relationships involving satisfaction (Tharenou, 1979).

The Differences Between Part- and Full-time Employees

As mentioned earlier, previous research has touched on the differences in job satisfaction between part- and full-time workers, although the results are mixed. Hall and Gordon (1973) found part-time workers in a variety of jobs to be less satisfied than their full-time counterparts, while Eberhardt and Shani (1984) and Wotruba (1990) have found just the opposite for hospital employees and salespersons. Logan, O'Reilly, and Roberts (1973) found no difference in job satisfaction between part-time and full-time hospital employees. Still (1983) reported newly-employed part-time female retail salespeople in Australia were less satisfied with job security but more satisfied with pay than were their full-time counterparts, with no differences on ten other job satisfaction variables. These mixed results are similar to Miller and Terborg (1979) who reported lower job satisfaction regarding benefits, the work itself, and overall job when comparing part-time clerical employees to full-time clerical employees. No difference regarding satisfaction with supervision, advancement opportunities, and pay were noted between the two groups.

The literature has suggested that part- and full-time workers differ not only

in number of hours worked, but also in demographic characteristics (Deuterman & Brown, 1978; Hom, 1979; Nardone, 1986; Ronen, 1984; Rotchford & Roberts, 1982), employment opportunities (Deuterman & Brown, 1978) and possibly in skill levels and abilities (Rotchford & Roberts, 1982). Part-time employees receive lower weekly earnings than full-time employees, but this is believed to result primarily from their concentration in generally low skill, low level, and fairly routine jobs (Owen, 1978). Part-time employees also receive fewer fringe benefits, have fewer promotional opportunities, and receive little or no training (Nollen & Martin, 1978).

The economic and popular literature has also indicated that part- and full-time workers are treated differently on the job (Rotchford & Roberts, 1982), although there is some debate as to the extent of this differential treatment. Managers who utilize part-time workers, like those who do not, generally believe part-time work and workers are different from their full-time counterparts. Nollen and Martin (1978) reported a stereotype towards part-time employees, where they are viewed as temporary, secondary wage earners and not serious about careers or committed to the labor force.

As mentioned above, events occurring in the work environment can affect self-esteem (Argyris, 1964; Cohn, 1978; Gergen, 1971; Hall, 1971; Kasl & Cobb, 1970; Wells & Marwell, 1976; Work in America, 1973; Ziller, 1973). Because of several differences mentioned above in part- and full-time employees characteristics and treatments, it is reasonable to believe the self-esteem of

employees will vary predictably with respect to their part-time or full-time status.

Part-time employment status could be a major event that might alter self-esteem. In accordance with what is reported above, this possible difference in self-esteem should correlate appropriately with job satisfaction. Because of the lack of knowledge concerning the self-esteem of part-time and full-time employees, there are three possible hypotheses.

First, it is possible that self-esteem in part-time workers is higher than full-time workers. Still (1983) proposed that workers less involved in organizational functioning (such as part-timers) have less opportunity to develop feelings of dissatisfaction with the task. Part-timers may have different motivations for working, placing lower priority on pay and advancement and higher priority on flexibility and escape from routine or boredom, and a shorter working day or week may result in less boredom and increased interest in the job (Fields & Thacker, 1991). It is also possible that part-time employees will have a higher self-esteem if they are working a preferred work schedule (Lee & Johnson, 1991) or shift (McGinnis & Morrow, 1990).

Second, it may be possible that part-time employees will have lower self-esteem than full-time employees. As mentioned above, they may not be working in a preferred time slot or schedule, thus, creating lower job satisfaction and altering self-esteem (Lee & Johnson, 1990; McGinnis & Morrow, 1990). It is also possible that part-time employees are multiple job holders and have higher priorities for pay, promotion, and fringe benefits, which would result in lower

satisfaction with a part-time job not offering these rewards (Hom, 1979; Nollen & Martin, 1978). Self-esteem might also be lower for those with multiple jobs because they might be seeking a greater employment commitment, and in fact might have chosen part-time work only as a temporary arrangement until a better full-time position comes along (Wotruba, 1990). Because part-time workers are typically assigned more monotonous and less fulfilling tasks (Miller & Terborg, 1979) and are typically excluded from training and promotional opportunities, possibly lowering future earnings potential (Rotchford & Roberts, 1982), lower self-esteem could result.

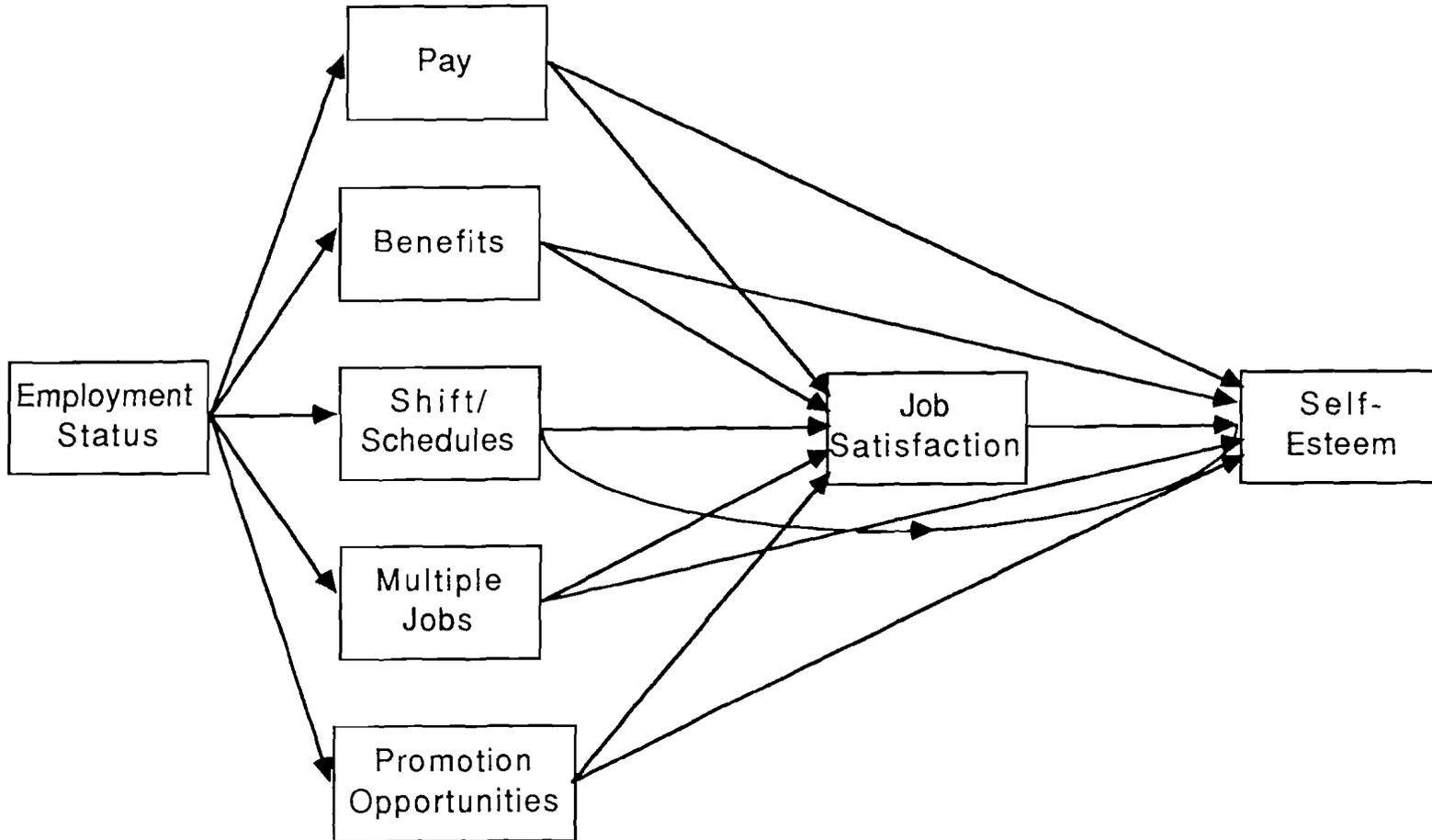
A third alternative hypothesis is that of equal levels of self-esteem for full- and part-time employees. Allen, Keaveny, and Jackson (1979) found no significant differences in the tested proposition that full- and part-time workers are essentially different in what they want from their jobs. Eberhardt and Shani (1984) noted that part-timers who received benefits comparable to full-timers had equal satisfaction. Findings also suggested that workers may not respond to rewards and incentives the same way (Wakefield, Curry, Mueller, & Price, 1987), thus the self-esteem and satisfaction of part-time workers might not be affected by their specific working situation.

The present study will assess the degree to which self-esteem, both global and specific, is affected by employment status (full- or part-time). As mentioned previously, self-esteem may be higher, lower, or the same depending on several variables. These variables include employment status, promotional opportunities,

work schedule, or number of jobs held. Each of these variables may influence self-esteem directly or indirectly through job-satisfaction. Figure 1 identifies the possible paths of each variable and its relationship with the other variables.

Research of this type will expand the knowledge base in a underdeveloped topic and add to the understanding of how employment status might impact self-esteem.

Figure 1: Path Diagram of the Relation between Job Satisfaction and Self-Esteem



CHAPTER II

METHOD

The present study assessed the degree to which self-esteem, both global and specific, was affected by employment status (full- or part-time). As mentioned previously, self-esteem may be higher, lower, or the same depending on several variables. These variables included employment status, promotional opportunities, work schedule, and number of jobs held. Each of these variables may influence self-esteem directly or indirectly through job-satisfaction. The following chapter explains the subjects, research procedures, and the design of the study. It also describes the statistical techniques used to analyze the data.

Subjects

The target population consisted of 46 full-time employees and 36 part-time employees. Twenty-nine full-time employees and 15 part-time employees were employed at a Mid-Western university, 9 full-time employees and 15 part-time employees were located at a public library, and 8 full-time employees and 4 part-time employees were employed at a food corporation. Full-time workers were defined as those individuals who work at least 40 hours a week. Part-time workers were defined as those individuals who work less than 40 hours a week.

Sampling procedure

The subjects were selected from each of the organizations' employee payroll lists. For the public library, all of the employees were selected. In the university, only classified employees were used. This eliminated instructors,

assistant professors, associate professors, administrators and student workers from the selection process. All part-time employees were selected and full-time employees were randomly selected by picking every tenth individual on the payroll list. For the food corporation all part-time employees were selected and full-time employees were randomly selected by picking every fifteenth individual on the payroll list.

Survey Instrument

The survey was partially created by the researcher and partially taken from a public domain survey. The entire survey consisted of 50 items covering several areas. Items 1 through 8 included information pertaining to employment status, full- or part-time (Status), pay (Pay), benefits received (Benefit), number of jobs held (MJobs), satisfactions with schedule (Shift), want to become full-time at their present job (Want), desire to become full-time at any job (Desire), and promotional opportunities (Promo). The respondents were asked to answer "yes" or "no" to these first 8 items and also asked to elaborate on benefits received if applicable.

Items 9 through 28 measured task specific self-esteem (Task) on a 5 point scale, with (1) anchoring strongly disagree and (5) anchoring strongly agree. Reliability was established by surveying 80 introductory psychology students. Estimated Cronbach's alpha for this scale was .90. Content validity was established by expert judges who read and qualified each time and revised items as necessary. The totaled scores for these items represent task specific

self-esteem.

Items 29 through 31 measured job satisfaction (JobSat) on a 5 point scale, with (1) anchoring strongly disagree and (5) anchoring strongly agree. These items were derived from those used by Vroom (1962). Again reliability was established by surveying 80 introductory psychology students. Estimated Cronbach's alpha for this scale was of .8158. Content validity was established as mentioned above, using expert judges to read and qualify each item and revise those items as necessary. The totaled scores for these items represent job satisfaction.

For the present study, items 32 through 47 measured global self-esteem (Global) with the Texas Social Behavior Inventory (TSBI) on a 5 point scale, with (1) anchoring not at all characteristic of me and (5) anchoring very much characteristic of me. The reliability coefficient for these items is .88 (Helmreich & Stapp, 1974). The totaled scores for these items represent global self-esteem.

The last three items on this survey, items 47 through 50, dealt with demographic information. They included gender, age, and tenure. Each subject was asked to circle the appropriate answer for gender and list appropriate age and tenure in the blank provided. The entire survey appears in Appendix A.

Procedure

The survey was presented in booklet form. The subjects were assigned a two-digit identification number. A record was created that listed the subject's name and identification number. The survey booklets were marked with the

assigned identification number for the sole purpose of identifying those subjects not responding. No one other than the researcher knew which subject had been assigned each number.

The survey was sent out with the payroll information during a pay period at the first of the month to the randomly-selected subjects, with the exception of the university setting where campus mail was used. In each instance, the purposes of the study and its confidential nature was explained in a cover letter (Appendix B). Each participant was asked to return his/her survey, in care of the researcher, to the personnel department in their organization. Those surveyed at the university were asked to directly return the completed survey to the researcher via campus mail. An envelope was provided to ensure confidentiality. Ten days after mailing the survey, a follow-up reminder was sent to the non-respondents (Appendix C). This procedure and survey instrument were approved by the Human Subjects Committee at the researcher's university (Appendix D).

Analysis

Each item on the survey was scored and totaled for a comparison across subjects. First, a series of *t*-tests were used to examine differences in self-esteem, both global and specific, and job satisfaction between full- and part-time employees. Second, Pearson product-moment correlations were used to examine the relationships among the intervening variables and self-esteem and job satisfaction. A critical-ratio *z*-test was used to test for significance.

Hypotheses

Three possible hypotheses existed: 1) Self-esteem in part-time workers is higher than full-time workers; 2) part-time employees will have lower self-esteem than full-time employees; 3) equal levels of self-esteem exist between full- and part-time employees.

CHAPTER III

RESULTS

Seventy-four percent of the 80 surveys were returned. Of those returned, 30 surveys were from subjects with full-time employment status and 29 from subjects with part-time employment status. The response rate was 17% for the food corporation, 77% for the university and 96% for the library. Of the 59 respondents, 11 were males and 48 were females. The mean age and tenure for full-time workers were 41.9 and 9.3, respectively. The mean age and tenure for part-time workers were 34 and 3.8, respectively.

The scores for job satisfaction, task specific self-esteem, and global self-esteem were calculated for both full- and part-time employees. The means and standard deviations for each group are presented in Table 1.

T-tests comparing full-time and part-time employees failed to yield significance on task self-esteem, global self-esteem, and job satisfaction. Based on these findings, only the third hypothesis, stating no differences in levels of self-esteem and job satisfaction for both groups, was supported. The first hypothesis, stating that part-time employees would have higher levels of self-esteem and job satisfaction, and the second hypothesis, stating that part-time employees would have lower levels of self-esteem and job satisfaction, were rejected.

Table 1

Descriptive Statistics for the Self-esteem and Job Satisfaction Questionnaire

Questionnaire	<u>M</u>	<u>SD</u>
Task Self-esteem		
Full-time	86.41	8.45
Part-time	85.9	6.91
Global Self-esteem		
Full-time	58.75	8.54
Part-time	59.3	8.52
Job Satisfaction		
Full-time	12.21	1.95
Part-time	12.97	1.50

Pearson product-moment correlation coefficients were calculated for each employee group. Table 2 and Table 3 present the correlations for full-time and part-time workers respectively. Although no significant differences were found between each employee group, one can see from the tables that several correlations differed depending on status. In full-time workers, the correlations for self-esteem, both task specific and global, and job satisfaction all were significantly and positively related to one another, while for part-time workers, task specific self-esteem was positively correlated with job satisfaction and global self-esteem, but the latter were not correlated. For part-time employees, there was a negative correlation between job satisfaction and multiple jobs indicating those who held more than one job were likely to have lower job satisfaction. Part-time workers who worked a preferred shift were also more likely to be satisfied with their pay. Neither of these relationships was found for full-time employees.

Table 2

Correlation Coefficients for Full-time Employees

	MJobs	Desire	Want	Shift	Benefit	Pay	Promo	Task	JobSat	Global
MJobs	1.00									
Desire	---	1.00								
Want	---	---	1.00							
Shift	-.13	---	---	1.00						
Benefit	---	---	---	---	1.00					
Pay	-.12	---	---	.14	---	1.00				
Promo	-.02	---	---	.18	---	-.08	1.00			
Task	.31	---	---	-.33	---	-.10	-.22	1.00		
JobSat	.27	---	---	-.24	---	-.22	.04	.51**	1.00	
Global	.10	---	---	-.08	---	-.10	-.13	.60**	.42*	1.00

*p < .05 **p < .01

Note: Missing data in Desire and Want were due to questions that do not apply to full-time workers. No correlation could be calculated for Benefit as there was no variance for this variable.

Table 3

Correlation Coefficients for Part-time Employees

	MJobs	Desire	Want	Shift	Benefit	Pay	Promo	Task	JobSat	Global
MJobs	1.00									
Desire	.21	1.00								
Want	.33	.26	1.00							
Shift	.12	-.33	-.09	1.00						
Benefit	.07	-.06	-.12	.25	1.00					
Pay	.15	-.26	-.21	.41*	.28	1.00				
Promo	.10	.00	.20	.00	-.15	.03	1.00			
Task	-.15	-.14	.21	.13	-.17	-.10	-.09	1.00		
JobSat	-.41*	.06	.08	-.17	.07	-.13	-.17	.50**	1.00	
Global	-.00	.07	-.05	-.28	-.15	.05	.10	.41*	.05	1.00

*p < .05 **p < .01

CHAPTER IV

DISCUSSION

The purpose of this research was to determine if there were differences in self-esteem, both global and task specific, and job satisfaction for employees of different status (full- or part-time). This study was designed to not only measure these dimensions but other job variables that might moderate the self-esteem/job satisfaction relationship. In accordance with the researcher's third hypothesis, the present study found no significant differences between full- and part-time workers. Although no significant differences were found on the basis of employee status, different patterns of correlations were observed for each level of employment status.

Correlations and Existing Research

These findings indicated employment status is not a work environment factor that affects self-esteem. As is the case for job satisfaction, this study supports the findings of Logan, O'Reilly, and Roberts (1973) which found job satisfaction does not differ due to employment status.

For full-time workers, significant correlations were found between job satisfaction and both task specific and global self-esteem. It would appear from these results that if an employee scored high on job satisfaction, they were also likely to score high on self-esteem. In other words, those reporting high job satisfaction also were likely to report having high task specific and high global self-esteem. This study supported the findings of the many researchers who found

job satisfactions to be positively correlated with global and task specific self-esteem (Beehr, 1976; Dore & Meacham, 1973; Hackman & Lawler, 1971; Kerr Inkson, 1978; Klein & Weiner, 1977; Kornhauser, 1965; Lopez & Greenhaus, 1978; Quinn & Shepard, 1974; Thompson, 1971; Vroom, 1962).

Correlations for part-time employees differed from those for full-time employees. Task specific self-esteem was significantly correlated with job satisfaction and global self-esteem. These results indicated individuals reporting high task specific self-esteem also were likely to report having high job satisfaction and global self-esteem. However, job satisfaction was not correlated to global self-esteem for part-time workers, supporting several findings (Dipboye, Zultowski, Dewhirst, & Arvey, 1978; Lefkowitz, 1967; London & Klimoski, 1975). This would possibly indicate part-time work is not a major priority or change in one's life which affects part-time employees' overall self-esteem (Cohn, 1978; Kasl & Cobb, 1970; Ziller, 1973).

There was also a significant negative correlation for part-time workers between multiple jobs and job satisfaction. In other words, workers reported having multiple jobs also reported having lower job satisfaction than those holding only one job. Job satisfaction might be lower for those multiple job holders because they might be seeking greater employment commitment, and, in fact, might have chosen part-time work as a temporary arrangement until a better full-time position comes along (Wotruba, 1990). As a result, one's job satisfaction would be lower due to the unattractive prospect of being a part-time worker

permanently.

There was also a significant correlation between pay and shift for part-time workers. Those part-time workers reported liking the shift they worked were also likely to report satisfaction with the pay they received. Those part-time workers reporting they liked their shift may have different motivations for working, placing lower priority on pay and higher priority on flexibility in the schedule they work. This supports the findings of Lee and Johnson (1991) and McGinnis and Morrow (1990).

Theoretical Implications

Korman (1970) proposed a self-consistency theory of work motivation in which he argued people are motivated to maintain consistency with their self-evaluations. That is, the behavior of employees will differ according to their motivation to maintain consistency with their self-evaluations. Thus, a high self-esteem worker attempts to perform well in order to be congruent with his or her self-concept and becomes dissatisfied if performance remains low. According to Korman (1970), then, persons with a high self-evaluation, as opposed to low, are more likely to have a positive relationship between task success and task liking, be motivated to perform to the extent that an incentive is contingent to work performance, judge situations where self-perceived needs are being satisfied as more satisfying than those where needs are not being satisfied, and choose occupations congruent with self-perceptions.

The present study partially supports Korman's (1970) theory. For full-time

employees, those reporting a high global self-esteem also reported task success (task specific self-esteem) and task liking (job satisfaction) which would be congruent with Korman's (1970) theory. For part-time workers, on the other hand, reporting task success (task specific self-esteem) was related to reporting high task liking (job satisfaction) and a high self-evaluation (global self-esteem). Again it is interesting to note that reporting high job satisfaction was not related to reporting global self-esteem in part-time workers. These findings supported those of Orpen and Lisus (1974) who reported that self-esteem does not moderate the relationship between self-evaluation and job satisfaction as Korman (1970) suggested. In this study, part-time workers seemed to have chosen the occupations that were congruent with their self-perceptions, thus creating task specific self-esteem, job satisfaction, liking of shift and pay.

Research Implications

In general, this research indicated that self-esteem and job satisfaction do not differ on the basis of one's employment status. It would appear there is more within category variation than there is between category variation.

An inherent problem with this study was the subject pool. An imbalance in the sample limits the generalizability and the stability of the research findings. In other words, because part-time workers outnumbered full-time workers in some organizations, full-time workers had to be selected from the other organizations to make up for the deficit, thus mixing the subject comparisons. The results would have been more generalizable if a large and equal balance of both types of

workers could have been selected from each organization.

A second limitation of this research involves the null effect. No differences were found between full- and part-time employees on job satisfaction and self-esteem. While true differences between full- and part-time employees may exist, the methods and sample of this study may have been insufficient to uncover such differences.

Future research should include a large enough representation of both full- and part-time employees to correct for the imbalance of subjects that occurred in this study. This representation would strengthen the results and allow the findings to be more generalizable.

Future research should also include the examination of other possible moderator variables. Since Korman's (1970) theory served as the foundation for this study, the moderating effects of performance on the job satisfaction/self-esteem relationship should have been measured. Although it is apparent that self-esteem and job satisfaction do not differ, measuring performance for these groups might allow access to possible differences between these two categories. Additional questions that arise from this research include the effects of job identity on self-esteem for employee status, and the effects of job characteristics on self-esteem moderated by variables such as job involvement, job preference, and vocational preferences for employee status.

Practical Implications

These results suggest that the population of part-time employees does not

vary sufficiently from full-time employees to constitute changing human resource practices or reexamining the intrinsic value of these individuals to organizations. This research did expand existing knowledge of part-time workers and although, as mentioned above, variation between categories of status was limited, several important relationships were discovered. Although, as mentioned above, there was an imbalance in the sampling, a major strength in this study was sampling across many organizations instead of limiting it to only one. This allows the findings to be more representative of each employee status. The support this research gives to other findings and the explanations for the relationships between multiple job holders, pay, shift, job satisfaction, and task self-esteem helps us to understand this diverse portion of the work force better.

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APPENDIX A
SURVEY

Please circle the answer that best describes you for each of the questions below.

- | | | |
|---|---|-----------|
| 1. Employment status. | Full-time | Part-time |
| 2. Do you hold any other jobs? | Yes | No |
| 3. If you are part-time, do you want to work full-time at your present job? | Yes | No |
| 4. If you are part-time, do you want to work full-time at another job? | Yes | No |
| 5. I like the schedule or shift I work. | Yes | No |
| 6. Do you receive benefits?
If yes, indicate which ones: | Yes | No |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| 7. I am satisfied with my pay? | Yes | No |
| 8. It is likely that I will be promoted within the next 6 months. | Yes | No |
| 9. I have a sense of personal satisfaction when I do my job well. | Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree | |
| 10. Doing my job well increases my feeling of self-esteem. | Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree | |
| 11. I feel badly when I do my job poorly. | Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree | |

12. I am proud of the work I do.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
13. I am a competent worker.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
14. Doing my job well makes me feel good about myself.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
15. I work hard at my job.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
16. Others think I do good work.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
17. Completing a project makes me feel good.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
18. All in all I am a good worker.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree

19. I feel like my work is important.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
20. I am efficient in completing a work task.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
21. I am qualified to do the work I do.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
22. I am an important employee.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
23. I am a skilled worker.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
24. My work influences how I feel.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
25. I am capable of completing a work task.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree

26. I would encourage others to do the work I do.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
27. I do good work.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
28. I can be depended upon at my job.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
29. I am satisfied with my supervisor.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
30. I am satisfied with the kind of work I do.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree
31. Overall, I am satisfied with my job.
- Strongly Disagree
Disagree
Uncertain
Agree
Strongly Agree

32. I am not likely to speak to people until they speak to me.

a	b	c	d	e
Not at all character- istic of me	Not Very	Slightly	Fairly	Very much character- istic of me

33. I would describe myself as self confident.

a	b	c	d	e
Not at all character- istic of me	Not Very	Slightly	Fairly	Very much character- istic of me

34. I feel confident of my appearance.

a	b	c	d	e
Not at all character- istic of me	Not Very	Slightly	Fairly	Very much character- istic of me

35. I am a good mixer.

a	b	c	d	e
Not at all character- istic of me	Not Very	Slightly	Fairly	Very much character- istic of me

36. When in a group of people, I have trouble thinking of the right things to say.

a	b	c	d	e
Not at all character- istic of me	Not Very	Slightly	Fairly	Very much character- istic of me

37. When in a group of people, I usually do what the others want rather than make suggestions.

a	b	c	d	e
Not at all character- istic of me	Not Very	Slightly	Fairly	Very much character- istic of me

38. When I am in disagreement with other people, my opinion usually prevails.

a	b	c	d	e
Not at all character- istic of me	Not Very	Slightly	Fairly	Very much character- istic of me

39. I would describe myself as one who attempts to master situations.

a	b	c	d	e
Not at all character- istic of me	Not Very	Slightly	Fairly	Very much character- istic of me

40. Other people look up to me.

a	b	c	d	e
Not at all character- istic of me	Not Very	Slightly	Fairly	Very much character- istic of me

41. I enjoy social gatherings just to be with people.

a	b	c	d	e
Not at all character- istic of me	Not Very	Slightly	Fairly	Very much character- istic of me

42. I make a point of looking other people in the eye.

a	b	c	d	e
Not at all character- istic of me	Not Very	Slightly	Fairly	Very much character- istic of me

43. I cannot seem to get others to notice me.

a	b	c	d	e
Not at all character- istic of me	Not Very	Slightly	Fairly	Very much character- istic of me

44. I would rather not have very much responsibility for other people.

- | | | | | |
|---|-------------|----------|--------|--|
| a | b | c | d | e |
| Not at all
character-
istic of me | Not
Very | Slightly | Fairly | Very much
character-
istic of me |

45. I feel comfortable being approached by someone in a position of authority.

- | | | | | |
|---|-------------|----------|--------|--|
| a | b | c | d | e |
| Not at all
character-
istic of me | Not
Very | Slightly | Fairly | Very much
character-
istic of me |

46. I would describe myself as indecisive.

- | | | | | |
|---|-------------|----------|--------|--|
| a | b | c | d | e |
| Not at all
character-
istic of me | Not
Very | Slightly | Fairly | Very much
character-
istic of me |

47. I have no doubts about my social competence.

- | | | | | |
|---|-------------|----------|--------|--|
| a | b | c | d | e |
| Not at all
character-
istic of me | Not
Very | Slightly | Fairly | Very much
character-
istic of me |

My gender is Male Female

My age is _____

Length of employment is _____yrs. _____mts.

APPENDIX B
COVER LETTER

Dear Employee:

As a graduate student in industrial/organizational psychology, I am conducting thesis research focusing on differences in employee status. The purpose of this letter is to ask for your participation in this research.

The enclosed questionnaire is designed to obtain your views and attitudes about various work activities. It is anticipated that the results of this study will provide a basis for further research over employment status and will yield suggestions for improving the quality of work life.

As a worker, either full- or part-time, you have unique insight into which work activities are important to you. Your opinion is especially valuable because your experiences will contribute significantly toward identifying operations necessary for improving working life. Your responses will be kept completely confidential; no one in your organization will see the completed survey. The number written on the questionnaire will only be used if a follow-up is necessary.

Please complete all 50 items on the questionnaire (questions continue on the back) and return it to _____ office in the enclosed envelope by April 8th. I will be happy to send you a summary of questionnaire results if you desire. This study has been approved by the Institutional Review Board for Treatment of Human Subjects.

I realize your schedule is a busy one and that your time is valuable, so your help with my thesis project is greatly appreciated.

Greg W. Cummings
Graduate Student I/O Psychology
341-5383 or 343-3551

APPENDIX C
REMINDER

JUST A REMINDER...

Please return the survey about employment status and attitudes you recently received.

It's a busy time of the year, so your help with my thesis project is **especially appreciated!**

If you've misplaced your survey, please call and I'll mail another.

I would also like to remind you that each survey is kept confidential.

Greg W. Cummings
Work 341-5383 or 343-3551

APPENDIX D
APPROVAL FOR HUMAN SUBJECTS RESEARCH



EMPORIA STATE UNIVERSITY

1200 COMMERCIAL EMPORIA, KANSAS 66801-5087 316/341-5351

RESEARCH AND GRANTS CENTER - BOX 48

March 5, 1993

Gregory Wade Cummings
1125 Union Apt. 1
Emporia, KS 66801

Dear Mr. Cummings:

The Institutional Review Board for Treatment of Human Subjects has evaluated your application for approval of human subject research entitled, "Self-Esteem in Full- vs. Part-time Employees." The review board approved your application which will allow you to begin your research with subjects as outlined in your application materials.

Best of luck in your proposed research project. If the review board can help you in any other way, don't hesitate to contact us.

Sincerely,

Faye N. Vowell

Faye N. Vowell, Dean
Office of Graduate Studies
and Research

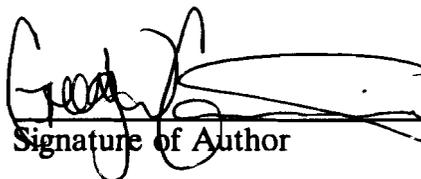
FV:pf

cc: Michael Murphy

**TO: All Graduate Students Who Submit a Thesis or
Research Problem/Project as Partial Fulfillment of
the Requirements for an Advanced Degree**

FROM: Emporia State University Graduate School

I, Gregory W. Cummings, hereby submit this thesis/report to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the Library of the University may make it available for use in accordance with its regulations governing materials of this type. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including teaching) and research purposes of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author.



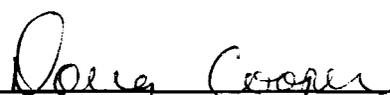
Signature of Author

MAY 21, 1993

Date

Self-esteem in Full-time
Verses Part-time Employees

Title of Thesis/Research Project



Signature of Graduate Office Staff Member

June 4, 1993

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