

Self-esteem, job motivation, behaviour and performance nexus among electrical installation and maintenance work teachers in technical colleges

Chinyere Theresa Ogbuanya¹

¹Senior fellow, School of Education Studies, Faculty of Education, University of the Free State, Bloemfontein, South Africa

*Corresponding author, e-mail: chinyere.ogbuanya@unn.edu.ng.

Abstract

The study investigated the moderating roles of self-esteem and gender in the relationship among job motivation, job behaviour and job performance of electrical installation teachers in Technical Colleges, Nigeria. The study adopted correlational design in conducting the research. The study was guided by four hypotheses. The population for the study was all 111 electrical installation teachers across South-West technical colleges. All the 111 electrical installation teachers across South-West technical colleges participated in the study. The instrument used for data collection in the study was a questionnaire and was validated by three experts. An internal consistency test result indicated 0.79 for job motivation, 0.83 for job behaviour, 0.84 for job performance and 0.77 for self-esteem. Data collected from the study was analyzed using Pearson Product Moment Correlation (PPMC) and BC bootstrap from PROCESS macro. The major findings of the study established that self-esteem and gender significantly moderated the relationship between job motivation and behavior, job motivation and performance, as well as between job behavior and job performance. Based on the findings of the study, it was recommended that special attention should be placed on developing electrical installation teachers self-esteem in order to improve their possible job related behaviour and performance. It was also recommended that physiological interference of gender should be carefully studied among electrical installation teachers in order to enhance approximately equal performance from teachers and other employees.

Keywords: Self-Esteem; Gender; Job Motivation; Job Behaviour; Job Performance.

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Introduction

Technical colleges are the institutions saddled with the responsibility of training students who should be competent in the practice of their chosen trade. Technical college is expected to give full vocational training intended to prepare students for entry into various occupations (Federal Government of Nigeria (FGN), 2013; Orji, 2015; Orji & Ogbuanya, 2018; Abei Zhang et al, 2020; Olelewe, et al. 2021). Technical college programmes are offered at two levels, leading to the award of National Technical Certificate (NTC) for craftsmen and Advanced National Technical Certificate (ANTC) for master craftsmen in Electrical Installation (also known as Electrical Installation and Maintenance Work), Radio and Television, Plumbing, Auto-mechanic, Welding, Carpentry and Joinery, Building Construction, Wood-work among others (National Board for Technical Education (NBTE) (2012). The training provided by the technical college for Electrical Installation and Maintenance Work (EIMW) trade students is designed to produce competent craftsmen for all types of EIMW (Olelewe, et al. 2021).

EIMW is one of the trades offered in the technical college that can create job and provide means of livelihood for EIMW graduates. In the view of National Board for Technical Education (NBTE) (2012), EIMW is meant to impart practical skills along with basic scientific knowledge and attitude required by EIMW craftsmen. EIMW is one of the engineering trades offered in Nigerian Technical Colleges which covers domestic installation, industrial installation, cable jointing, battery charging, repair and winding of electric machines (Bakare 2010; Sani & Anaele 2019; Ohanu, Shodipe, Chukwu, & Chukwuma, 2020; Olelewe, et al. 2021). EIMW involves installation of wires, machinery, accessories, appliances, devices, material and equipment used or intended for use by an individual or group of people of an establishment (Electrical Installation and Inspections Acts, 2004). Moreover, EIMW provides technical training to meet the demands of electrical industry and the needs of the individual allowing the students to identify their career objectives (Ogwa & Ogbu, 2016). Therefore, EIMW provide the students with knowledge, skills and attitude required in the assemblage of wire, machines and equipment needed at home and industry, thereby making the graduates to be self-employed. Hence, the responsibility of providing the training for effective skill acquisition in EIMW rests on the technical college teachers with respect to their level of motivation, job behaviour as well as performance on the job.

Job motivation is what triggers a person to work in a particular way. Motivation is an embodiment of factors which drive or propel workers to work happily and satisfactorily. Motivation activates and directs behaviour (Ogbuanya et al. 2020; Orji & Ogbuanya, 2020). Motivated workers are much more likely to work harder and happily. Baba Gana and Bababe (2011) said motivation is related to job performance. High job motivation is much more likely to lead to high job performance, which is the target of employers. Establishing the direct proportional relationship between motivation and job performance, Baba Gana and Bababe (2011) explained that lack of motivation could lead to low job performance among workers. Employees want the company to enhance their performance by giving proper training and motivation (Habeb & Rashmi, 2017). Fritzsche and Parrish (2005) stated that a happy worker is a productive worker. This expectation plays a significant role in deciding employee attitude and the employee work performance. Judge and Bono (2001) identified that motivation can cause employees' attitudes that results to positive or negative job behaviour and this can influence employee job performance.

Job behaviour is one important factor that is not negligible in the determinant of employees performance on the job. Job behaviour is the systematic study of the actions and attitudes that people exhibit within organizations. The study of people at work is generally referred to as the study of job behaviour (Jatinder, 2016). The behaviour that get the bulk of attention in organizational behaviour are three, which have proven to be very important determinants of employee performance. They are productivity, absenteeism, and turnover (Jatinder, 2016). The importance of productivity is obvious. Managers are clearly concerned with the quantity and quality of the work their employees are performing. But absenteeism and turnover are particularly cause for concern because of the adverse effect it may have on an employee's productivity. In terms of absenteeism, it is hard for an employee to be productive if he or she is not at work. High rates of employee turnover increase costs and tend to place less experienced people into jobs.

Job performance is the individuals work achievement within a given time. Job performance relates to the act of doing a job, such as teaching. Viswesvaran and Ones (2000) referred to job performance as measurable actions, behaviour and outcomes that workers take part in or cause to happen which are connected with and contribute to organisational goals. Similarly, Jacobs (2013) viewed job performance as a means to reach a goal or set of goals within a job, role, or organization. Job performance relates to the extent which one complete assigned duties. Furthermore, job performance refers to employees' behaviours that are supposed to contribute to the effectiveness of the organization and to overall organizational performance (Jacobs, 2013). In other words, job performance is the behaviour exhibited by the EIMW teachers, which have an impact on the realization of the goals of EIMW programmes in technical colleges. Job performance of the teachers in technical colleges is very important. However, technical teachers have different attributes and characteristics some of which include their level of self-esteem, physiological make-ups among others which may strengthen or weaken their roles in the training programme.

Self-esteem is one of the important human characteristics and it relates to evaluation of an individual's personal worthiness and judgment on personal value and is a product of personal perceived competency in domains of importance. Interest in the concept of self-esteem within psychology has grown exponentially over the years, with the vast majority of articles arguing that self-esteem is positively associated with adaptive and positive outcomes (Neff, 2011). Self esteem is viewed as a sense of self-worth, self-respect, and self-acceptance linked to an expectation of a successful life (Chen, West & Sousa, 2006). Personal self-esteem can be defined by how much people value themselves, and it can be expressed as either high self-esteem or low self-esteem. High self-esteem refers to a high rating or evaluation of self. It can be perceived as an accurate

and balanced appraisal of self-worth and one's own success and competencies, or it can result in an arrogant, grandiose sense of superiority. Low self-esteem refers to a more unfavourable evaluation of the self, and can be viewed as an accurate, well founded understanding of personal downfalls or a distorted sense of inferiority (Baumeister, Campbell, Krueger and Vohs, 2003). When considering self-esteem, it is important to note that both high and low levels can be emotionally and socially harmful for the individual.

Self-esteem among teachers may vary thereby leading to different level of job behaviour and performance. Self-esteem is an evaluative judgment of one's self-worth (Bandura, 1997; Leary & Baumeister, 2000; Pajares & Schunk, 2001). In the view of Yilmax (2015) self-esteem is an overall evaluation of one's personal worth or value. Therefore, self-esteem is the evaluation that EIMW teachers make of their self-worth and value in the discharge of their duty. There are different determinants of individual teacher's self-esteem which may either be high or low. However, Ciarrochi, Heaven & Fiona (2007) found that sadness predicted decreases in self-esteem which may affect job performance. Baumeister, Campbell, Krueger and Vohs (2003) stated that the modest correlations between self-esteem and performance may not indicate that high self-esteem leads to good performance. More importantly, self-esteem and other personality variables among electrical installation teachers in relation to job motivation, job behaviour and job performance may vary across gender.

Gender is a physiological make-up that establishes variance between males and females with respect to almost every areas of life. Effort is then required to make women and men have similar job attitudes. Women and men can have similar job attitudes if there can be control for work-related and other variables (Ann, Richard, Casey & Morris, 2011). Ogunleye and Osekita (2016) noted that many of the characteristics that were associated with being male or females' reflect cultural beliefs and practices rather than fundamental differences. They noted that people were taught gender roles at the early stage of their lives, and these roles reflect the status of the position that they are expected to play. The gender characteristics may have contributed to the diminishing output of the technical college programme by limiting teacher's overall performance. Hence, there is the need to investigate whether gender as a personality variable can moderates the relationship among job motivation, job behaviour and job performance of EIMW teachers in technical college.

The role of gender on job performance and related variables such as job motivation and behaviour may vary due to different physiological and psychological makeup between male and female teachers. Okumus (2010) opined that female employees are usually faced with many problems in the organisations which affect their performance as compared with male employees. Okumus (2010) further stressed that these barriers include marriage, mother-hood, long working hours, poor working environment and some are denied to head their organization even when they have the required qualifications. However, Ajala (2004) posited that gender may affect work role and indicated sex-role characteristics of females as different from that of males, because they are submissive, less independent, less adventurous, more easily influenced, less aggressive, less competent, more emotional, more concerned about their appearance, and they are more prone to having their feelings hurt. One of the practical areas in the workplace where differences seem paramount is in the level of response to workers motivation which seems to vary from one individual to another. This gives an indication that motivation among other job related variables may be moderated by gender. In essence, the relationship among job motivation, job behavior and job performance may be largely mediated by any or both of the important personality variables focused on in this study. Hence, this study focuses on investigating the moderating roles of self-esteem and gender in the relationship among job motivation, job behaviour and job performance of electrical installation teachers in Technical Colleges, Nigeria.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship among job motivation, job behaviour, job performance, self-esteem and gender of EIMW teachers in Technical Colleges.
2. Self-esteem and gender do not significantly moderate the relationship between job motivation and job behaviour of EIMW teachers in Technical Colleges.
3. Self-esteem and gender do not significantly moderate the relationship between job motivation and job performance of EIMW teachers in Technical Colleges.
4. Self-esteem and gender do not significantly moderate the relationship between job behaviour and job performance of EIMW teachers in Technical Colleges.

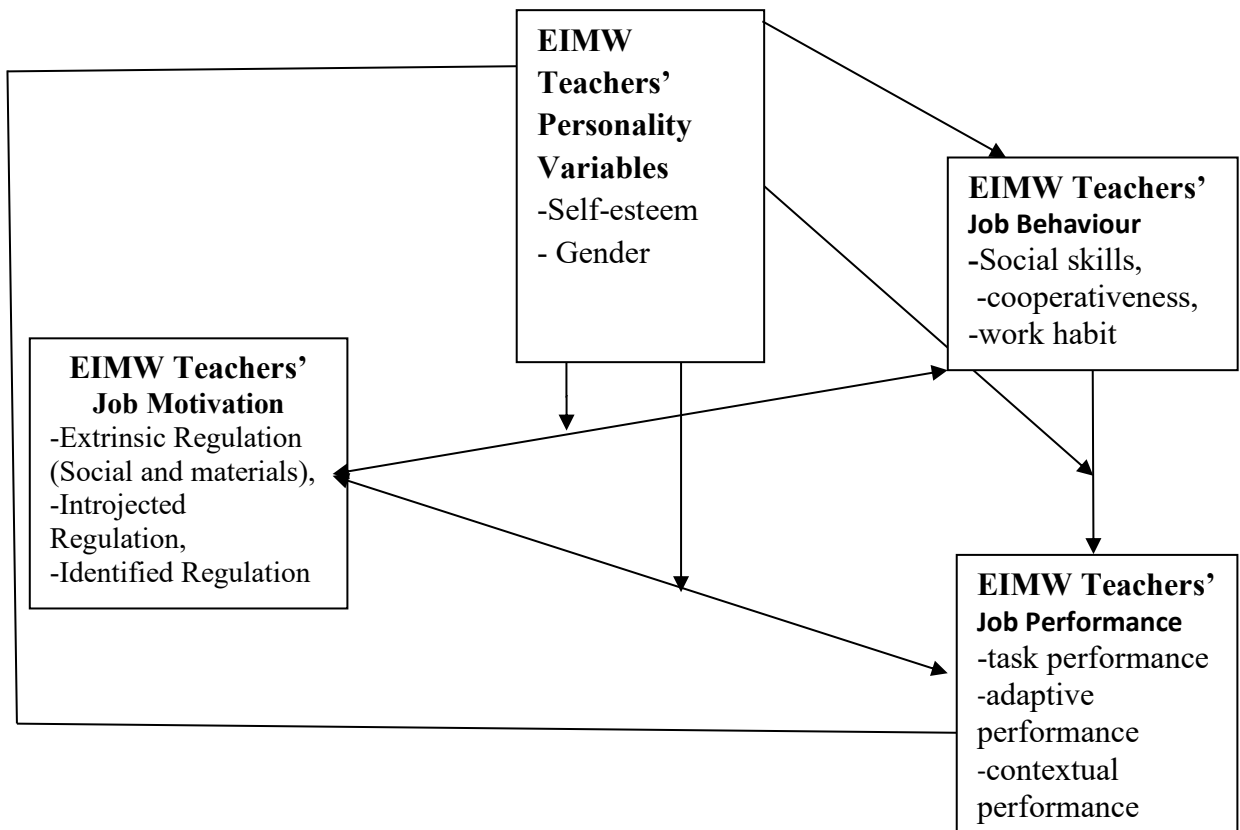


Figure 1: Model of the relationship among Self-Esteem, Gender, Job Motivation, Job Behaviour and Job Performance of EIMW Teachers.

Method

The study is a correlation research design. The population for the study comprised of all 111 EIMW teachers in the South-West, Nigeria. All the 111 EIMW teachers from technical colleges in the South-West participated in the study. A questionnaire was used as instrument for data collection in this study. The first part of the instrument was used to collect demographic information from the respondents in the study. The second part of the instrument focuses on the variables of the study which include job motivation (19), job behaviour (36), job performance (23) and self-esteem (10). The questionnaire was validated by three experts from relevant fields to the study. The test for the internal consistency of the instrument produced reliability coefficient of 0.79 for job motivation, 0.83 for job behaviour, 0.84 for job performance and 0.77 for self-esteem. The researcher with the support of 5 assistants visited the schools involved in the study to administer the instrument. The data collected was analyzed using Pearson Product Moment Correlation (PPMC) and BC bootstrap from PROCESS macro.

Results and Discussion

Hypothesis 1

There is no significant relationship among job motivation, job behaviour, job performance, self-esteem and gender of EIMW teachers in Technical Colleges?

Table 1: Bivariate correlation of job motivation, job behaviour, job performance, self-esteem and gender

	Mean	Std. Dev.	Job Motivation	Job Behavior	Job Performance
1. self-esteem	3.08	0.81	.033(.734)	.458**(.000)	.039(.685)
2. gender	1.08	.27	-.112(.240)	.055(.567)	.004(.971)

All correlations were significant at $p < .01$ (i.e. $**p < .01$) and $p < .05$ (i.e. $*p < .05$). Significance levels were 2-tailed.

Table 1 presents the outcome of analysis on the relationship among personality variables, job motivation, job behaviour and job performance of electrical installation teachers in Technical Colleges. The result indicated a very weak relationship between job motivation and each of the personality variables including self-esteem ($r = .033$) and gender ($r = .112$). Also, the result indicates a significantly moderate relationship between job behaviour and self-esteem ($r = .458$; $p < .05$). However, the Table revealed a very weak relationship between job behavior and gender ($r = .055$). Moreover, the result established very weak relationship between job performance and self-esteem ($r = .039$) as well as gender ($r = .004$). The relationship among the variables is however significant. Thus, hypothesis 1 was not accepted. Hence, there is a significant relationship among personality variables, job motivation, job behaviour and job performance of electrical installation teachers in Technical Colleges.

Hypothesis 2

Self-esteem and gender do not significantly moderate the relationship between job motivation and job behaviour of electrical installation teachers in Technical Colleges.

Table 2: Moderation effect of Personality variables (self-esteem and gender) in the relationship between job motivation and job behaviour of electrical installation teachers in Technical Colleges

Interactions	B	SE	T	LLCI	ULCI
job motivation X self-esteem	-.2670	.1571	-2.39	-.3291	-.0851
job motivation X gender	-.3078	.0206	-2.11	-.5032	-.3901

Note: B – standardized estimate; SE – standard error; LLCI – lower limit of confidence interval; UL – upper limit of confidence interval.

The result shown on Table 2 reveals the moderating effect of self-esteem and gender in the relationship between job motivation and job behaviour of electrical installation teachers in Technical Colleges. The Table reveals significant interaction effect of job motivation and self-esteem on job behavior ($\beta = -.267$; $SE = .157$, $LL = -.329$; $UL = -.085$). Furthermore, the Table reveals significant interaction effect of job motivation and gender on job behavior ($\beta = -.307$; $SE = .020$, $LL = -.503$; $UL = -.390$). Thus, the hypothesis was rejected. Hence, self-esteem and gender significantly moderate the relationship between job motivation and job behaviour of electrical installation teachers in Technical Colleges.

Hypothesis 3

Self-esteem and gender do not significantly moderate the relationship between job motivation and job performance of electrical installation teachers in Technical Colleges.

Table 3: Moderation effect of Personality variables (self-esteem and gender) in the relationship between job motivation and job performance of electrical installation teachers in Technical Colleges

Interactions	B	SE	T	LLCI	ULCI
job motivation X self-esteem	-.2312	.1632	-1.85	-.4283	-.2510
job motivation X gender	-.2955	.1415	-1.37	-.4026	-.2112

Note: B – standardized estimate; SE – standard error; LLCI – lower limit of confidence interval; ULCI – upper limit of confidence interval.

The result shown on Table 3 reveals the moderating effect of Personality variables self-esteem and gender in the relationship between job motivation and job performance of electrical installation teachers in Technical Colleges. The Table reveals significant interaction effect of job motivation and self-esteem on job performance ($\beta = -.231$; $SE = .163$, $LL = -.428$; $UL = -.251$). Furthermore, the Table reveals significant interaction effect of job motivation and gender on job performance ($\beta = -.295$; $SE = .141$; $LL = -.402$; $UL = -.211$). Thus, the hypothesis was rejected. Hence, self-esteem and gender significantly moderate the relationship between job motivation and job performance of electrical installation teachers in Technical Colleges.

Hypothesis 4

Self-esteem and gender do not significantly moderate the relationship between job behaviour and job performance of electrical installation teachers in Technical Colleges.

Table 4: Moderation effect of self-esteem and gender in the relationship between job motivation and job performance of electrical installation teachers in Technical Colleges

Interactions	B	SE	T	LLCI	ULCI
job behaviour X self-esteem	-.1647	.0498	-1.73	-.3855	-.2164
job behaviour X gender	-.1915	.0479	-1.65	-.3909	-.2215

Note: B – standardized estimate; SE – standard error; LLCI – lower limit of confidence interval; UL – upper limit of confidence interval.

The result shown in Table 4 reveals the moderating effect of self-esteem and gender in the relationship between job behaviour and job performance of electrical installation teachers in Technical Colleges. The Table reveals significant interaction effect of job behaviour and self-esteem on job performance ($\beta = -.164$; SE = .049, LL = -.385; UL = -.216). Furthermore, the Table reveals significant interaction effect of job behaviour and gender on job performance ($\beta = -.191$; SE = .047; LL = -.390; UL = -.221). Thus, the hypothesis was rejected. Hence, self-esteem and gender significantly moderate the relationship between job behaviour and job performance of electrical installation teachers in Technical Colleges.

Discussion

The study with focus on the moderating roles of self-esteem and gender in the relationship among job motivation, behavior and performance of electrical installation and maintenance work teachers in technical colleges indicated that both variables significantly moderated the relationship in-between job motivation and behavior, job motivation and performance, as well as between job behavior and job performance. On possible roles of self-esteem and gender as moderators of the relationship between job motivation and job behaviour of electrical installation teachers in Technical Colleges, the study established both the tendency of the variables to moderate the relationship as well as the significant moderation of the relationship. In support of this finding, Gray-Little, Williams and Hancock (1997) discovered that high self-esteem makes individuals more willing to take up tasks or roles in groups with appreciable behaviour and role performance while low self-esteem may contribute to externalizing behaviour and delinquency. In the same vein, Ciarrochi, Heaven and Fiona (2007) explained the outcome of some studies to have found moderating effects of variables such as self-efficacy and self-esteem in-between employees' job motivation and behavior. However, it was ascertained that their roles may vanishes when other variables are effectively controlled (Ciarrochi, Heaven & Fiona, 2007). In the same vein, Aremu and Adeyoju (2003) as well as Zhao and Seibert (2006) opined that gender effect in-between employees' job motivation and job-related behaviour may be realistic among employees in some professions including teaching. In essence, the personality profile of an individual employee may determine the behavioural outcome irrespective of the level of motivation. However, Ajala (2004) posited that personality variables usually promotes or weakens association between job motivation and job behaviour.

Based on the findings on the moderating effects of self-esteem and gender on the relationship between job motivation and job performance, it was established that the personality variables are potential moderators of the relationship and the effect of the moderation between job motivation and job performance of electrical installation teachers in Technical Colleges was significant. In support of this finding, Ogunleye and Osekita (2016) noted that the usual predictions between job motivations and job performance are usually moderated by different individual characteristics such as being male or females, personal self-concept and esteem, self-efficacy and cultural beliefs and practices rather than fundamental differences. On their part, Pajares and Schunk, 2001 as well as Loeb (2016) established that self-related variables such as concept, esteem and efficacy are significant moderators and determinants of the outcomes of association between individuals' level of job motivation and overall performance. This implies that the concept of association between job motivation and job performance will continue to fluctuate if not well established or developed through appropriate interventions. Nazrul (2009) opined that there is possibility of continuous variation in individuals' personality attributes which may subject the outcomes of the interaction of job motivations and performance to continuous inconsistency. Thus, requisite personality development intervention will be required to maintain steady growth and development of individuals' personality within the profession.

The findings on personality variables as moderators of the relationship between job behavior and job performance of electrical installation teachers in Technical Colleges revealed that self-esteem and gender are possible moderators and the relationship was significantly moderated by the variables. Several researchers have opinions similar to the findings of this study (e.g. Vansteenkiste, Lens, De Witte, De Witte, & Deci, 2004; Deci & Ryan, 2008; Ciarrochi, Heaven & Fiona, 2007; Gagné, Forest, Gilbert, Aubé, Morin & Malorni, 2010). Vansteenkiste, *et al.* (2004) revealed that influenced or moderated job behavior usually brings about different performance results. More so, Deci and Ryan (2008) ascertained that when the relationship between employees' job behavior and performance is controlled, studies have found that it yields the most desirable behavioural, attitudinal, and affective job outcomes. Meanwhile, Ciarrochi, Heaven and Fiona (2007) hinted that self-concept and self-esteem seems to predict the level of increase or decrease experienced with the association and outcomes of job behavior and job performance in the work place. Hence, decrease in self-esteem, self-concept and efficacy may affect job performance through employees' job behavior (Gagné, *et al.*, 2010). Moreover, Baumeister, Campbell, Krueger and Vohs (2003) opined that the modest interference of personality variables such as self-esteem, self-concept, efficacy and gender may be significant on the correlations between job behavior of employees and their performance. Invariably, good job may not directly leads to good job performance but with moderation of personality variables such as self-esteem, self-concept, efficacy and gender.

Conclusion

Based on the findings in this study, it was concluded that the relationship among job motivation, job behavior and job performance may not be effectively explained without recognizing the interference of the important variables like gender and self-esteem which may either strengthen or weaken the relationships among the variables.

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