



## **ATTITUDE AND SELF-EFFICACY AS CORRELATES OF JOB PERFORMANCE AND SATISFACTION OF TECHNICAL AND VOCATIONAL EDUCATORS IN NORTH-EAST NIGERIA**

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### **Abstract:**

This study assessed attitude and self-efficacy as correlates of job performance and satisfaction of technical and vocational educators in North-east Nigeria. Four research questions guided the study. Four null hypotheses were tested at .05 level of significance. Correlational survey research design was adopted for the study. The study was carried out in Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe States tertiary institutions in North-east, Nigeria. The population for the study consisted of 163 technical and vocational educators from 22 federal and state-owned universities and colleges of education in North-east Nigeria. A structured questionnaire was used for data collection. The reliability of the instrument was established using Cronbach's alpha formula which yielded reliability coefficient values of 0.88, 0.72, 0.85 and 0.77. Data were analyzed using Pearson Product Moment Correlation coefficient. The results showed that there is negligible and low positive relationship between attitude and job performance and satisfaction of technical and vocational educators in North-east Nigeria. There is moderate and substantial positive relationship between self-efficacy and job performance and satisfaction of technical and vocational educators. The study further revealed that there is significant relationship between attitude, self-efficacy and job performance and satisfaction of technical and vocational educators in tertiary institutions North-east Nigeria. Based on the findings, it was recommended among others that educational agencies and professional associations should collaborate with tertiary institutions to organize workshops and seminars for technical and vocational educators at regular

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interval to strengthen abilities to ensure effective performance by educators to achieve the objectives of tertiary education as entrenched in the National Policy on Education.

**Keywords:** attitude, self-efficacy, job performance and job satisfaction

## 1. Introduction

Education is universally recognized as an instrument for social, political, scientific and technological development. It is the key factor in the development and advancement of a society. This is the reason why no society can afford to toy with the education of its citizens as this could result in a snail speed development. According to Alufohal and Ezeani (2012), education is vital instrument that liberates the people from ignorance and stimulates development. Education is generally seen as an aggregate of all the processes by which a child or young adult develop abilities, attitudes and other forms of behaviours which are of value to the society in which he lives. The important function of education is the transfer of instructive knowledge from one generation to the next. It is the key resource of any nation. Education occurs at several levels these include basic, secondary and tertiary education.

Tertiary education in Nigeria recognizes the fact that mastering the basic skills and concepts of new technologies as the core of education must be the major plank through which transformation agenda in education could be realized. This is because education is a catalyst for any meaningful change in the society. Education, according to Adesina in Umoru (2015) is the tool for integration of individual effectively into a competitive society so that the individual can achieve self-realization, develop national consciousness, promote unity and strive for social, economic, political, scientific, cultural and technological process. The country's educational goals have been set out in the National policy on education in terms of their relevance to the needs of the individual and the society which were to facilitate educational development in the country (Federal Republic of Nigeria (FRN), 2014). From the foregoing, this can be achieved through technical and vocational education programme.

Technical and vocational education is defined by UNESCO in its terminology of technical and vocational education as a comprehensive term referring to the educational process when it involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills and knowledge relating to occupations in various sectors of economic and social life. The broad educational goal of technical and vocational education is directed to developing the particular skills and related knowledge required by a specific occupation or group of occupations. Thus, providing better tertiary and vocational education is crucial as it decides the future of the country. A sound educational system is considered to be the backbone of a developing country and the teacher is the pivot around which the entire educational system revolves. The success of any educational system depends on the quality and capability of the

teachers who are indispensable to the system and thus, they are important force in the development of a society.

Technical and vocational educator is a person who is professionally trained in different higher institutions of learning who are competent in teaching all technical, vocational and business-related courses. Technical and vocational educators help in the development of students as future entrepreneurs. They educate students on preparing for their future roles as technologists and managers as well as executives or entrepreneurs. In the context of this study, technical and vocational educators are professionals who are equipped with the pedagogical and technological competencies necessary for teaching technology and vocational attitudes, concepts, skills and knowledge in technology and vocational courses and who are currently teaching in tertiary institutions. Most importantly, they provide students with an understanding they may not get at home, such as the true value of a dollar, the importance of having strong credit, how to budget their finances, and how interest rates work. Teachers are the most important members of the education system. Teachers' attitude and self-efficacy is crucial for having a successful education system thereby increasing their job performance and satisfaction. Job performance and satisfaction of teachers plays a vital role in the organization's growth (Obineli, 2013). Accordingly, it is critical to focus on the attitudes, self-efficacy and the job performance and satisfaction of the employees, who are working in this sector; ultimately this decides the goal achievement of this sector.

Attitude is the accumulation of information about an object, person, situation or experience which forms an individual's opinion about or predisposition towards that thing (Ngogo, 2014). Inuwa, Mashi and Salisu (2017) defined attitude as a set of behaviour and judgements to work, and such behaviours and thoughts are redirected in form of work involvement and organizational commitment. Based on this definition, therefore job attitude can be viewed as actions and inactions of employee towards their work. An employee's attitude has a potential to impact his interactions with others and his individual work performance. Attitude affects an employee's reactions to others, including colleagues, supervisors and customers, attitude affects his perception of his job and his value to the organization (Bianca, 2020). If an employee's work task involve collaboration with others, his attitude can affect the success or failure of the group. Umaru and Ombugus (2017) stated that attitudes are reasonably good predictors of behaviours. They provide clues to an employee's behavioural intentions or inclinations to act in a certain way.

Positive job attitudes help to predict constructive behaviours; negative job attitudes help to predict undesirable behaviours. When employees are dissatisfied with their jobs, lack job involvement, and are low in their commitment to the organization. wide variety of consequences may follow. This result is especially likely if the feelings are both strong and persistent. Dissatisfied employees may engage in psychological withdrawal (for example, daydreaming on the job), physical withdrawal (for example, unauthorized absences, early departures, extended breaks, or work slowdowns), or even over acts of aggression and retaliation for presumed wrongs (Umaru & Ombugus, 2017).

Job attitudes play a vigorous role in manipulating the work performances of employees' in organizations. Therefore, the necessity to recognise, measure, and boost employee attitudes is noteworthy for the organizations of today. Betoret and Artiga (2010) stated that to promote positive attitudes and effective strategies to cope with negative attitudes, self-efficacy is a magnificent organizational facilitator. Teachers' self-efficacy influence their attitude and behavior in the classroom.

Self-efficacy is defined as individuals' beliefs that they are capable of reaching the goals and performing the specific tasks (Bandura in Robbins, Decenzo, & Coulter, 2013). Self-efficacy is one's belief about his/her capabilities. These capabilities are highly related to the perception of performance that could affect the results of events. Self-efficacy beliefs redound on the energy teachers expend whilst teaching, the goals they set, and their perceptions of self-confidence (Demir, 2018). Teachers build up self-efficacy through achieving challenging tasks. This brings about motivation which is a unique remedy to overcome the feeling of failure. Teachers' self-efficacy is not only a strong indicator of their capabilities; it also plays an important role in shaping behavior and achievement of students. Beverborg, Slegers, Endedijk, and Van Veen (2015), identified self-efficacy as a crucial component of educational reform, effective teaching and teacher attitude. The authors further stated that teachers' satisfaction in their job contributes to the improvement of instructional practices and thus academic achievement of students. The concept of self-efficacy enables teachers to develop positive attitudes to their work environment.

Researchers suggest that self-efficacy has an effect on both students' motivation, teachers' teaching strategies and critical thinking (Demirdag, 2015). In addition, research shows that individuals with low levels of self-efficacy may have negative influences on both teachers' teaching methods and students' behaviors and engagement. An employee's self-efficacy is associated with the performance of employee at work force (Salman, Khan, Draz, Iqbal & Aslam, 2016). It influences the work stress of employee by performing regular tasks or duties in an organization. The performance of an individual plays pivotal role in an organization. High performance of an individual brings self-efficacy, satisfaction and motivation in his career. When an employee reports to work, his attitude affects his work performance and can have an impact on the employee morale around him. Generally, workers with good attitudes have stronger performance, and workers with poor attitudes exhibit less-than-superior performance.

Job performance is the behaviour that can be evaluated in terms of the extent to which it contributes to organizational effectiveness (Onukwube, Iyagba & Fajana, 2010). Onukwube also opined that job performance is the behaviour and outcomes that employees engage in or bring about that are linked with and contribute to organizational goals. It is clear from these definitions that job performance is related to the extent to which an employee is able to accomplish the task assigned to him or her and how the accomplished task contributes to the realization of the organizational goal. Job performance could also be described as the ability of technical and vocational educators to combine relevant inputs for the enhancement of teaching and learning processes.

Owoeye (2009) asserted that variables of job performance include effective teaching, lesson preparation, effective supervision, monitoring of students' work and disciplinary ability are virtues which business educators should uphold effectively in the school system. In this regard, technical and vocational educators' job performance could be measured through annual report of their activities in terms of performance in teaching, lesson preparation, mastery of subject matter, competence, teachers' commitment to job, effective leadership, supervision, monitoring of students' work, motivation, class control and disciplinary ability of technical and vocational educators.

Ogbulafor (2011) suggested that the deteriorating level of employee performance in Nigerian tertiary institutions is fast becoming a serious threat to survival of universities in Nigeria which needs to be addressed urgently. This might as a result of government failure in developing countries like Nigeria to improve the skills and knowledge of their civil servants through effective human resource development programmes this can boost employee performance as well as inability to exploit the capability of well experienced and trained employees (Tessema, Tesfayohannes-Beraki & Tewolde, 2015). The employees are considered as the foremost business assets that expedite the regular accomplishments and tasks of an establishment (Mudah, Rafiki & Harahap, 2014). A positive attitude and self-efficacy strengthens employee performance, thereby encouraging creativity and productivity. A number of research studies have been discussed and proved that self-efficacy is an important factor that can affect the job performance of employees in a variety of organizations. Studies by Mojavezi and Tamis (2012); Tannady et al. (2017) reported that self-efficacy affects the performance of the work of teachers. There is a positive influence between self-efficacy against the performance of teachers. Job Performance of employees lays the foundation to achieve desired organizational goals and objectives

Job satisfaction is the behavior of employees toward organization. Job satisfaction is such a psychological attribute, whose contribution to the concept of employee performance is much more. A satisfied employee would have an emotional bond with the organization and takes pride in their membership, which paves way to keep up industrial integrity and a high morale (Shaju & Subhashini, 2017). Job Satisfaction is one of the main attitudes that can influence human behavior in the work place. Job Satisfaction is the degree to which individuals feel positively or negatively about their jobs. Teachers' job satisfaction therefore is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance as technical and vocational educators. It is important that organizations ensure job satisfaction of their employees. Teachers' self-efficacy is considered to be one of the most important factors effecting teachers' job satisfaction during their challenging teaching years. Such challenges may negatively influence teachers' motivation and job satisfaction.

Studies examining factors related to self-efficacy and job satisfaction in education have been conducted in recent years. Akomolafe and Ogunmakin (2014) found significant correlations with job satisfaction. Job satisfaction and self-efficacy was determined to be significant as well. Teachers with low levels of self-efficacy tend to be

dissatisfied with their jobs, thus leaving their teaching profession. Teaching environments may include both satisfaction and stress for teachers due to demands from administrators, colleagues, students, and parents compounded by work overload, student misbehavior, and a lack of recognition for accomplishments. Research shows that dissatisfaction due to job stress may have negative effects on teacher's work and teaching effectiveness (Demirdag, 2015). Teachers, who have high levels of self-efficacy, are more open to new ideas, exhibit greater levels of planning and organization, tend to experiment new teaching strategies with their students, and have clear goals with higher levels of aspiration (Demirdag, 2015). Greater efficacy beliefs encourage teachers to have more resilience and be less critical of students, who make errors. Teachers with greater self-efficacy have greater desires for teaching and are more likely to continue staying in teaching position as they would write less numbers of discipline referrals due to having successful classroom management. However, the ability of the technical and vocational educator to be satisfied with job contributes to a large extent to improved performance. There appear to be no available studies in which all these performance variables are examined together in the literature. Commonly, there are individual studies examining the links between self-efficacy and various positive and negative attitudes. This study provides to enlighten how attitude and self-efficacy is related with job performance and satisfaction of technical and vocational educators in North-east, Nigeria.

## **2. Statement of the Problem**

In spite of federal government's initiatives to improve tertiary education, technical and vocational educators face certain challenges and issues. These issues are mainly concerned with inadequate motivation and training of teachers in the state and subsequent lack of job satisfaction and performance make them less committed to their work. Consequently, they are not well motivated and do not dedicate their time to proper teaching of students nor prepare their lessons well enough to inculcate all necessary skills using adequate methods. Thus, their contributions to the accomplishment of school goals are not very positive. Behaviour of an employee at work relates to his/her job performance and satisfaction. Attitudes and self-efficacy have significant effects on the behaviour of a person at work. Some of the areas of attitudes that a person in the world of work is concerned with are superior, subordinates, peers, supervision, pay, benefits, promotions or anything that leads to trigger positive or negative reactions. This results in poor output and consequently job performance which is apparent in several forms of misconduct on the part of the teachers. Such issues make it difficult for the teachers to cope with the academic as well as societal demands of the parents and students. Hence, it becomes pertinent to consider certain factors that could affect job performance and satisfaction of teachers' especially technical and vocational educators.

## 2.1 Purpose of the Study

The main purpose of the study is to determine attitude and self-efficacy as correlates of job performance and satisfaction of vocational and technical educators in North-east Nigeria. Specifically, the study determined the:

- 1) Relationship between attitude and job performance of technical and vocational educators in North-east Nigeria.
- 2) Relationship between attitude and job satisfaction of technical and vocational educators in North-east Nigeria.
- 3) Relationship between self-efficacy and job performance of technical and vocational educators in North-east Nigeria.
- 4) Relationship between self-efficacy and job satisfaction of technical and vocational educators in North-east Nigeria.

## 2.2 Research Questions

The following research questions guided the study:

- 1) What is the relationship between attitude and job performance of technical and vocational educators in North-east Nigeria?
- 2) What is the relationship between attitude and job satisfaction of technical and vocational educators in North-east Nigeria?
- 3) What is the relationship between self-efficacy and job performance of technical and vocational educators in North-east Nigeria?
- 4) What is the relationship between self-efficacy and job satisfaction of technical and vocational educators in North-east Nigeria?

## 2.3 Hypotheses

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

- 1) There is no significant relationship between attitude and job performance of technical and vocational educators in North-east Nigeria.
- 2) There is no significant relationship between attitude and job satisfaction of technical and vocational educators in North-east Nigeria.
- 3) There is no significant relationship between self-efficacy and job performance of technical and vocational educators in North-east Nigeria.
- 4) There is no significant relationship between self-efficacy and job satisfaction of technical and vocational educators in North-east Nigeria.

## 3. Methods

The correlational research design was adopted in this study. Nworgu (2015) defined correlational design as the type of design that seeks to establish the relationship between two or more variables as well as indicating the direction and magnitude of the relationship between the variables. The study was carried out in Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe States tertiary institutions in North-east, Nigeria. The

population for the study consisted of 163 technical and vocational educators from 22 federal and state-owned universities and colleges of education in North-east Nigeria. The instrument for data collection was a questionnaire developed by the researchers. The questionnaire was structured in a four-point scale of strongly agree (SA = 4), agree (A = 3), disagree (D = 2) and strongly disagree (SD = 1). The instrument was subjected to face validity by three experts in technical and vocational education. The reliability of the instrument was established using Cronbach alpha method which yielded co-efficient values of 0.88, 0.72, 0.85 and 0.77.

The researchers administered 163 copies of the instrument personally to the respondents in their institutions with the aid of four research assistants who were briefed by the researchers. Out of the 163 copies of questionnaire distributed, two were incompletely filled and two were not returned, hence four copies of the questionnaire were not utilized. Thus, 159 copies of the questionnaire represented 97.55% return rate were used for data analysis. The data collected for this study were analyzed using the Pearson product moment for correlation analysis to test the degree of relationship. The decision rule for the two research questions, the coefficient (r) and the size of the relationship was interpreted using the decision criteria of correlation coefficient by Best and Kahn (2003) as follows: .80 to 1.00-High to Very high, .60 to .80- Substantial, .40 to .60 - Moderate, .20 to .40 - Low and .00 to .20- Negligible (no relationship). For the hypotheses, where the calculated p-value is less than the stipulated level of significance (.05), it means that there was significant difference, and the hypothesis was not accepted. Conversely, where the calculated p-value is equal to or greater than the stipulated level of significance (.05), it means that there was no significant difference, and the hypothesis was not rejected.

#### 4. Results

Data collected with respect to the four research questions and four null hypotheses were analyzed and presented in Table 1-4.

**Research Question 1:** What is the relationship between attitude and job performance of technical and vocational educators in North-east Nigeria?

**Hypothesis 1:** There is no significant relationship between attitude and job performance of technical and vocational educators in North-east Nigeria.

**Table 1:** Correlation between attitude and job performance of technical and vocational educators

	N	Attitude	Job performance	Sig	Remark
Attitude	159	1	.01	.003	Negligible and significant
Job performance	159	.01	1		

Data presented in Table 1 reveals that attitude of technical and vocational educators has a positive relationship with their job performance (r = .01), which is herein considered negligible. This relationship also depicts that as attitude increases, job performance



increases just slightly by .01 and vice versa. The Table also depicts that the relationship between technical and vocational educators' attitude and job performance is significant ( $P = .003 < .05$ ). Hence, the null hypothesis is not accepted. This means that there is significant relationship between attitude and job performance of technical and vocational educators in North-east, Nigeria.

**Research Question 2:** What is the relationship between attitude and job satisfaction of technical and vocational educators in North-east Nigeria?

**Hypothesis 2:** There is no significant relationship between attitude and job satisfaction of technical and vocational educators in North-east Nigeria.

**Table 2:** Correlation between attitude and job satisfaction of technical and vocational educators

	N	Attitude	Job satisfaction	Sig	Remark
Attitude	159	1	0.35	.001	Low and significant
Job satisfaction	159	0.35	1		

Data presented in Table 2 indicates that attitude of technical and vocational educators has positive relationship with their job satisfaction ( $r = 0.35$ ), which is herein considered low. This relationship also depicts that as attitude of technical and vocational educators' increases, job satisfaction increases by 0.35 and vice versa. The Table also depicts that the relationship between attitude and job satisfaction of technical and vocational educators' is significant ( $P = 0.01 < .05$ ). Hence, the null hypothesis is not accepted. This means that there is a significant relationship between attitude and job satisfaction of technical and vocational educators in North-east Nigeria.

**Research Question 3:** What is the relationship between self-efficacy and job performance of technical and vocational educators in North-east Nigeria?

**Hypothesis 3:** There is no significant relationship between self-efficacy and job performance of technical and vocational educators in North-east Nigeria.

**Table 3:** Correlation between self-efficacy and job performance of technical and vocational educators

	N	Self-efficacy	Job performance	Sig	Remark
Self-efficacy	159	1	.57	.02	Moderate and significant
Job performance	159	.57	1		

Data presented in Table 3 reveals that self-efficacy of technical and vocational educators has a positive relationship with their job performance ( $r = 0.57$ ), which is herein considered moderate. This relationship also depicts that as self-efficacy increases, job performance increases by 0.57 and vice versa. The Table also depicts that the relationship between technical and vocational educators' attitude and job performance is significant ( $P = .02 < .05$ ). Hence, the null hypothesis is not accepted. This means that there is significant relationship between attitude and job performance of technical and vocational educators in North-east, Nigeria.

**Research Question 4:** What is the relationship between self-efficacy and job satisfaction of technical and vocational educators in North-east Nigeria?

**Hypothesis 4:** There is no significant relationship between self-efficacy and job satisfaction of technical and vocational educators in North-east Nigeria.

**Table 4 :** Correlation between self-efficacy and job satisfaction of technical and vocational educators

	N	Self-efficacy	Job satisfaction	Sig	Remark
Self-efficacy	159	1	0.62	.001	Substantial and significant
Job satisfaction	159	0.62	1		

Data presented in Table 4 indicates that self-efficacy of technical and vocational educators has positive relationship with their job satisfaction ( $r = 0.62$ ), which is herein considered substantial. This relationship also depicts that as self-efficacy of technical and vocational educators' increases, job satisfaction increases by 0.62 and vice versa. The Table also depicts that the relationship between self-efficacy and job satisfaction of technical and vocational educators' is significant ( $P = 0.01 < .05$ ). Hence, the null hypothesis is not accepted. This means that there is a significant relationship between self-efficacy and job satisfaction of technical and vocational educators in North-east Nigeria.

## 5. Discussion

Results of the study indicated that there is a positive relationship between attitude and job performance and satisfaction of technical and vocational educators in North-east, Nigeria. This implies that as attitude of technical and vocational educators' increases, their job performance and satisfaction increase and vice versa. The outcome of the research hypothesis also signifies that the relationship was statistically significant portraying that a positive behaviour towards ones' job is capable of boosting employee performance, which is in consistent with previous research of Inuwa, Mashi and Salisu (2017), Hettiararchchi and Jayarathna (2014) and Sulaiman and Almsafir (2013) who also found that an employee with positive work attitude on the job tend to have increased level of performance. The result indicated that technical and vocational educators possess positive and good job attitudes which in turn lead to higher performance that enhances the overall efficiency and effectiveness of the institution in service delivery.

Results of the study also indicated that self-efficacy of technical and vocational educators has a positive relationship with their job performance and satisfaction. The relationship was statistically significant as correlation was significant at 0.05 level. Thus, the null hypothesis was not accepted. This implies that technical and vocational educators' self-efficacy was a significant predictor of job performance and satisfaction. The results of the study reveal that self-sufficiency is important in terms of improving job and its quality, opportunities for development and promotion, working conditions, interpersonal relationships and organizational setting. The finding is in consonance with that of Turkoglu, Cansoy and Parlar (2017) and Lai and Chen (2012) who stated that there

was a significant relationship between self-efficacy and job performance and satisfaction of employees. With a high sense of self-efficacy, individuals tend to behave more positively, think more creatively which also interacts with motivation and the likely consequence of this is for such teachers to be to relatively more satisfied with their job, Self-efficacy is thus important because it assesses the role of one's self-belief as it plays into the content of behaviour which shapes job satisfaction.

## 6. Conclusion

Attitude and self-efficacy are thus important because it assesses the role of one's self-belief as it plays into the content of behaviour which shapes job performance and satisfaction Job performance of teachers plays a vital role in the tertiary institutions' growth. A good teacher performance is necessary for the school, since school's success is dependent upon the teacher's creativity, innovation and commitment. The quality of teachers dictates the level of educational advancement which cannot be attained if they (teachers) are greatly dissatisfied with their jobs. Based on the findings, the researchers concluded that attitude and self-efficacy are suited for technical and vocational educators' job performance and satisfaction in tertiary institutions in North-east Nigeria.

### 6.1 Recommendations

Based on the findings of this study, the following recommendations are made:

- 1) Educational agencies and professional associations should collaborate with tertiary institutions to organize workshops and seminars for technical and vocational educators at regular interval to strengthen abilities to ensure effective performance by educators to achieve the objectives of tertiary education as entrenched in the National Policy on Education.
- 2) Tertiary institutions should prioritize important motivational factors that will bring about positive job attitude so as to achieve highest performance level of an employee.
- 3) University management should regularly device a means in which employees demand will be met on time in order to avoid job dissatisfaction which will have a negative impact on the performance of its employees and the organization as a whole.

### Conflict of Interest Statement

The authors declare no conflicts of interests.

### About the Authors

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