Relationship Among Work Engagement, Job Performance and Turnover Intentions of Electrical/Electronic Technologists in Nigerian Universities

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Abstract

The study investigated the relationship between work engagement, job performances and turnover intentions of electrical/electronic technologists in Nigerian Universities. Three research questions were answered while two hypotheses formulated were tested at 0.05 level of significance. The study adopted a correlational research design and was carried out in South Eastern States of Nigeria. The population for the study was 105 electrical/electronic technologists. The instrument for data collection was questionnaire. Three experts face-validated the instrument. The internal consistency of the questionnaire items was determined using Cronbach alpha reliability method and the reliability coefficients of 0.88 was obtained for items on work engagement of electrical/electronic technologists, 0.84 for items on job performance of electrical/electronic technologists and 0.89 was obtained for items on turnover intention electrical/electronic technologists while the overall reliability coefficient of the items in the questionnaire was 0.92.Three research assistants were involved in data collection using the Questionnaire. Out of 105 copies of questionnaire administered, only 101 copies were completed representing 96.19 percent return rate. Pearson product moment correlation method was employed to analyze data for answering research questions while multiple regression analysis used for testing hypotheses formulated. The findings of the study revealed that: (i) there was a weak positive correlation between work engagement and job performance of electrical/electronic technologists (ii) a negative moderate correlation existed between work engagement and turnover intentions of electrical/electronic technologists (iii) there was a weak negative relationship between job performance and turnover intentions of electrical/electronic technologists. The findings on hypotheses revealed that: (i) there was a significant relationship between work engagement and job performance of electrical/electronic technologists (ii) there was a significant relationship between work engagement and turnover intentions of electrical/electronic technologists. Recommendations include that electrical/electronic technologists should be trained through career growth and progression workshop and seminar so that they can see their work as being important as lecturing jobs.

Keywords: university, technologists, job performance, work engagement, correlation, turnover

Introduction

A university is an academic community where people interact to acquire education. According to Bakare & Onah (2016), a university is an educational institution set up either by an individual, organization or government in order to promote learning, grant academic degrees in different programmes and to provide undergraduate and post graduate education. Universities in Nigeria are known to be apex of educational institutions and are mandated to run varieties of degree programmes and produce professionals in different areas and fields of study (Federal Republic of Nigeria, 2013). Nigerian universities are charged to

teach, carry out community service, graduate students and to conduct research (Ogbuanya & Bakare, 2016) in which the findings could be used to solve societal problems.

Electrical/electronic technology is one of the training programmes in Nigerian universities. Electrical/electronic technology is a training programme which is also an aspect of industrial technical education. Chukwuedo (2017) saw electrical/electronic technology as one of the areas/specialties of Technical Education in the Nigerian universities that is mandated to prepare students in diverse career opportunities is Electrical/ Electronic Technology Education. Electrical/electronic technology according to Galvestone College (2015) is a specialization in Technical Education designed to give full training to students interested in the installation and maintenance of electrical and electronic systems found in residential, commercial and industrial areas.

Technologists help in enabling students to acquire installation and maintenance of electrical and electronic systems skills. Technologists in Nigerian universities like other universities are the persons employed to work closely with lecturers in his/her area of specialisation to conduct and involve students in real practical work so that these students can acquire practical skills for either paid or self employment after graduation. These technologists by the virtue of their training acquire knowledge and skills to make use of materials such as tools, machines instruments and consumables, to conduct practicals in the laboratory or workshop in order to boost students' skills acquisition. The place of technologists in training students in electrical/electronic technology programme is vital; they complement lecturers' work and help students to acquire relevant skills that could assist them with paid or self employment after graduation. Hornby (2021) reported that technologists also support academics in identifying appropriate learning technologies for the implementation of a programme. According to Centre for Teaching and Learning (2021), learning technologists strive to be champions for new technologies, keeping up to date with the field, researching new tools and approaches, and producing research outputs, such as evaluation reports, conference presentations and journal articles. Electrical/electronic technologists in this study can be termed as learning technologists that complement classroom teaching done by lecturers.

These technologists are currently working against their major roles in Nigerian universities. Most of them want to be seen as lecturers and make every move to convert themselves to lecturers without considering factors such as need for it, requirements to be a lecturer among others. Various studies have shown that most of the technologists seeking for conversion to lecturers do not have what it takes to be. They only consider to be a lecturer because of the prestige in lecturing jobs and academic freedom giving to the lecturers. Based on this struggle and attitude of technologists to become lecturers in their schools or other institutions, they become less productive and there is low work engagement and high turnover among the technologists. The shortage of technologists could be attributed to many reasons. One of them is the high turnover rate (Yuncheng, Chao & Xiao, 2021). Moreover, the remaining technologists face low employee motivation, which may lead to decreased performance level.

In south eastern Nigeria, there is little or no statistical data and evidence to show the impact of personal characteristics and relationship between work engagement, job performance and turnover intentions of electrical/electronic technologists in Nigerian universities (Victoria and Olalekan, 2016). It was indicated in the previous researches that voluntary turnover and low employee motivation and work engagement could be predicted by affective organizational commitment and personal characteristics (Enginyurt, Cankaya, Aksay, Tunc, Koc, & Bas, 2016; Wanous, Reichers & Austin, 2004).

Work engagement refers to as the investment of physical, cognitive and emotional energy at work. Schaufeli& Bakker (2003) defined work engagement as a unique positive, fulfilling, work related state of mind that is characterized by vigor, dedication and absorption which can be measured using a valid and reliable self-reporting questionnaire. Vigorrefers to high level of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence in the face of difficulties. Dedicationrefers to being involved in one's work, finding meaning in one's work, being challenged and experiencing sense of enthusiasm, inspiration and pride while absorptionrefers to being fully concentrated and engrossed in one's work, whereby time passes quickly and one has difficulties detaching oneself from work (Lockwood, 2007).

A technologist who has high level of work engagement can be witnessed through his physical involvement, cognitive awareness and emotional connections. In essence, work engagement captures how technologists experience their work: as stimulating and energetic and something to which they really want to devote time and effort (the vigor component); as a significant and meaningful pursuit (dedication); and as engrossing and something on which they are fully concentrated (absorption).Engagement is related to better performance. For instance, engaged electrical /electronic technologists produce better quality service as perceived by their customers (Salanova, Agut, &Peiró, 2005), the more engaged university students feel the higher their next year's Grade Point Average (Salanova, Bresó&Schaufeli, 2005); the higher the level of engagement of flight attendants for example, the better their in- and extra-role performance on the flight (Xanthopoulou, Bakker, Heuven, Demerouti, &Schaufeli, 2008).According to Bakker (2009), several possible reasons why engaged technologists show higher performance than non-engaged employees include; they often experience positive emotions, experience better health, create their own jobs and personal resources and they transfer their engagements to others (cross-over). Worker engagement of electrical/electronic technologists in various universities can therefore determine their job performance

Job performance is a commonly used concept in industrial education and organisational psychology. Job performance is the extent to which the day-to-day work is being carried out by the people (Ugwu and Ugwu, 2017; Ojo, 2009). Job performance is a multidimensional concept, which entails the behaviors employees engage in, and from the standpoint of an organization whether this behavior can be seen as added value or as counterproductive (Peeters, de Jonge & Taris, 2014). According to Rich (2010), job performance is the aggregated value created for the organization by the set of behaviors of employees, who directly and indirectly contribute to the fulfillment of organizational goals, fulfilling expectations as well as attaining job targets that were set by their organizations. To Motowidlo (2003), job performance is the effectiveness of individual behaviors that contribute to organizational objectives and should consist of task performance and contextual performance. Technologists, who display high performance in a university, tend to have more advantages in career opportunities unlike employees who are not adaptable to change. Such technologists may not have turnover intention or sees turnover as the last option.

Turnover intention (TI) has become an object of research in the field of organizational behavior because it is an effective indicator of an employee's thoughts, plans and propensity in relation to leaving an organization such as Nigerian universities. TI refers to one's awareness and opinion of one's job options (Perez, 2008). It is a psychological phenomenon that indicates an employee's subjective likelihood of constantly considering resigning from an organization at some point in the near future (Mowday, Porter and Steers, 1982). Several factors influencing turnover intentions of

individuals are different from organization to organization (Ali -Shah, Fakhr, Zaman, and Shakil, 2010) and no single factor can be attributed to turnover intentions. Some of the factors that can affect the turnover of electrical/electronic technologists in Universities generally include: leadership styles, demographic variables, organisational commitment, organisational justice and organisational climate, promotion opportunities, salaries, expectations, orientation job involvement or affectivity job stress and satisfaction (Mueller & Price, 1990; Griffin and Moorhead, 2014). Personal characteristics can also affect the performance of electrical/electronic technologists. Research into the variables that precede turnover intention could thus make it possible for organisations such as Nigerian universities to formulate courses of action aimed at retaining talented technologists that are important to achieving university efficiency. This study was therefore concentrated on relationship between work engagement, job performances and turnover intentions of electrical/electronic technologists in Nigerian universities.

Research Questions

The following research questions guided the study:

1. What is the relationship between work engagement and job performance of electrical/electronic technologists?
2. What is the relationship between work engagement and turnover of electrical/electronic technologists?
3. What is the relationship between job performance and turnover of electrical/electronic technologists?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. Significant relationship does not exist between work engagement and job performance of electrical/electronic technologists
2. Significant relationship does not exist between work engagement and turnover intentions of electrical/electronic technologists

Methodology

The study adopted a correlational survey design. The area of the study was south eastern part of Nigeria and it was conducted in five Universities that offer Electrical/Electronic Technology Programmes and the Universities are University of Nigeria, Nsukka, Enugu State University of Science and Technology, Enugu, Ebonyi State University, NnamdiAzikiwe University, Awka, and Michael Okpara University of Agriculture, Umudike and Institutions such as Enugu State College of Education (Technical), Enugu State, and AlvanIkoku Federal College of Education, Owerri. The population for the study was made up of 105 electrical/electronic technologists in five state, federal universities and other affiliated institutions in the study area. Since the numbers of the technologists are not too large, the entire population was used because it was manageable for the study. The instrument for data collection was job performance and correlation among work engagement and turnover intentions Questionnaire JPCWETIQ. Some sections of the JPCWETIQ were adapted from Goodman and Svyanteks' (1999) job performance scale; Schaufeli & Bakker (2003) work engagement scale and Xuebing Su (2020) turnover intention scale. The entire questionnaire was made up of two parts. Part one focuses on demographic information such as age, year of experience, educational qualifications, job positions and marital status of electrical/electronic technologists while Part two consists of 84 items to cover work engagement job performance of electrical/electronic technologists and turnover intentions of electrical/electronic technologists. The researcher intensively reviewed relevant literature in order to generate the items under the remaining section not covered by adapted

scales. Items in Part two are further structured into five response options of: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD) with corresponding values of 5, 4, 3, 2 and 1 in seeking the opinions of the respondents on the impact of work engagement on job performance and turnover intentions of electrical/electronic technologists in Nigerian universities. Alpha reliability method was used and reliability coefficient was obtained for each section of work engagement impact and correlation among job performance and turnover intentions Questionnaire as follows: work engagement of electrical/electronic technologists – 0.88; job performance of electrical/electronic technologists - 0.84; turnover intentions of electrical/electronic technologists -0.89. The overall reliability coefficient of the questionnaire was 0.92.All the computations were done by using Statistical Package for Social Science (SPSS 22 Versions). The reliability test was carried out in Benue State.

The instruments were face validated by three experts. Two of the Experts were Lecturers in the Electrical/Electronic Technology Unit of the Department of Industrial Technical Education while one was in the Automechnic/Metalwork Technology Unit of the Department of Industrial Technical Education, Faculty of Vocational and Technical Education, University of Nigeria, Nsukka. The data was collected by administering the questionnaire directly on the respondents by the researchers and two research assistants.

Data analyses were carried out using SPSS 22.0 as statistical package. Point – biserial correlation was employed to analysis data for answering research questions while multiple regression and PROCESS macro were employed for testing hypotheses. The response to each item based on Likert five scale response options was coded in SPSS and analysed using Point-biserial correlation which converted the five response options to produce values between -1 and +1 which was used to describe the strength of relationship. The point-biserial correlation coefficient is a correlation measure of the strength of association between a continuous level variables and a binary variable.

Results and Findings

Table 1: Bivariate Correlation of Work Engagement and Job Performance

Variables	1	2	3	4	5	6	7	8
1.Vigor- work engagement	1							
2.Dedication- work engagement	.085	1						
3.Absorption-work engagement	-.556*	.169	1					
4.Taskperformance	-.502	.116	.445	1				
5.Contextual performance	.139	.068	.053	.097	1			
6.Adaptiveperformance	.296	.035	-.138	-.574*	-.321	1		
7.Overall Work engagement	.335	.644*	.519	.047	.186	.127	1	
8.Overall Job performance	-.095	.149	.288	.530	.846**	-.297	.245	1

Data in Table 1 show a weak positive correlation (r = .245) among work engagement and job performance of electrical/electronic technologists in Nigerian Universities. The positive correlation means that technologists who experience high work engagement also experience high job performance, equally technologists who experience low work engagement also experience low job performance.

Table 2: Bivariate Correlation of Work Engagement and Turnover Intentions

Variables	1	2	3	4	5
1.Vigorworkengagement	1				
2.Dedicationwork engagement	.085	1			
3.Absorptionwork engagement	-.556*	.169	1		
4.Overall Work engagement	.335	.644*	.519	1	

5.Turnover Intentions	.193	-.531	-.371	-.403	1

The results in Table 2 show a negative moderate correlation (r = -.403) among work engagement and turnover intentions of electrical/electronic technologists in Nigerian Universities. The negative correlation means that technologists who experience high work engagement experience low turnover intentions.

Table 3: Bivariate Correlation of Quantifiable Job Performance and Turnover Intentions

Variables	1	2	3	4	5
1.Task performance	1				
2.Contextual performance	.097	1			
3.Adaptive performance	-.574*	-.321	1		
4.Overall job performance	.530	.846**	-.297	1	
5.Turnover intentions	-.101	-.015	-.206	-.155	1

Results in Table 3 shows reveals a weak negative correlation (r = -.155) between job performance and turnover intentions of electrical/electronic technologists in Nigerian Universities. The negative correlation means that technologists who experience high job performance experience low turnover intentions.

Hypotheses 1

Significant relationship does not exist between work engagement and job performance of electrical/electronic technologists.

Table 4: Model Summary of Regression Analysis between work engagement and job performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.311[a]	.097	-.204	12.58764

a. Predictors: (Constant), Vigor work engagement, Dedication work engagement, Absorption work engagement

The above table 4 highlights the model summary of Regression analysis between work engagement and job performance. The value of coefficient of determination (R^2) indicates how much of the variation in the dependent variable (job performance) can be explained by the independent variable (work engagement). The table shows that the value of $R^2$is .097 which means that 9.7% variation in job performance is explained by work engagement.

Table 5: Regression Analysis showing the Relationship between Work Engagement and Job Performance of Electrical/Electronic Technologists

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	102.236	49.120		2.081	.002
	Vigor work engagement	.211	1.153	.072	.183	.001
	Dedication work engagement	.496	1.801	.091	.275	.000
	Absorption work engagement	.825	1.041	.313	.793	.000

Table 5 above provides details of models parameters (Beta values) and significance of these values. The unstandardized Beta coefficient gives

measures of the contribution of each variable to the model. It is clear from table 8 that the value of standardized Beta is (β = .072, .091, .313) represents the gradient of regression line. Therefore, if the value of predictor variable (work engagement) is increased by one unit, there is a corresponding (β) unit increase in the dependent variable (job performance). However the influence of vigor work engagement, dedication work engagement and absorption work engagement of electrical/electronic technologists on their job performance is significant. ($p<0.05$). Therefore, the null hypothesis is rejected. It may be concluded that there was a significant relationship between work engagement and job performance of electrical/electronic technologists.

Hypotheses 2

Significant relationship does not exist between work engagement and turnover intentions of electrical/electronic technologists.

Table 6: Model Summary of Regression Analysis between Work Engagement and Turnover Intentions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.610[a]	.372	.163	6.41068

a. Predictors: (Constant), Vigor work engagement, Dedication work engagement, Absorption work engagement

The above table 6 highlights the model summary of Regression analysis between work engagement and turnover intentions. The value of coefficient of determination (R^2) indicates how much of the variation in the dependent variable (turnover intentions) can be explained by the independent variable (work engagement). The table shows that the value of $R^2$is .0.372 which means that 37.2% variation in turnover intentions is explained by work engagement.

Table 7: Regression Analysis showing the Relationship between Work Engagement and Turnover Intentions of Electrical/Electronic Technologists

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	66.729	25.016		2.667	.021
	Vigor work engagement	.200	.587	.111	.341	.006
	Dedication work engagement	-1.681	.917	-.503	-1.832	.011
	Absorption work engagement	-.361	.530	-.224	-.682	.013

Table 7 above provides details of models parameters (Beta values) and significance of these values. The unstandardized Beta coefficient gives measures of the contribution of each variable to the model. It is clear from table 8 that the value of standardized Beta is (β = .111,-.503, -.224) represents the gradient of regression line. Therefore, if the value of predictor variable (work engagement) is increased by one unit, there is a corresponding (β) unit increase in the dependent variable (turnover intentions). However, the influence of vigor work engagement, dedication work engagement and absorption work engagement of electrical/electronic technologists on their turnover intentions is significant ($p<0.05$). Therefore, the null hypothesis is rejected. It may be concluded that there was a significant relationship

between work engagement and turnover intentions of electrical/electronic technologists.

Discussion

The study found that work engagementof electrical/electronic technologists have a weak relationship with their job performance. This could mean that the job performance of electrical/electronic technologists is low because of low work engagement. This low work engagement could also contribute to the rate of turnover within or outside the universities. The finding of the study agreed with the opinion of Schaufeli& Bakker (2003) that engagement is related to better performance. The finding of the study was in agreement with the finding of Salanova, Agut, &Peiró (2005) who conducted a study and found that engaged electrical /electronic technologists produce better service quality as perceived by their. The more engaged university students feel the higher their next year's Grade Point Average (Salanova, Bresó & Schaufeli, 2005).

The findings of the study show that relationship exists between turnover intention and job performance of electrical/electronic technologists and this finding agreed with the opinion of Foreman (2009) that the reasons for employee turnover can generally be divided into three categories as work-related factors (e.g. job satisfaction, wage, performance, organizational commitment), individual factors (e.g. age, education, gender, tenure) and external factors (e.g. unemployment rate, perceptions of employment, presence of trade union. One of the most important factors of employee turnover intention is salary.The findings of the study also revealed that there a relationship between work engagement and performance of technologists, and this finding was in agreement with Bakker and Bal (2010) who found the links between supervisor-ratings of performance and the work engagement of teachers.

Conclusion

Electrical/electronic technologists in Nigerian universities are employed like other employees to help training students by repairing and conducting practical among students after relevant theories have been received in classrooms. These technologists are expected to stay and grow on their jobs and give students enough practical skills that could help them secure employment after graduation; but literature and observation revealed that the population of these technologists is gradually reducing due to turnover rate. The most experienced technologists and those with higher degrees and qualifications are seeking for lecturing jobs within and outside their universities. This study was then carried out in order to generate data to justify acclaimed situation among electrical/electronic technologists in Nigerian universities. The study therefore investigated the impact of work engagement on job performance and turnover intentions of electrical/electronic technologists in Nigerian Universities.

Recommendations

Based on the findings made and the conclusion drawn, the following recommendations were made:

1. Electrical/electronic technologists should be trained through career growth and progression workshop and seminar so that they can see their work as important as lecturing jobs
2. The electrical/electronic technologists should be advised not to quit their job position for other work
3. Every recommendation made based on the findings of this study should be implemented by governments and administrators of the universities
4. The findings of this study should be implemented by government and other enabling bodies

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