IOSR Journal Of Humanities And Social Science (IOSR-JHSS)
Volume 19, Issue 8, Ver. I (Aug. 2014), PP 110-119
e-ISSN: 2279-0837, p-ISSN: 2279-0845.
www.iosrjournals.org

Prevalence of Self-Efficacy and Self-Esteem among Bankers in Select Southwest States in Nigeria

[1]Uzonwanne, Francis C. PhD, [2]Uzonwanne, Godfrey C. PhD
Department Of Psychology, College Of Management Sciences, Redeemers University Nigeria
School Of Management University Of Leicester, United Kingdom

Abstract:
Purpose: *This research seeks to study the relationship between self-esteem and self-efficacy amongst Nigerian bankers.*
Design/Methodology: *This study adopted a survey research design to examine the relationship between self-esteem and self-efficacy, taking into cognizance other demographic variables, among bankers in Lagos, Ogun and Oyo states of southwest Nigeria. The independent variable measured is self-esteem, while the dependent variable measured is self-efficacy. The research was carried out to seek knowledge on the relationship between self-esteem and self-efficacy among bankers in southwest Nigeria. The demographic variables include age and educational qualification.*
Findings: *A significant relationship exists between self-esteem and self-efficacy scores of bankers. A significant difference exists in the self-efficacy of bankers with undergraduate degree and below with those possessing graduate degrees and above. A significant difference was found for self-efficacy of younger and older banker. Self-esteem is not a predictor of self-efficacy.*
Implication of Findings: *The findings of this study have strong implications in the selection process and definition of job roles of Nigerian bankers.*
Originality: *This is an original piece of empirical work highlighting issues relevant to self-esteem, self-efficacy and performance in the Nigerian banking industry.*
Keywords: *Self-Esteem, Self-Efficacy, Performance Monitoring*

I. Introduction

Bankers in Nigeria have been at the center of several evolutionary changes that the banking and economic spheres of the Nigerian state have witnessed in recent times. According to the U.S Supreme Court (1899), a banker is a trader who buys money or money and debts which he does with his credit exchange for a debt payable in the future and payable on demand. The banker is one who first and foremost collects money from others and deals in capital (U.S Supreme Court, 1899). This age long profession constitutes a major pulse institution in the welfare of any nation such as Nigeria. Considering the state of the economy and the state of unemployment, bankers in Nigeria have to literarily scramble to keep their jobs. The long, tiring and sometimes compromising banking hours are not really a consideration when the retention of their jobs is on the line. With the competition in question, there is a need for individual bankers to excel in their role and maintain excellence. Several variables come into the picture when considering qualifying factors to maintain excellence. Two of such variables, self-esteem and self-efficacy are being considered in this study.

Self-esteem and self-efficacy are presumed to be similar variables because individuals with high self-esteem are expected to be more confident in most facets of life, thus exposing such individuals to a possible high self-efficacy in a certain tasks. Self-esteem is basically one's opinion about one's self. People with a strong sense of self-efficacy can view challenges as tasks to be mastered, while they develop deeper interests in the task or activities that they are currently participating in. They are more resilient and able to try again when they don't succeed in performing those tasks, while people with a weak sense of self-efficacy tend to avoid challenging tasks (Bandura, 1997). They tend to believe that difficulties in life are beyond their control, focus on when they fail or fall short and quickly lose confidence in themselves when falling short or falling (Bandura, 1997). Self-esteem is the subjective measure of a person's value, the worth that one believes one has as an individual, while self-efficacy is a person's belief about their capabilities to produce designated levels of performance that exercise influence over events affecting their lives (Onyishi & Ogbodo, 2012).

The purpose of this study is to investigate the contributions of demographic variables and self-esteem on the self-efficacy of bankers in Lagos, Ogun and Oyo states, all in the Southwest of Nigeria. Some literature critical to the variables of this study will be reviewed while the methodology of study, including the design and instruments used in the study, will be outlined. Statistical analysis is used to test the hypothesis following which the results will be outlined and discussion of findings, conclusions and recommendations stated.

1.1 objective

Consequently, this study has two specific objectives which are:

Objective 1: To investigate the contributions of self-esteem on banker's self-efficacy.

Objective 2: To investigate the contributions of demographic variables (age, gender, educational qualification) on banker's self-efficacy in Southwestern Nigeria.

This study is relevant to bankers because it will increase the understanding of the role that their efficacy level (low or high), and their self-esteem play on the job performance. Furthermore, the study will contribute to the literature on gender (male or female bankers) age and educational qualification on self-esteem and self-efficacy amongst other critical economic contributors. This study examines whether female bankers will perform significantly better than male bankers in terms of self-efficacy, if younger bankers ranging between age 18-35 and older bankers with age range of 36 and above will have a higher or lower self-efficacy, and if educational qualification will significantly affect their self-efficacy? Several different banks in Lagos, Ogun, and Oyo states were involved in this study so as to capture a general sample of the population.

1.2 Limitations

Several limitations of the study were identified. One limitation is that the study surveyed only few employees in the banking industry and in only 3 out of 6 Southwestern states; therefore, generalizing our results to other categories of workers and to the entire country may be in-appropriate. The size of the sample is relatively small compared to the population of bankers in Lagos, Ogun and Oyo, Nigeria. Therefore, this also limits generalizing the results of the study to the whole banking industry in Lagos, Ogun and Oyo, Nigeria. It was impossible to verify the accuracy and honesty of the employee's self-reported data.

II. Literature

Self-Esteem

Self-esteem has been treated as an important outcome due to its close relation with psychological wellbeing (Marsh, 1989). Harter (1999), viewed self-esteem as the most evaluative and effective of several constructs. Self-esteem is a psychological term that reflects a person's overall evaluation of his or her worth, it encompasses beliefs ("I am competent", I am worthy") and emotions (triumph, despair, pride and shame) (American Heritage Dictionary, 2000). The banker's self-esteem therefore, is the positive and negative evaluation of the self and the way they perceive themselves. Self-esteem as a collectivist culture correlates closely with what others think of the individual and their group. As a result, people (bankers) are positively or negatively affected because they want approval from major/ significant people in their life and work, which relates to the context in which they see themselves. Self-esteem threatens our personal identity and we will feel angrier and gloomier than when someone threatens our collective identity (Myers, 2008. P.43). This is not the "facts" about one-self rather, it is what one believes to be true about one-self (Mercer, 2011, p.14). Recent theories adapted self-esteem with more evaluative statements like 'I am good at tennis' (Harter, 1996). The latter statement not only describes the self but evaluates the self by putting worthiness on it (Harter, 1996). Sources note that individuals or workers who seem to have high self-esteem adapt better socially (Harter, 1996). These workers tend to make friends easier and are more willingly to work with others no matter the circumstances. Individuals or workers who seem to have lower self-esteems tend to keep more to themselves and have difficulty both with making friends and working with peers (Sims, 1997). The banker's self-esteem is very key to how they recognize their individual successful development, competence, dedication to the job and also their positive feeling about themselves (Kernis, 2003; Schimel et al., 2001). Therefore, self-esteem is defined as both descriptive and evaluative self-related statements (Wikipedia, n.d). Marsh (1990) further explained that as a social psychological construct, self-esteem is attractive because researchers have conceptualized it as an influential predictor of relevant outcomes such as academic achievements. Self-esteem can be attractive if the banker recognizes his or her potentials, works toward it, meets their stipulated target, complete tasks and are able to persuade other customers to associate with their banks.

Rosenberg (1960) defines self-esteem in terms of a stable sense of personal worth or worthiness. Braden (1969) defined it as the experience of being competent to cope with the basic challenges of life and being worthy of happiness. Braden (1969) further explained self-esteem as the sum of self-confidence and self-respect. The Nigerian banking system has a lot of bankers in the deposit, withdrawal and customer service sections and if a banker is not confident enough or conspicuously lacks self-respect and self-confidence, the banker will be challenged in attending to customers effectively which might invariably affect their task completion. It exists as a consequence of the implicit judgments that bankers deliver; on one side is their ability to face challenges which is to understand their problem and solve problems while on the other side is their ability to achieve happiness, respect and defend their own interest and needs (Braden, 1969). Self-esteem allows bankers to be convinced that they deserve happiness and thereby increase their ability and capacity to adapt and form interpersonal relationship among themselves and their customers. Due to these interpersonal relationships, they treat other people with respect, benevolence and goodwill and avoid destructive persons while favoring rich interpersonal relationships (Braden, 1969). Fromm (2006) stated that the love of others and love for oneself are not alternatives. On the contrary, an attitude of love toward themselves will be found in all those who are capable of loving others (Fromm, 2006). Fromm (2006) also opines that self-esteem depends on individual perceptions, thoughts, evaluations, feeling and behavioral tendencies aimed towards oneself; the way we are and behave, our body language and characteristic features that allow special critical conditions for the teaching professions, speech giving etc. generally sum up our attitude and allows for creativity at the workplace which is a much needed asset among Nigerian bankers. Bankers must be creative about ways to reach out to customers in the delivery of quality service. Their job requires them to go to the environment which includes schools, churches, social gatherings and many more, in order to reach out to potential customers. Most bankers exceed their working hours to acquire more clients and to fulfill their designated task as well as to create some means to meet the needs of their clientele. The need to meet a constant monthly quota, which determines the continued retention of their jobs, will require a lot of creative avenues fostered by healthy self-esteem.

According to Cherry (2010), self-esteem is used to describe a person's overall sense of self-worth or personal value. Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring (Cherry, 2012). A Wikipedia (n.d) source quoting the words of a famous writer, Jose-Vincent Bonet (n.d) reminds us that the importance of self-esteem is the opposite of self-rejection, a characteristic of great unhappiness that we call 'depression'. James (1983), the father of the functionalist school of thought expresses self-esteem as something that is born. Carl Rogers, the greatest exponent of humanistic psychology exposes his theory about unconditional acceptance and self-acceptance as the best way to improve self-esteem. It is the most essential core self-evaluation dimension because it is the overall value one feels about oneself as a person (Cherry,2010). Another Wikipedia source quotes Burns (n.d) as having explained self-esteem as a collection of an individual's attitude toward themselves and the evaluative perception of oneself thus.

Self-esteem is simply one's opinion about oneself, their personal self-worth, the way they view themselves, ability to complete or finish designated tasks, a crucial cornerstone of positive attitude and creativity towards living and working. It is very important because it affects the way bankers think, act, how they relate and interact with other people and customers, how they satisfy the customer and how it allows them to live life to their own full potential. Cunic (2012), defined self-esteem as the general feeling one has about oneself, individual attributes, abilities, emotions, appearance and behavior. Bankers differ from one another as a result of their personal attributes, abilities, emotions, appearance and behavior and these individual characteristics help them to achieve and perform their daily activities, openness to others, reception of new intuitions and techniques to readily reach their goals without getting frustrated.

According to McFarland (1989), self-esteem is a choice. You were born into this world a worthy and important human being and you deserve to feel good about yourself everyday of your life (McFarland, 1989. P.152). Your relationship with yourself determines the quality of your self-esteem (McFarland, 1989). It comes from within you and depends on the inner environment you have created (McFarland,1989, p.144) and as a result, your inner environment will materialize to your outer environment and if a banker is able to put to rest all those inner conflicts and develops a confident and coping attitude from within, he or she will able to communicate and interact with others freely and these qualities might attract clients to associate with the banker and as a result, also associate with their bank (McFarland, 1989). Self-esteem involves a complex set of feelings, beliefs, and expectations based on an individual's changing skills in interacting with their environment and influencing their world (Apter, 1997). Every individual is in charge of his or her own feelings which come from an individual's evaluation about himself/herself and the extent to which one believes he/she is a competent and worthy person (Apter, 1997). Hamlyn (1983:241) expresses self-esteem as the picture of oneself. Baumeister (1997:681) described it as the total perception a person holds about him/herself. Maslow also stated that psychological health is not possible unless the essential core of the person is fundamentally accepted, loved and respected by others and by his or herself. He further explained that self-esteem allows people to face life with more confidence, benevolence and optimism and thus easily reach their goals and self-actualize (Maslow, 1987).

In a highly demanding banking environment, the need for bankers to deliver a healthy appraisal and evaluation of their self-worth will prove very helpful in coping with their high deliverables. Maslow (1987) in the hierarchy of needs theory depicts self-esteem as one of the basic human motivations. Self-esteem needs include personal worth, social recognition and accomplishment (Maslow, 1987).

Self Efficacy

Social cognitive theory by Bandura proposes that self-efficacy is an individual's judgment of their capabilities to organize and execute course of action required to attain designated types of performance (Bandura, 1989). Self-efficacy is likely to influence the choices problem (Bandura, 1989); it relates to an individual's perception or their ability to reach a goal, and also referred it to beliefs in one's capabilities to organize and execute actions required to produce given attainments (Bandura, 1997). Self-efficacy determines and makes a difference in how bankers feel, think, act and motivate themselves, while such beliefs produce diverse effects through four major processes which are affective, selection processes, cognitive and motivational (Bandura, 1994). By sticking it through hard-hitting and challenging times, people emerge from adversity with a strong sense of efficacy (Bandura, 1994). Previous experiences help them determine their personality development and they usually feel achieved, more persistent, less anxious, live a healthier and more successful life due to their achievement (Myers, 2008). Bandura (1997) described self-efficacy as an important construct in organizational behavior because of its impact in motivational processes and goal attainment. Human behavior is determined more by an individual's subjective beliefs in their ability to perform rather than from objective conditions (Bandura, 1997). Bandura (1997) explained self-efficacy as our belief in our ability to succeed in specific situations. If a banker believes he or she can succeed in very challenging situations, the banker can go a long way to achieve over and above in the market and can also predict productivity (Stajkovic & Luthans, 1998).

Bandura & Scunk (1981); Brown & Inouyne (1978); Weinberg (1979); Bandura (1997), have found that an individual's sense of self-efficacy plays a major role in how they approach goals, tasks and challenges etc, emphasizing that people (bankers) with strong self-efficacy exert efforts to master a (banking) challenge while those with weak self-efficacy are likely to reduce or even quit their effort of trying. Bankers in the competing and high banking environment have to be able to pull some strings and use some desired and specific behavior to achieve what they are really after and to get their desired goals. It is the belief that people are able to perform the actions required to manage difficult or novel tasks and to cope with the adversity associated with demanding situations (Bandura, 1997; Ivancevich, et al., 2005; Kreitner & Kinichi, 2004; Kreitner, Kinichi, & Buelens, 2002). Unlike efficacy which is the power to produce an effect, self-efficacy is the belief that oneself has the power to produce that effect. Bankers' self-efficacy is their personal belief about themselves to achieve what they are after and have the power to produce the response they desire from other people. This individual belief could be accurate or inaccurate and its characteristics include; competence-based prospects, action related and commonly associated with task-specific roles to achieve desired goals (Bandura, 1997; Kreitner & Kinichi, 2004; Kreitner, Kinichi, & Blelenes, 2002). It arises from gradual acquisition of complete, cognitive, social, linguistic, and or physical skills which bankers acquire through previous and recent on-the-job experience (Bandura, 1997, Kreitner, Kinichi, & Buelens, 2002). Although self-efficacy is a task – or situation – specific construct, Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs, and Rogers (1982) argued that people also have generalized self-efficacy beliefs that apply across situations. Studies have shown that generalized self-efficacy could predict some positive job outcomes that are quite critical and they include personal initiative at work (Speier & Frese, 1997), goal setting (Locke & Latham, 1990); proactive job performance (Griffin, Neal, & Parker, 2007). According to Scwarzer (1997), bankers actions are pre-shaped in thought, and bankers anticipate either optimistic or pessimistic scenarios in line with their level of self-efficacy (p.2). Once an action has been taken, high self-efficacious bankers invest more effort and persist longer than those who are low in self-efficacy (Schwarzer, 1997). When setbacks occur, bankers with high self-efficacy recover more quickly and maintain the commitment to their goals without allowing the set back to put them off their goals (Schwarzer, 1997). Those bankers are focused on their goals and commitment to such goals and they persist longer and don't give up easily. Bankers with self-efficacy are usually committed and do all to achieve their goals. Self-efficacy also allows banker to select challenging settings, explore their environments, or create new environments in which attainment of their goals is easier to accomplish.

High self-efficacy can affect motivation positively and negatively, but bankers with high self-efficacy are most likely to make effort to view and complete a difficult task as something to be mastered and persist longer in those efforts than a banker with low self-efficacy (Myers, 2008). Strong sense of self-efficacy is related to higher achievement (Myers, 2008). A banker with a strong sense of efficacy will achieve more because he or she is focused, goal directed and committed to achievement due to his/her control over their outcomes (Myers, 2008). Individuals with a high self-efficacy are more likely and willing to tackle new and challenging tasks and to stick with them, whereas individuals with lower self-efficacies are more likely to neglect trying new experiences (Schwarzer, 1997). One of the research focus for this study is to determine if bankers with high self-efficacy have higher self-esteem and if bankers with low self-efficacy have lower self-esteem. Bankers with high self-efficacy tend to anticipate a higher likelihood of success and are more likely to attempt this behavior (Onyishi & Ogbodo, 2012). Self- efficacy can help build a happier productive life due to the fact that it has been used by important policymakers, educators and others in leadership positions. In

Nigeria, for bankers to retain their jobs, they must be able to succeed in any given situation or environment, they must be task- oriented, they have to face challenges in their day to day activities but still keep their heads straight.

Gender refers to social attributes and opportunities associated with being male or female that characterize and individual one from another. In most societies, there are differences and inequalities between women and men in assigned responsibilities, activities undertaken, access to and control over resources as well as decision making opportunities. According to Eldis (2012), gender is a socially constructed set of roles and relations between men and women. Gender reflects that men trades are riskier, that is they take more risk (Brynes & others, 1999). Male bankers are presumed to be more confident than women bankers and therefore make more trade as a result (Barber & Odean, 2011). In conversation, male bankers reflect their concerns for independence, talking assertively, interrupting intrusively, touching with hand, staring more and smiling less (Anderson & Leaper, 1998; Carli, 1991) while female bankers influence style, tend to be more indirect, less interruptive, more sensitive, more polite, less cocky and their style reflects their concern for connectedness (Myers, 2008). Women while writing tend to use more communal prepositions, fewer quantitative words and more present tense (Myers, 2008).

Age is seen as the length of time one has existed, duration of life and can also include a period in the history of humankind marked by distinctive characteristics or achievements in life. It is also the length of time that a person has lived and means growing old or older especially visibly and obviously so.

Educational qualification is the level of educational achievement a person is able to obtain/ acquire. It might include SSCE, UME, OND, HND, B.SC, M.SC, M.BA, PHD and many more professional qualifications.

The Banker

According to the United State Supreme Court (1899), a banker is a trader who buys money, or money & debt by creating other debts which he does with his credit exchange for a debt payable in the future and payable on demand. The first business of a banker is not to lend money to others but to collect money from others and also a dealer in capital or money (United State Supreme Court, 1899). He is an intermediate party between the borrower and the lender and the lender and he borrows from one person and lends to another (United State Supreme Court, 1899). According to Diplock (1966), it is essential to the business of banking that a banker should accept money from his customers on a running account into which sums of money are from time to time paid by the customer and from time to time withdrawn by the customer. The banker must also undertake to pay instruments drawn on himself (banker) by his customer in favor of a third party up to the amount standing to their credit in their accounts and collect deposits for his customers and credit the proceeds to their accounts (Diplock, 1966). A banker is responsible for establishing and maintaining a positive customer relationship, planning and delivering effective sales strategies and monitoring the progress of new and existing financial products (Diplock, 1966). Bankers may work as mangers in high street branches providing operational support on a day-to-day basis, or in more specialized posts in corporate or commercial departments at area, regional or head offices (Exforsys, 2006). Responsibilities and work activities may vary between retail and corporate/commercial banking (Exfosys, 2006). Most retail bankers work in high street branches, dealing with both private and corporate customers, while some work in regional or head offices (Exforsys, 2006). Bankers who work with commercial or corporate customers may be based in branches or may work from specialized area or regional offices (Exforsys,2006). A banker needs a Banking and finance, Economics, Accounting or Business Administration degree to work, perform banking related duties. Bankers obtain deposits from customers at a low rate and then invest the customer's deposit. In summary, a banker's role is one filled with multiple duties and responsibilities (Legal dictionary, 1899). A banker is an individual who advises their clients with regard to financial matters. Duties concerning savings, loans, taxes, investments, and securities are all within the job realm of a banker, the banker will provide financial assistance to the client in accordance with their required needs (Legal dictionary, 1899). A banker is referred to as a corporation or person who carries out the business of banking without saying in details what the business of banking is about (Talabi, 2009). The Bill of Exchange Act, caption 35 of the Law of the federation of Nigeria, 1990, section 2 (1) gives the description of bankers to include a body of persons whether incorporated or not who carry on the business of banking.

In Nigeria, the banking sector is very hectic and tasking on even the most efficient workers. They experience long hours daily, which is to say that they resume early and close late unlike workers in other sectors of the economy. They have to round up all transactions after closing hours and wait to ascertain a balance.

III. Research Methodology

The research was conducted on four major Nigerian banks which include Ecobank, Zenith bank, United Bank for Africa (UBA) and Access bank, and carried out in three major western cities in Nigeria; Lagos state, Ogun state and Oyo state. The participants of this study include bankers from the four major banks. Questionnaires were sent out to 300 bankers and 232 responses that could be used as complete data were derived. The subjects were incidentally selected. All of the subjects were bankers grouped within the age group of 18-35 and 36 & above, which included both male and female with educational qualification of school certificate (SSCE), NCE, diploma, OND, HND, B.Sc, M.Sc, MBA, PhD and professional exams.

3.1 Research Design

This study adopted a survey research design to examine the relationship between self-esteem and self-efficacy, taking into cognizance other demographic variables, among bankers in Lagos, Ogun and Oyo states. The independent variable measured is self-esteem, while the dependent variable measured is self efficacy. The research was carried out to seek knowledge on the relationship between self-esteem and self-efficacy among bankers in Lagos, Ogun & Oyo state, Nigeria. The demographic variables are age, gender and educational qualification.

3.2 Research Instruments

The general self-efficacy Scale is a 10-item psychometric scale that is designed to assess optimistic self-beliefs to cope with a variety of difficult demand in life (Schwarzer, 1997:1). The scale was originally developed in Germany by Matthias Jerusalem and Ralf Schwarzer in 1981 as a 20-item scale with two separate subscales of general self-efficacy and social self-efficacy. Later the scale changed to only 10-items, still using the Likert format, and has been used with thousands of participants in many studies (Woodruf & cashman, 1993). This scale has been translated into many different languages and used in many research projects where it has yielded internal consistencies between alpha + .75 and .90.

Rosenberg's self-esteem Scale is a 10-item Likert scale with items answered on a five point scale from 'strongly agrees to strongly disagree'. The scoring for some items had to be reversed so that in each case, the scores goes from less to more self-esteem. The original sample for which the scale was developed consisted of 5,024 high school juniors and seniors from randomly selected schools in New York State (Department of Sociology, University of Maryland, n.d.).

3.3 Data Collection Procdure

The questionnaires used for the study were scales for measuring self-esteem and self-efficacy. The data for this study was obtained from a sample size of 300 participants from 4 major banks in Lagos state Ogun state and Oyo state. In order to increase the variance and representativeness of the sample, data were collected from Ecobank, Access bank, UBA and Zenith bank from within three cities; Lagos state, Ogun state and Oyo state. 75 participants were selected as available from each of the banks. This study was concluded as surveys in the form of paper and pencil questionnaires. The questionnaires emphasized that the study is for scientific a purpose and that the participant's identities were not required. Data for self-esteem was collected by the use of the Rosenberg's self-Esteem Scale while data for self-efficacy was collected using the general Self-efficacy scale.

3.4 Method Of Data Analysis

Six hypotheses were analyzed. The data was analyzed using the Pearson r correlation for the first hypothesis which determined if there would be a significant relationship between self-esteem scores and self-efficacy scores for the sample surveyed. The second to the fifth hypothesis which determined if there will be significant differences in the self-esteem of male and female bankers; if there will be a significant difference in the self-esteem scores of older (36 & above) and younger (18-35) bankers; if there will be a significant difference in the self-efficacy of bankers with undergraduate degree and below and those with a graduate degree and above; if there will be a significant difference of the self-efficacy of younger and older bankers, made use of t-Test. The last hypothesis, which determined if self-esteem will be a significant prediction of self-efficacy, made use of regression analysis.

IV. Data Analysis And Result

Data was collected and analyzed based on the six hypothesis formulated to direct this study.

4.1 Socio Demographic Data

The demographic characteristics of the participants in the studies which include variables like gender, age and education are analyzed and presented.

Table 1.0 Demographic characteristics of participants

VARIABLES		NUMBER	MEAN	SD	%
Gender	**Male**	118	27.94	5.904	50.94
	Female	114	28.91	6.005	49.1
Age	**18-35**	148	31.63	4.754	63.8
	36 Above	84	30.01	5.930	36.2
Education	**SSCE/NCE/OND**	177	30.82	5.071	76.3
	BSc/MSc/MBA	55	31.75	5.806	23.7

A total of 232 participants were used for the analysis. From Table 1, the gender distribution shows that 188 of the participants are male and 114 are female and have an average mean of 27.94 and 28.91 respectively on their self-esteem scores with a standard deviation of 5.904 and 6.005 respectively. The age distribution shows that 148 of the participants are between ages 18 and 35 while their average mean scores with a standard deviation score of 4.754 and 5.930 respectively. The educational level distribution shows that 177 of the participants hold up to OND (Ordinary National Diploma) certificate while only 55 hold up to HND (Higher National Diploma), Bachelors and Masters Degree and above. These showed an average mean of 30.82 and 31.75 respectively with a standard deviation of 5.071 and 5.806 respectively.

4.2 test of hypothesis

The results for the four hypothesis tests for this study are presented in this section. The statistics includes the Pearson 'r' correlation statistics, linear regression analysis and t-Test statistic.

4.2.1 Hypothesis One

There will be a significant relationship between self-efficacy scores and self-esteem scores for bankers in Lagos

Table 2

VARIABLES	N	R	Sig-2 Tailed	P
Self-Esteem	232	.467	.000	>.05
Self-Efficacy				

The correlation test scores showed that there were 232 participants who are bankers from four Nigerian banks in three western Nigerian states. Their self-esteem scores were tested to determine a significant relationship with their self-efficacy with a sig two-tailed value of .000. Since .000 is less than 0,05, it was determined that there is a statistically significant correlation between the two variables; self esteem of the respondent and their self-efficacy. This means that increase or decrease of self-esteem significantly relates to increase or decrease in self-efficacy and vice-versa.

4.2.2 Hypothesis Two

There will be a significant difference in the self-efficacy of bankers with undergraduate degrees and below and those with a graduate degree and above.

Table 3

EDUCATION	N	MEAN	SD	T	P
Below Under-Graduate	177	30.82	5.071	1.135	>.05
Graduate Degree & Above	55	31.75	5.806		

The t-Test scores showed that there were 177 Bank participants with education below under-graduate from the four western Nigeria Banks and 55 Bank participants with graduate level and above while their mean self-efficacy scores were 30.82 and 31.75 respectively. The two-tailed p value associated with this test was .257. The t-Test failed to reveal a statistically reliable difference between the mean numbers of self-efficacy scores that the bankers from the four western Nigerian banks with education below undergraduate has (M = 310.82, s = 5.071) and those with graduate level degree and above has (M= 31.75, s = 5.806), t(230) = 1.135, p = .257, participants with education below undergraduate level from the four western Nigerian Banks is not higher or lower than that of participants with graduate level and above from the four western Nigerian Banks.

4.2.3 Hypothesis Three

There will be a significant difference of the self-efficacy of scores of older (36 & above) and younger (18-35) bankers.

Table 4

AGE	N	MEAN	SD	T	P
18-35	148	31.63	4.754	2.272	<.05
36 Above	84	30.01	5.930		

The t-Test scores showed that there were 148 participants between ages 18 to 35 from the four western Nigerian Banks and 84 participants that were agers 36 and above while their mean self-efficacy scores were

31.63 and 30.01 respectively. The two-tailed p-value associated with this test was .024. The t-Test succeeded in revealing a statistically reliable difference between mean numbers of self-efficacy scores that the bankers from the four western Nigerian banks who were 18 to 35 years of age has (M = 31.63, s = 4.754) and that the bankers from the four western Nigerian banks who were 36 years of age and above has (M = 30.01, s = 5.930), t(230) = 2.272, p = .024, α = .05. It can therefore be concluded that the self-efficacy scores of the participants between ages 18 to 35 from the four western Nigerian Banks is higher than that of the participants age 36 and above from the four western Nigerian Banks.

4.2.4 Hypothesis Four

Self-esteem will be a significant predictor of self-efficacy for bankers in Lagos, Ogun and Oyo state.

Table 5

MODEL	B	SE B	BETA	T	P
Constant	19.335	1.492		12.956	<.05
Self-Esteem	.412	.051	.467	8.015	

The value of the test for the data is F(1,230) = 64.242 which was significant (p<.001). The understandardized sloped of .412 shows that the banker's self- efficacy increase only .412 point for every additional point on the self-esteem score. The standardized slope tells us that for each standard-deviation unit of increase in self-esteem, we predict less than a half of a standard deviation increase in self-efficacy score. Also the t-Test shows t = 8.015 and p-value = 0.00. The conclusion is that at the α= .05 level of significance, there exists enough evidence to conclude that the scope of the regression line is zero, hence self-esteem may not be useful as a predictor for self-efficacy among bankers in western Nigeria.

V. Discussion, Summary And Conclusion

The relationship between self-esteem and self-efficacy among bankers was the focus of this study. There were 232 participants in which 118 of the participants are male and 114 are female. The participants have an average mean of 27.94 for males and 28.91 for females respectively on their self-esteem scores; scores with a standard deviation of 5.904 and 6.005 respectively. One hundred and forty eight of the participants are between ages 18 and 35, and 84 participants between age 36 and above. Their average mean scores on self-esteem was 31.63 and 30.01 respectively on the self-esteem scores with a standard deviation score of 4.754 and 5.930 respectively while their educational level distribution shows that 177 of the participants hold up to OND (Ordinary National Diploma) Certificate while only 55 hold up to a HND (Higher National Diploma), Bachelors and Masters Degrees and above with an average mean of 30.82 and 31.75 respectively with a standard deviation of 5.071 and 5.806 respectively.

5.1 Hypothesis One

Hypothesis one which states that there will be significant relationship between self-efficacy scores and self-esteem scores for bankers in Lagos, Ogun and Oyo State gave a result that when tested with a sig two-tailed value of .000. Since .000 is less than 0.05, it was determined that there is a statistically significant correlation between the two variables; self-esteem of the participants and their self-efficacy. This means that increase or decrease of self-esteem significantly relates to increase or decrease of self-efficacy and vice-versa. This signifies that the higher the self-esteem, the higher the self-efficacy and vice-versa which shows a relationship between the two variables. Existing literatures does not quite support the current finding. For instance, McKenzie (1999) noted in his finding that there is no significant relationship between self-esteem and self-efficacy. The implication to this is that the process which leads to qualifying as a banker may have bridged the gap between self-esteem and self-efficacy. The result implies that the higher the self-efficacy, the higher the self-esteem. The components that may be responsible for increase in self-efficacy may also be at play in the increase of self-esteem. Since bankers have to go through a rigorous educational and professional skills acquisition process, self-efficacy and self-esteem may be developed alongside.

5.2 Hypothesis Two

Hypothesis two states that there will be a significant difference in the self-efficacy of bankers with below an undergraduate degree and those with an undergraduate degree and above. The result showed that 177 participants were with education below undergraduate from the four western Nigerian Banks and 55 Bank participants with undergraduate degree level and above. There is a mean difference in the self-efficacy scores of bankers with undergraduate degrees and above (31.75). A sample t-Test found that there was no significant difference in the self-efficacy of bankers with below an undergraduate degree and with bankers with undergraduate degrees and above. Even though the result implies that there is no difference in the education of bankers and their self-efficacy, research findings by Bandura (1997) however suggests that the higher an educational level an individual has attained, the greater the number of obstacles the individual has generally come across in a bid to be successful. This implies that the more education an individual has completed, the greater the level of self-efficacy the person will likely possess.

5.3 Hypothesis Three

Hypothesis three states that there will be a significant difference in the self-efficacy score of older (36 & above) and younger (18-35) bankers. The result showed that 148 participants were between the ages of 18-35 and 84 participants were ages 36 years and above. There is a mean difference in the self-efficacy score of younger bankers (31.63) and the self-efficacy scores of older bankers (30.10). A sample t-Test found that there was a significant difference in the self-efficacy scores of older bankers and younger bankers. No literature was found to support these findings therefore, this hypothesis is not supported by existing literature. This study found that the older the banker, the lower the self-efficacy. This can be as a result of old age. Younger bankers tend to perform better due to the fact that they are fresh graduates, their knowledge and skills are still current and applicable to the present day business world. They tend to be able to focus on acquiring more educational knowledge without the stress and responsibilities associated with older banker's personal lives. They will therefore perform better than the older bankers whose education and training might not be as current and who have a lot of responsibilities and issues outside of work to contend with.

5.4 Hypothesis Four

Hypothesis four states that self-esteem will be a significant predictor of self-efficacy for bankers in Lagos, Ogun and Oyo State. The value of the test for the data is $F(1,230) = 64.242$ which was significant ($p<001$). The unstandardized slope of .412 shows that the banker's self-efficacy increases only .412 point for every additional point on the self-esteem score. The t-Test shows $t= 8.015$ and p value $=0.000$. The conclusion is that at $\alpha = .05$ level of significance, enough evidence has been derived to conclude that the slope of the regression line is zero. Hence self-esteem may not be useful as a predictor foe self-efficacy among bankers in western Nigeria. No literature review was found to support this findings but the result of this hypothesis showed no significant prediction of self-esteem on self-efficacy.

5.5 Conclusion

Based on the results of this study, it is recommended that further studies be carried out on self-efficacy with the aim of testing a wider range of variables as they relate to or differ on self-efficacy amongst bankers. There is also a need to focus on individual differences, cross-cultural differences, situational differences and environmental conditions in response to human behavior related to self-efficacy. It was found out that:

1. A significant relationship exists between self-esteem and self-efficacy scores of bankers.
2. A significant difference exists in the self-efficacy of bankers with undergraduate degree and below with those possessing graduate degrees and above.
3. A significant difference was found for self-efficacy of younger and older banker.
4. Self-esteem is not a predictor of self-efficacy.

5.6 Recommendation And Implication Of Findings

The implication of the finding is that there is room for further studies. The results of this investigation will be helpful to bankers across the nation to understand the influence and relationship of self-esteem on self-efficacy and how it can affect their performance as well as help them identify in-efficiency and efficiency related work performance. A previous study by McKenzie (1999) noted that there is no significant relationship between self-esteem and self-efficacy but in this study, we observed that there is a significant relationship these two variables. Previous studies suggested that females have a lower self-esteem than males but this survey found that there is no difference in the self-esteem of both male and female bankers probably because they are more exposed and educated than their male counterparts and go through the same educational process. It is recommended in this study that women all over the world should be given equal opportunities, especially in countries that do not give equal educational opportunities to females. More room should be given to females in terms of educational qualification so that their self-esteem will rise just as that of their male counterparts. Our findings have shown that the older people become, the lower their self-esteem. Knowing this, banks should be more focused on older bankers and try to organize seminars, lectures, conferences etc., to increase the knowledge and exposure level to contemporary issues to help boost their self-esteem. Although Bandura (1997), suggested that as we age, we gain more life experience and therefore gain self-efficacy; existing literature have not adequately addressed whether there is a direct correlation between self-efficacy and age among bankers.

This hypothesis was accepted and there was a significant difference between older and younger bankers. This hypothesis is supported by existing literature. It is recommended that organizations should be more encouraging and help older bankers since they have more responsibilities such as marital and family issues, financial security, and pensions. They are likely to decrease in self-esteem due to the fact that they nurture the fear of losing their jobs to younger workers and all this issues can make their attention depreciate which might cause low self-efficacy. Research has shown that the higher the educational level an individual has attained, the greater the number of obstacles the individual has generally overcome to be successful. This implies that the more education an individual has completed, the greater the level of self-efficacy the person will possess. There was however no significant difference in the self-efficacy of bankers with undergraduate degrees and below with bankers with graduate degrees and above.

It is worth noting that the final goal of both self-efficacy and self-esteem research is to help bankers across situations to function better in the banking industry. Many researchers try to understand banker's self-perception in their daily work activities and using this information to predict important outcomes such as strong self-efficacy and positive self-esteem can lead bankers to feel better about themselves, enjoy their work, put more time and effort on difficult tasks and feel less anxious at work. In order to enhance banker's self-esteem and self –efficacy, designing work specification in readily identifiable and acceptable format is very important. According to Bandura (1978) social cognitive theory, human behavior is explained by a triadic reciprocal model which means the intention among the person; environment and human behavior are never ending.

References

[1]. Anderson & Leaper (1998), Carli (1991), Ellyson & others. (1991). Effects of Gender and Communication Style on Social Influence. In Gender Issues in Workplace Groups. Pp 225-252).

[2]. Apter, T. (1997). The confident child. New York, NY: W.W. Norton company, Inc.

[3]. Bandura, A. & Schunk, D.H. (1981). Cultivating competence self-efficacy and intrinsic interest through proximal self-motivation. Journal of Personality & Social Psychology, 41 (3), 586-598.

[4]. Bandura, A. (1989). Human Agency in Social Cognitive Theory. American Psychologist, 44, 1175-1184.

[5]. Bandura, A. (1994). Self-efficacy. In V.S. Ramachaudran (Ed.), Encyclopedia of Human Behaviour, (4) 71-81. New York: Academic Press. (Reprinted in H. Friedman (Ed.), Encyclopedia of Mental Health. San Diego: Academic press, 1998.

[6]. Bandura, A. (1997). Self-efficacy: The exercise of control. New Yorks: Freeman.

[7]. Barber, B.M., & Odean, T. (2001). The internet & the investor. Journal of Economic Perspectives, 15 (1), 41-54.

[8]. Braden, N. (1983). Honouring the self. Los Angeles, CA: Jeremy P. Tarcher, Inc.

[9]. Brown, I., Jr. & Inouyne, D.K. (1978). Learned helplessness through modeling: the role of perceived similiarity in competence. Journal of Personality and Social Psychology, 36 (8), 900-908

[10]. Brynes, J.P., Miller, D.C & Schafer, W.D. (1999). Gender differences in risk taking: A meta-analysis. Psychological Bulletin, 125 (3), 367-383.

[11]. Cherry, K. (2010). Humanistic Psychology: The "Third Force" in Psychology. An introduction to self-efficacy. Retrieved from http://www.about.comguide Cherry, K. (2010). Self-esteem – Psychology Definition. Retrieved from http://www.psychology.about.com Cuncic, A. (2012). Social Anxiety Disorder; Medical Review Board. Retrieved from http://www.about.comguide.

[12]. Eldis. (2012). Trade and Gender. What is gender? Retrieved from http://www.eldis.orgExforsys, Inc.(2006, November 17). Exforsys, Inc. Retrieved from Execution for System: www.

[13]. Exforsys.com/…/duties-of-a-bankerFromm, E. (2006). The Art of Loving. Harper Perennial Modern Classics.

[14]. Hamlyn. (1983). Perception, learning and the self: Essays in the philosophy of psychology.

[15]. London & Boston: Routledge & K.Paul.

[16]. Harter, S. (1996). Relational self-worth: Difference in perceived worth as a person across interpersonal contexts among adolescents. Child Development (Vol. 69).

[17]. James, W. (1983). The Principles of Psychology. Cambridge, MA: Harvard University Press Kernis (2003), Schimel & others. (2001). The Three Faces of Self-Esteem: Issues and Answers.

[18]. New York: Psychology Press.

[19]. Locke, E.A & Latham, G.P. (1990). A theory of goal-setting and task performance. Englewood Cliffs, NJ: Prentice Hall.

[20]. Maslow, A.H. (1987). Motivation and personality (3rd Ed.). New York: Harper & Row.

[21]. Marsh, H.W. (1989). Casual effects academic self-concept on academic achievement: A reanalysis of Newman (1984). The Journal of Experimental Education, 56,100-103.

[22]. Marsh, H.W. (1990). Influences of internal and external frames of references on the formation of Math and English self-concepts. Journal of Educational Psychology, 82,107-116.

[23]. McFarland, R. (1989). Coping with stigma: New York, NY:Rosen Publising Group, Inc.

[24]. Myers, D.G. (2008). Social thinking, the self in a social world. In Social Psychology (9th edition pp.43, 51-56). New York: McGraw Hill Companies, inc.

[25]. Mercer, S. (2011). Toward an understanding of Language Learner Self-Concept. Germay: Springer Publisher. Pp.14.

[26]. Onyishi, I.E, & Ogbodo, E. (2012). The Contributions of Self-efficacy and perceived Organizational Support When Taking Charge at Work. SA Journal of Industrial Psychology, 38 (1).

[27]. Parker, S.K., & Collins (2010). Making Things Happen: A Model of Proactive Motivation.

[28]. Journal of Management.Schwarzer, R. (1997). Generalised perceived self-efficacy in 14 cultures.

[29]. Sims, P. (1997). How to inspire children to become successful learners. In Awakening Brilliance. Marietta, GA: Bayhampton Publications.

[30]. Speier, C. & Frese, M. (1997). Generalised self-efficacy as a mediator and moderator between control and complexity at work and personal initiative. A longitudinal field study in East Germany. Human Performance, 10, pp. 171-192.