The Interaction between Self-Esteem, Perceived Gender Discrimination and Employment Motivation: A Log-Linear Analysis

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Abstract: This study analyzes the relationships between self-esteem, perceived gender discrimination, and employment motivation. Results show that individuals not perceiving gender discrimination are 3.66 times more prevalent than those who do. Individuals who see the purpose of employment as a way to improve themselves are 1.8 times more motivated than those who want to contribute meaningfully to society. Self-improvement is a stronger motivator than contributing to society, and income-focused individuals show 2.8 times higher motivation. Those with low self-esteem aspiring to contribute to society are 2.6 times more likely to be motivated than those focusing on self-improvement. Achieving gender equality and preventing discrimination can enhance personal development and societal contributions, leading to increased individual success and social welfare. The motivations of self-development and usefulness to society make the strongest contribution to an individual's self-esteem. These motives are related to inner satisfaction and social recognition.

Keywords: Rosenberg self-esteem, Perceived gender discrimination, Psychological interaction, Log-linear analysis.

INTRODUCTION

Self-esteem is a basic psychological construct that reflects an individual's overall evaluation of themselves. Today, the impact of self-esteem on mental health, social relationships, and general life satisfaction has been extensively researched in the field of psychology. However, studies examining the relationship between self-esteem, employment motivations, and gender perceptions in employment remain relatively limited.

The impact of self-esteem on mental health is well documented in the literature. It has been shown that high self-esteem positively affects mental health and contributes to the reduction of psychological problems such as depression and anxiety [1]. Faragher *et al.* [2] particularly emphasized the strong correlation between job satisfaction and self-esteem and stated that this relationship has a direct impact on the mental well-being of individuals.

Rosenberg (1965) [3] suggested that self-esteem is determined by how individuals evaluate themselves. According to him, positive self-evaluations lead to high self-esteem, while negative evaluations lead to low self-esteem. The Rosenberg Self-Esteem Scale, a widely recognized and reliable instrument, is frequently used to measure this evaluation and plays a critical role in determining individuals' positive or negative self-perceptions. Steer *et al.* [4] suggests that low self-esteem is a defining feature of depression. Furthermore, Chrzanowski [5] suggests that self-esteem can be defined as a positive self-image based on a positive evaluation of an individual's abilities and strengths.

In addition to mental health and social relationships, the impact of self-esteem on overall life satisfaction has received significant attention in the literature. Studies have shown that individuals with high self-esteem report greater life satisfaction and a more positive overall life experience. The relationship between self-esteem and individuals' motivation to participate in professional life is directly linked to job satisfaction and performance. Judge and Bono (2001) [6] have shown that individuals with high self-esteem exhibit greater motivation and higher performance in professional settings. In particular, research has shown that women's self-esteem is closely linked to increased life satisfaction as social conditions improve [7].

Heilman and Caleo (2017) [8] investigated the circumstances and procedures that result in gender discrimination in the workplace and impede women's career progression. They proposed that gender stereotypes portraying women as inadequately equipped contribute to the creation of inequalities in the selection, promotion, and evaluation of women.

Harris and Orth (2020) [9] argue that the link between people's social relationships and self-esteem levels is truly reciprocal across all developmental stages across the lifespan, reflecting a positive feedback loop between the constructs. The impact of self-esteem on social interactions has also been a

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major focus of psychological research. Meta-analyses have shown a reciprocal relationship between self-esteem and social interactions, suggesting that individuals with high self-esteem tend to experience healthier social interactions, which helps them maintain their self-esteem [10].

Another critical area of research concerns the impact of self-esteem on gender perception in the workplace. Improving social conditions for women has been shown to increase women's self-esteem and thus their success in the workplace. However, in contexts where social conditions are only partially improved, research has shown that women have relatively lower self-esteem than men. This has been identified as a key factor affecting their motivation in professional settings [7].

Zuckerman *et al*. [11] argued that any interpretation of the gender difference in self-esteem must explain not only why it exists but also why and where it does not exist. It is obvious that women are less likely to benefit from benefits such as promotions and financial gains in business life because they are more vulnerable and have more family responsibilities. Therefore, this study aimed to establish a new model using the employment motivation variable.

The main purpose of this study is to reveal the interactions between variables and subcategories affecting the self-esteem of the participants. For this purpose, a total of 432 participants were surveyed using the Rosenberg Self-Esteem Scale and demographic questions.

The rest of this article is structured as follows: Section 2 provides an overview of the data, survey questions, the Rosenberg Self-Esteem Scale, and the log-linear analysis methodology. Section 3 presents descriptive statistics, chi-square test results, and findings from the log-linear analysis, accompanied by relevant Tables and graphs. The final section, Section 4, discusses the results of the study and provides concluding remarks.

MATERIALS AND METHODS

In this study, cross-tabulations were used to visualise the relationship of categorical data and to understand the links between two or more variables. Loglinear analysis is a statistical method used to test multivariate relationships between three or more categorical variables. In our research, we preferred this method because many categorical variables needed to be analysed simultaneously. Loglinear analysis can reveal not only individual relationships between variables, but also more complex interactions. By controlling for the effects of multiple variables, this analysis allowed for a deeper understanding of the research and helped to avoid bias or response bias. The main aim of the research is to understand individuals' motivation to work, the factors that influence this motivation and the role of demographic characteristics in this process. While crosstabs visualised the basic distribution of each variable and the relationship between two variables in a simple and understandable way, loglinear analysis extended the scope of the research by examining more complex multivariate relationships. These two methods, when used together, provided more comprehensive and meaningful answers to the research questions and increased the statistical validity of the findings.

Data Collection

The population of this study, which was conducted to determine the factors affecting individuals' self-esteem, consists of over the age of 18 living in Turkey. However, since it was not possible to reach the population, the research was conducted using a web-based survey form. As suggested in Delice and Ergene [12], when the sample size was determined as 10 times the number of questions in the questionnaire form, it was sufficient to reach at least 200 people. The survey was sent to individuals who could be reached via e-mail, and 467 responses were collected with this method. 35 responses that were determined to be contradictory or inconsistent were removed from the final data set, and the analyses were conducted on 432 responses.

The limitations of the study are that the sample was determined by the convenience sampling method and the participants were selected from among those the researcher had access to. Despite this, it was possible to reach a sufficient number of participants to meet the objectives of the study.

The fact that there is no problem in implementing the survey ethically was approved by the Kırıkkale University Social Sciences and Humanities Research Ethics Committee (Decision No: 2020/03). The survey questions were prepared in accordance with the purpose and scope of the study.

The survey questions used in the study included variables such as gender (Female, Male), age (18-23, 24-29, 30-35, 36 and over), and advantages to have

professional gains (I know a foreign language, I attended courses, I did an internship, I have experience abroad, I have certificates, Other). Participants were also asked about their perception of the impact of these advantages on finding a job (No, Undecided, Yes) and their work experience (No, Yes). Additionally, the survey included questions on perceived gender discrimination (No, Yes), personality structure (Introvert, Extrovert), and parental education levels, specifying categories for both mothers and fathers (Illiterate, Primary school, High School, University, Graduate). Further, it explored perceptions of parental attitude (Relating to, Irrelevant, Oppressive-Authoritarian, Democratic) and motivations to obtain employment (To use it as a tool to improve oneself, Financial gain, To have a social security system, To have status, Being a useful member of society). Finally, respondents were asked about their region of residence (Village, Town/County, Province/Metropolis). Statistical analyses were performed using SPSS 26 package programme (trial version).

Rosenberg Self-Esteem Scale

The Rosenberg Self-Esteem Scale, developed by [3], consists of 12 subscales and 63 questions. However, this study used only the general self-esteem subscale, which contains 10 items [13]. Each item on the scale is rated on a 4-point Likert scale (1 = strongly disagree to 4 = strongly agree), with five of the items reverse-scored. The total scale scores range from 10 to 40, with scores below 25 indicating low self-esteem and scores above 25 indicating high self-esteem. In this study, Rosenberg Self-Esteem scores were dichotomized as 0 for low self-esteem (below 25 points) and 1 for high self-esteem (above 25 points), and the new variable was labeled “Rosenberg_25”.

High self-esteem, as measured by this scale, indicates that an individual values and respects themselves, whereas low self-esteem reflects self-disappointment, self-rejection, and self-devaluation. The scale was adapted for use in Turkish society by Çuhadaroğlu [14]. In a reliability study of the Turkish version of the scale, the test-retest reliability coefficient ranged from 0.48 to 0.79 [15].

Log-Linear Analysis

The loglinear analysis enables the examination of multiple tables concurrently when conducting a crosstab (contingency table) analysis. In particular, loglinear analysis is well-suited to datasets comprising three or more categorical variables, as it allows for the evaluation of relationships between cells of a crosstab within a single model. A principal objective of loglinear analysis is to ascertain the magnitude and direction of interactions between variables. The analysis reveals which variables and interactions are important by modeling main effects (the effect of a single variable) and interaction effects (the joint effect of multiple variables). The loglinear model determines whether variables are dependent by testing the independence assumption; if there is dependence, the model measures the strength and direction of that dependence. This method of analysis is also used to summarize categorical data and assess how well the data fit the model.

A saturated the log-linear model for a set of categorical variables X, Y, Z is:

$$log(\mu_{ijk}) = \mu + \lambda_i^X + \lambda_j^Y + \lambda_k^Z + \lambda_{ij}^{XY} + \lambda_{jk}^{YZ} + \lambda_{ik}^{XZ} + \lambda_{ijk}^{XYZ}. \; i = 1, \cdots, I, j = 1, \cdots, J, k = 1, \cdots, K$$

where: μ_{ijk}, represents the expected cell frequency of a particular category combination in the case of independence of variables, μ presents the general mean, λ_i^X presents effect due to the ith level of X, λ_j^Y presents effect due to the jth level of Y, λ_k^Z presents effect due to the kth level of Z, λ_{ik}^{XZ} presents interaction of X at the ith level and Z at the kth level, λ_{jk}^{YZ} presents interaction of Y at the jth level and Z at the kth level, λ_{ij}^{XY} presents interaction of X at the ith level and Y at the jth level and λ_{ijk}^{XYZ} presents interaction of X at the ith level, Y at the jth level and Z at the kth level [16-18]. Furthermore, the λ terms sum to zero constraints are assumed

$$\sum_i \lambda_i^X = \sum_j \lambda_j^Y = \sum_k \lambda_k^Z = 0;$$

$$\sum_i \lambda_{ij}^{XY} = \sum_j \lambda_{ij}^{XY} = \cdots = \sum_k \lambda_{jk}^{YZ} = 0;$$

$$\sum_i \lambda_{ijk}^{XYZ} = \sum_j \lambda_{ijk}^{XYZ} = \sum_k \lambda_{ijk}^{XYZ} = 0.$$

Pearson’s chi-square (χ^2) and the likelihood ratio statistic (G^2) are used to test assess a log-linear model fitting to the data by comparing observed frequency to expected frequency. These tests are respectively as

$$\chi^2 = \sum_{i,j,k} \frac{\left(f_{ijk} - \hat{\mu}_{ijk}\right)^2}{\hat{\mu}_{ijk}}$$

and

$$G^2 = 2 \sum_{i,j,k} \left(f_{ijk} log \left(\frac{f_{ijk}}{\hat{\mu}_{ijk}} \right) \right)$$

where f_{ijk} is the observed frequency and $\hat{\mu}_{ijk}$ is the expected frequency. These test values can be compared with the chi-square distribution.

If the p-values for both the likelihood ratio chi-square test (G^2) and the Pearson chi-square test (χ^2) are greater than the chosen significance level, it can be said that there is no significant difference between the observed and expected frequencies. In other words, the log-linear model is an appropriate representation of the data [17, 19].

In log-linear analysis, significant interaction terms indicate that the relationship between some variables depends on the levels of other variables. For example, a significant two-way interaction indicates that the effect of one variable on the outcome varies depending on the levels of another variable. In this study, log-linear analysis was used to examine the interactions among variables such as self-esteem, employment motivation, and perceived gender discrimination. This method allowed for the investigation of both direct and interaction effects among these categorical variables, providing a detailed understanding of the relationships affecting self-esteem outcomes.

STATISTICAL ANALYSES AND RESULTS

The number of respondents per question, both as a count and as a percentage of the total by Rosenberg Self-Esteem levels (low and high) are shown in Table **1**. Accordingly, 55.6% of individuals with low self-esteem are female and 44.4% are male, while 50.5% of those with high self-esteem are female and 49.5% are male. A majority of participants with low self-esteem (69.4%) and a majority of participants with high self-esteem (78.5%) believe that gender does not have a positive effect on finding a job. Furthermore, 33.3% of participants with low self-esteem indicated that their primary motivation for seeking employment was to earn money, while 36.9% of participants with high self-esteem stated that their primary objective was to gain experience in a field that would enhance their personal growth. As indicated in Table **1**, the mean self-esteem score for males is higher than that for females, with a mean of 26.70 (SD = 4.54). The mean self-esteem score of participants who indicated that gender does not have a positive effect on finding employment is 26.55 (SD = 3.34). The mean self-esteem score of the participants who indicated that their primary objective in seeking employment was to enhance their personal development exhibited the highest mean score of 27.08 (SD = 3.12) and this demonstrated the highest mean score among the other options.

Table **1** presents descriptive statistics on participants' self-esteem levels, categorized as low or high based on the Rosenberg Self-Esteem Scale, and reports frequencies and percentages for key sociodemographic variables such as gender, age, parental education, work experience, and perceived gender discrimination. The data indicate that women had a slightly higher percentage of low self-esteem (55.6%) compared to men (44.4%). Younger participants (aged 18-23) exhibited a higher proportion of high self-esteem (59.9%), suggesting a potential age-related influence on self-esteem.

Self-esteem peaks in the 26-35 age group. This age group is considered to be the most productive period in professional and social life. With increasing levels of education, there is a steady increase in the average self-esteem. As higher levels of education provide individuals with knowledge, competence and social prestige, this increase is an expected outcome.

The subcategories of benefits reflect personal and professional gains that may affect an individual's self-esteem. In this context, it is important to examine the impact of benefits on self-esteem. The participants who speak a foreign language represent 48% of the sample and the mean self-esteem of this group was calculated as 4.5 (sd= 0.6). It was observed that knowing a foreign language positively affects self-esteem. Language skills may contribute to individuals feeling competent and self-confident. The low standard deviation shows the consistency in the self-esteem of this group. The individuals who attended the courses constitute 30% of the sample and the mean self-esteem of this group was calculated as 4.2 (sd= 0.8). Participation in courses indicates that individuals utilise opportunities for self-improvement. Individuals with work experience constitute 25% of the sample and the mean self-esteem of this group was calculated as 4.3 (sd= 0.7). Work experience increases self-confidence by providing individuals with practical knowledge of the work environment. This has a positive impact on self-esteem. Individuals with experience abroad represent 15% of the participants and the mean self-esteem of this group was calculated as 4.8 (sd= 0.5).

The self-development objective is the group with the highest mean self-esteem. This shows that the fact that individuals see looking for work as a means of personal achievement and fulfilment positively affects their self-esteem. Individuals who see financial gain as the primary motivation have lower self-esteem compared to other groups. Individuals with social security motivation

Table 1: Frequencies of Sociodemographic Variables According to Rosenberg Self-Esteem Levels (Low and High)

		All İndividual		Rosenberg Self-esteem (Rosenberg_25)				Rosenberg Self-esteem Score	
				Low		High			
		n	%	n	%	n	%	Mean	SD
Gender	Female	226	52.3	85	55.6	141	50.5	26.26	3.16
	Male	206	47.7	68	44.4	138	49.5	26.70	4.54
Age	18-23	241	55.8	74	48.4	167	59.9	26.66	4.00
	24-29	72	16.7	24	15.7	48	17.2	26.49	3.85
	30-35	46	10.6	20	13.1	26	9.3	25.96	4.35
	36 and over	73	16.9	35	22.9	38	13.6	26.18	3.15
Advantages to have	I know a foreign language.	159	36.8	49	32.0	110	39.4	26.66	3.39
	I attended courses.	58	13.4	25	16.3	33	11.8	25.76	5.42
	I did an internship.	52	12.0	17	11.1	35	12.5	26.37	3.66
	I have experience abroad.	5	1.2	3	2.0	2	0.7	20.60	9.84
	I have certificates.	37	8.6	15	9.8	22	7.9	25.92	3.54
	Other	46	10.6	15	9.8	31	11.1	27.33	2.97
The impact of advantages on finding a job	No	58	16.2	14	11.3	44	18.9	26.47	4.45
	Undecided	83	23.2	22	17.7	61	26.2	26.87	3.58
	Yes	216	60.5	88	71.0	128	54.9	26.19	4.01
Work experience	No	131	36.7	47	37.9	84	36.1	26.44	3.83
	Yes	226	63.3	77	62.1	149	63.9	26.37	4.08
Perceived gender discrimination	No	269	75.4	86	69.4	183	78.5	26.55	3.34
	Yes	88	24.6	38	30.6	50	21.5	25.93	5.51
Personality structure	Introvert	143	33.1	53	34.6	90	32.3	26.48	3.32
	Extrovert	289	66.9	100	65.4	189	67.7	26.47	4.13
Mother's educational level	Illiterate	25	7.0	15	12.1	10	4.3	23.68	6.16
	Primary school	195	54.6	58	46.8	137	58.8	26.88	3.90
	High School	91	25.5	28	22.6	63	27.0	26.52	3.35
	University	41	11.5	22	17.7	19	8.2	25.39	3.54
	Graduate	5	1.4	1	0.8	4	1.7	27.00	1.73
Father's educational level	Illiterate	7	2.0	6	4.8	1	0.4	18.57	8.38
	Primary school	124	34.7	40	32.3	84	36.1	26.99	3.70
	High School	110	30.8	39	31.5	71	30.5	26.12	4.29
	University	106	29.7	34	27.4	72	30.9	26.56	3.10
	Graduate	10	2.8	5	4.0	5	2.1	25.80	2.44
Parent's attitude	Relating to	275	63.7	106	69.3	169	60.6	26.29	4.01
	Irrelevant	45	10.4	12	7.8	33	11.8	27.20	4.07
	Oppressive-Authoritarian	55	12.7	17	11.1	38	13.6	26.44	3.61
	Democratic	57	13.2	18	11.8	39	14.0	26.79	3.33
The motivation to obtain employment	To use it as a tool to improve oneself	145	33.6	42	27.5	103	36.9	27.08	3.12
	Financial gain	137	31.7	51	33.3	86	30.8	26.20	4.07
	To have a social security system	43	10.0	20	13.1	23	8.2	25.88	3.50
	To have status	48	11.1	12	7.8	36	12.9	26.98	4.87
	Being a useful member of society	59	13.7	28	18.3	31	11.1	25.61	4.29
Region of residence	Village	22	5.1	12	7.8	10	3.6	25.86	3.45
	Town/County	58	13.4	22	14.4	36	12.9	26.03	4.75
	Province/Metropolis	352	81.5	119	77.8	233	83.5	26.58	3.75

may be focussed on meeting basic needs in their job search. Individuals with status motivation have average levels of self-esteem. This group sees their jobs as a means of increasing their personal prestige and social value.

The self-esteem of the employed is higher than that of the unemployed. It can be said that having a job increases an individual's self-confidence and sense of competence. Area of residence stands out as an important variable that has a direct impact on individuals' self-esteem. It has been observed that

individuals living in more developed areas, such as cities or metropolitan areas, have higher levels of self-esteem, while this level is relatively low in rural areas. These findings provide important clues to understanding the impact of living conditions on individuals' self-esteem.

Self-esteem values in the subcategories of the variables in Table **1** clearly show the effects of demographic characteristics and living conditions of individuals on their self-esteem levels.

Figures **1** and **2** show the distribution of the Rosenberg_25 variable categorised as 'low' and 'high' among all individuals according to the variables of motivation to find a job and perceived gender discrimination in finding a job, respectively. The motivation for entering a job is financial gain, which has the highest frequency, with 24.09% of these individuals in the high self-esteem category and 12.32% in the low elf-esteem category. It can be seen that 51.26% of those who believe that gender has no effect on finding a job have high self-esteem.

Table **2** presents the relationships between Rosenberg self-esteem level and gender, age, advantages, work experience, the effect of gender on motivation to obtain employment, personality structure, parents' education level, parental attitude, desire to get a job and region of residence. The Pearson chi-square test was employed to ascertain whether a significant relationship existed between two categorical variables.

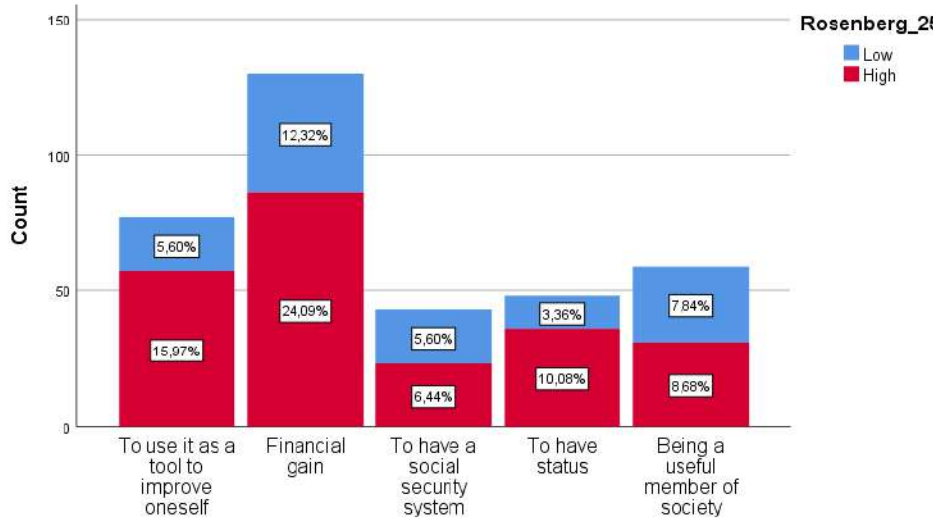

Figure 1: Distribution of Reasons for Wanting to Get a Job by Rosenberg_25 Levels.

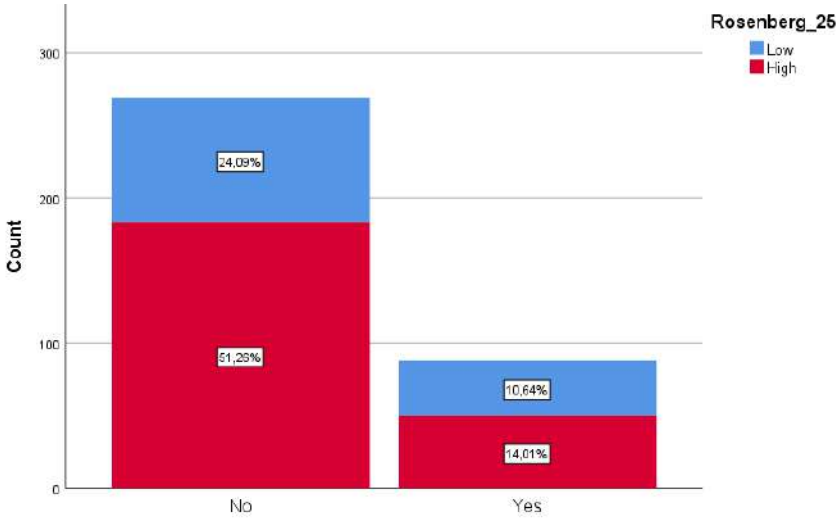

Figure 2: Percevied in Gender Discrimination in Finding a Job by Rosenberg_25 Levels.

Table 2: Associations between Rosenberg Self-Esteem and Categorical Variables by Cross-Tables

Variable	Pearson's Chi-square	df	P-value[a]	Cramer's V
Gender	0.997	1	0.318	0.048
Age	8.732	3	**0.032***	0.143
Advantages to have	5.388	6	0.495	0.112
The impact of advantages on finding a job	8.789	2	**0.012***	0.157
Work experience	0.119	1	0.730	0.018
Perceived gender discrimination for employment	3.677	1	0.055	0.101
Personality structure	0.253	1	0.615	0.024
Mother's educational level	16.769	4	**0.002***	0.217
Father's educational level	9.744	4	**0.045***	0.165
Parent's attitude	3.539	3	0.316	0.091
The motivation to obtain employment	11.165	4	**0.025***	0.161
Region of residence	4.079	2	0.130	0.097

[a]P-values based on chi-square test; *P < 0.05 significant.

Cramer's V was utilized to determine the strength of the relationship between two categorical variables.

Table **2** presents the chi-square test results, demonstrating significant associations between self-esteem and various categorical variables, including age (p = 0.032), advantages in obtaining employment (p = 0.012), mother's education (p = 0.002), father's education (p = 0.045), and the motivation to obtain employment (p = 0.025). These findings indicate that self-esteem is influenced by both demographic factors, such as age and parental education, and employment-related factors, including motivation to obtain employment.

Table **3** reveals no statistically significant relationship between perceived gender discrimination and participantts' motivation to find employment (p = 0.236), suggesting that while some individuals may perceive gender discrimination in the workplace, this perception does not substantially affect their motivation to seek employment. In instances where categorical variables

Table 3: Associations between Perceived Gender Discrimination for Employment and the Motivation to Obtain Employment

Variable	Pearson's Chi-square	df	P-value[a]	Cramer's V
Perceived gender discrimination for employment	5.539	4	0.236	0.125

[a]P-values based on chi-square test; *P < 0.05 significant.

Table 4: Used Variables in Log-Linear Model

Variable	Categories
X-The motivation to obtain employment	1 To use it as a tool to improve oneself, 2 Financial gain, 3 To have a social security system, 4 To have status, 5 Being a useful member of society.
Y- Perceived gender discrimination for employment	1 Yes, 2 No.
Z- Rosenberg self-esteem	0 Low, 1 High.

do not alone account for self-esteem, it is possible to investigate whether their combined effects are noteworthy. Log-linear analysis is a suitable approach for this purpose.

Table **4** identifies three categorical variables in the log-linear model: motivation to obtain employment (X), perceived gender discrimination (Y), and Rosenberg self-esteem (Z). The motivation to obtain employment (X) is divided into multiple subcategories (e.g., self-improvement, earning money, obtaining social security), and the model aims to evaluate the relationships and interactions among these variables.

Table **5** presents the likelihood ratio and Pearson chi-square test statistics for the log-linear model, showing that both the main effects (K=1) and two-way interaction effects (K=2) are statistically significant, with p-values less than 0.05, indicating strong associations between the variables. However, the lack of significant higher-order effects (K=3) suggests that interactions involving three variables simultaneously do not provide additional explanatory power beyond the two-way interactions.

Partial association tests reveal statistically significant interactions between motivation to obtain employment (X) and self-esteem (Z) (p = 0.013), as well as between perceived gender discrimination (Y) and self-esteem (Z) (p = 0.028). These results indicate that both employment motivation and perceptions of gender discrimination are significantly related to self-esteem. Additionally, the main effects of X, Y, and Z are highly significant (p = 0.000), underscoring the importance of these variables in the model in Table **6**.

The appropriate model based on the results in Table **5** and Table **6**:

$$log(\mu_{ijk}) = Constant + Motivation_i + Gender_j + SelfEsteem_k + (Motivation \times SelfEsteem)_{ik} + (Gender \times SelfEsteem)_{jk}.$$

For this model, the G^2 (9.907, p=0.272) and χ^2 (9.259, p=0.321) tests obtained p-values exceeding the significance level of α = 0.01. This indicates that there is no statistically significant discrepancy between the observed and expected frequencies, thereby supporting the fit of the model.

Table **7** provides detailed estimates from the log-linear model, assessing the relationships between self-esteem (Z), perceived gender discrimination (Y), and motivation to obtain employment (X), revealing both main and interaction effects that illuminate the dynamics between these variables. These parameter

Table 5: K-Way and Higher-Order Effects

	K[a]	df[b]	Likelihood Ratio		Pearson	
			Chi-Square[c]	P[d]-value	Chi-Square[e]	P[d]-value
K-way and Higher Order Effects	1	19	218.138	**0.000***	258.070	**0.000***
	2	13	24.963	**0.023***	23.897	**0.032***
	3	4	2.633	0.621	2.553	0.635
K-way Effects	1	6	193.175	**0.000***	234.173	**0.000***
	2	9	22.330	**0.008***	21.343	**0.011***
	3	4	2.633	0.621	2.553	0.635

a: K is level of association; b: df is degree of freedom; c: Chi-Square is Likelihood Ratio test statistics; e: Chi-Square is Pearson test statistics; d: P < 0.05 significant.

Table 6: Partial Associations for Variables

Effect	df	Partial Chi-Square	P-value
X*Z	4	12.705	**0.013***
Y*Z	1	4.853	**0.028***
X*Y	4	7.274	0.122
Z	1	33.817	**0.000***
X	4	63.188	**0.000***
Y	1	96.170	**0.000***

*P<0.05 is significant.

Table 7: Estimation of Parameters

Parameter	Estimate	Std. Error	Z	P-value	95% Confidence Interval	
					Lower Bound	Upper Bound
Constant	1.895	0.219	8.652	0.000	1.466	2.324
[RosenbergSelf-esteem = 0]	0.255	0.319	0.797	0.425	-0.371	0.880
[GenderDiscrimination = 1]	1.297	0.160	8.131	**0.000***	0.985	1.610
[MotivationEmployment = 1]	0.609	0.223	2.729	**0.006***	0.172	1.046
[MotivationEmployment = 2]	1.020	0.209	4.871	**0.000***	0.610	1.431
[MotivationEmployment = 3]	-0.298	0.275	-1.085	0.278	-0.838	0.241
[MotivationEmployment = 4]	0.150	0.245	0.610	0.542	-0.331	0.630
[RosenbergSelf-esteem = 0] * [GenderDiscrimination = 1]	-0.481	0.252	-1.909	0.056	-0.974	0.013
[RosenbergSelf-esteem = 0] * [MotivationEmployment = 1]	-0.946	0.368	-2.569	**0.010***	-1.667	-0.224
[RosenbergSelf-esteem = 0] * [MotivationEmployment = 2]	-0.568	0.320	-1.777	0.076	-1.195	0.059
[RosenbergSelf-esteem = 0] * [MotivationEmployment = 3]	-0.038	0.402	-0.095	0.925	-0.826	0.750
[RosenbergSelf-esteem = 0] * [MotivationEmployment = 4]	-0.997	0.423	-2.356	**0.018***	-1.826	-0.167

*P<0.05 is significant.

estimates help to understand the strength and direction of relationships among these variables and determine the level of risk or association for each.

The one-way relationship terms have examined, and it has observed that the gender discrimination variable with the highest z value is the most significant factor influencing the frequencies in the contingency table.

“Perceived gender discrimination” emerges as a highly significant factor with an estimate of 1.297 (p = 0.000), with individuals who do not perceive gender discrimination being 3.66 times more likely than individuals who do.

Participants motivated by “Using it as a tool for personal development” are 1.84 times more likely than participants motivated by “Being a useful person for society”. Participants motivated by “financial gain” were 2.8 times more likely to report positive self-esteem than participants motivated by “being a good person for society”. On the other hand, motivations such as “having a social security system” and “to have status” do not appear to have a significant effect on their own in the model.

The interaction between low self-esteem and perceived gender discrimination was found to be insignificant. This result suggests that low self-esteem does not affect the probability of experiencing significant effects when combined with perceived gender discrimination. However, this conclusion is not a strong enough conclusion (p=0.056). Additionally, among individuals with low self-esteem, no positive or negative effects were observed in those motivated "being a useful member of society" compared to those motivated by "financial gain" (p=0.076). Further investigation of this situation in different sample groups and with a larger sample size will be considered in future studies.

In participants with low self-esteem, individuals who are motivated to be useful to society are 2.6 times more than those who are motivated to improve themselves.

Furthermore, among participants with low self-esteem, those motivated "Being a useful member of society" are 2.7 times more likely to have low self-esteem than those motivated "to have status". Consequently, participants who seek to be useful to society are more likely to have low self-esteem than those who want to have status.

Our findings confirm the findings of previous studies such as Eden and Aviram (1993) and Schmit, *et al*. [20,21], who identified positive correlations between

self-esteem and job search behaviors. In addition, self-esteem was similarly associated with happiness, life satisfaction, and well-being by Kumar [22]. According to Kim and Park [23], perceived gender discrimination is negatively associated with self-esteem.

CONCLUSION

This study examined the interactions between self-esteem, perceived gender discrimination, and employment motivation. The results show that employment motivation is influenced by different priorities, such as self-improvement, social contribution, and income orientation. Furthermore, perceived gender discrimination was found to correlate with lower self-esteem and reduced employment motivation.

Judge and Bono [6] showed that high self-esteem increases individual performance and social contribution. The positive impact of self-esteem on job satisfaction and motivation highlights the role of self-worth in fostering commitment to career goals. Jackson and Jackson [24] showed that self-esteem reduces the effects of workplace discrimination on employees' organizational commitment and turnover intentions. These findings highlight the importance of individual factors in organizational management. Our result that self-esteem has a positive effect on employment motivation is consistent with the existing literature. This study found an association between perceived gender discrimination and lower self-esteem, which is consistent with Kim and Park's [23] findings, demonstrating the detrimental effects of gender-based discrimination on psychological well-being and self-esteem. The role of personal development as a significant motivator in employment is consistent with the work of Triana *et al*. [25], who emphasize the importance of increased self-esteem as a driver force in achieving career aspirations. The cross-sectional nature of the data restricts the ability to establish causal relationships.

In conclusion, this study highlights the necessity of addressing perceived gender discrimination and fostering self-esteem to enhance employment motivation. Developing gender equality policies in the workplace is critical for supporting both personal and professional growth. Such initiatives have the potential to contribute not only to individual well-being but also to broader social and economic welfare.

It shows that improving the living conditions and socio-economic status of individuals can play an important role in increasing their self-esteem and improving social welfare. Factors such as education level, marital status and housing have a positive effect on self-esteem, while unemployment and living in rural areas have a negative effect on self-esteem.

Organisations should provide comprehensive gender equality programmes and training that focus on raising awareness of discrimination and promoting inclusive practices. These initiatives can reduce the negative impacts of perceived gender discrimination on self-esteem and motivation. Human resources departments should integrate self-esteem building workshops into employee training programmes. Activities such as personal development planning, peer mentoring, and recognition of achievements can help individuals build self-esteem and increase motivation. Organisations should recognise and support a variety of motivations, such as self-development, social contribution, and financial growth. Employers can better align organisational goals with individual aspirations by providing specific opportunities for career advancement and meaningful work. Future studies should explore the intersection of gender discrimination with other factors, such as socio-economic status and barriers, to provide a more nuanced understanding of its impact on employment motivation. Such research can inform targeted policies and interventions.

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CONFLICT OF INTEREST DISCLOSURE

We have no conflicts of interest to disclose.

ETHICS APPROVAL STATEMENT

Kırıkkale University Social Sciences and Humanities Research Ethics Committee (Decision No: 2020/03).

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