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Job Resources-Engagement Relationship among Business Educators in Universities in South-South, Nigeria

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Abstract: *This study examined the relationship between job resources (JR) and Work engagement (WE) among business educators in public universities in South-South, Nigeria. The participants for the study were 142 business educators in 12 public universities in, South-South, Nigeria. The authors of the study applied Pearson's correlation and simple linear regression for the data analyses. The findings showed that JR dimensions (that is, variety of skills utilization, colleagues/heads of department support, job autonomy, performance feedback and career development opportunities) have significant and positive relationships with WE dimensions (that is, cognitive engagement, emotional engagement and physical engagement). The findings suggest that JR dimensions will increase WE dimensions among business educators in public universities in South-South, Nigeria. The findings further offer some practical implications for university administrators and business educators.*

Keywords: *Business educators, job resources dimensions, public universities, south-south Nigeria, work engagement dimensions.*

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Introduction

Business educators are individuals who play a salient role in making business education viable and visible in the community. They are regarded as a change agent of business education. Business educators deliver high-quality instruction in the field of business education. Business educators can identify challenges that face instructional delivery in the field and speculate solutions to the challenges. This implies that business educators are individuals who possess the ability to equip students with the skills and knowledge to engage in vocations and continually acquire new skills to manage such vocations. Business educators' job descriptions in the present day higher educational institutions (university inclusive) are twofold: (1) to execute the job descriptions that are formally documented, and (2) to execute the job descriptions that are not formally documented. The business educators' job descriptions that are formally documented are referred to as task performance (also known as in-role performance), and the business educators' job descriptions that are not formally written down but constitute the job descriptions of business educators are referred to as contextual performance (also known as extra-role performance).

Business educators' job descriptions that are formally documented include teaching, research and administration (Ile & Edokpolor, 2021; 2022; Edopkolor et al., 2022; Edopkolor et al., 2022). Business educators teaching task is usually carried out in different laboratories and model offices where new technologies are used for the achievement of instructional objectives. Business educators teaching tasks vary widely and include the use of PowerPoint, Internet, and Skype, among others and various hands-on activities. Business educators also conduct scientific research through which they grow academically and professionally to contribute meaningfully to economic development worldwide. Some of the research tasks include the use of special software packages to develop schematic models, the use of anti-plagiarism software to check similarities in research manuscripts, the use of some statistical packages (e.g. PROCESS macro, LISTREL, AMOS, GEN STAT, among others) for the analysis of data. Business educators also carry out some administrative tasks through which they achieve the goals of business education. The administrative task is usually by appointment, primary responsibility or election. Some of the administrative tasks may include heading a unit, a faculty, a department, or an institution; involving in admission/registration exercises; functioning as a course adviser; planning, organizing, leading and controlling human and material resources.

Business educators' job descriptions that are not formally documented but constitute their job descriptions include helping colleagues to complete their jobs, sharing ideas with colleagues, donating resources to institutions and colleagues, cooperating with others as well as volunteering to attend corporate meetings and functions of all kinds (Borman & Motowidlo, 1993). This means that the business educators' job descriptions can be seen as multi-dimensional. However, when business educators' job descriptions are executed effectively, they can help to facilitate the process of equipping students with the skills to engage in a vocation and continually acquire new skills. Contrarily, when these job descriptions are executed ineffectively, they can hinder the process of producing future enterprising individuals and lifelong learners.

The job descriptions exemplified above imply that business educators execute complex and multiple job descriptions making them prone to job demand and burnout. Although, these job descriptions are common among lecturers in other academic fields of study. Business educators' instructional activities are carried out in workshops and laboratories of all kinds that involve handling modern, complex and emerging office technologies for instructional purposes. By implication, the nature of business educators' job descriptions reflects how business educators are exposed to job demand and burnout. Hence, there is a need for motivational job characteristics and positive job well-being via adequate job resources (JR) and effective work engagement (WE).

Job resources are seen as the aspect of job characteristics that may include any of the following: (a) be functional in achieving work goals; (b) reduce job demand and the associated physiological and psychological costs; (c) stimulate personal growth, learning and/or development (Demerouti et al., 2001; Oshio et al., 2018). It consists of a set of factors that improve employees' work outcomes, such as WE or job satisfaction (Batchelor et al., 2014; Davidescu, et al., 2020). JR spark up a motivational process on the job in which adequate JR (regardless of the amount of job demand) can lead to effective WE. This means that JR may play either an intrinsic or extrinsic motivational role because they are seen as major instruments for promoting WE. By implication, JR may likely have a positive influence on business educators' WE through intrinsic and extrinsic motivational processes. This means that JR may help to trigger an intrinsic motivational process by satisfying basic human needs such as the need for autonomy, relatedness and competence (Vansteenkiste et al., 2020). Moreover, in engaging in specific job descriptions such as teaching, research and administration, an extrinsic motivational process may be triggered when there are supportive colleagues to whom one can ask for help or can render help when needed. Therefore,

extrinsic and intrinsic motivational processes might foster the willingness to invest energy when engaging in teaching, research and administration.

In a developing country such as Nigeria, business educators in the university system are confronted with many on-the-job challenges ranging from inadequate/limited office technology and management gadgets to carrying out hands-on instructional activities in the workshop and laboratory, overcrowded class size, multiple job activities, conflicting work-home activities, excess workload, political instability, skills gap and outdated curricula. The best way to address these issues and challenges is for stakeholders (employers, governments, NGOs, parents, faith-based organizations, financial institutions and philanthropists) to invest resources in the business education programme to create a resourceful work environment that will make the business educators to be engaged on the job. Thus, business educators need to utilize a variety of skills, receive support and positive encouragement from HODs and colleagues, exert freedom in making job decisions, and receive feedback on the job done. These situations must be experienced by the business educators who engage them on the job. Thus, lecturers' WE can be fostered when they experience the adequacy of JR (Bakker, 2011).

Work engagement is a positive and motivational concept that deals with emotional balance and affection experienced by lecturers on the job. It is characterized by the cognitive, emotional, and physical state of employees' involvement on the job (Rich et al. (2010). WE is when employees are cognitively vigilant, emotionally connected to others and physically involved on the job (Kahn, 1990). Therefore, employees' involvement on the job ranges from poorly engaged to highly engaged. Cognitive engagement is the act of actively and intentionally focusing on the job by willingly calling attention and holding positive beliefs to promote the effectiveness of the job. Emotional engagement is the attachment to the job, by exerting positive feelings such as pride, enthusiasm and excitement towards the job. Physical engagement is the use of physical energy and effort to execute job descriptions. It, therefore, implies that business educators who are engaged on the job would be engrossed with their job descriptions cognitively, emotionally and physically.

Statement of the Problem

Business educators in universities perform complex and multiple job descriptions, which can be grouped under formal job descriptions (for example, teaching, researching and managing resources) and informal job descriptions (for example, helping colleagues to complete their jobs, sharing ideas with their colleagues, investing resources on their institution, cooperating with others and volunteering to attend corporate meetings and functions). This implies that business educators perform complex and multiple job descriptions, which explains the extent to which they experience a high level of job demand and work burnout. In other words, the nature of the business educators' job descriptions reflects how they experience low job resources and work engagement. However, this pressing situation seems to reveal how business educators utilize a low array of skills on the job; receive low support and encouragement from HODs/colleagues; exert a low level of freedom in making job decisions; and receive poor feedback on the job done. This assumed the problem may lead to a low level of academic performance among students in the university. As important as this pressing issue, researchers and practitioners have not taken the lead to examine whether JR dimensions would influence WE dimensions among business educators in Nigeria. This study, therefore, is set out to close this identified gap to find out the relationship between JR and WE dimensions among business educators in public universities in South-South, Nigeria.

Research Questions

1. What is the relationship between JR dimensions and cognitive engagement among business educators in public universities?
2. What is the relationship between JR dimensions and emotional engagement among business educators in public universities?
3. What is the relationship between JR dimensions and physical engagement among business educators in public universities?
4. What is the relationship between JR dimensions and overall WE among business educators in public universities?

Hypotheses

1. Job resource dimensions are significant predictors of cognitive engagement among business educators in public universities.
2. Job resource dimensions are significant predictors of emotional engagement among business educators in public universities.
3. Job resource dimensions are significant predictors of physical engagement among business educators in public universities.
4. Job resource dimensions are significant predictors of overall WE among business educators in public universities.

Conceptual Framework

The authors developed a conceptual model (see Figure 1) that described the relationship between JR dimensions and WE dimensions. The conceptual model served as a mechanism upon which the hypotheses of all the study variables were formulated. The underlying assumption is that when business educators experience each JR dimension (that is, variety of skills utilization, HODs/colleagues, job autonomy, performance feedback, and career development opportunities), they will equally experience an increase in each WE dimension (that is, cognitive engagement, emotional engagement and physical engagement). These propositions have earlier been supported by the JD-R model propounded by Demerouti, et al., (2001).

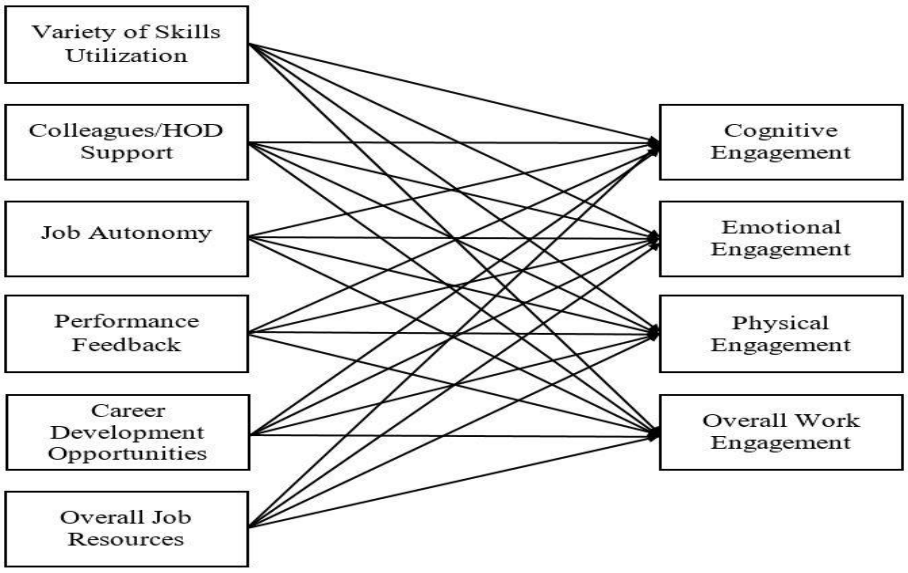

Figure 1: Conceptual Model.

Underpinning Theory

This study is underpinned by the job demands-resources (JD-R) model postulated by Demerouti, et al., (2001). The JD-R model is used in this study to explain the relationship between each of the JR dimensions and each of the WE dimensions. The JD-R model has a salient role in depicting how JR dimensions predict WE dimensions. The JD-R model depicts that every organization has its specific motivational factor that predicts effective functioning. This motivational factor is referred to as JR. Examples of the JR are a variety of skills utilization, HODs/colleagues, job autonomy, performance feedback, and career development opportunities, to list but a few. JR is referred to as those physical, psychological, social, or organizational aspects of the job that are functional in the reduction of JD, achievement of work goals and stimulation of personal growth and development. Job resources that are too high are experienced as positive, and there are substantial differences in the reasons for and consequences of these positive experiences. JR can be experienced as positive because their functional and motivational role is increased energy as the outcome. The JD-R theory is important to this study because it explains the motivational process of how JR foster us among employees. The JD-R theory is related to the present study in that when business educators experience high JR they would equally experience high WE.

Method and Materials

A correlational survey design was employed in the study. This design is suitable because it describes the relationship between independent variables and dependent variables employed. The degree to which the independent variables, that is, JR dimensions and the dependent variables, that is, WE dimensions were expressed as a correlation coefficient (r). The population comprised 142 business educators in public universities in South-South, Nigeria. The decision to use South-South, Nigeria for this study was informed by the fact that the zone has a large number of federal and state universities offering business education programmes. As of the time (2022 precisely) this study was conducted, there were 12 public universities in the zone, out of which five were managed by the federal government and seven were managed by the state government. Out of the 142 business e66ducators who completed the questionnaire, 84 (59%) were male and 58 (41%) were female. Also, 66 (46%) studied office education; 48 (34%) studied accounting education; 16 (11%) studied marketing education; and 12 (8%) studied entrepreneurship education. Also, 14 (10%) were less than 26 years; 36 (25%) were within the age range of 26 to 35 years; 34 (24%) were within the age range of 36 to 45 years; 24 (17%) were within the age range of 46 to 55 years; 22 (15%) were within the age range of 36 to 45 years, and 12 (8%) were within the age range of 66 years and above. It is interesting to note that all the business educators received and completed the instrument, which accounted for a 100% return rate. The data collection procedure was realized through the help of six research assistants.

The data collection instrument was two structured questionnaires, adapted from existing psychological scales. Each scale was rated on a four-point Likert-type scale ranging from (1) never to (4) always. One of the scales measured JR dimensions (that is, variety of skills utilization, HODs/colleagues, job autonomy, performance feedback, career development opportunities) and the other measured WE dimensions (that is, cognitive engagement, emotional engagement and physical engagement). The instruments were administered to business educators since the scales measuring the constructs were self-report measures.

The authors designed a questionnaire, which comprised four items to measure a variety of skills utilization. A sample of an item for a variety of skills utilization read: “My work requires me to possess creativity and innovation skills”. JR questionnaire constructed by Bakker (2014) was

adapted to measure colleagues/HOD support, job autonomy, performance feedback, and career development opportunities. A sample of the questionnaire item for colleagues/HOD support read: "I feel valued by my colleagues and we collaborate effectively". A sample of an item for job autonomy read: "I have control over how I carry out my work". A sample of an item for performance feedback read: "My work offers me opportunities to check on how well I am performing". While a sample of an item for career development opportunities read: "My work offers me the opportunities to learn new skills".

The New Work Engagement Inventory Survey originally developed by Rich, et al., (2010) and tested by Kuok and Taormina (2017) was adapted to measure business educators' WE. The scale comprised three subscales, namely cognitive engagement, emotional engagement and physical engagement. The cognitive engagement scale consists of 6 items and one of the items read: "My mind is often full of ideas about my work". The emotional engagement scale consists of 6 items and one of the items read: "I feel very delighted about what I am doing whenever I am working. Physical engagement scale consists of 4 items and one of the items read: "I have a great deal of stamina for my work".

To establish reliability, the instruments were administered to 20 business educators who were not part of the target population. Cronbach's alpha was used to determine the internal consistency of the questionnaire items. The coefficient values for each scale was shown in Table 1. The instruments were administered to the subjects by the authors, with the help of six research assistants who were briefed on the procedure to follow. The subjects were contacted through letters before the instruments were administered to them using a direct contact mode. The subjects were allowed to complete the instruments and were given the chance to return them in two weeks.

Data analyses were conducted using SPSS v. 23.0 as a statistical package. The statistics employed were Pearson's correlation and simple linear regression. The decision criteria for the use of Pearson's correlation was based on a range of a coefficient value (r) as recommended by Gay et al., (2009) in the following order: Coefficients r-value between ± .8 and ± 1.0 means very high correlation; ± .6 and ± .8 means high correlation; ± .4 and ± .6 means moderate correlation; ± .2 and ± .4 means low correlation; ± .0 and ± .2 means very low correlation; ± 1.0 means perfect correlation; and coefficient r-value of 0 means no correlation. Note that when a coefficient r-value is a negative value, it is a negative correlation; which means also that as one variable increases the other decreases. When a coefficient r-value is a positive value, it is a positive correlation; which means that as one variable increases the other increases as well. For regression analyses, the probability p-value less than or equal to .05 implies significant (accept hypothesis), while the probability p-value greater than .05 implies not significant (reject hypothesis).

Result

Table 1: Cronbach's alpha and Pearson's Correlation among the Study Variables.

S/N	Variables	1	2	3	4	5	6	7	8	9	10
1.	VSU	(.726)									
2.	CHOD	.240**	(.840)								
3.	JA	.339**	.599**	(.644)							
4.	PF	.266**	.642**	.655**	(.753)						
5.	CDO	.303**	.674**	.671**	.749**	(.668)					
6.	OJR	.612**	.840**	.789**	.799**	.830**	(.888)				
7.	CWE	.213*	.311**	.285**	.381**	.305**	.380**	(.875)			
8.	EWE	.335**	.475**	.399**	.443**	.422**	.542**	.663**	(.855)		
9.	PWE	.253**	.571**	.458**	.503**	.478**	.585**	.565**	.848**	(.900)	
10.	OWE	.299**	.486**	.413**	.486**	.437**	.548**	.848**	.931**	.867**	(.947)

Note. *N* = 142, Cronbach's alpha values are in diagonal, VSU = Variety of Skills Utilization, CHOD = Colleague/Heads of Department Support, JA = Job Autonomy, PF = Performance Feedback, CDO = Career Development Opportunities, OJR = Overall Job Resources, CWE = Cognitive Engagement, EWE = Emotional Engagement, PWE = Physical Engagement.

Table 1 shows that the Cronbach's alpha values for the study variables were relatively high for a variety of skills utilization (α = .726), colleagues/HODs support (α = .840), job autonomy (α = .644), performance feedback (α = .753), career development opportunities (α = .668), overall JR (α = .888), cognitive engagement (α = .875), emotional engagement (α = .855), physical engagement (α = .900), and overall WE (α = .947). The results also shows that variety of skills utilization (*r* = .213, *p* > 0.01), colleagues/HODs support (*r* = .311, *p* > 0.01), job autonomy (*r* = .285, p > 0.01), performance feedback (*r* = .381, *p* > 0.01), career development opportunities (*r* = .305, p > 0.01), and overall JR (*r* = .380, *p* > 0.01) were positively correlated with cognitive engagement. The results also shows that variety of skills utilization (*r* = .335, *p* > 0.01), colleagues/HODs support (*r* = .475, *p* > 0.01), job autonomy (*r* = .399, p > 0.01), performance feedback (*r* = .443, *p* > 0.01), career development opportunities (*r* = .422, p > 0.01), and overall JR (*r* = .542, *p* > 0.01) were positively correlated with emotional engagement. The results also shows that variety of skills utilization (*r* = .253, *p* > 0.01), colleagues/HODs support (*r* = .571, *p* > 0.01), job autonomy (*r* = .458, p > 0.01), performance feedback (*r* = .503, *p* > 0.01), career development opportunities (*r* = .478, p > 0.01), and overall JR (*r* = .585, *p* > 0.01) were positively correlated with physical engagement. Further results show that variety of skills utilization (*r* = .299, *p* > 0.01), colleagues/HODs support (*r* = .486, *p* > 0.01), job autonomy (*r* = .413, p > 0.01), performance feedback (*r* = .486, *p* > 0.01), career development opportunities (*r* = .437, p > 0.01), and overall JR (*r* = .548, *p* > 0.01) were positively correlated with overall WE among business educators in public universities in Nigeria.

Data Analyses for the Dimensions of the JR-WE Relationship

Table 2: Coefficients of Linear Regression for JR Dimensions Predicting Cognitive Engagement among Business Educators in Public Universities.

		Unstandardized Coefficients		Standardized Coefficients					
Variables	*F*	*B*	*SE*	*β*	*T*	*P*	R^2	*Adj* R^2	Decision
VSU	6.664	.406	.157	.213	2.581	.011	.045	.039	Accepted
CHOD	15.021	.518	.134	.311	3.876	.000	.090	.090	Accepted
JA	12.361	1.047	.298	.285	3.516	.001	.081	.075	Accepted
PF	23.763	1.353	.277	.381	4.875	.000	.145	.139	Accepted
CDO	14.357	1.016	.268	.305	3.789	.000	.093	.087	Accepted
OJR	23.586	.251	.052	.380	4.857	.000	.144	.138	Accepted

Note. VSU = Variety of Skills Utilization, CHOD = Colleague/Heads of Department Support, JA = Job Autonomy, PF = Performance Feedback, CDO = Career Development Opportunities, OJR = Overall Job Resources.

Results of the data presented in Table 2 show the estimates of coefficients of the relationship between JR dimensions and cognitive engagement. The Table shows the significant coefficients for a variety of skills utilization (*F* = 10.335, *β* = .263, *t* = 3.251, *p* > .01), colleagues/HODs support (*F* = 10.335, *β* = .263, *t* = 3.251, *p* > .01), job autonomy (*F* = 10.335, *β* = .263, *t* = 3.251, *p* > .01), performance feedback (*F* = 10.335, *β* = .263, *t* = 3.251, *p* > .01), career development opportunities (*F* = 10.335, *β* = .263, *t* = 3.251, *p* > .01), and overall JR (*F* = 10.335, *β* = .263, *t* = 3.251, *p* > .01), which is also a confirmation of the results obtained in Table 2. The

adjusted *r*-square (.039, .090, .075, .139, .087, and .138) reveals that 3.9%, 9%, 7.5%, 13.9%, 8.7% and 13.8% of variances in cognitive engagement were brought about by the JR dimensions. All in all, the JR dimensions were found to be significant positive predictors of cognitive engagement among business educators in public universities.

Table 3: Coefficients of Linear Regression for JR Dimensions Predicting Emotional Engagement among Business Educators in Public Universities.

		Unstandardized Coefficients		Standardized Coefficients					
Variables	*F*	*B*	*SE*	*β*	*T*	*P*	R^2	*Adj* R^2	Decision
VSU	17.690	.578	.137	.335	4.206	.000	.112	.106	Accepted
CHOD	40.859	.716	.112	.475	6.392	.000	.226	.220	Accepted
JA	26.531	1.327	.258	.399	5.151	.000	.159	.153	Accepted
PF	34.107	1.422	.243	.443	5.840	.000	.196	.190	Accepted
CDO	30.248	1.270	.231	.422	5.500	.000	.178	.172	Accepted
OJR	58.243	.324	.042	.542	7.632	.000	.294	.289	Accepted

Note. VSU = Variety of Skills Utilization, CHOD = Colleague/Heads of Department Support, JA = Job Autonomy, PF = Performance Feedback, CDO = Career Development Opportunities, OJR = Overall Job Resources.

Results of the data presented in Table 3 show the estimates of coefficients of the relationship between JR dimensions and emotional engagement. The Table shows the significant coefficients for a variety of skills utilization (F = 17.690, β = .335, t = 4.206, p > .01), colleagues/HODs support (F = 40.859, β = .475, t = 6.392, p > .01), job autonomy (F = 26.531, β = .399, t = 5.151, p > .01), performance feedback (F = 34.107, β = .443, t = 5.840, p > .01), career development opportunities (F = 30.248, β = .422, t = 5.500, p > .01), and overall JR (F = 58.243, β = .542, t = 7.632, p > .01), which is also a confirmation of the results obtained in Table 3. The adjusted *r*-square (.106, .220, .153, .190, .172, and .289) reveals that 10.6%, 22%, 15.3%, 19%, 17.2% and 28.9% of variances in emotional engagement were brought about by the JR dimensions. All in all, the JR dimensions were found to be significant positive predictors of emotional engagement among business educators in public universities.

Table 4: Coefficients of Linear Regression for the JR Dimensions Predicting Physical Engagement among Business Educators in Public Universities.

		Unstandardized Coefficients		Standardized Coefficients					
Variables	*F*	*B*	*SE*	*β*	*T*	*P*	R^2	*Adj* R^2	Decision
VSU	9.574	.294	.095	.253	3.094	.002	.064	.057	Accepted
CHOD	67.604	.579	.070	.571	8.222	.000	.326	.321	Accepted
JA	37.202	1.026	.168	.458	6.099	.000	.210	.204	Accepted
PF	47.489	1.089	.158	.503	6.891	.000	.253	.248	Accepted
CDO	41.418	.970	.151	.478	6.436	.000	.228	.223	Accepted
OJR	72.656	.235	.028	.585	8.524	.000	.342	.337	Accepted

Note. VSU = Variety of Skills Utilization, CHOD = Colleague/Heads of Department Support, JA = Job Autonomy, PF = Performance Feedback, CDO = Career Development Opportunities, OJR = Overall Job Resources.

Results of the data presented in Table 4 show the estimates of coefficients of the relationship between JR dimensions and physical engagement. The Table shows the significant coefficients for a variety of skills utilization (F = 9.547, β = .253, t = 3.094, p > .01), colleagues/HODs support (F = 67.604, β = .571, t = 8.222, p > .01), job autonomy (F = 37.202, β = .458, t = 6.099, p > .01), performance feedback (F = 47.489, β = .503, t = 6.891, p > .01), career

development opportunities (F = 41.418, β = .478, t = 6.436, p > .01), and overall JR (F = 72.656, β = .585, t = 8.524, p > .01), which is also a confirmation of the results obtained in Table 3. The adjusted r-square (.057, .321, .204, .248, .223, and .337) reveals that 5.7%, 32.1%, 20.4%, 24.8%, 22.3% and 33.7% of variances in physical engagement were brought about by the JR dimensions. All in all, the JR dimensions were found to be significant positive predictors of physical engagement among business educators in public universities.

Table 5: Coefficients of Linear Regression for the JR Dimensions Predicting Overall WE among Business Educators in Public Universities.

	Unstandardized Coefficients		Standardized Coefficients					
Variables	*F*	*B*	*SE*	*β*	*t*	*P*	R^2	*Adj* R^2	Decision
VSU	13.782	1.278	.344	.299	3.712	.000	.090	.083	Accepted
CHOD	43.375	1.813	.275	.486	6.586	.000	.237	.231	Accepted
JA	28.818	3.401	.634	.413	5.368	.000	.171	.165	Accepted
PF	43.272	3.863	.587	.486	6.578	.000	.236	.231	Accepted
CDO	23.960	3.255	.567	.437	5.741	.000	.191	.185	Accepted
OJR	59.976	.810	.105	.548	7.744	.000	.300	.295	Accepted

Note. VSU = Variety of Skills Utilization, CHOD = Colleague/Heads of Department Support, JA = Job Autonomy, PF = Performance Feedback, CDO = Career Development Opportunities, OJR = Overall Job Resources.

Results of the data presented in Table 5 show the estimates of coefficients of the relationship between JR dimensions and overall WE. The Table shows the significant coefficients for a variety of skills utilization (F = 13.782, β = .299, t = 3.712, p > .01), colleagues/HODs support (F = 43.375, β = .486, t = 6.586, p > .01), job autonomy (F = 28.818, β = .413, t = 5.368, p > .01), performance feedback (F = 43.272, β = .486, t = 6.578, p > .01), career development opportunities (F = 23.960, β = .437, t = 5.741, p > .01), and overall JR (F = 59.976, β = .548, t = 7.744, p > .01), which is also a confirmation of the results obtained in Table 3. The adjusted r-square (.083, .231, .165, .231, .185, and .295) reveals that 8.3%, 23.1%, 16.5%, 23.1%, 18.5% and 29.5% of variances in overall WE were brought about by the JR dimensions. All in all, the JR dimensions were found to be significant positive predictors of overall WE among business educators in public universities.

Discussion of Findings

The specific aim of the study is to examine the job resources-engagement relationship among business educators in public universities in south-south, Nigeria. With respect to the analysis of hypothesis 1, it was established and predicted that JR dimensions (that is, variety of skills utilization, colleagues/HODs support, job autonomy, performance feedback, and career development opportunities) significantly influence the cognitive engagement of business educators on their job. This finding suggests that business educators' cognitive engagement is a function of their experiences of JR dimensions. Similarly, this finding agreed with hypotheses 2, 3 and 4, which revealed that JR dimensions (that is, variety of skills utilization, colleagues/HODs support, job autonomy, performance feedback, and career development opportunities) explain the influence of emotional and physical engagement on overall WE among business educators in public universities. This result strengthens the importance of JR dimensions in organizational psychology and research in general and the vocational education sector in particular. Although at this present time, job resources are momentarily inadequate in higher education institutions (e.g. universities) for business educators. As such, the findings of this study suggest that business educators, and perhaps other lecturers, should be allowed to experience a high level of JR to experience a high level of WE as well. The findings of the hypotheses formulated in the study

supported the studies of Demerouti, *et al.,* (2001) and Schaufeli and Bakker (2004) who found that JR dimensions have a significant positive prediction on WE among employees. The findings of the hypotheses proposed for the study also agree with the view of Scanlan and Still (2019) who argued that JR dimensions represent major aspects of the job that provide support to employees and help strengthen the subjective work well-being of employees such as WE.

The Implication of the Findings

This study focused on the relationship between JR and WE dimensions among business educators in public universities, which is a relatively limited area of research investigation, especially in Nigeria. The findings from the study supported the JD-R theory by providing a mechanism of how each of the JR dimensions predicts each of the WE dimensions. For instance, one of the propositions of JD-R theory includes a process of effective functioning and suggests that jobs that are highly resourceful influence cognitive, emotional and physical engagement among employees. This implies that JR dimensions are part of the motivational processes that influence WE dimensions among business educators in public universities; therefore, future studies should deeply focus on exploring the interplay among different dimensions of job characteristics and subjective work well-being. The findings of the study also provided some practical implications for university administrators and business educators as they can increase the interplay between JR and WE dimension through the implementation of a resourceful work environment. Therefore, a resourceful work environment should be carefully implemented so that business educators can continually experience a high level of WE. Devising the means of implementing a resourceful work environment should be one of the major missions of business education in the public university system.

Conclusion

The study examined the relationship between different dimensions of JR and WE among business educators in public universities in South-South, Nigeria. The study, therefore, concluded that each of the JR dimensions had a significant influence on each of the WE dimensions among business educators in public universities in South-South, Nigeria. The results of the study further provided strong evidence of the relationship between each of the JR dimensions and each of the WE dimensions. Therefore, the current experience of JR dimensions among business educators determines the state of WE dimensions; but caution must be exercised by university administrators in allocating job tasks to business educators in particular.

Recommendations

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

1. University administrators should endeavour to create a resourceful work environment that would provide an opportunity for business educators to experience a high level of WE.
2. Government should endeavour to invest in the career development of business educators which would provide an opportunity to acquire a variety of skills to be engaged on the job.
3. Business educators should endeavour to continually make effort to improve themselves by attending academic conferences, workshops and seminars to make them engage on the job.
4. Business educators and heads of departments should endeavour to provide support for their colleagues to motivate them to be engaged on the job.
5. Heads of the department should endeavour to provide information on the job done by business educators so as this would make them buckle up on different areas of their deficiencies.

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