



REVISITING THE RELATIONSHIPS BETWEEN WORKING ENVIRONMENT AND VOCATIONAL BUSINESS EDUCATORS' BEHAVIOURAL OUTCOMES: EVIDENCE FROM PUBLIC UNIVERSITIES IN SOUTH-SOUTH GEOPOLITICAL OF NIGERIA

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Abstract

Following the job demands–resources (JD-R) model, the research examined the relationships between working environment dimensions (that is, job demands working environment and job resources working environment) and vocational business educators' behavioural outcomes (that is, job performance and prosocial organizational behaviours). A non-experimental design was employed to achieve the specific aims of the research. The samples consisted of 145 vocational business educators from 12 public universities in the South-South geopolitical zone of Nigeria. Data were collected through a pen and paper adapted psychological measurement scale, which is made up of three instruments, namely: Job demands-resources scale, job performance scale, and prosocial scale. The validity and reliability of these instruments were well established. Correlation and regression analyses were performed. High demands working environment were found to be associated with low task performance, contextual performance and prosocial organizational behaviours. Low resources working environment were associated with low task performance, contextual performance and prosocial organizational behaviours. High demands working environment had a significant negative effect on vocational business educators task performance ($\beta = -.158, t = -1.919$), contextual performance ($\beta = -.253, t = -3.124$) and prosocial organizational behaviours ($\beta = -.206, t = -2.514$). Low resources working environment had a significant positive effect on vocational business educators task performance ($\beta = .159, t = 1.924$), contextual performance ($\beta = .251, t = 3.102$) and prosocial organizational behaviours ($\beta = .344, t = 4.388$). This is one of the few research that use the JD-R model to assess the relationships between working environment and behavioural outcomes.

Keywords: Contextual Performance, Job Demands Working Environment, Job Resources Working Environment, Prosocial Organizational Behaviour, Task Performance



Introduction

Working environment has long been considered as having neither positive nor negative influence on organizational productivity and employee behavioural outcomes. The nature of working environment seems to be positive when it reflects high resources and motivational potentials, and seems to be negative when it reflects high demands and dysfunctional potentials. For instance, a more recent research suggests that the vocational business educators who are exposed to high job resources working environment are more likely to perform on the job effectively (Ile & Edokpolor, 2021). In contrast, the vocational business educators who perform multiple and complex job responsibilities or who are exposed to high job demands working environment suffer decrements in job performance (Edokpolor & Oviawe, 2022b) and are less likely to exert prosocial organizational behaviours (Edokpolor & Oviawe, 2022a). As a result, it is imperative to revisit vocational business educators work situations for the purpose of establishing conceptual relationships between working environment and vocational business educators behavioural outcomes.

For the purpose of this research, the two major dimensions of working environment include job demands working environment and job resources working environment. To date, most empirical research has established that high demands working environment would negatively influence employee behavioural outcomes, which include job performance and prosocial organizational behaviours, and high resources working environment would positively influence employee behavioural outcomes, which include job performance and prosocial organizational behaviours (Shammout, 2021; Kidanie, 2022; Lopez-Cabarcos, Vazquez-Rodríguez & Quiñoá-Piñero, 2022). However, understanding the distinctive impacts of the two major dimensions of working environment are germane to this present research because each dimension (for example, job demands working environment or job resources working environment) has its own unique consequences and potential causal relationships.

Job demands working environment exist when working environment is defective (that is, unresourceful, uncondusive, stressful and demotivated) and is closely associated with burnout symptoms (Schaufeli & Bakker, 2004; Edokpolor, Imeokparia & Ediagbonya, 2022) and might lead to intention to quit a job (Bakker, Demerouti, Taris, Schaufeli & Schreurs, 2003; Schaufeli & Bakker, 2004; Schaufeli, Bakker & Van Rhenen, 2009; Engur, Kiremitci & Boz, 2019). The job situations such as turnover intention, burnout, stress and depression that can be considered as emotional disorders exist as the results of interactions such as time pressure, excess workload, unfavourable working environments, work-home conflict, inadequate colleagues support and emotional conflicts among individuals (Bakker & Demerouti, 2007; Halbesleben & Buckley, 2004). From the foregoing, dimensions forming job demands working environment can be classified as physical, psychological, emotional, cognitive, organizational and social (Bakker, Demerouti & Verbeke, 2004; Demerouti, Bakker, Nachreiner & Schaufeli, 2001; Schaufeli & Bakker, 2004).

Job resources working environment, on the other hand, exist when working environment is functional (that is, resourceful, conducive and motivated) and is closely related to work engagement components (Schaufeli & Bakker, 2004; Edokpolor & Imeokparia, 2022) and might lead to intention to stay on a job. This means that when vocational business educators experience the two major dimensions of working environment, it is conceivable that each dimension of working environment may play a differential role in influencing their behavioural outcomes, which include job performance and prosocial organizational behaviours. For example, job demands or stressful working environment would make a vocational business educator less likely to execute teaching, research, administrative tasks or be prosocial or willing to help and cooperate with colleagues. Moreover, some research has examined relationships between the two major working environment components and employee behavioural outcomes and has revealed mixed results, with empirical research findings neither positive nor negative or little or no relationships (Rosen Chang, Djurdjevic & Eatough, 2010; Lu, Du, Xu & Zhang, 2017).

The consequences of job demands working environment are not all the time negative, but when vocational business educators are prone to a challenging job demands may, in turn, lead to better job performance or effective work function. When vocational business educators are prone to a hindrance working environment may, in turn, lead to impaired job performance or loss of work function. For example, Bakker, Demerouti and Sanz-Vergel (2014) opined that high levels of demanding work environment would lead to high levels of work burnout which, in turn, lead to impaired job performance. The constructs that have



been used to measure and operationalize job demands working environment in accordance with specific aspects of jobs in a working environment include time pressure and urgency, organizational politics (Crawford et al., 2010), role ambiguity and conflict (Fernet, Guay, Senecal, & Austin, 2012), requirement on the level of attention and precision, and emotional situations in the job (Tims, Bakker, & Derks, 2013). Similarly, Zafar-Uz-Zaman, Lou, Muhammad and Arslan (2014) suggested that high job resources working environment would lead to better job performance and could be influenced by five dimensions of job characteristics (namely, skills variety, task identity, task significance, job autonomy and performance feedback). This implied that the relationships between working environment and job performance have been found to be inconsistent in previous research and can be explained by the lack of potential intervening (that is, moderating or mediating) variables that could cause or strengthen the relationships (Hart & Cooper, 2001; Lang, Thomas, Bliese & Adler, 2007).

Previous studies that have focused on working environment failed to simultaneously examine the two major dimensions of working environment. These dimensions differ in terms of their influence on employees behavioural outcomes. These distinctions has resulted in ignoring some influential dimensions and focus on only some factors that may not be enough to provide a comprehensive evidence of what factors influence better or impaired employee behavioural outcomes. In turn, this paves the way on the need for a research on the working environment dimensions that influence employee behavioural outcomes negatively and positively. Such a research can provide opportunity for future researchers to conduct more accurate research and to provide in-depth results. To this end, the authors of this present research aimed at revisiting the work environment dimensions that influence employee behavioural outcomes. Based on the job demands–resources (J-DR) model, the specific aims of this research are twofold. First, to explore the influence of job demands working environment on vocational business educators task performance, contextual performance, and prosocial organizational behaviours. Second, to examine the influence of job resources working environment on vocational business educators task performance, contextual performance, and prosocial organizational behaviours. Based on these specific aims, the following research questions need to be answered and analyzed in this study. First, to what degree does job demands working environment associates with vocational business educators task performance, contextual performance, and prosocial organizational behaviours? Second, to what degree do job resources working environment associates with vocational business educators task performance, contextual performance, and prosocial organizational behaviours?

Conceptual Framework

The authors undergird this research with the development of a conceptual model (see, Figure I) to understand the two work environment dimensions and their relations to vocational business educators job performance and prosocial organizational behaviours. In order to systematically examine the vocational business educators working environment dimensions in relations to their behavioural outcomes, the JD-R model (Demerouti *et al.*, 2001; Schaufeli *et al.*, 2009) was employed. The JD-R model is a heuristic model that accommodates various environmental factors that can potentially inform the understandings of work situations. The underlying assumption is that high demands working environment or low resources working environment is negatively predictive of vocational business educators 'behavioural outcomes, based on the JD-R model (Bakker, Demerouti & Verbeke, 2004; Bakker & Demerouti, 2007). The JD-R model explain the links between the two working environment dimensions and vocational business educators behavioural outcomes, which was examined in this research, namely: (a) Task performance (b)contextual performance and (c) prosocial organizational behaviours.

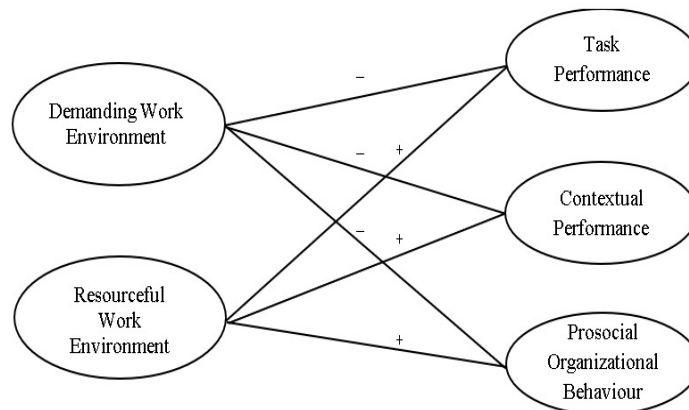


Figure 1. Conceptual Model of Hypothesized Associations between Working Environment and Behavioural Outcomes

Working Environment

Working environment is characterized by job demands and job resources which, in turn, influences employee behavioural outcomes neither negatively nor positively (Demerouti *et al.*, 2001; Schaufeli *et al.*, 2009; Schaufeli & Bakker, 2004; de Lange, de Witte & Notelaers, 2008). Job demands in the working environment refer to those physical, emotional, cognitive, and organizational aspects of the job that require sustained effort and are, therefore, associated with certain physiological and/or psychological costs (Bakker, Demerouti, & Schaufeli, 2003; Bakker, Demerouti, & Verbeke, 2004). Previous research indicates that job demands in the working environment as the aspects of the job that require sustained effort or skills are associated with costs (Bakker & Demerouti, 2007). Examples of job demands in the working environment include high work pressure, excess workload, time pressure, unfavorable work schedule, work-home conflict, unfavorable physical environment, and emotionally demanding interactions with clients (Bakker & Demerouti, 2007). However, these factors could eventually lead to impaired behavioural outcomes, employees' burnout, and/or deteriorated health.

Job resources in the working environment, on the other hand, refer to the physical, organizational, and social aspects of the job that are “functional in achieving work goals; reduce job demands and the associated physiological and psychological costs; stimulate personal growth, learning, and development” to promote greater behavioural outcomes (Bakker & Demerouti, 2007, p. 312). Job resources in the working environment are multi-level in nature, as it can be organizational (for example, salary, career opportunities), interpersonal (for example, support from colleagues and university administrator), relevant to nature of work (for example, communication within the organization, role clarity, and role in the decision-making process), and task supports (for example, skill training, variety of skill utilization, performance feedback) (Bakker, Hakanen, Demerouti & Xanthopoulou, 2007). Job resources in the working environment are not only necessary to deal with job demands, but they also represent the means to increase employee behavioural outcomes (Bakker & Demerouti, 2007). In other words, job resources in the working environment reduce the negative influences generated by job demands or stressors in the working environment, and increase motivational potential for employees who are prone to high job demands in the working environment (Hobfoll, 2002).

Job Performance

Job performance is one of the major behavioural outcomes associated with employee working environment. For the purpose of this research, the authors define job performance as “actions and behaviours that are under the control of the individual that contributes to the goals of the organization” (Rotundo & Sackett, 2002, p. 66). This implies that the efforts and the job executed in an organization are combinations



that represent or makeup job performance (Gridwichai, Kulwanich, Piromkam and Kwanmuangvanich, 2020). Borman and Motowidlo (1993) identified two broad dimensions of job performance, namely: (a) task performance (also known as in-role performance) and (b) contextual performance (also known as extra-role performance). Task performance includes behaviours that directly contribute to the technical core processes and maintenance activities in an organization, such as imparting knowledge, research investigation and managing resources. Contextual performance involves behaviours that contribute to the culture and climate of the organization which influences others to carry out organizationally valuable work. Examples would include defusing hostility and conflict and encouraging interpersonal trust. Although the working environment literature suggests it may be associated with impaired job performance, this relationship has received inconsistent empirical support. Nevertheless, the assumption suggests job demands working environment-performance negative relationship and job resources working environment-performance positive relationship, the authors expect that the job demands working environment will be negatively associated with both components of job performance, while the job resources working environment will be positively associated with both components of job performance.

Prosocial Organizational Behaviours

Prosocial organizational behaviours refer to positive acts, such as helping, sharing, donating, cooperating, and volunteering. Prosocial organizational behaviours could overlap with a number of constructs, which include organizational citizenship behaviours (OCB) and contextual performance. However, prosocial organizational behaviours differ from OCB in that it can be either role-prescribed or extra-role; as such, OCB by definition can only be extra-role (Wilkerson, Evans & Davis, 2008). The authors of this research define prosocial organizational behaviours as “positive social acts carried out to produce and maintain the well-being and integrity of others” (Brief & Motowidlo, 1986, p. 710). Furthermore, prosocial organizational behaviours can be positive toward a coworker, but negative toward an organization. An example of this might be helping a coworker solve a personal issue at the expense of the timely task completion for an important client (Borman & Motowidlo, 1997). Thus, by engaging in the prosocial organizational behavioural acts, the individual rather than the organization benefits (Bang & Reio Jr, 2017).

Prosocial organizational behaviours is conceptually similar to contextual performance, also differs meaningfully from the construct. Borman and Motowidlo (1997) outlined a five-part taxonomy that allows for a more fine-grained understanding of contextual performance that includes: (a) persisting enthusiastically and with extra effort to successfully complete one’s own tasks (for example, perseverance, conscientiousness), (b) volunteering to take on tasks not necessarily related to one’s job (for example, taking initiative), (c) helping and cooperating (for example, helping coworkers, altruism), (d) following organizational rules and procedures (for example, complying with organizational values and policies, and (e) supporting and embracing organizational objectives (for example, organizational loyalty). The taxonomy demonstrates that engaging in prosocial organizational behaviours are part of contextual performance (most closely aligned with a-c above), yet because it is primarily motivated by egoistic and self-serving concerns (Dovidio, Piliavin, Gaertner, Schroeder, & Clark, 1991), unlike contextual performance, it does not necessarily have to contribute to the overall success of the organization (Borman & Motowidlo, 1997). Previous research suggests that high demanding work environment and low resourceful working environment, have a negative influence on prosocial behaviour (DeWall, Baumeister, Gailliot & Maner, 2008; Xu, Bègue & Bushman, 2012). For example, high demands working environment and low resources working environment would make an employee less likely to be prosocial or willing to help and cooperate with coworkers.

Work Environment Dimensions and Behavioural Outcomes

The JD-R model proposes that working environment exist in two major forms, namely: job demands working environment and job resources working environment, each leading to a different behavioural outcomes. In the first psychological process, demanding aspects of work environment (for example, excess workload, time pressure or work-home conflict) lead to constant overtaxing and in the long run to exhaustion (for example, Leiter, 1993; Wright & Cropanzano, 1998). In the second process, a lack of job resources in the working environment complicates the meeting of job demands and impedes actual goal accomplishment,



which leads to failure and frustration (Bakker, Demerouti, DeBoer & Schaufeli, 2003). Regardless of the type of occupation, burnout develops when job demands are high and job resources are limited because such negative working conditions lead to energy depletion and undermine employees' motivation and performance (Demerouti *et al.*, 2001). Research has provided empirical evidence that job demands were likely the most important antecedents of low task performance (Bakker *et al.*, 2004; Hockey, 1993). Conversely, job resources (for example, job autonomy, and performance feedback) tend to be the most powerful predictors of contextual performance (Bakker *et al.*, 2004).

The above predictions indicate that both the job demands-task performance sequence and the job demands-contextual performance sequence may coexist. The combined model involves not only the direct influence of job demands on job performance, but also the direct influence of job resources on job performance. Given these possible sequences, the present research suggests that impaired job performance is associated with low job resources and/or is developed through high job demands, and thus will have a negative association with task and contextual performance.

As for prosocial organizational behaviours, this study posits that high demands or low resources working environment may wear down vocational business educators, leading them to experience high work disengagement, which progressively worsens their desire to initiate prosocial organizational behaviours. Van Emmerick, Jawahar, and Stone (2005) noted that employees sense of emotional and mental resource depletion averted them from putting extra effort or spending personal time on the job that exceed core job descriptions. If an individual's resources are depleted, it becomes difficult for the individual to reflect on their behaviour, reassess the decision process, reach factual or counterfactual conclusions, and store appraisal and evaluation information in memory (Xu *et al.*, 2012). Studies have demonstrated that resource depletion decreases the likelihood of prosocial organizational behaviours (DeWall *et al.*, 2008; Xu *et al.*, 2012). Relating to the two working environment dimensions, namely job demands working environment and job resources working environment react to a work situation with chronic, excessive, overwhelming demands which foster feelings of depleted resources (Bakker *et al.*, 2004; Leiter, 1993). Accordingly, this present research proposes that the two working environment dimensions (that is, job demands working environment and job resources working environment) are negatively associated with prosocial organizational behaviours.

Based on the review of related literature, the authors hypothesize that:

Hypothesis 1: Demanding work environment is negatively associated with task performance, contextual performance, and prosocial organizational behaviours.

Hypothesis 2: Resourceful work environment is positively associated with task performance, contextual performance, and prosocial organizational behaviours.

Method

Research Design

A non-experimental quantitative design was employed to assess the strength of interplay between working environment dimensions (that is, job demands working environment and job resources working environment) and behavioural outcomes (that is, task performance, contextual performance and prosocial organizational behaviours). Non-experimental designs are appropriate and relevant in a research such as this because they help to empirically test the strength of associations between the research variables (Johnson, 2001). Non-experimental designs also provide information about the nature and intensity of a given number of variables in a certain population (Heppner, Wampold & Kivlighan, 2008). This present research, in turn, could serve as the lynchpin upon which future quasi-experimental and experimental researches are to be built.

Sample and Sampling Procedure

The vocational business educators' were chosen as participants for the research because they are expected to execute different job activities, covering task performance, contextual performance and prosocial organizational behaviours. The convenience sampling technique was employed to select 145 vocational business educators from 12 public universities in South-South geopolitical zone of Nigeria. A convenience



sampling technique was used because the participants were available to the authors as at the time the research was conducted (Creswell & Guetterman, 2019).

Measurement Scale

The scale used for measuring independent variables in the research, namely job demands working environment and job resources working environment was originally developed by Zhang and Chen (2017). The scale was originally developed with the aim of finding out the main reasons behind psychological variables, such as motivation, burnout and job activities in the lives of professionally-trained teachers. The scale, which consisted of two main dimensions, namely job demands working environment and job resources working environment, has a structure made up of 21 items. The job demands working environment dimension explains the effort or energy spent by teachers to fulfill their job activities. On the other hand, the job resources working environment dimension is defined as a tool for supporting teachers in fulfilling their job activities and achieving their work goals in the working environment. The items are measured on a four-point response format, ranging from 1 = never to 4 = always.

The job performance scale developed by Motowidlo and Van Scotter (1994) was used to measure the vocational business educators' task performance (that is, 5 items) and vocational business educators' contextual performance (that is, 6 items). The responses to the job performance items were examined on a four-point response format, ranging from 1 = never to 4 = always.

The vocational business educators' prosocial organizational behaviours was measured using a 10-item scale developed by Caprara and Pastorelli (1993). The prosocial organizational behaviours scale assessed the vocational business educators' degree of helpfulness, sharing, kindness, and cooperation on a 4-point response format, ranging from 1 = never to 4 = always.

Measurement Scale Validity

The measurement scale was subjected to face and content validity by three experts, two in Vocational Business Education and one in Measurement and Evaluation. The validity of the measurement scale was done with respect to relevance, sentence structure and adequacy. The suggestions pointed out by experts were effected in the final copies of the measurement scale and were reproduced to answer the research questions and test the research hypotheses at a 0.05 level of significance.

Measurement Scale Reliability

To examine the reliability of the measurement scale, the internal consistency estimates were calculated with Cronbach's alpha for the items selected to represent the variables (Brown, 2002). The coefficient alpha values obtained provide the reliability for each measurement scale, namely: Job demands working environment ($\alpha = 0.842$), job resources working environment ($\alpha = 0.810$), task performance ($\alpha = 0.772$), contextual performance ($\alpha = 0.799$) and prosocial organizational behaviours ($\alpha = 0.888$). The coefficient alpha values obtained, in turn, are greater than 0.700, which established adequate internal consistency measures for each measurement scale (Fornell & Larcker, 1981). This assertion indicated that each measurement scale is exceptionally reliable and can be used in any situation to measure the same scale at any given points of time.

Data Collection Procedure

The measurement scale was distributed personally to the respondents, with the help of six research assistants who were briefed on the procedure to follow. The respondents were contacted through letters before the measurement scale were administered on them using the direct contact mode. The respondents were allowed to complete the measurement scale and were given the chance to return them in two weeks later. Copies of the measurement scale on demanding and resourceful work environment were administered on lecturers, since the scale measuring the two working environment dimensions were subjected to a self-reported measure. On the other hand, copies of the measurement scale on the task performance, contextual performance and prosocial organizational behaviours of lecturers were administered on Heads of Department to respond about their experiences of the behavioural outcomes of lecturers, since the scale measuring the behavioural outcomes of lecturers were subjected to an alternate-reported measure. All in all, for approximate

matching, each measurement scale was assigned code. Such codes in a particular lecturer’s measurement scale must align with the measurement scale the Heads of Department filled about their experiences of the behavioural outcomes of lecturers. For example, the coding for a particular lecturer’s measurement scale must be the same for the behavioural outcomes measurement scale that were filled by the Heads of Department. The aim was to match the measurement scale for a particular lecturer side-by-side with the measurement scale that was filled by the Heads of Department for adequate and proper data analyses. Furthermore, the coding process was carried out by working closely with the respective Heads of Department using the staff list of the department.

Data Analysis

Data on the job demands-resources working environment were considered a self-report measure, where information was collected from the same sources, that is information was collected from the vocational business educators. On the other hand, data on the vocational business educators task performance, contextual performance and prosocial organizational behaviours were considered an alternate-report measure, where information was collected from the other sources that are information was collected from the Heads of Department. The SPSS version 22.0 was used to analyze the data collected from the respondents (that is, vocational business educators and Heads of Department). Cronbach’s alpha was then performed to establish the internal consistency of responses and all coefficients alpha values can be found in Table 1. Correlation analysis was also performed to answer the research questions, that is assessing the strength of associations between working environment dimensions and vocational business educators behavioural outcomes. Regression analysis was also performed to test the research hypotheses, that is assessing the extent of interplay between working environment dimensions and vocational business educators behavioural outcomes.

Decision criteria based on the performance of correlation and regression analyses is on a range of coefficient value (*r*) as recommended by Uzoagulu (2011) in the following order: Coefficients *r*-value between ± .8 and ± 1.0 implied very high correlation or relationship; ± .6 and ± .8 implied high correlation or relationship; ± .4 and ± .6 means moderate correlation or relationship; ± .2 and ± .4 means low correlation or relationship; ± .0 and ± .2 implied very low correlation or relationship; ± 1.0 implied perfect correlation or relationship; and coefficient *r*-value of 0 implied no correlation or relationship. However, when a coefficient *r*-value is a negative value, it is a negative correlation/relationship; which implied that as one variable increases the other decreases. Similarly, when a coefficient *r*-value is a positive value, it is a positive correlation/relationship; which implied that as one variable increases the other increases viz. as one variable decreases the other decreases.

Result

Correlation Analyses (Answering Research Questions)

*Research Question 1:*What is the degree of association between job demands working environment and vocational business educators task performance, contextual performance and prosocial organizational behaviours?

*Research Question 2:*What is the degree of association between job resources working environment and vocational business educators task performance, contextual performance, and prosocial organizational behaviours?

Table 1: Pearson’s Correlation between and among the Study Variables

S/N	Variables	Mean	SD	1	2	3	4	5
1.	JDWE	3.771	0.273	(.842)				
2.	JRWE	1.311	0.198	-.121	(.810)			
3.	TP	1.596	0.367	-.158	.159	(.772)		
4.	CP	1.639	0.316	-.253**	.251**	.751**	(.799)	
5.	PSOB	1.699	0.214	-.206*	.344**	.541**	.545**	(.888)

Note.*N* = 145, JDWE = Job Demands Working Environment, JRWE = Job Resources Working Environment, TP = Task Performance, CP = Contextual Performance, PSOB = Prosocial Organizational



Behaviours, **Correlation is significant at the 0.01 level (2-tailed), *Correlation is significant at the 0.05 level (2-tailed).

Table 1 shows the data analysis on the degree of association between working environment dimensions such as job demands working environment and job resources working environment and vocational business educators behavioural outcomes such as job performance and prosocial organizational behaviours in public universities in South-South geopolitical zone of Nigeria. The correlation coefficient of the between variables ranges from .159 to .751. The analysis revealed that the degree of association between job demands working environment and task performance is negatively low ($r = -.158$). The analysis revealed that the degree of association between job demands working environment and contextual performance is negatively low ($r = -.253$). The analysis revealed that the degree of association between job demands working environment and prosocial organizational behaviours is negatively low ($r = -.206$). By and Large, there is generally a negative correlation between job demands working environment dimension and vocational business educators' task and contextual performance and prosocial organizational behaviours in public universities in South-South geopolitical zone of Nigeria.

The analysis also revealed that the degree of association between job resources working environment and task performance is positively low ($r = .159$). The analysis also revealed that the degree of association between job resources working environment and contextual performance is positively low ($r = .251$). The analysis also revealed that the degree of association between job resources working environment and prosocial organizational behaviours is positively low ($r = .344$). By and large, there is generally a positive low correlation between job resources working environment dimension and vocational business educators task and contextual performance and prosocial organizational behaviours in public universities in South-South geopolitical zone of Nigeria.

Regression Analyses (Testing Research Hypotheses)

Research Hypothesis 1: Job demands working environment is negatively related to vocational business educators task performance, contextual performance, and prosocial organizational behaviours.

Table 2: Linear Regression Estimates of the Relationships Between Job Demands Working Environment and Vocational Business Educators Behavioural Outcomes.

WED	Task Performance			Contextual Performance			Prosocial Behaviours		
	β (SE)	t	p	β (SE)	t	p	β (SE)	t	p
JDWE	-.158 (.046)	-1.919	.057	-.253 (.047)	-3.124	.002	-.206 (.053)	-2.514	.013

Note. WED = Work Environment Dimension: JDWE = Job Demands Working Environment → Task Performance ($F = 3.681, R^2 = .158, Adj. R^2 = .018$). Job Demands Working Environment → Contextual Performance ($F = 9.760, R^2 = .064, Adj. R^2 = .057$). Job Demands Working Environment → Prosocial Organizational Behaviours ($F = 6.319, R^2 = .042, Adj. R^2 = .036$)

Table 2 shows the estimate of coefficient of the relationships between working environment dimension such as job demands working environment and vocational business educators behavioural outcomes such as task performance, contextual performance and prosocial organizational behaviours in public universities in South-South geopolitical zone of Nigeria. The Table shows that job demands working environment do not significantly relate to vocational business educators task performance ($F = 3.681, \beta = -.158, t = -1.919$), contextual performance ($F = 9.760, \beta = -.253, t = -3.124$), and prosocial organizational behaviours ($F = 6.319, \beta = -.206, t = -2.514$). By and large, job demands working environment is found to be a significant negative predictor of vocational business educators task and contextual performance and prosocial organizational behaviours in public universities in South-South geopolitical zone of Nigeria.

Research Hypothesis 2: Job resources working environment is positively related to vocational business educators task performance, contextual performance, and prosocial organizational behaviours.

Table 3: Linear Regression Estimates of the Relationships Between Job Resources Working Environment and Vocational Business Educators Behavioural Outcomes.

	Task Performance			Contextual Performance			Prosocial Behaviour		
	β (SE)	<i>t</i>	<i>p</i>	β (SE)	<i>t</i>	<i>p</i>	β (SE)	<i>t</i>	<i>p</i>
JRWE	.159 (.085)	1.924	.056	.251 (.086)	3.102	.002	.344 (.094)	4.388	.000

Note. WED = Work Environment Dimension: JRWE = Job Resources Working Environment →Task Performance ($F = 3.702, R^2 = .025, Adj. R^2 = .018$). Job Resources Working environment →Contextual Performance ($F = 9.625, R^2 = .063, Adj. R^2 = .057$). Job Resources Working Environment →Prosocial Organizational Behaviour ($F = 19.253, R^2 = .119, Adj. R^2 = .112$).

Table 3 shows the estimate of coefficient of relationships between working environment dimension such as job resources working environment and vocational business educators behavioural outcomes such as task performance, contextual performance and prosocial organizational behaviours in public universities in South-South geopolitical zone of Nigeria. The Table shows that job resources working environment does not significantly relate to vocational business educators task performance ($F = 3.702, \beta = .159, t = 1.924$), contextual performance ($F = 9.625, \beta = .251, t = 3.102$), and prosocial organizational behaviours ($F = 19.253, \beta = .344, t = 4.388$). By and large, job resources working environment is found to be significant positive predictor of vocational business educators task and contextual performance and prosocial organizational behaviours in public universities in South-South geopolitical zone of Nigeria.

Discussion

Working environment has been linked to different arrays of behavioural outcomes (for example, Demerouti *et al.*, 2001; Bakker *et al.*, 2003; Bakker *et al.*, 2003; Bakker *et al.*, 2004; Demerouti, Verbeke & Bakker, 2005; Bakker & Demerouti, 2007; Schaufeli *et al.*, 2009). For the purpose of this research, the authors examined hypothesized relationships among the two working environment dimensions and the three vocational business educators behavioural outcomes, namely: Task performance, contextual performance, and prosocial organizational behaviours. In all, through the regression analyses, the findings demonstrated support for the notion that job demands working environment had a significant negative or direct effect on each of the vocational business educators' behavioural outcomes.

The first specific aim of this research was to test whether job demands working environment dimension is associated with the three behavioural outcomes examined in this research. The results of the correlation and regression analyses revealed that the job demands working environment dimension were indeed negatively associated with and related to task performance, contextual performance and prosocial organizational behaviours, as predicted by the bulk of the extant literature (for example, Bakker *et al.*, 2004; Bang & Reio Jr, 2017). This implied that inter-correlations were in the direction and strength as predicted. The regression analyses however demonstrated full support for the direct negative effects of the job demands working environment variable on the behavioural outcome variables.

The second specific aim of this research was to test whether job resources working environment dimension is associated with the three behavioural outcomes examined in this research. Thus, job resources working environment was hypothesized to be directly related to the dependent variables, namely: Task performance, contextual performance and prosocial organizational behaviours. The results of the correlation and regression analyses revealed that the job resources working environment dimension were indeed positively low associated with and related to task performance, contextual performance and prosocial organizational behaviours, as assumed by the bulk of the extant literature (for example, Emmerick *et al.*, 2005; DeWall *et al.*, 2008; Xu *et al.*, 2012). The correlation and regression results were such that statistically significant results were found to support early researchers (for example, Van Emmerick *et al.*, 2005) notion that employees' sense of cognitive resource depletion hindered them from putting in more effort or spending personal time on the job that exceed core job descriptions. Xu *et al.*, 2012) averred that if an individual's resources are depleted, it becomes difficult for the individual to reflect on their behaviour (that is, employees behavioural outcomes), reassess the decision process, reach factual or counterfactual



conclusions, and store appraisal and evaluation information in memory. Research by DeWall *et al.*, (2008) indicated that resource depletion decreases the likelihood of prosocial organizational behaviours.

Limitations and Future Research Recommendations

Every research study has potential limitations. First, because the two specific aims of this research were achieved and the results were collected through a non-experimental research procedure, causality could not be inferred. Second, because the sample was drawn from a single tertiary institution, namely: Public university context in the South-South geopolitical zone of Nigeria, and was somewhat represented by vocational business educators, the results should not be generalized but very cautiously beyond this research. Future work and organizational psychology research should be designed to include more proportionally representative samples (for example, industrial technology, agricultural science and home economics educators) that include a more equal specialization. The conceptual/hypothesized model, although strongly supported by theory and prior research, should be tested also longitudinally and experimentally as this present research was a cross-sectional study. The longitudinal and experimental research would allow for further confirmation of the strength and direction of relations found among the variables over time. Moreover, experimental or quasi-experimental research could be designed to test interventions related to averting high job demands working environment and low job resources working environment and determining each variable's effect on job performance and prosocial organizational behaviours. If prudent ways could be found to dampen the likelihood of each dimensions of work environment (for example, eliminating stressors, increasing job control), job performance and prosocial organizational behaviours should increase to the benefit of all. Perhaps a mentoring programme where mentors are trained to be skilled and competent at both coaching and counseling strategies could be designed to protect against high demanding work environment and low resourceful work environment. Moreover, mediator and moderator variables could be examined as a further extension of this research. For instance, different well-being and coping strategies could be examined as mediators and personal resources could be examined as moderators of the relationships between the independent and dependent variables tested in this research. The conceptual/hypothesized model should be tested too with additional significant behavioural outcome variables like intention to quit the job and intention to stay on the job, as job demands working environment has been shown to negatively influence a wide range of employees behavioural outcomes (for example, Cordes & Dougherty, 1993; Van Emmerick *et al.*, 2005). Similarly, job resources working environment has been shown to positively influence a wide range of employees behavioural outcomes (for example, Cordes & Dougherty, 1993; Demerouti *et al.*, 2014; Van Emmerick *et al.*, 2005). Finally, this present research used self-report measures for assessing job demands working environment and job resources working environment, which may lead to biased results. Self-report measures raise concerns about the accuracy of respondents' perceptions of their dimensions, behaviours, cognitions and emotions (Dreer, Jackson & Elliott, 2005). Therefore, future research should use multisource work environment rating systems and measure the interrater agreement and the internal construct validity of the ratings.

Practical Implications

The results of this research have practical implications and significance for career and workforce professionals because it has a number of practical applications for how they might handle high job demands working environment and low job resources working environment in the work of work. First, by using the final conceptual/hypothesized model as a guide, the authors can see a number of possible important leverage points that could be used by university managers, administrators and human resource professionals to improve job performance and foster prosocial organizational behaviours. By introducing work and organizational practices that are designed to overcome high job demands working environment (for example, excess workload, role uncertainty, unsupportive Heads of Department, etcetera) and overcome low resourceful work environment (for example, providing proper performance feedback, job autonomy, etcetera), for instance, vocational business educators might be assisted in their efforts to meet high job demands working environment and attain salient personal and organizational goals. Importantly, these practices are not necessarily costly to the institution. For example, a Head of Department could easily be



more supportive by making the vocational business educator's workload more manageable and clarifying role-related expectations as well as providing timely and appropriate performance feedback and allowing for increased job autonomy. In doing so, the vocational business educator would not feel overtaxed, frustrated, and inefficacious professionally; thus, they would less likely suffer from high demanding work environment and low resources working environment. Thus, in a practical sense, authors present empirical evidence that implementing ways to reduce the scores on two of working environment dimensions, namely: demanding work environment and resourceful work environment might logically yield positive behavioural outcomes.

Authors also cannot overlook that the present study provided empirical evidence that challenging job demands working environment can play a positive role in alleviating the hindrance job demands working environment with vocational business educators' behavioural outcomes. Because challenging job demands working environment can be a way to alleviate hindrance work environment and impaired behavioural outcomes, attempts to totally squash challenging job demands working environment may be not only ineffective but harmful. Thus, training university managers and vocational business educators to use appropriate levels of challenging job demands working environment (that is, too much challenging job demands in the working environment could be perceived to be counterproductive, discourteous and impolite), guided by organizational behavioural ethics for mutual respect, as a coping strategy to manage daily job demands working environment and unresourceful workplace environment might be another means to reduce the likelihood of negative outcomes associated with being over worked and pressurized.

Conclusion

Following the conceptual/hypothesized model underpinning this research, the authors found support for using Demeroutiet *al.*, (2001) and Schaufeli *et al.*, (2009)two-dimensional theory to predict the relationships among the job demands and resources working environment dimensions and job performance and prosocial organizational behaviours. All in all, each of the work environment dimension measures differentially predicted the dependent variables in the conceptual/hypothesized model analyzed. Job demands working environment was specifically found to negatively associate with and relate to the dependent variables, indicating that high job resources working environment might be a protective coping strategy to defend against the negative influence of the demanding aspect of vocational business educators working environment. Low job resources working environment was also specifically found to positively associate with and relate to the dependent variables, indicating that implementing a challenging or low job demands working environment might be a protective coping strategy to defend against the negative influence of the hindrance aspect of vocational business educators working environment. Future research would be required to test the conceptual/hypothesized model developed in this research in other tertiary institutions (for example, college of education, polytechnic, or private sector-led vocational institution)with proportional representation by demographic characteristics, such as age, gender, and ethnicity to determine if their research will align with the results of this present research. The practical utility of the findings of this present research should encourage university administrators to consider cost-effective means to reduce high demands and low resources working environment and explore appropriate implementations of challenging work environment as a protective coping strategy to reduce the likelihood of experiencing impaired job performance and prosocial organizational behaviours.



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QUESTIONNAIRE

Please you are requested to respond to the items of the questionnaire objectively. It is meant to collect data on “**THE DIMENSIONS OF WORKING ENVIRONMENT AND VOCATIONAL BUSINESS EDUCATORS’ BEHAVIOURAL OUTCOMES**”. Note that your response to the following items is strictly confidential and will not be published for any selfish or reproachful motive. **Tick [✓] the column that best express your opinion using the following keys: Always = 4; Sometimes = 3; Rarely = 2; Never = 1.**

JOB DEMANDS-RESOURCESSCALE					
	Instructions: To what extent do you experience the following statements regarding your job demands working situation	Value from 4 (always) to 1 (never)			
		4	3	2	1
	Job Demands Working Environment				
1.	I experience emotional distress resulting from trying to fulfil state/national standards.				
2.	I experience emotional distress resulting from teaching unmotivated students.				
3.	I experience emotional distress resulting from dealing with students' disruptive behaviours.				
4.	I feel challenged to plan lessons that can meet individual's needs.				
5.	I need extra effort to cope with inadequate class preparation time.				
6.	I need extra effort to cope with the distraction caused by sharing teaching facilities with others.				
7.	I experience emotional distress when my school administrators intervene in my way of teaching.				
8.	I feel challenged to plan lessons that reflect the current state/district standards.				



9.	I need extra effort to cope with inadequate equipment.				
10.	I feel challenged to provide immediate feedback to individual students during teaching.				
11.	It requires extra effort for me to cope with interruptions to my teaching caused by nonteaching duties (e.g. coaching, and administrative duties).				
12.	I feel challenged to teach lessons that facilitate students' adoption of active lifestyle.				

Adapted from Zhang and Chen (2017)

Instructions: To what extent do you agree with the following statements regarding your job resources working situation Job Resources Working Environment		Value from 4 (always) to 1 (never)			
		4	3	2	1
1.	The school administrators recognize the significance of Vocational Business Education.				
2.	I have opportunities to participate in decision making at my school.				
3.	My achievement in teaching Vocational Business Education is recognized by my school.				
4.	I have clearly defined job responsibilities.				
5.	I have opportunities to receive teaching advice from my colleagues.				
6.	As a teaching resource, I have access to sufficient equipment for teaching .				
7.	The budget for PE is sufficient for carrying out teaching activities.				
8.	As a teaching resource, I have access to sufficient facilities for teaching Vocational Business Education.				
9.	I have access to professional development opportunities (such as workshops and conferences) to improve my teaching.				

Adapted from Zhang and Chen (2017)

JOB PERFORMANCE SCALE

Instructions: To what extent do you agree with the following statements regarding your behavioural outcomes Task Performance		Value from 4 (always) to 1 (never)			
		4	3	2	1
1.	... use problem solving skills				
2.	... perform administrative tasks				
3.	... have a good overall technical performance				
4.	... plan my work				
5.	... organize my work				

Adapted from Motowidlo and Van Scotter (1994)

Instructions: To what extent do you agree with the following statements regarding your behavioural outcomes Contextual Performance		Value from 4 (always) to 1 (never)			
		4	3	2	1
1.	... cooperate with others in a team				
2.	... persist in overcoming obstacles to complete a task				
3.	... look for a challenging assignment/task				
4.	... pay attention to important details				
5.	... support and encourage a coworker with a problem				
6.	... work well with others				

Adapted from Motowidlo and Van Scotter (1994)

PROSOCIAL SCALE

Instructions: To what extent do you agree with the following statements regarding		Value from 4			
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	your behavioural outcomes <i>Prosocial Organizational Behaviours</i>	(always) to 1 (never)			
		4	3	2	1
1.	... try to make sad people happier				
2.	... spend time with friends				
3.	... try to help others				
4.	... is gentle				
5.	... share things he like with friends				
6.	... help others with their work				
7.	... let others use is things				
8.	... like to work with others				
9.	... trust others				
10.	... hug is friends				

Adapted from Caprara and Pastorelli (1993)