Job Resources and Job Self-Efficacy of Vocational Business Educators: Evidence from Public Universities in Nigeria

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Abstract

This study's objective was to learn more about if job resources could predict the vocational business educators' level of job self-efficacy in public universities in Nigeria. The authors hypothesized that vocational business educators who use different requisite skills, who receive support from colleagues, who experience autonomy in making judgments on jobs, who receive finished feedback on the tasks, who seize the opportunity to acquire requisite skills, and who experience overall job resources are more likely to exert self-efficacy on the job. The quantitative study involved a sample of people, such as vocational business educators (N = 146). Participants completed a structured questionnaire adapted from psychological scales. The results of linear regression analyses indicated that vocational business educators who utilize a variety of skills, receive support from colleagues, receive the freedom to decide on a job, receive feedback on the job done, seize the opportunity to acquire requisite skills, and experience job resources were more likely to exhibit job self-efficacy. The results further suggested that the level of job self-efficacy exerted by vocational business educators is equally predicted by the experiences of job resources. In addition, the results offer some implications for practice.

Keywords:

Job Resources, Work Self-Efficacy, Public Universities, Vocational Business Educators

INTRODUCTION

Vocational business educators' tasks performance can be described as technical core job descriptions, which represent teaching, research and administration (Edopkolor, Chukwuemeke & Osifo, 2022; Edokpolor, Legg-Jack & Imeokparia, 2022; Edokpolor & Oviawe, 2022a&b; Ile & Edokpolor, 2021, 2022). Without the exertion of higher level of self-efficacy, vocational business educators may not be capable of performing and executing their specific work tasks, e.g., teaching, research and administration. An individual's self-efficacy is described as their confidence in their ability to execute and organize the steps necessary to achieve the goals specified (Bandura, 1997). In the model proposed by Albert Bandura, the

expectations of self-efficacy whether in learning or at work is derived from four major sources (Bandura, 1977).

The first source is mastery experience which is based on work task accomplishment. A previous successful work tasks accomplishment is one of the most significant factors of job self-efficacy (Nelson & Quick, 2010). Vicarious experience serves as the second source, which is an inference from social comparison, as imitating and modeling colleagues' behavior during work tasks can reinforce the expectations that one can also do it. Observing colleagues during work tasks or performance can inspire hope in observers that their own performance will improve if they persevere and step up their efforts. The third source is verbal persuasion, which involves people believing that they are capable of handling what has previously overwhelmed them. Efficacy towards expectation influenced by verbal persuasion rarely results from one's own efforts, it is likely to be less effective they do not provide vicarious and experiential bases for them. The fourth and last source is positive emotions, implying that individuals are more inclined to anticipate or experience perpetual succession in their work tasks or performance when they are not influenced by fear and when they do not encounter stressful and demanding situations. For instance, people are more inclined to anticipate negative emotions than if they experience threatening and challenging situations. Therefore, job self-efficacy is a motivational and positive potential that influence individuals' sense of mastery, efforts, perseverance, and level of anxiousness.

Studies revealed that job self-efficacy (a major construct of personality resources) is one of the most crucial individual resources in the organizational and work situation (Halbesleben, Neveu, Paustian-Underdahl & Westman, 2014; Schaufeli & Taris, 2014; Bakker & Demerouti, 2017; Bakker & van Woerkom, 2017; Bakker & van Wingerden, 2021). Job self-efficacy is seen as one of a key construct of positive and organizational psychology (Hobfoll, Halbesleben, Neveu & Westman, 2018, Lorente, Salanova, Mart´ınez & Vera, 2014; Van den Heuvel, Demerouti, Bakker & Schaufeli, 2010). Job self-efficacy is a task or domain-specific construct that describe the belief of an individual that he/she can perform and execute a specific task (Bandura, 1997). Within the context of the vocational business educators work domain, there are specific tasks to be performed and executed. As such, studies on work psychology have mainly focused on general self-efficacy (a broader aspect of task or domain-specific self-efficacy).

However, the Social Cognitive Theory (SCT) postulated that tasks or domain-specific self-efficacy (e.g., teaching, research and administrative self-efficacy), and generic are more pertinent aspect of self-efficacy (Bandura, 1997). General self-efficacy describes an employee's overall view of himself/herself as being capable to perform every part of a job effectively. The SCT depicted that self-efficacy should be evaluated using specific judgements of competence that may differ across domains of activity (Bandura, 1997). Accordingly, the nature of vocational business educators work domain involves specific tasks (e.g. teaching, research or administration) and lots of other positions that are restricted to contextual performance, which means that vocational business educators perform multiple and complex job activities (Edokpolor & Oviawe, 2022a; Edokpolor, Otache, & Osifo, 2022).

Performing and executing multiple and complex job activities that fall within the domain specific tasks and contextual performance could pose cognitive, physical, social, and emotional demands on vocational business educators. Therefore, it is reasonable to expect that a vocational business educator's self-efficacy in his/her own capability to perform job activities effectively is important. However, since different studies have primarily focused on

employees' perceptions of their own capability to perform specific job activities effectively, little is known about how job resources can reinforce employees believe in their capability to perform job activities effectively.

In this study, job self-efficacy refers to a vocational business educator's confidence in his/her capability to engage in specific tasks necessary to attain the broad goals of business education in effective and efficient manner. A vocational business educator's self-confidence in his/her capability to competently engage in specific tasks can either be predicted by job resources or impaired by job demands. That is to say, if vocational business educators' utilizes variety of requisite skills available at their disposal; seizes the opportunity to make job decisions, receives support from colleagues; receives feedback on the job done and seizes opportunity to upgrade and update professional skills. Then the belief in their capacity to carry out specified tasks will be perceived as effective and efficient.

But when vocational business educators' feels drained emotionally and exert low energy and physical resources; distances themselves from colleagues and the job and exert negative perception towards the job; and believes incapable of performing specific tasks. Then the belief in their capacity to carry out specified tasks will be perceived as ineffective and inefficient. How high the level of confidence in a vocational business educator's capability to perform specific tasks will depend on the overall job resources they experience in their work domain. This line of reasoning leads to the conclusion that there is requirement to inquire into job self-efficacy by investigating its determinants. Within the framework of this study, self-efficacy is further examined by exploring the amount to which job resources can be said predict tasks-specific (e.g., teaching, research and administration) self-efficacy.

Job self-efficacy has been found to significantly predict work engagement (Edokpolor, Otache & Osifo, 2022). The amount to which job self-efficacy predicts job performance has been established (Ile & Edokpolor, 2022). An early study also showed the amount to which job self-efficacy predicts job satisfaction (Liu, Siu & Shi, 2009). Contrarily, early studies have showed the amount to which job self-efficacy predicts job dissatisfaction (Judge & Bono, 2001; Siu, Lu, & Spector, 2007). A study also showed the amount to which job self-efficacy mediated the links between job resources and job engagement (Xanthopoulou, et al., 2007). The present study seems to examine the extent to which job resources can predict job self-efficacy, implying that a significant interplay between job resources and job self-efficacy is expected. A reason for this interplay is that job resources may play similar roles as sources of job self-efficacy.

With regards to the important role of a resourceful work domain in reinforcing vocational business educators' capability to perform specific tasks, there is need to investigate the extent to which job resources predict job self-efficacy of vocational business educators. While the interplay between job resources and job self-efficacy have been established theoretically, these variables have not received much empirically support within the domain of vocational business education, despite the high amount of teachers' job demands and importance of job resources. This study aims to assess the extent to which job resources predict job self-efficacy of vocational business educators.

CONCEPTUAL FRAMEWORK

A schema (see Figure 1) was developed by the authors to show the amount to which job resources predicts the job self-efficacy of vocational business educators. The authors of this study developed a schema in order to explain the direction of the hypotheses proposed for the study. Based on the idea behind the schema, it is assumed that when vocational business educators experience abundance of job resources (e.g., variety of skills utilization, colleagues support, job autonomy, performance feedback, and career development opportunities), the capability to perform specific tasks effectively will increase. Similarly, when vocational business educators experience low job resources, the capability to perform specific tasks effectively will decrease.

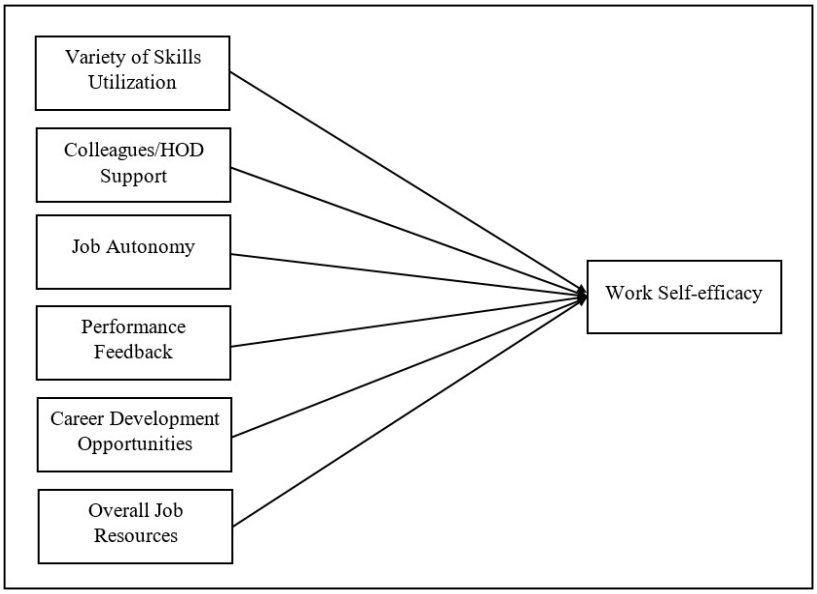

Figure 1: Hypothesized model of the study

Job Resources

Job resources are any physical, psychological, social, or organizational characteristics of the job that are either/or effective in attaining work goals, minimize workload demands and the resulting physical and mental expenses, and promote individual development (Bakker & Demerouti, 2017, p.312). Examples of resources for jobss, for instance, include variety of skills utilization, colleagues support, job autonomy, performance feedback and career development opportunities (Demerouti, Bakker, Nachreiner & Schaufeli, 2001). Variety of skills utilization involves the use of numerous skills, namely: critical thinking skills, creative thinking skills, problem solving skills, decision-making, reflective thinking skills and analytical thinking skills, among others, to perform specific tasks. Variety of skills utilization can reinforce job self-efficacy, as vocational business educators utilize different skills to perform specific tasks. Colleagues support can be defined as a construct, which provide opportunities for employees to provide and receive assistance for or from colleagues. It entails an interpersonal support between a colleague and a colleague and between a supervisor and a colleague, and has the potential to reinforce the ability (efficacy) of those receiving the support (Mack & Rhineberger Dunn, 2019).

Job autonomy is defined as a job resource that enables employees to have more control over how they do their responsibilities and, as a result, and feel more a part of their work (Den

Hartog & Belschak, 2012; Lu, Brockner, Vardi & Weitz, 2017; Sisodia & Das, 2013). Therefore, job autonomy can provide vocational business educators the freedom to schedule their specific tasks for better outcomes, develop their capabilities to think critically and creatively, which may lead to better performance of tasks. Performance feedback represents dual-purpose informational and motivational tools and roles that improve the tasks performed by employees (Kopelman, 1986; Locke, Cartledge & Koeppel, 1968). It can offer details regarding the appropriateness, correctness, and accuracy of the tasks performed by employees (Nikolić, Perić & Bovan, 2020). Performance feedback refers to any information concerning an employee's performance that can be utilized as a base for improvement. It is referred to 'performance feedback' in established organizations, which is sometimes described as the acts made by one or more external agents to convey information regarding one's work performance in some aspect(s) (Kluger & DeNisi, 1996). Career development opportunities take place when an organization provides their employees with the opportunities to update and upgrade their skills and competencies (Hedge & Jennifer, 2017). Career development opportunities encourage employees to participate in career development programmes and develop their capability (e.g., self-efficacy) to improve their tasks.

Job Self-Efficacy

Self-efficacy is a major construct of personal resources in positive and work psychology. Personality resources are described as a relatively stable set of attributes that influence the tasks performed by employees (Nelson & Quick, 2010). They can be viewed as anything perceived by employees to help achieve specific tasks (Halbesleben, Neveu, Paustian-Underdahl & Westman, 2014). Personal resources can be defined also as anything that successfully enhances employees' capacity to perform specific tasks (Ba lducci, Schaufeli & Fraccaroli, 2011). They can often be defined as the actions taken by (an) external agent(s) to provide information regarding some aspect(s) of one's task performance (Bakker & Demerouti, 2017). Personal resources are cognitive attributes of that are generally associated with resilience that employees uses to control and impact work environment successfully (Schaufeli & Taris, 2014). Employees who exert personal resources are confident in their ability to effectively advocate for oneself, face unpredictable circumstances, and reject failure (Bakker & van Wingerden, 2021).

One major construct of personal resources used in this present study is job self-efficacy, which involves employees' belief of their capacity to sway outcomes, which further forms the basis of their motivation and plays a salient role in the reinforcement of workability (Bandura, 1997, 2006). Job self-efficacy is arguably the most studied personal resource that showed great impact on effective performance of tasks in different work situations (Bakker & van Woerkom, 2017). Therefore, job self-efficacy is the term used to describe an employee's capability to perform specific tasks. Within the context of this study, job self-efficacy refers to vocational business educators' self-confidence in performing teaching, research and administrative tasks. This means that the level of vocational business educators' confidence in their capabilities to successfully perform specific tasks is known as job self-efficacy. The higher the level of job self-efficacy exerted by vocational business educators, the higher their performance of specific tasks as well as the capability to persevere when they are faced with difficulties in their specific tasks performance. This accounted for why, Balogun and Olawoye (2013) opined that employees who exert higher self-efficacy level are self-assured and confident that their efforts will be successful.

Job Resources and Job Self-Efficacy

Self-efficacy is influenced by the wealth of job resources, which by definition serves as a motivator for encouraging employee development or is essential to the efficient performance of tasks (Bakker, 2008). When seen in this perspective, employment resources may be crucial for promoting better work habits and maintaining positive self-perceptions such as tasks performance (Demerouti et al., 2001). In addition, the role of job resources in stimulating job self-efficacy can be clarified by the effort-recovery approach (Meijman & Mulder, 1998), according to which a resourceful work environment that offer the abundance of resources may foster the willingness of employees to devote their efforts and capabilities to tasks. In such an environment, it is likely that the tasks will be performed successfully and that the work goals will be accomplished in effective and efficient manner.

Job resources may foster job self-efficacy as a motivational construct, which further fosters the performance of tasks, and of course, which increase the likelihood of accomplishing one's work goals. In specific tasks (teaching, research and administration), an extrinsic motivational process is triggered when there are opportunities to utilize different skills during tasks, when there are supportive colleagues to whom one can ask for help when needed, when there are opportunities to make one's own decision on the job, when there are consistent provisions of information or knowledge about tasks performance and when there are opportunities for skills upgrade and knowledge update. Self-efficacy can, therefore, be viewed as one of the motivational construct or personal resources, as through the availability or abundance of job resources employees generate a positive attitude toward performance of tasks. Thus, job resources seem to positively influence job self-efficacy (Bakker & Demerouti, 2007).

From the perspective of the self-efficacy theory, job resources represent important factors that may predict job self-efficacy. However, most literature focused on job resources as a core predictor variable, but most recent studies failed to examine the critical role job resources play as factors that may predict job self-efficacy (Schaufeli, 2015). It appears that job self-efficacy can be influenced by job resources (Tummers & Bakker, 2021). Thus, job resources can foster or lower self-efficacy. As such, it is of interest to further assess the extent to which job resources predict job self-efficacy. However, it has been argued that it is important to empirically assess job resources as antecedents that can predict job self-efficacy of employees (Schaufeli, 2015).

However, when employees experience job demands, though, for instance, feeling tired to do the things that require attention at home because of the bulk of tasks done at work, as such negative consequences may arise that could lower their work self-efficacy and, eventually, lead to poor performance of tasks in the long run. In contrast to job resources, job demands appear to negatively predict job self-efficacy among employees. Job demands are known to be predicted by the conflict between work and home, excess workload, among others, which make employees unable to exert high level of self-efficacy to deal with emerging challenges at work. Similarly, the consistent experiences of workload, conflict between work and family as well as emotional demands have been proven to have a favorable link with burnout at work (Alarcon, 2011). Specifically, the conflict between work and family and workload can make employees feel demoralized and experience low capability to perform specific tasks as the consequences of job demands, which eventually lead to low self-efficacy and loss of intrinsic motivational resources. In addition, the conflict between work and family and excess workload may negatively affect the four sources of self-efficacy. Overall, job demands may negatively influence the self-efficacy of employees through a demoralized behaviour. This implies that

job demands can have a detrimental effect on job self-efficacy which, eventually, leads to a poor job performance of employees.

Langfred and Moye (2004) reported indicates the relationship between job autonomy and employee motivation is favorable. Consequently, a strong connection between job autonomy and self-efficacy as a motivational construct could be establish in this study, as freedom of vocational business educators to decide their own pace and schedule when performing specific tasks may make the work more motivating or lively. Bandura (1977) saw performance feedback as an important management tool for giving workers a sense of competence, achievement, and control. Therefore, the feedback style of a supervisor and head of department to a large extent positively predict the motivation and self-efficacy of employees. However, to motivate and reinforce self-efficacy, university administrators need to spend some considerable resources that would provide vocational business educators the information on how well they perform on their specific tasks.

Hazenberg, Seddon, and Denny (2015) argued that the growth of self-efficacy is a continuous two-way process: (1) experiences at work influence self-efficacy; and (2) these experiences themselves alter self-efficacy. This supports the idea that self-efficacy may be gained through job experience and is dynamic. This account for why, Smith and Worsfold (2014) noted that career development programmes reinforce self-efficacy and develops variety of skills necessary for the efficient completion of particular activities. Therefore, work experiences via career development programmes can foster job self-efficacy and the successful completion of particular duties.

Hypotheses Development

The following hypotheses were tested in this study:

1. Variety of skills utilization will significantly predict job self-efficacy of vocational business educators in public universities.
2. Colleagues support will significantly predict job self-efficacy of vocational business educators in public universities.
3. Job autonomy would significantly predict job self-efficacy of vocational business educators in public universities.
4. Performance feedback will significantly predict job self-efficacy of vocational business educators in public universities.
5. Career development opportunities will significantly predict job self-efficacy of vocational business educators in public universities.
6. Overall job resources will significantly predict job self-efficacy of vocational business educators in public universities.

METHODOLOGY

Research Design

The study used a descriptive correlational strategy. It is a non-experimental type of quantitative design that helps in producing data in the form of numbers, without any variables being changed. This research explores the extent to which job resources can predict the job self-

efficacy of vocational business educators. Job resources (variety of skills utilization, colleagues support, job autonomy, performance feedback, and career development opportunities) represent the predictor variables (X) and job self-efficacy represents the outcome variable (Y).

Research Participants

The research participants were 146 originating from 12 public universities in southern Nigeria. These research participants were considered to be appropriate for the study because they are expected to perform and execute tasks performance such as teaching, research or administration.

Sampling Procedure

The participants were selected from 12 public universities, using a convenience sampling procedure so that the participants can be represented adequately. According to Creswell (2019), a convenience sampling procedure can be used for a study when the participants are convenient to the authors and are available for the study.

Measuring Instruments

Two structured psychological instruments: job resources and job self-efficacy were employed to collect data. The participants rated their experiences of job resources and self-efficacy on a 4-point scale, where 4 means "always", 3 means "sometimes", 2 means "rarely" and 1 means "never". An instrument of job resources constructed by Bakker (2014) was adapted to measure colleagues' support, autonomy, performance feedback, and career development opportunities. A sample of an item for colleagues' support reads: "I rely on my colleagues to support me where I encounter difficulties in my job". A sample of an item for job autonomy reads: "I can independently manage available resources for my work". A sample of an item for performance feedback reads: "My departmental head always inform me whether he/she is satisfied with my performance". A sample of an item for career development opportunities reads: "My work provides me the opportunity to continually upgrade myself". The authors constructed an instrument of four items to measure variety of skills utilization. A sample of an item for this construct reads: "My work requires me to possess collaboration and teamwork skills". The authors created three measures to measure job self-efficacy, a sample of the item reads: "I feel confident when I am about to perform research task".

To assess an item's internal consistency, Cronbach alpha was utilized for job resources including job self-efficacy. The coefficient values for both instruments yielded the indexes of 0.73 for variety of skills utilization, 0.86 for colleagues' support, 0.71 for job autonomy, 0.79 for performance feedback, 0.70 for career development opportunity, 0.91 for overall job resources and 0.80 for job self-efficacy.

Among the 146 participants who completed the instruments, 91 (62%) were male and 55 (38%) were female. 71 (49%) were professionals with expertise in management and office technology; 49 (34%) were professionals with expertise in accounting; 15 (10%) in marketing; and 11 (07%) in entrepreneurship education. Additionally, 20 (14%) were under the age of 26; 41 (28%) were between the ages of 26 and 35; 39 (27%) were between the ages of 36 and 45; 29 (20%) were between the ages of 46 and 55; and 17 (11%) were between the ages of 66 and above.

Data Collection Procedure

With the aid of six research assistants who had been educated on the steps to take, the instruments were handed to the participants. Prior to the administration of the instruments, the participants were contacted via letters utilizing the direct contact technique. The instruments may be finished by the participants, and they had two weeks to return them if they wanted to. Due to the fact that the psychological scales used to measure the variables were self-reported measurements, copies of the instruments were given to the participants for them to complete and share their experiences.

Research Analysis

The Statistical Package for Social Sciences (SPSS) version 23.0 was used to analyze the data. Linear regression, bias-corrected regression, and correlation matrix were the statistical tools used (BC) bootstrapping regression. Correlation matrix was performed to establish the extent of interplay among the study variables. Linear regression was performed to test the extent of relationships among the study variables. BC bootstrapping regression was performed to test the significance of the direct effects among the study variables. Furthermore, when 0 is excluded from the confidence interval (CI), the direct effects are considered significant. According to a range of coefficient values (r) suggested by Uzoagulu (2011), the choice rule for the employment of correlation matrix was as follows: Low correlation is defined as an r-value between .2 and .4, while very low correlation is defined as an r-value between .0 and .2. Keep in mind that a positive coefficient r-value indicates a positive association, which means that if one variable rises, the other rises as well.

In the case of a linear regression, a probability of p less than or equal to .05 indicates a significant result (acceptance of the research hypothesis), whereas p greater than .05 indicates a non-significant result (rejection of the research hypothesis). If the lower limit (LL) and upper limit (UL) of the confidence interval (CI) for the BC bootstrapping regression fall on the same axis (i.e., do not include zero value), it is significant (accept the study hypothesis). If CI values span axes (i.e., include 0 value), it signifies the result is not significant and the study hypothesis is rejected.

RESULTS

The results of the data analyses of correlation were presented in Table 1. A cursory look at the results of the analysis performed in Table 1 indicated that the correlations among the study constructs and variables are relatively positive and significant.

Since this evidence of correlations among the study constructs and variables are relatively positive and significant, it authenticates/substantiates the reason why the authors need to perform the linear regression and the BC bootstrapping regression analyses proposed in the present study.

Table 1: Mean, standard deviation and correlation between job resources and job self-efficacy of vocational business educators

Constructs	1	2	3	4	5	6	7	8	9	10
VSU	-									
CS	.290**	-								
JA	.385**	.658**	-							
PF	.319**	.690**	.709**	-						
CDO	.345**	.704**	.706**	.779**	-					
OJR	.629**	.861**	.825**	.831**	.846**	-				
TSE	.286**	.466**	.429**	.551**	.520**	.551**	-			
RSE	.318**	.477**	.432**	.482**	.449**	.540**	.299**	-		
ASE	.172*	.370**	.252**	.332**	.283**	.359**	.190*	.445**	-	
OJSE	.338**	.578**	.482**	.591**	.538**	.632**	.590**	.797**	.804**	-
M	7.829	11.336	5.719	5.870	5.712	36.466	2.000	1.877	2.233	6.110
SD	1.970	2.370	1.100	1.128	1.174	6.119	0.599	0.769	0.910	1.698

Note. ** = Correlation is significant at the 0.01 level (2-tailed), * = Correlation is significant at the 0.05 level (2-tailed), *N* = 146, *M* = Mean, *SD* = Standard Deviations, VSU = Variety of Skills Utilization, CS = Colleagues Support, JA = Job Autonomy, PF = Performance Feedback, CDO = Career Development Opportunities, OJR = Overall Job Resources, TSE = Teaching Self-Efficacy, RSE = Research Self-Efficacy, ASE = Administrative Self-Efficacy, OJSE = Overall Job Self-efficacy.

Hypotheses Testing

To test the hypotheses, the authors conducted a linear regression analysis, by using 5000 resamples BC bootstrap regression. The results of hypotheses 1 to 6 was presented as follows.

Research Hypothesis 1: Variety of skills utilization will significantly predict job self-efficacy of vocational business educators in public universities.

Table 2: Regression estimates of variety of skills utilization as a predictor of job self-efficacy of vocational business educators in public universities

							Bootstrap with BCa 95% CI	
	B	*Bias*	*SE*	*B*	*t*	*p*	Lower Limit	Upper Limit
Constant	3.832	-.054	.679		7.020	.000	2.369	5.025
VSU	.291	.007	.091	.339	4.303	.002	.134	.485
Summary	R^2 = .114, Adjusted R^2 = .108, F = 18.513, df = 1, 145							

Note. p < .05, p < .01, VSU = Variety of Skills Utilization, BCa = bias-corrected and accelerated estimates, CI = confidence interval

The results of the analyses presented in Table 2 indicated that the job self-efficacy of vocational business educators in Public Universities is significantly predicted by the utilization of various skills (F = 18.513, β = .339, t = 4.303, p = .002). The results of the 5000-resample BC bootstrap coefficients are also significant (bias = .007, p < .01) with a relatively negligible bias. Table 2 also indicated that the adjusted R^2 (.108) explained that 10.8% of the variances in the job self-efficacy of vocational business educators in Public Universities is predicted by the use of different skills at work. By and large, hypothesis 1 is supported, which implies that the variety of skills utilization significantly predicted job self-efficacy of vocational business educators in Public Universities.

Research Hypothesis 2: Colleagues support will significantly predict job self-efficacy of vocational business educators in public universities.

Table 3: Regression estimates of colleagues' support as a predictor of job self-efficacy of vocational business educators in public universities

							Bootstrap with BCa 95% CI	
	B	*Bias*	*SE*	*B*	*T*	*p*	Lower Limit	Upper Limit
Constant	1.411	.034	.477		2.502	.003	.528	2.395
CS	.414	-.003	.042	.578	8.510	.000	.326	.493
Summary	R^2 = .335, Adjusted R^2 = .330, F = 72.412, df = 1, 145							

Note. p < .05, p < .01, CS = Colleagues Support, BCa = bias-corrected and accelerated estimates, CI = confidence interval

The results of the analyses presented in Table 3 indicated that the job self-efficacy of vocational business educators in Public Universities is significantly predicted by colleagues' support (F = 72.412, β = .578, t = 8.510, p = .000). The results of the 5000-resample bootstrap coefficients is also significant (bias = -.003, p < .01) with a relatively negligible bias. The Table also indicated that the adjusted R^2 (.330) explained that 33.0% of the variances in job self-efficacy of vocational business educators in Public Universities is predicted by colleagues' support at work. All in all, research hypothesis 2 is supported, which implies that colleagues support significantly predicted job self-efficacy of vocational business educators in Public Universities.

Research Hypothesis 3: Job autonomy will significantly predict job self-efficacy of vocational business educators in public universities.

Table 4: Regression estimates of job autonomy as a predictor of job self-efficacy of vocational business educators in public universities

							Bootstrap with BCa 95% CI	
	B	*Bias*	*SE*	*B*	*T*	*p*	Lower Limit	Upper Limit
Constant	1.857	.045	.625		2.828	.003	.734	3.214
JA	.744	-.009	.109	.482	6.596	.000	.506	.933
Summary	R^2 = .232, Adjusted R^2 = .227, F = 43.502, df = 1, 145							

Note. p < .05, p < .01, JA = Job Autonomy, BCa = bias-corrected and accelerated estimates, CI = confidence interval

The results of the analyses presented in Table 4 indicated that the job self-efficacy of vocational business educators in Public Universities is significantly predicted by job autonomy (F = 43.502, β = .482, t = 6.576, p = .000). The results of the 5000-resample bootstrap coefficients is also significant (bias = -.009, p < .01) with a relatively negligible bias. The Table also indicated that the adjusted R^2 (.227) explained that 22.7% of the variances in the job self-efficacy of vocational business educators in Public Universities is predicted by job autonomy. Therefore, research hypothesis 3 is supported in the study, which implies that job autonomy significantly predicted job self-efficacy of vocational business educators in Public Universities.

Research Hypothesis 4: Performance feedback will significantly predict job self-efficacy of vocational business educators in public universities.

Table 5: Regression estimates of performance feedback as a predictor of job self-efficacy of vocational business educators in public universities

							Bootstrap with BCa 95% CI	
	B	*Bias*	*SE*	*B*	*T*	*p*	Lower Limit	Upper Limit
Constant	.890	.043	.530		1.471	.087	-.046	2.042
PF	.889	-.008	.090	.591	8.783	.000	.686	1.045
Summary	R^2 = .349, Adjusted R^2 = .344, F = 77.145, df = 1, 145							

Note. p < .05, p < .01, PF = Performance Feedback, BCa = bias-corrected and accelerated estimates, CI = confidence interval

The results of the analyses presented in Table 5 indicated that the job self-efficacy of vocational business educators in Public Universities is significantly predicted by performance feedback (F = 77.145, β = .591, t = 8.783, p = .000). The results of the 5000-resample bootstrap coefficients is also significant (bias = -.008, p < .05) with a relatively negligible bias. The Table also indicated that the adjusted R^2 (.344) explained that 34.4% of the variances in the job self-efficacy of vocational business educators in Public Universities is predicted by the feedback of performance at work. In all, research hypothesis 4 is supported, which means that performance feedback significantly predicted job self-efficacy of vocational business educators in Public Universities.

Research Hypothesis 5: Career development opportunities will significantly predict job self-efficacy of vocational business educators in public universities.

Table 6: Regression estimates of career development opportunities as a predictor of job self-efficacy of vocational business educators in public universities

							Bootstrap with BCa 95% CI	
	B	*Bias*	*SE*	*B*	*t*	*p*	Lower Limit	Upper Limit
Constant	1.663	.071	.614		2.808	.006	.633	3.051
CDO	.778	-.013	.104	.538	7.661	.000	.539	.094
Summary	R^2 = .290, Adjusted R^2 = .285, F = 58.694, df = 1, 145							

Note. p < .05, p < .01, CDO = Career Development Opportunities, BCa = bias-corrected and accelerated estimates, CI = confidence interval

The results of the analyses presented in Table 6 indicated that the job self-efficacy of vocational business educators in Public Universities is significantly predicted by career development opportunities (F = 58.694, β = .538, t = 7.661, p = .000). The results of the 5000-resample bootstrap coefficients is also significant (bias = -.013, p < .01) with a relatively negligible bias. The Table also indicated that the adjusted R^2 (.285) explains that 28.5% of the variances in the job self-efficacy of vocational business educators in Public Universities is predicted by career development opportunities. By and large, research hypothesis 5 is supported, which means that career development opportunities significantly predicted job self-efficacy of vocational business educators in Public Universities.

Research Hypothesis 6: Overall job resources will significantly predict job self-efficacy of vocational business educators in public universities.

Table 7: Regression estimates of overall job resources as a predictor of job self-efficacy of vocational business educators in public universities

							Bootstrap with BCa 95% CI	
	B	*Bias*	*SE*	*B*	*t*	*p*	Lower Limit	Upper Limit
Constant	-.283	.022	.608		-.462	.630	-1.453	.935
OJR	.175	-.001	.017	.632	9.774	.000	.142	.207
Summary	R^2 = .399, Adjusted R^2 = .395, F = 95.524, df = 1, 145							

Note. p < .05, p < .01, OJR = Overall Job Resources, BCa = bias-corrected and accelerated estimates, CI = confidence interval

The results of the analyses presented in Table 7 indicated that the job self-efficacy of vocational business educators in Public Universities is significantly predicted by the overall job resources (F = 95.524, β = .632, t = 9.774, p = .000). The results of the 5000-resample bootstrap coefficients is also significant (bias = -.001, p < .01) with a relatively negligible bias. The Table also indicated that the adjusted R^2 (.395) explains that 39.5% of the variances in the job self-efficacy of vocational business educators in Public Universities is predicted by the overall job resources. All in all, research hypothesis 6 is supported in the study, which means that career development opportunities significantly predicted job self-efficacy of vocational business educators in Public Universities.

DISCUSSION

Examining the interactions between and among job resources and job self-efficacy of vocational business educators in Public Universities is the study's specific goal. With regards to hypothesis 1, the authors established and predicted that the utilization of variety of skills explains vocational business educators' self-efficacy in accomplishing work tasks. The findings suggest that job self-efficacy of vocational business educators is a function of their different levels of requisite skills utilization. The result of hypothesis 1 is in agreement with previous findings which revealed that variety of skills utilization significantly predicted job self-efficacy (Tims, Bakker & Derks, 2012). The result also supported the assertions of Vough and Parker (2008) and Tims and Bakker (2010) who suggested that there is a significant link between variety of skills utilization and employees' job self-efficacy. The result of hypothesis 2 is in concordance with the findings which indicated that social support, both from the heads of department and from colleagues have been shown to be positively correlated with employees' self-efficacy (Skaalvik & Skaalvik, 2019; Aldridge & Fraser, 2016; Capa Aydin & Woolfolk Hoy, 2005; Tschannen-Moran & Woolfolk Hoy, 2007). Skaalvik and Skaalvik (2016) also found that lack of social support especially from supervisors or the heads of department had a negative correlation with employees' self-efficacy at work.

The result of hypothesis 3 is in agreement with the findings which showed that job autonomy significantly associated with self-efficacy of employees at work (Zakeri & Shahtalebi, 2014). A structural relationship also revealed that job autonomy significantly associated with the self-efficacy of employees at work (Saragih, 2011). The findings also agree with a study that self-efficacy is positively or directly impacted by job autonomy of employees (Sarinah, Akbar & Prasadja, 2018). One of the things that help employees become more enthusiastic and confident in their abilities to perform their jobs is job autonomy (Terason, 2018). The result of hypothesis 4 is in agreement with self-efficacy theory which posited that the provision of information regarding previous work performance produces stronger self-efficacy (Bandura, 1997). Furthermore, employee performance and job self-efficacy were inversely correlated, meaning that when workers perform better, they become more effective

(Beattie, Woodman, Fakehy & Dempsey, 2016). Research has also indicated that people who are provided with positive feedback on work done increases their self-efficacy (Bandura & Cervone, 1986; Bandura & Jourden, 1991; Locke & Latham, 1990; Podsakoff & Farh, 1989). However, feedback on performance on tasks affects self-efficacy, and employees tend to have more self-efficacy when they receive favorable feedback (Bandura, 1986).

The result of hypothesis 5 is in agreement with recent findings which revealed that career development opportunities significantly predicted work self-efficacy (Wujema, Mohd Rasdi, Zaremohzzabieh & Ahrari, 2022). Career development scholars and practitioners believed and suggested that career development interventions predicted personality factors such as employees' self-efficacy (Edwards, O'Mahoney & Vincent, 2014). The result of hypothesis 6 is in agreement with the findings of a study conducted by Tims, et al. (2012) which revealed that employees who experience high levels of job resources are more self-efficacious or confident on the job. This means that vocational business educators who experience high level of job resources (e.g. utilize variety of skills, receive support from colleagues, free to make job decisions, receive feedback on the job done and opportunity to upgrade one skills) exert high level of self-efficacy on the job.

IMPLICATIONS FOR PRACTICE

The present study examined the extent to which job resources (e.g. variety of skills utilization, colleagues support, autonomy, performance feedback and opportunities for career development) predict self-efficacy. The present study is a less-examined area of research inquiry, especially in both developed and developing countries. The present study is a predictive study which implies that managers of tertiary institutions can increase the work self-efficacy of their lecturers by creating a resourceful working environment or by strengthening their lecturers' job resources). However, the mechanisms to increase lecturers' job self-efficacy are well developed and can be found in the famous work of Bandura (1997). The present study contributed to self-efficacy and job demand-resource theories by providing a framework that focus on the extent to which job resources predict job self-efficacy of vocational business educators. Thus, providing opportunities for vocational business educators to experience job resources will stimulate their self-efficacy. Bandura (1986) developed a framework, known as a 'reciprocal causality model', which described the development of individuals' self-efficacy as a function of their exposure to a resourceful working environment. Also, job demand-resource theory depicted that job resources represent a motivational and positive pathway and could provide the opportunities for employees to exhibit high level of self-efficacy. This means that job resources are significant components of motivational process that can stimulate self-efficacy of vocational business educators. Therefore, further studies should focus on this interplay, by examining other aspect of job resources (e.g. job crafting) and how they can help predict other aspect of personal resources (e.g. self-esteem).

This study also provides practical implications for higher institutions in particular and society in general. Employees' personal resources were found to exist, likely because of specific experience of their exposure to a resourceful work environment. In this present study, the authors found that the levels of self-efficacy exerted by vocational business educators were predicted by the experience of job resources. Vocational business educators who exerted sense of self-efficacy in their work tasks were more likely to utilize variety of skills, receive support from colleagues, be free in making job decisions, receive feedback on the job done and seize opportunity for skills upgrade. Based on the current knowledge concerning the extent to which

job resources predict self-efficacy among vocational business educators, it appears relevant to assign them clear work tasks and to assist them concerning how they may create a resourceful working environment that contributes to their well-being. The creation of a resourceful working environment would in turn contribute to society in general by facilitating vocational business educators' productivity and well-being.

STUDY LIMITATIONS AND FUTURE RESEARCH DIRECTION

The authors of this study must acknowledge some limitations, despite the contributions to existing theories and empirical studies. One limitation is the use of self-reported measurements. It should be noted that many of the constructs that the authors used in the present study are likely best rated by the vocational business educators themselves. For example, because job resources are experienced and self-efficacy is exerted on a daily basis by the vocational business educators, colleagues or departmental heads are not in a better position to respond about the experiences of vocational business educators since the instruments were not alternated measurements. However, self-reported measurements may attract common method variance. The following measures are used to reduce the existence of common method biases as an explanation of the interplay observed in the present study: response bias is reduced because a predictive study requires that employees report their experience in close proximity to their actual behaviour (Podsakoff, MacKenzie, Lee & Podsakoff, 2003). Alliger and Williams (1993) suggested that researchers could check indirectly for common methodological bias by examining the relationships and correlations among study constructs. Low relationships and correlations for at least some of these constructs would indicate that respondents are at least differentially responding to psychological scales. As indicated in Table I, the Pearson's correlations between the constructs and the study variable were not exceedingly high and ranged between .172 and .861. These results indicated that common method bias cannot account fully for the correlations observed in the present study.

Another limitation of the present study is that the authors cannot make causal inferences from the correlational study results. Although the data from the present study support the model developed, implying that several other models can support (Stone-Romero and Rosopa, 2010). At this present stage of theorizing about how job resources can be said to predict self-efficacy of employees, the authors feel that demonstrating the strength of how job resources predict self-efficacy among actual employees, together with a careful discussion of potential explanations for these predictions, is a useful contribution. However, future research could employ a longitudinal approach or an experimental design in which members of staff receiving series of training or an experimental group receiving training to stimulate their self-efficacy (Demerouti, Van Eeuwijk, Snelder & Wild, 2011) to be compared with a control group on the use of the extent to which job resources predict work-related task performance.

Furthermore, the authors focused on experiencing job resources. However, as suggested by Tims and Bakker (2010), there are more job resources that could be experienced by an employee. For example, Tims, et al. (2012) found two clusters of job resources, which include performance feedback and colleagues support and job autonomy and variety of skills utilization. Moreover, job demands can also be highly or lowly experienced. Future research should examine the antecedents and outcomes of these experiences and include personal resources of employees to understand their full impact on employees, colleagues, and organizational outcomes.

Future research could also focus on moderators and mediators of the interplay between job resources and self-efficacy. Regarding the extent to which job resources predict self-efficacy, several moderators and mediators may have already been suggested. Interestingly, moderators and mediators that could influence the extent to which job resources predict self-efficacy could also be investigated. A possible moderator and mediator in this respect is the felt responsibility for constructive change. People who feel that they are not capable of performing and executing the desired work tasks and to impact their work environment successfully do not necessarily feel responsible for actually changing work situations. Therefore, vocational business educators who feel capable of creating a resourceful working environment (job resources) and who feel responsible for making changes (felt responsibility for constructive change) may be most likely to stimulate their capability (e.g., self-confidence or self-efficacy) to improve work performance.

CONCLUSION

Conclusively, the authors consider the present study to be a crucial first step in the empirical investigation of how well job resources predict the job self-efficacy of vocational business employees. The relationship between employees' job self-efficacy could be a function (at least partially) of their experiences of job resources. The purpose of this study is to stimulate additional investigation into the intriguing idea of a resourceful workplace or job resources, which may benefit both individual vocational business educators as well as tertiary institutions.

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