EXAMINING THE INFLUENCE OF SPECIFIC AND OVERALL JOB DEMANDS ON BUSINESS EDUCATORS' TURNOVER INTENTIONS: AN EMPIRICAL STUDY OF NIGERIA'S PUBLIC UNIVERSITIES IN SOUTH-SOUTH

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Abstract
The present study has been carried out to examine: (1) the extent to which Business Educators are prone to specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload and time pressure) and turnover intentions in Nigeria's Public Universities in South-South, and (2) the extent to which specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload and time pressure) predict Business Educators' turnover intentions in Nigeria's Public Universities in South-South. A causal research design was used to actualize the aim of this study. Data were collected from 139 Business Educators from 13 Public Universities through the administration of questionnaires on the respondents. The authors applied the descriptive statistics such as Mean and Standard Deviation, and the inferential statistics such as correlation and regression via 10000 resamples bootstrap. The findings show that Business Educators experience a much higher level of specific and overall job demands. Also, Business Educators exert a much higher level of turnover intentions. The study also finds a positive degree of correlation as well as a significant degree of relationship between specific and overall job demands and Business Educators' turnover intentions. Furthermore, limitations of the study and practical implications of the results were discussed.
Keywords. *Business Educators, Nigeria's Public Universities, Overall Job Demands, South-South Nigeria, Specific Job Demands, Turnover Intentions.*

Introduction

Business Educators perform complex and multiple job activities in low resource or high demand working environments, that characterizes Business Teacher Education as a stressful profession. The complexities and multi-dimensions of job activities coupled with the exposure to low resource or high demand working environments provide understanding of the extent to which Business Educators are susceptible to unprecedented stressful situations which, in turn, leads to turnover intentions (i.e., a desire to quit one's job or leave one's university for another). This means that Business Educators may decide to quit their job or change their university due to exposure to stressful situations caused by the combinations

of high specific job demands and low specific job resources. For the purpose of this study, turnover intention refers to a Business Educator willingness to voluntarily quit his or her job or leave his or her university (Edokpolor, Ogedegbe & Oluwasina, 2025). Research revealed that about 30% of teachers or educators quit their job or leave their institution for another in the first five years, adding that 84% of teachers or educators quit their job or leave their institution for another voluntarily. Comparing available statistics with that of employees in public sector, 54% of employees work until retirement age, while 26% of teachers or educators work at the same period (Kusy & O'Leary-Driscoll, 2020).

A Business Educator who exerted the willingness to voluntarily quit his or her job or leave his or her institution for another can be said to have been performing complex and multi-dimensional job activities coupled with high job demands and/or low job resources. This means that high job demands could occur when Business Educators are exposed to low job resources. Exposure to high job demands may imply that when Business Educators experience insufficient job resources, they would, in turn, lose their interest and develop negative attitudes or feelings toward their job. After a prolonged exposure to job demands, Business Educators may distance themselves psychologically and physically from their work, which may predict actual turnover. As postulated by the Job Demands-Resources (JD-R) model, job demands may predict several behavioural outcomes, which includes turnover intentions (Demerouti, Bakker, Nachreiner & Schaufeli, 2001). The JD-R model also proposes that if stressful job demands are not mitigated by increased or appropriate job resources, employees will be prone to constant overtaxing, that potentially leads to negative occupational outcomes like turnover intentions (Rajendran, Watt & Richardson, 2020). Job demands involve those physical, social, or organizational aspects of the job that require sustained physical and/or psychological effort and are, therefore, associated with physiological and/or psychological costs (Bakker, Hakanen, Demerouti & Xanthopoulou, 2007). High job demands, which require sustained physical and/or psychological effort, may reduce resources and foster the reduction of energy (Jyoti & Rajib, 2016). Specific job demands may include work-family conflict, family-work, excess workload, time pressure, among others.

Work-family conflict occurs when work-related requirements (e.g. irregular working hours, excess workload or overtime) affect the Business Educator's private and family life (e.g. participation in children's activities, lack of childcare or care of parents). Family-work conflict occurs when family-related requirements affect the Business Educator's job duties (Netemeyer, McMurrian & Boles, 1996). Excess workload involves the tasks or group of tasks completed by a person within a specific timeframe under normal conditions. It can be measured through three factors: the work dimension, which refers to the expected work output from employees; work conditions, which refers to an employee's understanding of their working environment; and the use of working time, which refers to the amount of time employees spend on their tasks each day (Maulida & Wahyuningtyas, 2020). Time pressure is the reduction in amount of time available to perform a job. That is, when time pressure is high, it can lead to turnover intentions. Furthermore, high amounts of time pressure might cause behaviour avoidance and detrimental effect. On the other hand, when time pressure (a key dimension of job demands) is regarded as very high, Business Educators can be impacted by stress, which can lead to turnover intentions.

Several empirical researches have been conducted using rigorous inferential statistics to test the assumptions of the JD-R model. In conformity with this model, Cho (2020) reported significant positive associations between specific job demands (i.e., excess workload and role ambiguity) and turnover intentions. Sakakibara, Shimazu, Toyama and Schaufeli (2020) also reported significant positive associations between specific job demands (i.e., qualitative demand, quantitative demand and emotional demand) and turnover intentions. In a similar vein, De Beer (2021) tested another relationship model successfully in which specific job demands (i.e., emotional load) was positively related to turnover intentions. Yet another study, Russell et al. (2020) found a significant positive relation between job demands and turnover intentions. Furthermore, De Beer, Schaufeli and Bakker (2022b) tested a relation model in which specific job demands (e.g., excess workload) was positively related to turnover intentions. Jyoti and Rajib (2016) previously reported significant positive links between specific job demands (i.e.,

quantitative demand, problem solving demand and attention demand) and turnover intentions among different occupational groups. All these studies assumed a stressor effect, namely, that the presence of specific job demands and the lack of specific resources have a positive influence on turnover intentions. All in all, these studies conform with the predictions of the JD-R model, namely, that specific job demands were found to positively associated with turnover intentions.

The authors of this present study expect, therefore, that specific job demands would positively related to Business Educators' turnover intentions. Although, numerous studies have been conducted to examine the influence of specific job demands on turnover intentions using JD-R theory and Conservation of Resources (COR) theory. But the authors of this present study found no study conducted in Nigeria's Public Universities in South-South in this newly area of research inquiry. Generally, related studies focus on work-related characteristics, well-being, behavioural outcomes and personal resources among one major occupational group such as Technology and Vocational Educators. Only one study recently adopted JD-R theory and COR theory to measure and explain a burnout symptoms Business Educators in Nigeria's Public Universities in South-South (Edokpolor et al., 2025). Based on this noticeable gap in research, especially on Business Educators' turnover intentions in Nigeria's Public Universities, it has become necessary to examine the extent to which Business Educators' are prone to specific and overall job demands and turnover intentions; and the extent to which specific and overall job demands predict Business Educators' turnover intentions. This oversight makes it difficult to develop effective talent and human resource management strategies that are geared towards tackling the problem that Nigeria's Public Universities face. To fill this gap, the present study aims to examine: (1) the extent to which Business Educators' are prone to specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload, and time pressure) and turnover intentions; and (2) the extent to which specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload and time pressure) predicts Business Educators' turnover intentions. Focusing solely on Public Universities will provide empirical-based data that can be used to develop effective engagement and retention strategies, clarifying the specific challenges and dynamics that could shape turnover intentions in this critical sector of Nigeria's educational landscape. Based on the above aims, the present study is driven by two main research questions:

1. to what extent are Business Educators prone to specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload, and time pressure) and turnover intentions in Nigeria's Public Universities in South-South?
2. to what extent does specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload, and time pressure) predicts Business Educators' turnover intentions in Nigeria's Public Universities in South-South?

It is expected that the outcome of this present study will be of great benefit, especially to university leaders and administrators, as it will provide them with the salient information to understand why work environment needs to be highly resourceful and for Business Educators to stay on the job or stay with their institutions. Turnover intentions of highly talented Business Educators can be very detrimental (i.e., expensive or disruptive) for institutions. Losing highly talented Business Educators can make university managers and administrators incur substantial costs associated with recruiting and re-skilling, and hidden costs associated with difficulties in executing projects or disruptions in team-based work environments (Griffeth, Hom & Gaertner, 2020). Determining the antecedents of Business Educators' turnover intentions within Business Teacher Education workforce and tackling it via talent management strategies, human resource management strategies and motivational work situation has become imperative for universities.

Theoretical Framework

Job Demands-Resources (JD-R) Model

The JD-R theory is used in this present study to explain how specific job demands can predict Business Educators' turnover intentions. To better understand and explain how specific and overall job demands can influence Business Educators' turnover intentions, management and organizational researchers have adopted the JD–R model (e.g., Demerouti et al., 2001) that originated in an organizational context. The JD–R theory is a comprehensive, well-established, and widely used theory to measure and explain the impact of specific and overall job demands on turnover intentions organizational contexts empirically (Cho, 2020; Sakakibara et al., 2020; De Beer, 2021; De Beer et al., 2022b; Bakker, Demerouti, & Sanz-Vergel, 2023). The JD–R theory offers great insights from both positive and negative job characteristics and behavioural outcome perspectives, and integrates several job stress and motivational perspectives (Bakker, Demerouti et al., 2023; Demerouti et al., 2001). One of the major tenets of JD-R theory is that it classifies job characteristics into two dimensions, namely: demands (i.e., aspects of work that cost effort and instigate a negative behavioural outcome) and resources (i.e., aspects of work that help cope with demands and fuel a negative behavioural outcome) (Bakker & Demerouti, 2014, 2017). These two distinct processes outlined in the JD–R model (Demerouti et al., 2001; Lesener et al., 2020; Salmela-Aro et al., 2022) are to be linked to adverse negative and positive effects (Bakker, Demerouti et al., 2023).

Job demands refer to physical, psychological, social and organizational facets of a job, requiring sustained physical and psychological (i.e., cognitive or emotional) efforts or energies that are linked to some certain physiological and psychological costs (Demerouti et al., 2001; Bakker et al., 2007). Although job demands are not necessarily negative, they may lead to job stressors, when meeting those demands that requires high effort (Bakker et al., 2007). As such, stress may lead to increased turnover. The JD-R model assumed that job demands are related to negative behavioural outcomes such as turnover intentions. The JD-R model postulates that the negative working condition (i.e., demands) may evoke negative behavioural outcomes such as turnover intentions. High specific job demands are likely to result in strain reactions (e.g., stress), which may lead to an increase in turnover intentions. The pathway from job demands to turnover intentions is known as a negative behavioural pathway (e.g., Bakker et al., 2007).

The JD-R model is related to this present study because it postulates several negative behavioural outcomes in which specific job demands may lead to an increase in the employees' turnover intentions. Therefore, when Business Educators are susceptible to high specific job demands or low specific job resources, it might lead to an increase in their turnover intentions.

Conservation of Resources (COR) Theory

The COR theory is also used in this present study as a valuable framework to better understand and explain the links between specific stressful situations and turnover intentions. It is a leading stress theory that has been used successfully in recent years to explain work-related issues. The COR theory is basically a theory with propositions on what people do when they anticipate losing or actually lose resources. The authors of this present study believe that the COR theory is an appropriate theoretical framework to interpret and discuss the results presented in this present study, because it has been supported by previous research on specific job demands (Grandley & Cropanzano, 1999). For instance, the COR theory was one of the theories on which Netemeyer and colleagues built their hypotheses when they executed a study on the links between specific job demands (e.g., work-family conflict), work stress and service employees' performance (Netemeyer, Maxham III & Pullig, 2005). Yet another study recently reported that the COR theory is useful in conducting the research on a specific job demands such as work-family conflict and family-work conflict (Nohe, Meier, Sonntag & Michel, 2015).

The COR theory postulated that people strive to gain, increase, protect and retain their "resources" needed to manage stressful situations or mitigate specific job demands such as work-family conflict,

family-work conflict, excess workload and time pressure (Hobfoll, 1989, 2011, 2012). The theory assumes that stress prevails when there is a loss of resources or when a loss of resources is anticipated or perceived. The theory further states that people attempt to preserve, protect and create new resources so as to maximize their ability to manage or mitigate stressful situations. This implied that the central tenet of the COR theory is that people need resources for survival, and, therefore, everyone attempts to obtain, retain, foster, and protect resources. Therefore, the extent to which people react to a generally life event such as the intent to quit a job can, however, be attributed to individual or work-related factors (Hobfoll, 1988).

The COR theory classified resources into four main categories, namely: objects (such as socio-economic possessions); personal qualities or skills (such as self-confidence or self-esteem); conditions or different roles (such as being employed or in a relationship); and energies or contributing resources (such as knowledge, time and money). People constantly opt for new and valuable resources that they can use to avoid stressful situations where stress can affect them negatively (Hobfoll, 2011). The COR theory postulates two major tenets, namely: (1) the impact of the gain or loss of resources is asymmetric, and (2) people must use resources to limit any loss of resources. People who possess limited resources often become defensive in order to protect their resources, which in turn makes them less successful or flourish under high pressures or stressful situations (Hobfoll, 2011). The COR theory describes people behaviour based on the evolutionary need to "acquire and conserve resources for survival, which is central to human behavioural genetics" (Hobfoll, Halbesleben, Neveu & Westman, 2018).

The COR theory is described as a simple, powerful and comprehensive theory with several attractive characteristics when reporting stress-related variables and constructs at work. The COR theory assumes, for example, that possible losses of resources are linked to, among other things, relational factors in a family for a family member who experiences work-related stressors (Hobfoll, 1988, 1989). A person who is experiencing perceived resource exhaustion or work-related stressors may not be interested in devoting his or her time to work commitment and/or engagement. If the resources are lost (or are exhausted), employees can consider quitting the job or leaving the organization. This means that specific and overall job demands such as work-family conflict, family-work, work overload, time pressure and attitudinal outcomes such as turnover intentions are tightly linked to the extent to which Business Educators are prone to resource depletion or stressful situations. Therefore, COR theory is related to this present study because it explains the links between specific and overall job demands (work-family conflict, family-work, excess workload, and time pressure) and Business Educators' turnover intentions.

Conceptual Model and Hypotheses Development

The authors provide a firm basis of a conceptual model (Figure 1) for this present study with the support of JD-R and COR theories to understand specific and overall job demands and their links with turnover intentions. The underlying assumption of this present study is that high specific job demands and low specific job resources is predictive of turnover intentions, based on JD-R model (e.g., Demerouti et al., 2001; Bakker et al., 2007) and COR theory (e.g., Hobfoll, 1988, 1989). Although the present study did not investigate the relationships between the two job characteristics and turnover intentions, but the JD-R model and COR theory helps explain the interplays between specific and overall job demands (work-family conflict, family-work conflict, excess workload and time pressure) and business educators' turnover intentions.

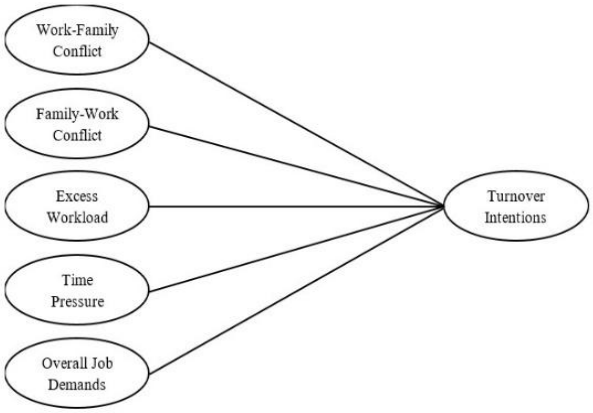

Figure 1. Conceptual Model of Hypothesized Links Between Specific and Overall Job Demands and Turnover Intentions.

Job Demands

Job demands are proposed to play a crucial role in the negative pathway of the JD-R model, but not in the positive pathway of the JD-R model. However, some authors have argued that job demands may also play a positive or functional role. Job demands represent a major construct of employees' work situation, job characteristics and work environment. In the early stage of JD-R model, job demands are defined as "those physical, social, or organizational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs" (Demerouti, et al., 2001, p. 501). In the later stage of JD-R theory, job demands are defined as "aspects of work that require effort and therefore are associated with physical and psychological costs" (Bakker & Demerouti, 2017, p. 277). The value-based nature of job demands has called for a redefinition of the concept, namely that job demands are negatively valued physical, social, or organizational aspects of the job that require sustained physical or psychological effort and are therefore associated with certain physiological and psychological costs (Schaufeli & Taris, 2014). Specific job demands include work-family conflict, family-work conflict, excess workload, and time pressure (Nahrgang, Morgeson & Hofmann, 2011). Work–family conflict refers to the role conflict of internal resources, emotions, and behaviours due to the role pressure at work and in the family, which is multi-dimensional in nature. It can be divided into two types, namely: (1) work interfering with family as a result of work pressure, and (2) family interfering with work as a result of family pressure. Thus, the boundary between the work and family contexts is permeable, which implied that an interplay may exist between employees work and family. Work-family conflict occurs when work-related requirements (e.g. irregular working hours, workload or overtime) affect the business educator's private and family life (e.g. participation in children's activities, lack of childcare or care of parents). Family-work conflict occurs when family-related requirements and responsibilities affect work activities (Netemeyer et al., 1996).

Employees may be prone to threat of resources loss as a result of time pressure which could be easily transferred to the family. Therefore, the problems encountered by employees at work are likely to snowball to the family (Richter, Näswall, Lindfors & Sverkeet, 2015). Time pressure will spread to their spouses and children and spark the conflict between the work and family (Carlson, Thompson, Crawford, Boswell & Whitten, 2018; Nomaguchi & Fettro, 2019). For instance, Bakker and Sanz-Vergel (2013) found that employees experienced time pressure as a hindrance job demand rather than as a challenge job demand. Excess workload is referred to as the tasks or group of tasks completed by an individual within a specific timeframe under normal conditions. It may also be seen as all the job activities that require an employee's time to fulfill their responsibilities at work, whether it is done directly or indirectly. Excess workload can be measured through three factors: the work dimension, which refers to the expected work output from employees; work conditions, which refers to an employee's understanding of their working environment; and the use of working time, which refers to the amount of time employees spend on their

tasks each day (Maulida, et al., 2019). Time pressure is referred to employees' opinions concerning their ability to complete a task based on a time limitation, and it explain that a timely task completion reflects the effectiveness and efficiency in job performance. Time pressure can also be referred to as reduction in the amount of time available to perform a job. That is, when time pressure is high, it can interfere with employees' job performance. Furthermore, excessive amounts of time pressure could result to a behaviour avoidance and detrimental effect. On the other hand, when time pressure is perceived as very high, employees might be impacted by stress.

Turnover Intentions

Turnover intention is a core topical issue that organizational and management scholars and researchers have dealt with for over a century ago (Chung, 2022). The first topical problem on turnover intentions focused on "rates of departure" and "stability of employment" (Bon & Shire, 2017). These topical problems have been carried out at the beginning of 20th century, thus making turnover intentions to be a widely research issue since then (Bakker, Demerouti & Sanz-Vergel, 2014). The interest of organizational and management scholars and researchers on turnover intentions has been increasing dramatically over the last two decades or more, with over 100 studies on turnover intentions published in leading journals of management and related fields (Bakker, Demerouti & Verbeke, 2004). Turnover intentions have been defined as the conscious and deliberate will of an employee to leave an organization, e.g. whether the employee has intentions to leave his or her job within a certain timeframe (Bothma & Roodt, 2012). Turnover intentions refer to an employee's perception of the likelihood that they will leave their current position or company due to a variety of factors (Khan, Shah, Haider Aziz & Kazmi, 2020). Turnover intentions also refer to an employee's behavioural inclination to leave their current job or organization and is considered a key antecedent of actual turnover behavior (Cho & Lewis, 2012). There is evidence that employees nurture their intentions to quit before actually deciding to resign, it is most often a process, and the employees most often make an informed and conscious decision to leave their job. This means that turnover intentions often predicts actual quitting behaviour. For instance, turnover intentions may strongly be indicative of a person's intent to voluntarily and permanently leave an institution. The term "turnover" is commonly defined as the combined number of employees that leave an organization in a certain time period and the turnover rate is the total number of employees that leave the organization to the total number of employees within the organization, often measured over one year (Bakker et al., 2014). It refers to a voluntary decision of a person to switch jobs or companies (Kumar, 2024). There is a reason to make a comparison of whether turnover intention is actually initiated by the organization, i.e. involuntary turnover or by an employee, i.e. voluntary turnover. Turnover that is initiated by the organization often includes low performers and the organization may generate better performance after the dismissal. A high ratio of the turnover that is initiated by the organization can be an indication that the quality of the workforce is problematic. Turnover that is initiated by the employee can indicate a great loss of talent that the organization would prefer to avoid, since these are employees that the organization most often would have preferred to retain or at least not dismiss (Kim & Stoner, 2008). In the field of studies that has been conducted on turnover, it has been considered more important to look at why people choose to leave the organizations voluntarily (Epitropaki, 2013). Ultimately the goal is not to eliminate turnover completely, since a certain flow of employees is crucial for an organization. There will always be some involuntary turnover from the layoffs the organization chooses to make, for example to get rid of employees who performs poorly (Epitropaki, 2013).

Job Demands and Turnover Intentions

Job demands which represent key components of job characteristics are considered as system factors that could predict employees' negative attitudinal outcomes (Hussein, 2020). Models have also been developed and tested in an attempt to explain turnover intentions and related constructs. Perhaps the most prominent of these models include the JD-R model, which provides plausible understanding and

explanations as to why some people may choose to quit a job or leave an organization. Indeed, the JD-R model has been used as a theoretical basis for predicting turnover intentions by explaining the interplays between specific job demands and negative attitudinal outcomes such as turnover intentions (Cho, 2020; Sakakibara et al., 2020; De Beer et al., 2022b). Furthermore, the bulk of management and organizational literature have showed several specific job demands such as quantitative demands, problem solving demands and attention demands that are positively related to turnover intentions (Jyoti & Rajib, 2016). Specific job demands such as quantitative and attention job demands have also been found to positively related to turnover intentions (Bon & Shire, 2017). An empirical study encompassing multiple job situations and employee populations showed that high job demands are associated with higher turnover intentions (Griffeth et al., 2020). Similarly, a study conducted by de Beer demonstrated that specific job demands such as emotional workload moderately correlated with turnover intention (de Beer, 2021). The results of the study conducted by Yuze further showed that specific job demands were positively associated with employees' turnover intentions (Yuze, 2023). Based on these findings, the present study is expected to show that high specific job demands could be associated with higher turnover intentions, implying that when Business Educators experience work-family conflict, family-work, excess workload or time pressure, they are more likely to consider quitting their job or leaving their organization.

Following the JD-R theory, COR theory, conceptual model and previous research, the authors of this present study hypothesized that:

Research Hypothesis: Specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload and time pressure) will be significant and positive predictors of Business Educators' turnover intentions.

Methods

Research Design

A causal research design, also known as causal-comparative or explanatory research design was used in this present study to achieve the purpose of the study. This type of a research design investigates cause-and-effect relationships between two or more variables or constructs by manipulating one or more predictor variables or constructs and observing their effect on outcome variables or constructs. This implied that a causal research design would help explain how X variable or construct is the cause of Y variable or construct (Sekaran & Bougie, 2013) after an event or action has already occurred. A causal research design is considered more appropriate because it help researchers to investigate the effect of a predictor variable or construct on an outcome variable or construct. For example, the authors of this present study, as educational researchers, seeks to investigate whether specific and overall job demands have a positive effect on business educators' turnover intentions. Therefore, a causal research design is useful for this present study because it helps establish the extent to which specific and overall job demands predicts Business Educators' turnover intentions in Nigeria's Public Universities.

Research Participants

The study sample consists of Business Educators from 13 Nigeria's Public Universities in South-South, who held and execute a variety of job activities, which helped increase the potential generalizability of the findings. All in all, 139 survey questionnaires were distributed, accompanied by a letter to inform and assure the respondents concerning the anonymity and confidentiality of the data. The business educators who were accessed through a direct contact were asked to return their completed questionnaires in pre-stamped and sealed envelopes. The distribution of participants is shown in Table 1. The data of the participants were obtained from the office of the Heads of Department in the respective institutions (2025), except in University of Port-Harcourt where Business Teacher Education is housed in Department of Educational Management.

Table 1: Participants from Nigeria's Public Universities in South-South.

S/N	Public Universities	Number of Participants
1.	Federal Universities	59
2.	State Universities	80
	Grand Total	**139**

Sample and Sampling Procedure

The total population sampling (TPS), also known as census sampling was used to select the entire participants of 139 Business Educators from all the 13 Public Universities in South-South, Nigeria. As a type of purposive sampling procedure, TPS is a non-probability sampling, which involves the study of an entire population instead of a subset; and it is suitable when the population is small and homogenous (Sekaran & Bougie, 2013; Etikan, Musa & Alkassim, 2016).

Ethical Considerations and Approval

Institutional ethical approval was granted to the authors of this present study. As a result, the authors sought informed consent from the Business Educators through a written document before the measuring instruments were administered on them. Furthermore, lecturers (one from each of the 13 Public Universities) served as research assistants to ensure prompt responses to and rapid collection of the measuring instruments. Therefore, the participants were assured of the confidentiality of the data collected from them, which confirms their voluntary participation and understanding of the study's central aims and procedures. No lecturer's personal or institution's identity was reported in order to protect their rights and welfare.

Measuring Instruments

Measuring instruments from a previously developed psychological scales were used for data collection in this present study, namely the Job Demands Scale and Turnover Intentions Scale. The Job Demands Scale comprises of 17 items in four subscales, e.g., Work-Family Conflict Scale (Netemeyer et al., 1996), Family-Work Conflict Scale (Netemeyer et al., 1996), Excess Workload Scale (Karasek, 1985) and Time Pressure Scale (Semmer et al., 1998). The Turnover Intentions Scale (Cammann et al, 1979) comprises of five items. The participants rated their exposure to all the specific job demands and turnover intentions on a 4-point scale, ranging from 4 = Always; 3 = Sometimes; 2 = Rarely; 1 = Never. The items of the measuring instruments or scales for data collection in this present study are documented in the Appendix.

Validation and Reliability of the Instrument

The two measuring instruments adapted from a previously developed psychological scales were subjected to face and content validity by three experts, two in Business Teacher Education and one in Measurement and Evaluation. The face and content validity was made with respect to relevance, sentence structure and adequacy. The suggestions made by the three experts were effected in the final copies of the two measuring instruments and were reproduced for data collection. To determine the internal consistencies of the items in the two measuring instruments, some copies were administered on 30 Business Educators who were not part of the participants. Thereafter, Cronbach's alpha was used to measure the internal consistencies of the items in the two measuring instruments. Compared to split-half, Cronbach's alpha is considered a more rigorous assessment of reliability. For instance, while split-half assesses consistency by comparing two halves of a test, Cronbach's alpha, a more rigorous measure, considers the internal consistency of all items of a scale, thereby offering a broader and more comprehensive assessment of reliability (Taber, 2017, Izah, Sylva & Hait, 2024). The reliability coefficients alpha of the proposed constructs and variables are documented in Table 2. Cronbach's alpha

reliability values for all the constructs and variables are greater than 0.70. Cronbach's alpha reliability values above 0.70 are suggested to be considered acceptable and reliable (Hair, Black, Babin & Anderson, 2014). This indicated that the instruments for data collection in this present study are exceptionally or profoundly reliable and can be applied in any study and setting to measure the same scale and it corresponding items at any point in time.

Table 2: Construct Reliability of all Variables in the Study.

S/N	Variables	Cronbach's alpha
1.	Work-Family Conflict	0.78
2.	Family-Work Conflict	0.76
3.	Excess Workload	0.79
4.	Time Pressure	0.77
5.	Overall Job Demands	0.87
6.	Turnover Intentions	0.78

Data Collection Procedure

The instruments were distributed to participants, with the help of six research assistants who were briefed on the procedures to follow. The participants were contacted through letters before the instruments were administered on them using a direct contact mode. The participants were allowed to complete the instruments and were given the chance to return them in two weeks. Copies of the instruments on burnout with its symptoms and turnover intentions were administered on participants, since the instruments were considered self-report measurement scales.

Data Analysis

The International Business Machine (IBM)-Statistical Package for Social Sciences (SPSS) (version 23.0) was employed as a suitable software chosen to analyze the research data. The IBM-SPSS is a widely used statistical analysis package to analyze unmediated pathways or direct relationships between and among study constructs in various disciplines, including social science education. The descriptive statistics such as mean and standard deviation were used to analyze the extent to which business educators experience specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload, and time pressure) and turnover intentions. The inferential statistic such as Spearman's rho were used to analyze the strength of associations between specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload, and time pressure) and business educators' turnover intentions. Yet another inferential statistic such as simple linear regression was used to analyze the extent of relationships between specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload, and time pressure) and business educators' turnover intentions.

Uzoagulu (2011) recommended a decision rule for the use of a correlation coefficient based on a range of a correlation coefficient value: (1) very high correlation (between ± .8 and ± 1.0) (2) high correlations (between ± .6 and ± .8) (3) moderate correlation (between ± .4 and ± .6) (4) low correlation (between ± .2 and ± .4) (5) very low correlations (between ± .0 and ± .2) (6) perfect correlation (i.e., ± 1.0) and (7) no correlation (i.e., 0). He also recommended that when a correlation coefficient value is negative, it is considered a negative correlation; which implied that as one variable increase the other also decrease. In contrast, when a correlation coefficient is positive, it is considered a positive correlation; which implied that as one variable increase the other also increase. He also recommended a decision rule for the use of a simple linear regression based on when a probability value is lesser than or equal to .05, it is considered significant, implying that the proposed hypothesis is supported. In contrast, when a probability value is greater than .05, it is considered non-significant, implying that the proposed hypothesis is not supported.

Results

Descriptive Analysis

To examine the extent to which Business Educators are prone to specific and overall job demands, e.g., work-family conflict, family-work conflict, excess workload and time pressure and turnover intentions in Nigeria's Public Universities in South-South, the Mean and Standard deviation analyses were performed.

Research Question 1: To what extent are Business Educators prone to specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload, and time pressure) and turnover intentions in Nigeria's Public Universities in South-South?

Table 3: Mean and Standard Deviation Analyses on the Extent to Which Business Educators Are Prone to Specific and Overall Job Demands and Turnover Intentions.

S/N	Variables	M	SD	Remark
1.	Work-Family Conflict	3.620	0.332	Always
2.	Family-Work Conflict	3.712	0.322	Always
3.	Excess Workload	3.612	0.063	Always
4.	Time Pressure	3.647	0.349	Always
5.	Overall Job Demands	3.650	0.277	Always
6.	Turnover Intentions	3.708	0.332	Always

Note: *N*=139, M = Mean, SD = Standard Deviation.

Table 3 showed the Mean scores and Standard Deviation values of the study variables and constructs. The aggregated mean scores of the study variables and constructs ranges from 3.712 to 3.612, and Standard Deviation values ranges from 0.349 to 0.063. The Mean for the specific and overall job demands indicated high scores and Standard Deviation values for the specific and overall job demands indicated that the responses of Business Educators are very close. Furthermore, the Mean for turnover intentions indicated a high score and Standard Deviation value for turnover intentions indicated that the responses of Business Educators are very close.

Correlation Analysis

To examine the extent to which specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload and time pressure) predict Business Educators' turnover intentions in Nigeria's Public Universities in South-South, the Correlation analysis were performed.

Research Question 2: To what extent does specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload and time pressure) predict Business Educators' turnover intentions in Nigeria's Public Universities in South-South?

Table 4: Correlations Coefficient Analysis between and among the Study Variables.

S/N	Variables	1	2	3	4	5	6
1.	Work-Family Conflict						
	Sig. (2-tailed)	---					
2.	Family-Work Conflict	.613**					
	Sig. (2-tailed)	.000	---				

3.	Excess Workload	.521**	.556**				
	Sig. (2-tailed)	.000	.000	---			
4.	Time Pressure	.704**	.550**	.452**			
	Sig. (2-tailed)	.000	.000	.000	---		
5.	Overall Job Resources	.871**	.838**	.746**	.774**		
	Sig. (2-tailed)	.000	.000	.000	.000	---	
6.	Turnover Intentions	.509**	.843**	.499**	.617**	.746**	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	---

Note: $N = 139$, **. Correlation is significant at the 0.01 level (2-tailed), *. Correlation is significant at the 0.05 level (2-tailed), Sig. = Significant.

Table 4 indicated that the correlation analysis was found to be significantly positive, which were in line with the speculations of psychological theories and previous research. For instance, the result indicated that the correlation between work-family conflict and turnover intentions is moderately correlated ($r = .509$, $p < 0.05$). The result also indicated that the correlation between family-work conflict and turnover intentions is highly correlated ($r = .843$, $p < 0.05$). The result also indicated that the correlation between excess workload and turnover intentions is moderately correlated ($r = .499$, $p < 0.05$). The result also indicated that the correlation between time pressure and turnover intentions is moderately correlated ($r = .617$, $p < 0.05$). The result also indicated that the correlation between overall job demands and turnover intentions is highly correlated ($r = .746$, $p < 0.05$). All in all, specific and overall job demands was found to positively correlated with Business Educators' turnover intentions in Nigeria's Public Universities in South-South.

Regression Analysis

To examine the extent to which specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload and time pressure) will be significant positive predictors of Business Educators' turnover intentions, the Linear Regression analysis was performed.

Research Hypothesis: Specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload and time pressure) will be significant and positive predictors of Business Educators' turnover intentions.

Table 5: Linear Regression Analysis on the Extent of Relationships between and among the Study Variables.

10000 Bootstrap Resamples								
							95% CI	
Pathways	*SE (β)*	*T*	*Bias*	R^2	*Adj.* R^2	*P*	*LL*	*UL*
WFC → TI	.083 (.527)	7.253	.000	.277	.272	.000	.359	.688
FWC → TI	.059 (.820)	16.796	.000	.673	.671	.000	.718	.948
EXW → TI	.095 (.577)	8.268	-.002	.333	.328	.000	.573	.941
TPR → TI	.104 (.672)	10.615	-.001	.451	.447	.000	.854	1.263
OJD → TI	.018 (.768)	14.049	.000	.590	.587	.000	.232	.303

Note: $N = 139$, a.) WFC = Work-Family Conflict → TI = Turnover Intentions (F=52.600), b.) FWC = Family-Work Conflict → TI = Turnover Intentions (F=282.097), c.) EXW = Excess Workload → TI = Turnover Intentions (F=68.364), d.) TPR = Time Pressure → TI = Turnover Intentions (F=112.669), OJD = Overall Job Demands → TI = Turnover Intentions (F=197.367), CI = Confidence Interval, LL = Lower Limit, UL = Upper Limit.

Table 5 indicated that Linear Regression analysis for the research hypothesis were performed to test the extent to which specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload and time pressure) will be significant positive predictors of Business Educators' turnover intentions. Work-family conflict was found to be a significant positive predictor of Business Educators' turnover intentions (β = .525, p < .001). The adjusted r-square indicated that 27.2% of Business Educators' turnover intentions where determined by work-family conflict. Family-work conflict was found to be a significant positive predictor of Business Educators' turnover intentions (β = .820, p < .001). The adjusted r-square indicated that 67.1% of Business Educators' turnover intentions where determined by family-work conflict. Excess workload was found to be a significant positive predictor of Business Educators' turnover intentions (β = .577, p < .001). The adjusted r-square indicated that 33% of Business Educators' turnover intentions where determined by excess workload. Time pressure was found to be a significant positive predictor of Business Educators' turnover intentions (β = .672, p < .001). The adjusted r-square indicated that 45% of Business Educators' turnover intentions where determined by time pressure. Overall job demands were found to be a significant positive predictor of Business Educators' turnover intentions (β = .768, p < .001). The adjusted r-square indicated that 59% of Business Educators' turnover intentions where determined by overall job demands. In all, the hypothesis formed in the study was supported.

Discussion

Turnover intentions have been a core topical problem for organizations, providing great opportunity for organizational and management researchers to deal with or share light on the problem since the 1960s. In this present study, two theories (e.g., JD-R and COR) was adopted and a conceptual model was developed to examine the extent to which business educators' experience specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload, and time pressure) and turnover intentions; and the extent to which specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload, and time pressure) predicts business educators' turnover intentions. Results of the Mean and Standard Deviation analyses reveals that Business Educators always experience job demands and turnover intentions. Findings from the analyses agrees with the bulk of previous research who found that employees who are managers and employees who are not managers always suffer from severe burnout syndrome (De Beer et al., 2020; Haar, 2021; Hagqvist et al., 2022; Schaufeli et al., 2023). If these empirical research reported a high burnout-score for employees who are managers and employees who are not managers, the antecedents of burnout such as job demands and the consequences of burnout such as turnover intentions could also be reported to be high among employees who are managers and employees who are not managers.

The above assumption is consistent with the assumption of JD-R theory (e.g., Bakker & Demerouti, 2017) who maintains that job demands are positively associated with burnout. The result of an existing study conducted by Lee and Ashforth (1996) also reported that employees who experience job demands such as excess workload and work pressure equally experience burnout. Given that the study was conducted among human services providers, Alarcon (2011) extended the study to all types of occupations and professions and confirmed that job demands were salient predictors of burnout for employees working in various sectors of an economy. In a similar study, Bakker, Xanthopoulou and Demerouti (2023) linked a high chronic burnout score to job demands. For instance, high workload was found to be associated with increased burnout score, particularly for employees with high chronic burnout scores. Therefore, burnout is associated with the presence of demands and the absence of resources. In line with the assumption of the JD-R model, Cho (2020) reported that burnout is a perfect predictor of turnover intentions. Sakakibara et al. (2020) also found that burnout associate with turnover intentions. Similarly, De Beer (2021) found a significant relationship between burnout and turnover intentions. De Beer et al. (2022b) also found that burnout positively relate to turnover intentions.

Using the Correlation and Linear Regression statistics, the results of the present study demonstrated a significant positive association between specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload and time pressure) and Business Educators' turnover intentions. These findings concur with the assumption of the JD-R model, and the study conducted by Cho (2020) who found a significant interplay between job demands (work overload and role ambiguity) and turnover intentions. Sakakibara et al. (2020) also found a significant interplay between job demands (qualitative, quantitative and emotional demands) and turnover intentions. In a similar context, De Beer (2021) reported a significant association between and turnover intentions. Furthermore, De Beer et al. (2022b) reported a significant relationship between job demands (e.g., work overload) and turnover intention. This implied that job demands are unavoidable stressors that leads to many negative consequences including turnover intentions. Thus, there is a correlation between job demands and turnover intentions.

Limitations and Recommendations for Future Research

Limitations and future research directions cannot be overlooked in any study. First, the aim of this present study was actualized through a causal research study and was only limited to the academicians of publicly-owned and managed universities. This present study does not also include the administrative staff gainfully employed in such universities. Furthermore, this present study does not consider motivational factors such as specific and overall job resources, psychological capital, work engagement, and work commitment that could impacts turnover intentions. Therefore, in future a longitudinal or a mixed-method design is recommended to be used for a similar study to bring into cognizance the time variations over time. A comparative study between the administrative and academic staff of the same universities as well as of other private universities situated in the same geopolitical region is also recommended to be carried out. A study using motivational factors like resources, psychological capital, engagement, and commitment as predictors of Business Educators' turnover intentions is also recommended. In order to generalize its results, an international study in a similar setting is also recommended.

Practical Implications

Considering the need to reduce Business Educators' intentions of quitting the Business Teachers' Education job or leaving their university for another, and the fact that specific and overall job demands intensifies Business Educators' intentions to quit the Business Teachers' Education job or leave their university, it would be valuable to develop stress-reduction strategies. The basis for such strategies could assist the university administrators and managers to promote a resourceful and positive working environment by encouraging social support, i.e., a resource that emphasize listening to Business Educators' grievances, questions and concerns in order to understand their current job situation. The basis for stress-reduction strategies could also provide opportunity for the university administrators and managers to promote a positive and resourceful working environment by encouraging practical support, i.e., a job strategy that emphasize conducting regular or constant dialog with the Business Educators in order to sort and prioritize their job activities and to develop strategies enhancing their personal resources, organizing regular or constant corporate or professional meetings for constructive and reflective discussions about the working conditions. Furthermore, the basis for stress-reduction strategies could also provide opportunity for the university administrators and managers to create a resourceful and positive working environment and providing the Business Educators' with opportunities for skills upgrade and career development. These stress-reduction strategies may allow Business Educators to strengthen their efficacy or confidence regarding their ability to perform their job in an engaged and satisfactory manner with reduced stress.

Conclusion

The central aim of this present study was set out to empirically analyze the extent to which Business Educators are prone to specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload and time pressure) and turnover intentions in Nigeria's Public Universities in South-South, and the extent to which specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload and time pressure) associate with Business Educators' turnover intentions in Nigeria's Public Universities in South-South. The adapted and adopted measuring scales of this present study have shown adequate and remarkable level of reliability through Cronbach's alpha as shown in Table 2. The hypothesized relationships between specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload, time pressure) and Business Educators' turnover intentions were developed; which were supported. Following the findings of the present study, the specific and overall job demands (e.g., work-family conflict, family-work conflict, excess workload, time pressure) have significant and positive relationships with Business Educators' turnover intentions.

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Appendix

QUESTIONNAIRE ON JOB DEMANDS AND BUSINESS EDUCATORS' TURNOVER INTENTIONS

Please you are requested to respond to the items of the questionnaire objectively. It is meant to collect data on *"Job Demands and Business Educators' Turnover Intentions".* Note that your response to the following items is strictly confidential and will not be published for any selfish or reproachful motive.

Instruction: *Please Tick [√] the column that best express your opinion using the following rating scales: 4 = Always; 3 = Sometimes; 2 = Rarely; 1 = Never.*

Thank you for contributing to this study on job demands and Business Educators' turnover intentions in Nigeria's Public Universities in South-South.

	Job Demands Scale				
	Instruction: To what extent do you agree with the following statements regarding your experiences of work-family conflict	4	3	2	1
1.	The demands of my work interfere with my home and family life.				
2.	The amount of time my job takes up makes it difficult to fulfill				

	family responsibilities.				
3.	Things I want to do at home do not get done because of the demands my job puts on me.				
4.	My job produces strain that makes it difficult to fulfill family duties.				
5.	Due to work-related duties, I have to make changes to my plans for family activities.				
Source: Netemeyer, McMurrian and Boles (1996).					
	Instruction: To what extent do you agree with the following statements regarding your experiences of family-work conflict.	4	3	2	1
6.	The demands of my family or spouse/partner interfere with work-related activities.				
7.	I have to put off doing things at work because of demands on my time at home.				
8.	Things I want to do at work don't get done because of the demands of my family or spouse/partner.				
9.	My home life interferes with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime.				
10.	Family-related strain interferes with my ability to perform job-related duties.				
Source: Netemeyer, McMurrian and Boles (1996).					
	Instruction: To what extent do you agree with the following statements regarding your experiences of excess workload.	4	3	2	1
11.	My work requires me to do too much work.				
12.	My work requires me to work very hard.				
13.	My work requires me to work very fast.				
14.	My work requires intense concentration.				
Source: Karasek (1985)					
	Instruction: To what extent do you agree with the following statements regarding your experiences of time pressure.	4	3	2	1
15.	I often finish my work later because I have too much work to do.				
16.	I often pressed (checked) for time whenever I am working.				
17.	My work often requires me to work very fast.				
Source: Semmer, Zapf and Dunckel (1998).					
Turnover Intentions Scale					
	Instruction: To what extent do you agree with the following statements regarding your experiences of turnover intentions.	4	3	2	1
18.	I like to actively look for a new job.				
19.	As soon as I get another acceptable job, I will quit.				
20.	I often think about quitting my current job.				
21.	I will probably look for a new job any moment from now.				
22.	I think about quitting my job all the time.				
Source: Cammann, Fichman, Jenkins and Klesh (1979).					