

On The Run Abroad: The Influence of Technical Vocational Education and Training Teachers Emotional Intelligence, Decent Work, Engagement and Available Resources towards Withdrawal Intentions

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Research Article

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Abstract

This study investigate the influence emotional intelligence, decent work conditions, engagement, and available resources on the withdrawal intentions of TVET teachers in Nigeria. It aims to understand the factors driving teacher retention and migration and their implications for quality of technical vocational education and training. The study employed a descriptive research design and used Structural Equation Modeling (SEM) for data analysis. Data were collected from 157 TVET teachers in Lagos State, Nigeria, using structured questionnaire through an electronic survey. Exploratory and Confirmatory Factor Analyses were conducted to validate the measurement instruments. The results revealed that workplace condition, including safe working conditions, access to healthcare, adequate compensation, and time for rest, significantly enhance TVET teacher's engagement while factors like complement and social values showed no significant impact. Human and material resource but not emotional intelligence were found to positively influence engagement, while spatial/physical resources and tools and equipment had no significant effect. The findings underscore the need for a holistic approach to enhance TVET teacher's engagement and retention. This study contributes to the application of the Job Demandt-Resources (JD-R) model in understanding TVET teacher's engagement and withdrawal intentions within the TVET sector, offering theoretical insights and practical recommendations for improving TVET teacher's retention and well-being.

Introduction

Education is a critical tool for economic growth, social development, and poverty reduction. Technical and vocational education and training (TVET) focuses on developing practical skills needed for the workforce. In Nigeria, TVET is vital for creating a skilled workforce for economic development but faces challenges such as a lack of qualified teachers, inadequate funding, outdated curriculum, and poor infrastructure (Allais, 2020; Chinonso Okolie et al., 2019), leading to declining education quality and low teacher retention. The migration of TVET teachers abroad for better opportunities (Okunade & Awosusi, 2023), known as "brain drain" exacerbates teacher shortages and disrupts educational continuity (Selvaratnam, 2022). Contributing factors include poor emotional intelligence, engagement, decent work conditions, and resource availability (Mérida-López & Extremera, 2022; McIlveen et al., 2021). Addressing workplace support, job satisfaction, and emotional resilience is crucial to retaining qualified TVET teachers in Nigeria.

The Job Demands-Resources (JD-R) model offers a framework for addressing challenges impacting TVET teachers' well-being and retention. It posits that job demands, like workload and emotional stress, may lead to burnout and dissatisfaction, while job resources, such as social support and autonomy, enhance engagement and job satisfaction (Bakker, 2011). This study applies the JD-R model to explore how emotional intelligence, engagement, decent work, and resources influence TVET teacher withdrawal. Emotional intelligence helps teachers manage emotions, adapt, and maintain positive relationships (Gao et al., 2013; Vesely et al., 2013), acting as a key resource for reducing stress and improving job satisfaction. Job resources, such as social and organizational support, flexible work hours, and job security, support optimal work performance (Demerouti et al., 2001; Rothmann, 2010). High engagement, characterized by vigor and dedication (Schaufeli, 2002), boosts job satisfaction and retention rates (Butakor et al., 2020; Ogbuanya & Chukwuedo, 2017). Decent work, including good conditions and fair pay, further reinforces teacher commitment (Di Fabio & Maree, 2016).

Resources (physical and non-physical) are critical in enhancing job satisfaction and reducing TVET teacher withdrawal. Comfortable classrooms, well-equipped facilities, teaching materials, and infrastructure boost teacher satisfaction, while inadequate resources like poor working conditions, low pay, and insufficient infrastructure increase stress and burnout, leading to higher withdrawal rates (Lazcano et al., 2022; Grinshtain et al., 2023). Government interventions, including funding and resource provision, aim to address these deficits (Banks et al., 2015). Tangible resources such as facilities, machinery, and technology, alongside intangible resources like skilled staff and training, are vital for quality

TVET delivery (Okolie et al., 2019; Jancenelle, 2021). This study investigates how emotional intelligence, engagement, decent work, and resources influence TVET teacher retention in Nigeria. Its findings will guide policymakers in improving working conditions, retention rates, and education quality while advancing knowledge on teacher migration and job demands.

Literature review

Theoretical framework: Job Demand-Resources (JD-R)

The Job Demands-Resources (JD-R) model is a theoretical framework that describes the relationship between job demands and resources and their impact on employee outcomes (Katou, et al., 2022). Job demands refer to the physical, psychological, social, or organizational aspects of a job that require sustained effort or skills and are associated with physiological and/or psychological costs (Lesener, et al., 2019).

The Job Demands-Resources (JD-R) model can be used to explain TVET teachers' withdrawal intentions. TVET teachers may face high job demands such as heavy workloads, long working hours, lack of support from colleagues and supervisors, and limited resources, which can lead to high levels of stress and influence their withdrawal intentions. On the other hand, job resources such as access to healthcare facilities, adequate compensation, free time and rest, social support at work (Duffy, et al., 2017), physical resources, institutional materials, tools and equipment (Goldan & Schwab, 2018), emotional intelligence (Wong & Law, 2002) and development opportunities can reduce the negative effects of job demands and promote positive outcomes (increased work engagement), which can reduce teacher's withdrawal intentions.

Therefore, the JD-R model suggests that reducing job demands and increasing job resources can be effective strategies to address TVET teachers' withdrawal intentions, and improve their well-being and motivation at work (Lee, 2019; Rajendran, et al., 2020). In literature, studies are carried out to investigate the relationship between JD-R on work stress and burnout (Rattrie, et al., 2020), occupational health and safety (Law, et al., 2011), organizational change and innovations (Kwon and Kim, 2020), leadership and management (Katou, et al., 2022) and entrepreneurship (Obschonka, et al., 2023). This study is one of the scarce research studies that investigates the influence of constructs of JD-R on TVET teachers' withdrawal intention with emotional intelligence, decent work, engagement and available resources as antecedents.

The conceptual framework illustrated in Fig. 1 provides a visual representation of how the JD-R model applies to this study. It indicate the relationship between job demands, resources, TVET teachers' work engagement and their withdrawal intentions, emphasizing how increased resources can mitigate job demands and foster positive engagement outcomes, ultimately reducing withdrawal intentions.

Work engagement

Work engagement refers to the enthusiasm, involvement, and commitment of TVET teachers towards their work. Engagement involves TVET teachers expressing themselves physically, cognitively and emotionally while having an energetic and effective connection with their work (Rich et al., 2010). Engaged TVET teachers are motivated and invested in their roles and are more likely to be innovative, productive, and committed to improving the quality of TVET education and training. Several factors can influence TVET teachers' engagement, including job satisfaction, job autonomy, opportunities for professional development, supportive workplace relationships, and a sense of purpose or meaning in their work (Gözükara & Çolakoğlu, 2016).

Engaged TVET teachers are likely to have positive relationships with their colleagues, students, and employers, which can lead to better collaboration and communication in the workplace. Engaged TVET teachers are also more likely to be creative and innovative in their teaching methods and curriculum design, which can help to improve the quality and relevance of TVET education and training (Okolie, et al., 2023). TVET teachers' engagement is important because it can impact the overall success of TVET programmes. These teachers are more likely to provide high-quality education and training to their students, which can lead to better outcomes such as increased employment opportunities and higher salaries. Additionally, such teachers are more likely to stay in their roles, which can help to reduce teacher turnover and maintain a stable and experienced workforce in the TVET sector (Hewitt, 2013).

Workers' engagement has been applied in other areas like health and well-being (Garg & Singh, 2020), innovation and creativity (Aldabbas, et al., 2023), organizational culture (Saleem, et al., 2020), customer service (Orlowski, et al., 2021), human resources management (Saks, 2022), sales and marketing (Dunn, 2020), safety and risk management (Ramos, et al., 2020) etc. This study will investigate TVET teacher's engagement in the workplace and its influence on their withdrawal intentions. Therefore, it was hypothesized that:

H1. TVET teachers' engagement positively influences their withdrawal intentions

Emotional intelligence

Emotional intelligence (EI) is the ability to understand, manage, and respond appropriately to one's emotions and those of others (Ran et al., 2021). Emotional intelligence involves a range of cognitive skills where individuals utilize advanced processes to focus on, clarify, differentiate, and regulate their emotions and moods effectively (Mayer, et al., 2016). It includes the capacity to reason accurately about emotions and to apply emotional insights and knowledge to improve cognitive processes (Smith, et al., 2018). EI is vital for teachers in fostering positive learning environments, building strong student relationships, and effectively managing classroom dynamics (Li et al., 2021). High EI among TVET teachers enhances engagement, job satisfaction, and reduces withdrawal intentions by helping them manage emotions and foster supportive interactions with colleagues and students (Butakor et al., 2021). EI-equipped teachers are also adept at resolving conflicts and reducing stress, thereby boosting engagement and promoting better student relationships and achievements (Mérida-López et al., 2023).

In contrast, TVET teachers with low levels of emotional intelligence may struggle to manage their own emotions and respond effectively to the emotions of others. This can lead to negative workplace interactions, conflicts, and reduced levels of engagement (Mérida-López & Extremera, 2022). These negative experiences can increase the likelihood of withdrawal intentions among TVET teachers. Therefore, developing emotional intelligence skills among TVET teachers can have a positive impact on their engagement levels and reduce their withdrawal intentions. Emotionally intelligent TVET teachers are better equipped to manage the demands of their work, develop positive relationships with their colleagues and students, and maintain a sense of purpose and meaning in their roles (Kamboj & Garg, 2021). Fostering a secure, supportive, nurturing and productive learning environment (Vesely, et al., 2013), TVET teachers contribute to improved engagement levels, reduced withdrawal intentions and more effective educational outcomes for students, creating a sustainable and fulfilling teaching career.

Teachers' emotional intelligence has been applied in several literature and focuses on certain areas like youths in cell phone maintenance (Bakare, et al., 2023), teamwork and collaboration (Jordan & Troth, 2021), nursing education (Dugué, et al., 2021), law enforcement (Rejan, et al., 2021). This study focuses on the influence of TVET teacher's emotional intelligence on their engagement towards intentions to withdraw from their work. Therefore, it was hypothesized that:

Decent work

Decent work is the notion of work that is productive and contributes to the development of individuals, their families, and society as a whole. Decent work is a concept that emphasizes the importance of creating productive work opportunities, providing fair income, offering security in the workplace, and promoting social inclusion and human rights (Brill, 2021; Leal Filho, et al., 2021). TVET teachers' decent work refers to the provision of fair and equitable working conditions for teachers who work in the Technical and Vocational Education and Training (TVET) sector. This includes ensuring that TVET teachers are compensated fairly for their work, have job security, and are not subject to any form of discrimination, harassment or exploitation (Duffy, et al., 2022; Hughes, et al., 2024).

TVET teachers' decent work also includes providing safe and healthy working conditions, access to professional development opportunities, opportunities for social dialogue with employers, adequate compensation, free time and rest, complement and social values and other stakeholders in the sector (Wignall, et al., 2023). In addition, TVET teachers' decent work should provide access to social protection such as healthcare, pensions, and insurance. Ensuring that TVET teachers have decent work is important because it can help to improve the quality of TVET education and training. When TVET teachers have decent work, they are more likely to be motivated and engaged in their work, which can lead to better student outcomes and increased participation in TVET programmes (Avis, 2022). Additionally, providing TVET teachers with decent work can help to attract and retain talented and skilled professionals in the sector, which is important for its overall development and success.

Despite the growing recognition of the importance of decent work conditions for TVET teachers, some studies have investigated the influence of decent work on some other factors like social responsibility (Monteiro et al., 2022), training and development (Hasle & Vang, 2021), gender equality (Hughes, et al., 2021), work-life balance (Kashyap & Arora, 2022), employment security (Green, 2021) yet there remains a lack of empirical research that investigates the specific factors that influence teachers engagement and the mechanism through which these factors operate. This present study focuses on the influence of TVET teachers' decent work on their engagement with their work. Therefore, it was hypothesized that:

H3a. TVET teachers' safe working conditions positively influence their engagement.

H3b. TVET teachers' access to healthcare facilities positively influences their engagement.

H3c. TVET teachers' adequate compensations positively influence their engagement.

H3d. TVET teachers' access to free time and rest positively influences their engagement.

H3e. TVET teachers' complement and social values positively influence their engagement.

Available resource

Available resources refer to the tools, support, and assistance that employees need to perform their jobs effectively, including physical assets like equipment as well as non-physical resources such as training opportunities, leadership support, and work planning tools. In Technical and Vocational Education and Training (TVET), resources play a critical role in shaping teachers' engagement levels and their likelihood of remaining in their roles (Shodipe & Ohanu, 2021; Ohanu, et al., 2020; Shodipe, et al., 2020). TVET teachers who have access to sufficient funding, materials, training, and

support services tend to be more engaged and show lower withdrawal intentions (Fu, et al., 2022), benefiting both their professional growth and their students' learning experiences.

When TVET teachers are adequately resourced, they are better positioned to manage job demands, develop professionally, and foster a productive learning environment. This access can enhance job satisfaction and reduce stress and burnout, which often arise from a lack of support (Liu, et al., 2023). Conversely, insufficient resources can leave teachers feeling unsupported, leading to increased stress, disengagement, and higher turnover rates within the sector. Such challenges do not only affect teachers' morale but can also compromise the quality of education provided to students, as teachers struggle to overcome resource-related barriers (Erichsen & Reynolds, 2020).

Therefore, ensuring that TVET teachers have access to essential resources is crucial for both their job satisfaction and long-term retention. Investments in funding, up-to-date equipment, quality teaching materials, and professional development opportunities can empower teachers to provide relevant, industry-standard instruction. By fostering a supportive environment with sufficient resources, institutions can proactively reduce teacher withdrawal intentions and enhance job satisfaction, creating a more sustainable career path for TVET teachers. This study builds on previous research into resources like technology and tools (Zou, et al., 2021), supportive leadership (Fairman, et al., 2022), recognition and rewards (Forson, et al., 2021) and training (Mazzetti, et al., 2023) to specifically investigate the influence of spatial, institutional, material resources and tools and equipment on TVET teacher engagement. Therefore, it was hypothesized that:

H4a. The availability of more TVET teachers (human resources) positively influences their engagement.

H4b. Available physical resources (spatial) positively influence TVET teachers' engagement.

H4c. Available institutional materials positively influence TVET teachers' engagement.

H4d. Available tools and equipment positively influence TVET teachers' engagement.

Methodology

The participants in this research study are TVET teachers in Federal Science and Technical College, Yaba, Federal College of Education (Technical), Akoka, Polytechnics and Universities in Lagos State, Nigeria. These set of professionals have triad skills that can make them self-employed, work in industry and train others in technical and vocational education fields.

Sample

In this study, a purposive sampling technique was adopted. Data was gathered from the sample through an electronic version of the instrument distributed through their respective departmental WhatsApp platforms. The decision to utilize an electronic data collection format aimed to mitigate potential biases and to conserve the time to reach out to the participants. Participant consent was obtained electronically, with an informed consent form included at the beginning of the online instrument. Participants were required to read and acknowledge their understanding of the study's purpose, procedures, confidentiality measures and their voluntary role by selecting a consent checkbox before proceeding with the survey. The study engaged a sample of 157 TVET teachers, which resulted from the participation of respondents who completed the research instrument. To ensure ample response time, the researchers allotted a four-week window for participants to engage with the instrument, after which the data was collated for subsequent analysis.

Instrument for data collection

Some of the instruments were adopted (Use of emotion, Decent work and Resources) while others were adapted (Withdrawal intentions, Work engagement) to collect data in this study.

Emotional intelligence was measured with the use of emotion (UoE). Use of emotion (UoE) is a 4-item scale and it is one of the four sub-scale of emotional intelligence by (Wong and Law, 2002) with a Cronbach alpha coefficient of 0.85. It was used to measure the TVET teachers' emotional intelligence. The items states "I always set goals for myself and then try my best to achieve them". The instrument was measured on a 7-point Likert scale of 1 –strongly disagree – 7 –strongly agree.

Decent work scale (Duffy, et al., 2017) is a 15-item scale with 5 sub-constructs (physical and interpersonally safe working condition, access to health care facilities, adequate compensation, hours allowed for free time and rest and organizational values complement family and social values). Physically and interpersonally safe working condition with a Cronbach alpha coefficient of 0.82; access to health care with a Cronbach alpha coefficient of 0.97; adequate compensation with a Cronbach alpha coefficient of 0.85; hours that allow for free time and rest with a Cronbach alpha coefficient of 0.87 and organizational values complement family and social values with a Cronbach alpha coefficient of 0.96. The item for physical and interpersonally safe working condition states that "I feel emotional safely interacting with people at work". The item for access to health care facilities states that "I get good healthcare benefits from my job". The item for adequate compensation states that "I am not properly paid for my work. The item for hours allowed for free time and rest states that "I do not have enough time for non-work activities" and the item for organizational values complement family and social values state that "The values of my organization match my family values. It was measured on a 7 point Likert scale of 1 –Never – 7 –Always.

TVET Teacher's engagement was measured with dedication. Dedication is one of the three sub-constructs of Utrecht Work Engagement scale (Seppala, et al., 2009). The construct is a 5-item instrument that was measured on a 7-point Likert scale of 7 (Always) – 1 (Never) with a Cronbach alpha reliability consistency of 0.87. The item states that "I found the teaching profession meaningful and purposeful".

Resources was measured with perception of resources questionnaire, PRQ (Goldan and Schwab, 2018). PRQ is 12 item scale but one of the items was deleted due to low psychometric properties as indicated in Goldan and Schwab's study. PRQ contains three sub-scale of human/personnel resources, material resources and spatial resources. The scale was measured on a 4-point Likert scale of 4(certainly true) – 1(Not at all true) with a Cronbach alpha reliability coefficient of 0.67.

The item for personnel states that "There are enough teachers in my school"; material resources states that "If we need new materials for learning, they are purchased by the school" and spatial resources states that "There are too few rooms for group work". In this study, tools and equipment (Shodipe & Ohanu, 2020) was included as a sub-construct of resources. It is a 4-item scale that was measured on a 5-point Likert scale 5(strongly agree) – 1(strongly disagree). The initial scale was measured on a seven-point Likert scale with a Cronbach alpha reliability coefficient of 0.73. The item states that "There are sufficient tools and equipment for practical skill acquisition".

Withdrawal intentions is 3-items scale (Hackett, et al., 2001) with a Cronbach alpha reliability coefficient of 0.91 was used to measure TVET teacher's intentions to quit the teaching profession. The adapted statement states that "I think about quitting the teaching profession". The instrument was measured on a 5-point Likert scale 5 (constantly) – 1 (never).

Data Analysis

The preliminary analysis commenced with descriptive statistics of the data to ensure the appropriate representation and distribution of the variables (emotional intelligence, decent work, engagement, available resources and withdrawal intentions) among TVET teachers. also, the data cleaning was done to address the issue of missing data before performing the exploratory factor analysis (EFA) and confirmatory factor analysis (CFA)

Result

The study adopted the descriptive research design and exploratory factor analysis (EFA) in the preliminary analysis using SPSS version 25 and AMOS SPSS version 23 in the confirmatory factor analysis (CFA). This method adopted allows dimension reduction. In this method of analysis, some of the items with low factor loading (< 0.7) (Rönkkö & Cho, 2022), were deleted from further analysis. The factor loading allowed the depression of items with small loadings less than 0.74 (e.g. E1, HR2, MR4, SR8). Extractions were made with eigenvalue greater than 1 with 77.71% total variance extracted while twelve constructs were extracted. The KMO measure of sampling adequacy of 0.679, with an approximate chi-square value of 4329.2 at $p < 0.000$. The item deletion process improved the reliability and validity of instrument. Using Cronbach alpha (α) reliability coefficient, the reliability coefficient of the instrument improved (see *Table 1*) with a range from 0.65–0.95 indicating a shift from a moderate to an excellent coefficient (Tavakol & Dennick, 2011).

The convergent validity was tested with the composite reliability and average variance extracted. The composite reliability of 0.7 and above with an average variance extracted exceeding 0.5 (Gefen, et al., 2000) indicated a good convergent validity. To ascertain adequate discriminant validity, the square root of the constructs' average variance extracted (AVE) was compared to the cross-loadings of the correlations between the constructs in Table 2. Comparing the square root of the average variance extracted to the correlation of the constructs indicated that the correlations are lower to the square root of the average variance extracted in the horizontal and vertical column. This is an indication that the constructs from the stronger bond with their measures than other constructs (Fornell & Larcker, 1981)

Confirmatory factor analysis

In confirmatory factor analysis (CFA), several key indices help assess the model's fit to the data, each with established thresholds indicating the quality of fit. The Tucker-Lewis Index (TLI), Normed Fit Index (NFI), Goodness of Fit Index (GFI), Relative Fit Index (RFI), Incremental Fit Index (IFI), Adjusted Goodness of Fit Index (AGFI), Parsimony Goodness of Fit Index (PGFI) and Comparative Fit Index (CFI) reflect good model fit with values of 0.90 or above, with values nearing or exceeding 0.95 indicating very good fit (Hu & Bentler, 1999). The chi-square to degrees of freedom ratio (χ^2/df) is also used, with a threshold of 3 or below indicating an acceptable fit; a ratio closer to 2 or less suggests an even better fit (Kline, 2015). The Root Mean Square Error of Approximation (RMSEA), Root Mean Square Residual (RMR), and PCLOSE indicates acceptable fit at values of 0.08 or below, while values of 0.05 or lower signify good fit (Gebremedhin, et al., 2022) depending on the sample size. The model fit from the study indicates $\chi^2(157) = 852.14$ and $\chi^2/df = 3.86$, $p < 0.000$ NFI = 0.924, TLI = 0.924, CFI = 0.911, RFI = 0.912, IFI = 0.932, GFI = 0.914, RMR = 0.068, AGFI = 0.910, PGFI = 0.972, RMSEA = 0.057 and PCLOSE = 0.065 which indicated a good fit of the constructs (Byrne, 2016).

Hypothesis testing

To test the hypotheses, the validation of the stated alternative hypotheses is supported by examining the regression weights for the interaction effects among emotional intelligence, decent work, engagement, and available resources in influencing teachers' withdrawal intentions. This analysis was conducted using Structural Equation Modeling (SEM), as recommended by Hair et al. (2018). Observed critical ratios (C.R.) were used as the basis for determining the

significance of the regression estimates, where a C.R. value beyond ± 2.58 indicated a 99% level of significance (Byrne, 2016). These thresholds guided the evaluation of whether the interaction effects among the constructs were statistically significant and aligned with the hypothesized relationship.

Findings

The result from the path analysis is described in Fig. 2 and Table 3. The findings presented the factors affecting teacher engagement and their influence on withdrawal intentions. In Hypothesis 1, the relationship between teacher engagement and withdrawal intentions was examined, resulting in a non-significant effect ($\beta = -0.038$, C.R. = -0.776 , $p = 0.438$), leading to the rejection of the hypothesis. Similarly, Hypothesis 2 tested the link between teacher engagement and emotional intelligence, yielding no significant effect ($\beta = -0.121$, C.R. = -0.701 , $p = 0.484$), suggesting that emotional intelligence alone does not notably impact teacher engagement.

The influence of workplace conditions on teacher engagement was explored through Hypotheses 3a to 3e. Hypothesis 3a indicated that safe working conditions significantly enhanced engagement ($\beta = 0.006$, C.R. = 4.256 , $p = 0.000$). Access to healthcare (Hypothesis 3b) also showed a positive effect on engagement ($\beta = 0.202$, C.R. = 3.842 , $p = 0.000$). Adequate compensation (Hypothesis 3c) was found to be a significant positive factor ($\beta = 0.042$, C.R. = 2.957 , $p = 0.000$), and access to free time and rest (Hypothesis 3d) had a substantial impact ($\beta = 0.15$, C.R. = 6.334 , $p = 0.000$). Conversely, complement and social values (Hypothesis 3e) did not significantly affect engagement ($\beta = -0.049$, C.R. = -0.364 , $p = 0.716$).

Hypotheses 4a to 4d assessed the role of resources. Human resources (Hypothesis 4a) positively influenced engagement ($\beta = 0.261$, C.R. = 3.798 , $p = 0.000$). Spatial/physical resources (Hypothesis 4b) did not exhibit a significant impact ($\beta = -0.253$, C.R. = -1.28 , $p = 0.201$). Material resources (Hypothesis 4c) showed a positive relationship with engagement ($\beta = 0.126$, C.R. = 4.344 , $p = 0.000$), while tools and equipment (Hypothesis 4d) did not significantly impact engagement ($\beta = -0.029$, C.R. = -0.343 , $p = 0.731$).

Discussion of the findings

The result of the study found a non-significant relationship between teachers' engagement and withdrawal intentions suggesting that engagement alone does not substantially reduce withdrawal intentions. This contrasts with literature indicating that engaged teachers, who exhibit high levels of dedication and energy, typically report lower withdrawal intentions (Russell, et al., 2020). Teachers' engagement is widely considered a buffer against stress, enhancing job satisfaction and reducing turnover intentions (Li & Yao, 2022). The divergence here may reflect contextual challenges such as insufficient structural support, socio-economic pressures, or job demands that engagement alone cannot overcome, aligning with research suggesting engagement's limitations in mitigating systemic workplace issues (Perera, et al., 2021).

The link between teachers' engagement and emotional intelligence revealed a non-significant effect. This contrasts with existing literature, which often links high emotional intelligence with increased job engagement, improved relationships, and job satisfaction (Barreiro & Treglown, 2020). Emotional intelligence typically enhances resilience and coping abilities, contributing positively to engagement. However, contextual factors such as inadequate resources and high workload may overshadow its impact, indicating that emotional intelligence alone may not suffice to foster engagement without supportive systemic conditions (Zeidner & Matthews, 2018; Littlejohn, 2012).

The findings for Hypothesis 3a revealed the complexity factors that affect teacher engagement, emphasizing that workplace conditions play a crucial role in fostering or hindering teachers' commitment to their roles. The result indicates a positive relationship exists between safe working conditions and engagement as supported by a previous

study showing that safety is a fundamental requirement for higher-level engagement (Dollard & Bakker, 2010). Teachers who feel safe in their work environments can focus more on instructional duties without anxiety, fostering higher engagement levels (Reyes, et al., 2012). This highlights the importance of providing secure work settings for teachers to thrive professionally.

Also, there exist a significant impact of healthcare access on engagement (Hypothesis 3b). When teachers have access to comprehensive healthcare, their well-being improves, reducing health-related stress and allowing them to invest more energy and focus into their teaching roles (Melnik, et al., 2020). Research shows that wellness programmes and access to healthcare are critical drivers of employee engagement, leading to better performance and loyalty (Sergio, et al., 2024).

The relationship between adequate compensation and engagement is positive (Hypothesis 3c). The result aligns with research indicating that fair compensation plays a critical role in enhancing job satisfaction and motivating employees to excel. Teachers who perceive their salaries as fair are more likely to feel valued and committed to their work, thereby enhancing engagement (Jeha, et al., 2022; Ruiz-Palomino, et al., 2013).

Providing access to free time and rest significantly improves teachers' engagement (Hypothesis 3d). This aligns with work-life balance, including rest periods, has been widely acknowledged as a crucial factor in maintaining morale and preventing burnout among teachers (Whiteoak, 2021; Nápoles, 2022). Teachers often face demanding workloads, making it essential to offer opportunities for rest and recuperation to maintain engagement levels.

On the other end, complements and social values did not significantly influence engagement (Hypothesis 3e). This suggests that while recognition and social values may contribute to a positive atmosphere, they may not be sufficient in driving engagement alone without practical support (Montani, et al., 2020; Yusuf, et al., 2019). This highlights the importance of integrating both tangible and intangible support strategies to create a holistic approach to teachers' engagement.

The result of the findings demonstrated a significant positive relationship between human resources and teacher engagement (Hypothesis 4a). This finding aligns with previous research emphasizing the critical role of human resources in fostering engagement (Kwom & Kim, 2020). The availability of skilled personnel, effective leadership, and supportive colleagues can create a collaborative and motivating work environment, boosting teachers' sense of belonging and commitment. When teachers receive mentorship, feedback, and collaboration opportunities, they are more likely to feel valued and engaged (Aboramadan, et al., 2019).

Conversely, the impact of spatial/physical resources on engagement found no significant effect (Hypothesis 4b). While physical resources such as workspace design, facilities, and infrastructure are often assumed to influence job satisfaction and productivity, this finding suggests that such resources alone may not drive teacher engagement. The lack of significance could reflect situations where spatial resources are inadequate or irrelevant compared to other pressing needs, such as support systems or workload management. This finding is consistent with studies indicating that physical resources only enhance engagement when combined with other motivational factors (Datu, et al., 2018; Maslach & Leiter, 2017).

Hypothesis

c revealed a positive relationship between material resources and engagement. Material resources, such as instructional materials, teaching aids, and technological tools, directly contribute to teachers' ability to perform their jobs effectively. This aligns with research suggesting that access to adequate resources enhances teachers' confidence and effectiveness, which, in turn, boosts engagement (Van Wingerden, et al., 2017; Martinez, et al., 2019). When

teachers have the necessary tools to facilitate their work, they are more likely to experience a sense of accomplishment and purpose, leading to higher levels of engagement.

Hypothesis

d assessed the influence of tools and equipment on teacher engagement but found no significant relationship. This finding suggests that the mere availability of tools and equipment may not guarantee increased engagement. Tools and equipment may be underutilized or lack relevance if they do not align with teachers' needs or if teachers lack the training to use them effectively (Ohanu & Shodipe, 2021; Liu, et al., 2021). The finding underscores the importance of not just providing tools but ensuring their practical utility and integration into teaching practices.

Conclusion

This study examined the influence of emotional intelligence, decent work conditions, teacher engagement, and available resources on the withdrawal intentions of TVET teachers. The findings revealed that while some factors, such as safe working conditions, access to healthcare, adequate compensation, and free time and rest, significantly enhance teacher engagement, others like complement and social values did not demonstrate a substantial impact. Notably, human and material resources also positively influenced engagement, reinforcing the importance of robust organizational support systems.

However, the results indicate that engagement alone may not be sufficient to reduce withdrawal intentions among TVET teachers, as shown by the non-significant relationship between engagement and withdrawal intentions. This divergence from existing literature may be attributed to contextual challenges, including inadequate structural and systemic support. Emotional intelligence, while widely recognized as enhancing job satisfaction and resilience, similarly showed no significant effect on engagement, potentially due to the overwhelming influence of external job demands. The study highlights the necessity for holistic interventions that combine emotional, social and structural resources to improve teacher's retention and engagement, ultimately contributing to more stable and effective TVET programme in Nigeria.

Implications

Theoretical implications

The findings of this study offer important theoretical implications for understanding the relationship between emotional intelligence, decent work conditions, available resources, and teacher engagement within the framework of the Job Demands-Resources (JD-R) model. By examining these constructs, the study extends the application of the JD-R model in the context of Technical and Vocational Education and Training (TVET) teachers in Nigeria. It highlights how job resources, such as safe working conditions, healthcare access, and adequate compensation, enhance engagement and buffer against the negative impacts of job demands. Furthermore, this research deepens the theoretical exploration of emotional intelligence as a potential, though contextually limited, resource for influencing teacher engagement. While previous studies generally support the positive role of emotional intelligence in work contexts, the findings suggest that its impact on engagement is contingent on systemic and environmental factors. This highlights the need for a refined theoretical approach that considers the interaction of individual traits with broader organizational and contextual influences.

Practical Implications

From a practical standpoint, the study emphasizes the critical role of creating supportive workplace environments to enhance teacher engagement and retention within the TVET sector. Key practical measures include ensuring safe

working conditions, providing access to healthcare, adequate compensation, and ample rest periods. Institutions can foster greater teacher engagement by addressing these practical needs, ultimately reducing withdrawal intentions and enhancing the stability and effectiveness of TVET programmes. Additionally, while emotional intelligence was not found to significantly impact engagement, targeted interventions, such as professional development programmes focused on emotional resilience and interpersonal skills, may still offer value in specific contexts. Policymakers and educational administrators should consider implementing a holistic set of strategies that encompass both practical and psychological resources to maximize teacher well-being and engagement. Such efforts can contribute to improved retention rates and a more sustainable and motivated workforce in the TVET sector.

Limitations

This study has several limitations that should be acknowledged. First, the research was conducted within a specific geographic context, focusing on TVET teachers in Nigeria, which may limit the generalizability of the findings to other regions or educational contexts. The unique socio-economic and institutional conditions in Nigeria may influence the relationship between emotional intelligence, decent work conditions, engagement, and withdrawal intentions differently than in other countries.

Also, the study relied on self-reported data collected through electronic surveys, which may introduce common method bias and social desirability bias. Respondents might have provided socially desirable responses rather than accurately reporting their true experiences or intentions, potentially affecting the validity of the results.

Morealso, the cross-sectional design of the study limits the ability to establish causal relationships between the variables examined. Longitudinal research would be necessary to better understand the directionality and long-term effects of factors like emotional intelligence and decent work conditions on teacher engagement and withdrawal intentions.

Conclusively, while the study explored a comprehensive range of factors, it did not account for potential mediating or moderating variables that might influence the relationships among emotional intelligence, engagement, available resources, and withdrawal intentions. Future research could examine these interactions to provide a more detailed understanding of the underlying mechanisms.

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Tables

Table 1: Factor loadings and Reliabilities of the Construct

S/N	Construct	Items	Factor loadings	Cronbach alpha (α)	CR	AVE	DV
1	Withdrawal intentions	WI1	.830	0.81	0.88	0.71	0.84
		WI2	.867				
		WI3	.832				
2	Teacher's work engagement	WE1	.805	0.92	0.94	0.76	0.87
		WE2	.919				
		WE3	.926				
		WE4	.873				
		WE5	.817				
3	Emotional intelligence	EI2	.816	0.82	0.86	0.68	0.82
		EI3	.861				
		EI4	.797				
4	Physical and interpersonally safe working condition	PISWC1	.900	0.91	0.93	0.82	0.91
		PISWC2	.940				
		PISWC3	.877				
5	Access to health care	AHC4	.852	0.85	0.89	0.74	0.86
		AHC5	.914				
		AHC6	.810				
6	Adequate compensation	AC7	.877	0.87	0.90	0.76	0.87
		AC8	.914				
		AC9	.817				
7	Hours that allow to free time and rest	AFT10	.898	0.90	0.93	0.82	0.91
		AFT11	.927				
		AFT12	.885				
8	Organizational values complement family and social values	CSV13	.836	0.83	0.89	0.73	0.85
		CSV14	.879				
		CSV15	.840				
9	Human resources	HR1	.747	0.65	0.77	0.62	0.79
		HR3	.832				
10	Material resources	MR5	.843	0.84	0.87	0.69	0.83
		MR6	.855				
		MR7	.800				
11	Spatial/physical resources	SR9	.825	0.85	0.88	0.70	0.84

		SR10	.859				
		SR11	.830				
12	Tools and equipment	TEQ12	.914	0.95	0.96	0.86	0.93
		TEQ13	.931				
		TEQ14	.949				
		TEQ15	.916				

Table 2: Mean, Standard deviation and Cross-loading of the Constructs

Constructs	1	2	3	4	5	6	7	8	9	10	11	12
WI	0.84											
WE	-.026	0.87										
EI	-.068	.022	0.82									
PISWC	-.035	.015	-.028	0.91								
AHC	-.002	.130	.131	.035	0.86							
AC	-.059	.020	-.056	.182*	.135	0.87						
AFT	.069	.095	.099	-.014	.102	.121	0.91					
CSV	.077	-.030	-.075	-.132	.001	.029	.038	0.85				
HR	-.252**	.092	.163*	.176*	.141	.045	-.113	-.127	0.79			
MR	.176*	.005	-.149	.068	.138	.056	.077	-.007	-.401**	0.83		
SR	.105	-.051	.086	-.021	.188*	-.052	.058	-.052	-.063	.184*	0.84	
TEQ	-.005	-.089	.081	.041	-.118	-.257**	-.009	-.065	-.124	-.080	-.046	0.93
Mean	3.28	4.72	5.96	5.14	5.40	5.13	5.08	5.43	3.04	2.62	2.90	5.01
SD	1.09	1.70	0.96	1.45	1.25	1.30	1.48	1.27	0.78	0.82	0.76	1.63

*p < 0.05; **p < 0.01.

WI: Withdrawal intentions; WE: Work engagement; EI: Emotional intelligence; PISWC: Physical and interpersonally safe working condition; AHC: Access to health care facilities; AC: Adequate compensation; AFT: Hours that allow to free time and rest; CSV: Organizational values complement family and social value; MR: Material resources; HR: Human resources; SR: Spatial/physical resources; TEQ: Tools & equipment

Table 3: Hypotheses and Regression Weight of the Constructs

Hyp	Path diagram			Estimate	S.E.	C.R.	P	Decision
1	Withdrawal intentions	<-	Teacher's engagement	-0.038	0.05	-0.776	0.438	Reject
2	Teacher's engagement	<-	Emotional intelligence	-0.121	0.173	-0.701	0.484	Reject
3a	Teacher's engagement	<-	Safe working condition	0.006	0.001	4.256	0.000	Accept
3b	Teacher's engagement	<-	Access to health care	0.202	0.053	3.842	0.000	Accept
3c	Teacher's engagement	<-	Adequate compensation	0.042	0.014	2.957	0.000	Accept
3d	Teacher's engagement	<-	Access to free time and rest	0.15	0.024	6.334	0.000	Accept
3e	Teacher's engagement	<-	Complement and social values	-0.049	0.135	-0.364	0.716	Reject
4a	Teacher's engagement	<-	Human resources	0.261	0.069	3.798	0.000	Accept
4b	Teacher's engagement	<-	Spatial/Physical resources	-0.253	0.197	-1.28	0.201	Reject
4c	Teacher's engagement	<-	Material resources	0.126	0.029	4.344	0.000	Accept
4d	Teacher's engagement	<-	Tools and equipment	-0.029	0.083	-0.343	0.731	Reject

Figures

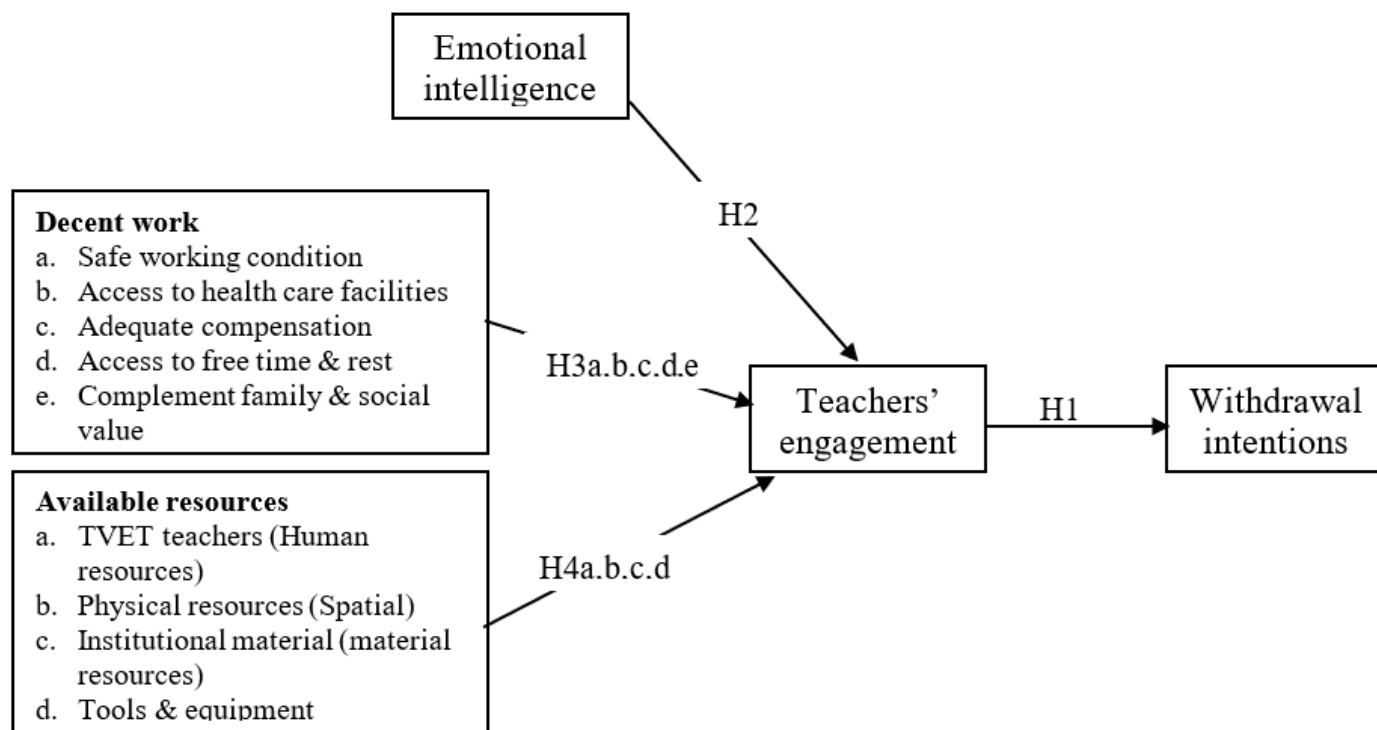


Figure 1

Proposed Conceptual Model

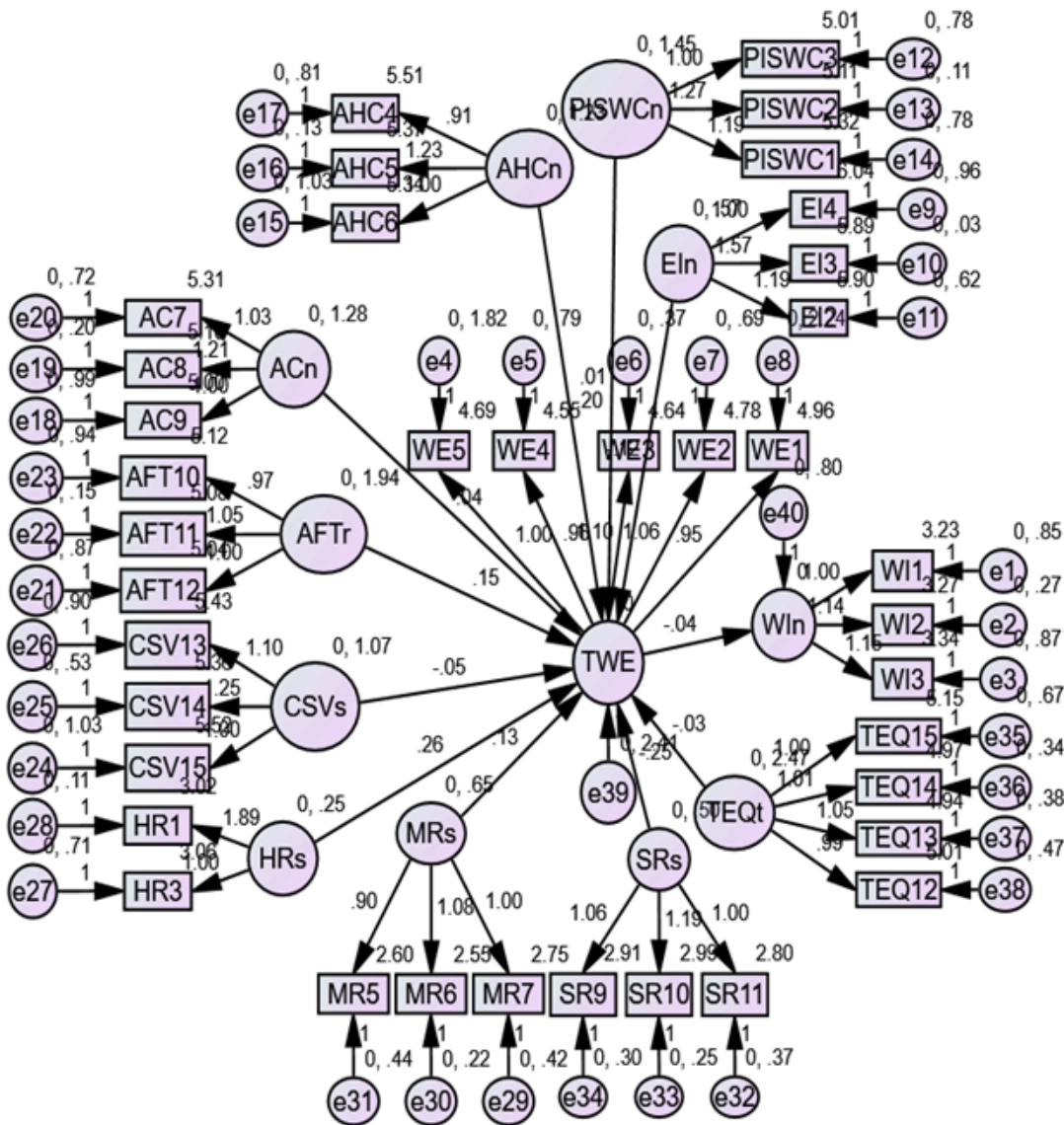


Figure 2

hypothesized and regression weight of withdrawal intention model

Note: EIn: Emotional Intelligence; TEQ: Tools and Equipment; SRs: Spatial resources; MRs: Material resources; HRs: Human Resources; CSVs: Organizational Values Complement Family and Social Values; AFTTr: Hours that allow to free time and rest; ACn: Adequate Compensation; AHCn: Access to Health Care; PISWCn: Physically and Interpersonally Safe Working Condition; WIn: Withdrawal Intentions; TWE: Teacher's Work Engagement