

# Job demands, work motivation and work engagement among college teachers in Shan Dong Province: Inputs to work engagement model

Li, Xin ✉

Graduate School, Lyceum of the Philippines University - Batangas, Philippines ([lixin199304@l26.com](mailto:lixin199304@l26.com))  
Liao Cheng University, China



ISSN: 2243-7770  
Online ISSN: 2243-7789

OPEN ACCESS

Received: 18 June 2023

Revised: 20 July 2023

Accepted: 24 July 2023

Available Online: 15 August 2023

DOI: 10.5861/ijrsm.2023.1034

## Abstract

The study aimed to examine the job demands, work motivation and work engagement among college teachers in Shandong province in China and developed a Work engagement model for teachers. Job demands are the factors that require a lot of physical and mental effort in the job and are associated with specific physical and psychological costs, such as work stress, role conflict, emotional exhaustion, and poor working environment conditions. Work motivation is an internal drive that individuals are willing to do what they think is important and valuable and strive to achieve perfection. Work engagement describes employees' ability to bring their full capacity to solving problems, connecting with people, and developing innovative services. The study made use of descriptive research design as it describes the variables under study. The participants of the study were the 338 teaching staff of selected 5 well-known universities in Shandong Province: Shandong University, Ocean University of China, Shandong University of Finance and Economics, University of Jinan, Liaocheng University. The study used an adapted questionnaire as the data gathering instrument. Based from the results, job demands are the physical, psychological, and organizational aspects of a job that require physical or mental effort and can tax or exceed an employee's resources and agreed to be experienced by the respondents. The respondents are positively motivated as to intrinsic and extrinsic in their work. Teachers are highly engaged in their work and workplace as to vigor, dedication and absorption. There is a high significant relationship between job demands, work motivation and work engagement and thus the relationship between job demands, work motivation, and work engagement is complex and can be influenced by a number of factors. A proposed work engagement model was proposed to improve employee productivity and performance.

**Keywords:** job demands, work motivation, work engagement

## **Job demands, work motivation and work engagement among college teachers in Shan Dong Province: Inputs to work engagement model**

### **1. Introduction**

In recent years, talents are an important factor supporting the rapid development of China's economy, and higher education schools are the main institutions for cultivating talents. University teachers shoulder the responsibility of serving the society, promoting social development, and cultivating highly educated talents. With Chinese government's emphasis on higher education, university teachers have also received more and more attention, and a large number of related research on university teachers has also been enriched. Teachers are the main body that determines the teaching quality and development level of universities. The teaching quality and development level of universities mainly depend on teachers' work engagement and work efficiency. Relevant studies have shown that when the degree of work engagement is high, individuals will devote energy to role behaviors and express themselves in roles. Conversely, when work engagement is low, individuals disengage from job roles, which can lead to job burnout and turnover intention (Rahmadani & Schaufeli, 2022). People can be happily engaged in their work, or they can be emotionally disconnected from their work. The work engagement of college teachers directly affects the quality of teaching. Therefore, the key to ensuring the quality of teaching and improving the level of running schools is whether college teachers can devote themselves to their work and carry out their work reasonably and effectively.

At present, China's overall economic situation is in a transition to high-quality development, the period of rapid economic development has passed. Although the economic development of Shandong Province is in a developed area in China, due to the uneven distribution of educational resources, the overall level of higher education is relatively low, resulting in a large gap in the development level of higher education in Shandong Province. Therefore, in order to improve the quality of university teaching, the Shandong provincial government has continuously raised the requirements for teachers in recent years, including requirements for academic qualifications, scientific research capabilities, number of published papers, service to the society, teaching quality, teaching competitions, KPI assessments, etc. On one hand, improving the job demands of college teachers can urge teachers to work harder and better to complete teaching, paper publication, scientific research projects, and social service, and put pressure on college teachers to complete tasks and KPI assessments. But on the other hand, excessive and continuous work demands will exhaust the work energy and work enthusiasm of college teachers. Under high-intensity work pressure, college teachers may have physical and mental health problems or job burnout, which is not conducive to improving the development level of teachers. In addition, if the work demands for college teachers are only increased without providing more work resources and organizational support to stimulate teachers' work motivation, it may hinder the realization of work goals and fail to complete the KPI assessment, and college teachers may feel frustrated and failure, which in turn will reduce the work enthusiasm and work engagement of college teachers. When the work engagement and organizational commitment of college teachers decline, the teaching quality and development level of universities will also be hindered.

Job demands refer to factors that require a lot of physical and mental effort in the job and are associated with specific physical and psychological costs, such as work stress, role conflict, emotional exhaustion, and poor working environment conditions. Work resources refer to the resources needed to achieve work goals, such as career development opportunities, support from leaders and colleagues, team atmosphere, participation in decision-making, etc. The work engagement generation mechanism that is currently widely recognized and adopted is the work Demands-Resource model. The basic premise of the model is to divide the characteristics of the work environment into two basic categories: job demands and job resources. The job demandst-resource model can well explain the relationship between job resources and work engagement. But it doesn't account for

the variability in how individuals behave when faced with the same job. In fact, in the same working environment, the degree of individuals' work engagement is not the same. Moreover, a large number of empirical studies have proved that work engagement is also affected by individual differences (Bakker & Demerouti, 2017).

Work motivation is an internal drive that individuals are willing to do what they think is important and valuable and strive to achieve perfection. As an important social motivation, work motivation plays a great role in promoting individual's work and study. Therefore, work motivation has become a research hotspot in the field of educational psychology and management psychology. Many studies have shown that there may be a close relationship between work motivation and work engagement. For example, there is a significant positive and typical correlation between employees' work motivation and their work engagement (Bensley et al., 2016).

Some scholars define work engagement as “a positive, fulfilling, work-related emotional state characterized by vigor, dedication, and absorption”. Work engagement of university teachers is a positive and fulfilling mental state related to work, including three dimensions of “vigor”, “dedication” and “absorption”, where “vigor” refers to the fact that university teachers are full of energy and have good resilience in the face of difficulties; “dedication” refers to the state of university teachers' high involvement in work, accompanied by pride and full passion (Demerouti, et al., 2017). Work engagement pertains to any type of challenging work. It describes employees' ability to bring their full capacity to solving problems, connecting with people, and developing innovative services. Management makes a difference as well. Employees' responses to organizational policies, practices, and structures affect their potential to experience engagement. In a stable work environment employees maintain a consistent level of work engagement (Collier, Barnes, Abney, & Pelletier, 2018). Work engagement thrives in settings that demonstrate strong connections between corporate and individual values. On one hand, companies promote their values with employees, inspiring their allegiance. On the other hand, companies are responsive to the values employees bring to their work. They maintain sufficient flexibility to accommodate a variety of approaches to their complex challenges. They manage human resources in a responsive way that appreciates employees' distinct contributions to the enterprise (Schaufeli, 2018). Further, work engagement supports extra-role performance. The complexity of contemporary workplaces works against specifying every detail of an employer's expectation. In addition to a position's core responsibilities, employers hope that incumbents go beyond the formal structure of their positions to take initiative (Schaufeli, 2018). A proactive approach to work includes developing new knowledge, responding to unique opportunities, as well as going the extra mile in supporting the company's community through mentoring, volunteering, or attentiveness to colleagues. With initiative, employees anticipate new developments in their professions and strive to position themselves as leaders in their fields (Xanthopoulou & Stamoylasis, 2019). Through their actions, they go beyond living within the confines of their job description to craft their job into something that dynamically adapts to the ever-changing work life that has become the norm.

The main body of higher education institutions college teachers, their work motivation directly affects all aspects of teachers' work, but as far as the current situation is concerned, the work motivation of Chinese university teachers is generally not high. University teachers face many problems, such as heavy workload, difficult education task, low income, high pressure on scientific research, fierce competition among teachers, and difficult relationships with leaders and colleagues. The phenomenon of job burnout and low work motivation have seriously affected teachers' work efficiency. Since teachers' work motivation is not very high, it is particularly important to stimulate and cultivate their work motivation well. First of all, stimulating and cultivating teachers' work motivation can enable teachers to devote themselves to work with more enthusiasm and realize their true value in their jobs. Secondly, stimulating and cultivating teachers' work motivation can make school management more effective and more conducive to enhance the cohesion of the school. Thirdly, motivating and cultivating teachers' work motivation can better promote the development of China's higher education. Teachers are the main body that determines the quality of university teaching, and the development level of university mainly depend on the work engagement and work efficiency of teachers. Therefore, this study aims to analyze the relationship between job demands, work motivation and work engagement of college

teachers in Shandong Province. As a teacher in one college in Shandong Province, this study may provide insights on how to increase resource support for college teachers to motivate them while working despite the high job demands and then improve the work engagement of college teachers. Findings of this research may provide inputs to the Human Resource Department to develop some programs to enhance the teacher's motivation and work engagement.

### *1.1 Objectives of the Study*

The aim of this study is to determine the job demands, work motivation and work engagement among college teachers in Shandong Province, China, and was the basis in developing an Engagement Model. Finally, this study put forward action and plan to improve the work engagement of college teachers. Specifically it determined the job demands of college teachers in Shandong Province as to physical aspect, psychosocial aspect, organizational aspect; determined the work motivation of college teachers in terms of intrinsic motivators and extrinsic motivators; assessed the work engagement in terms of vigor, dedication and absorption; tested the significant relationships among job demands, work motivation and work engagement of selected college teachers; and developed work engagement model to improve teachers' work engagement for higher education institutions in Shandong Province.

## **2. Methods**

**Research Design** - The descriptive method is a procedure where a specific data and information will be gathered from a populace or group of people being assessed. It also delivers the frequency of occurrence of such events or situation which can be described through numbers like the summation or average of incidents or the tendency of repetition (Semley, Homer, & Brunt 2017). In addition, Suparno (2017) asserts that descriptive research design is one form of formal study intended to provide a description of a phenomenon or an inherent characteristic of a population. The purpose of this design is to discover associations or relationships and differences among the three selected variables and to describe systematically and accurately the facts and characteristics of a given population (Rahi, 2017). Polit and Beck (2014) also shared that descriptive research aims to study and monitor an emerging sensation that cannot be recognized as an unbiased factor.

**Participants of the Study** - The participants of the study are teaching staff of selected 5 well-known comprehensive universities in Shandong Province: Shandong University, Ocean University of China, Shandong University of Finance and Economics, University of Jinan, Liaocheng University. The five universities are well-known in Shandong Province. They not only have greater advantages in hardware facilities and faculty, but also have their own school-running characteristics. They are also ranked among the national comprehensive universities, so teachers from the above schools are selected as the survey subjects, which has a wide range of representativeness. In order to identify the respondents from the five universities, the proponent sent a request letter to the institution to ask for the total number of teaching staff in the institution. The number of teaching staff of these five universities ranged from 70 to more than 200. The length of existence is from 25 years to 67 years. Out of 1899 total teaching staff in these five universities in Shan Dong Province, the sample size was 338, with an effect size of 0.50, a power probability of 0.95 or 95% and an alpha level of 0.05 or 5% using Google Raosoft.

**Data Gathering Instrument** - The study used three sets of questionnaires as the major mechanism in collecting the necessary data. Items in per instrument were presented as descriptive statements, and respondents were indicated the frequency with which each statement applied on a four-point likert scale with verbal interpretation of 3.50 – 4.00 scale means strongly agree, 2.50 – 3.49 rate means agree, 1.50 – 2.49 scale means disagree and, 1.00 – 1.49 rating means strongly disagree. The research instrument consists of four parts. Part I presents the demographic variables such as sex, age, service length, educational background, and job position and professional qualifications. Part II presents the questions on Job demands and was adopted from the Job Demands-Resources Model proposed by Demerouti et al. (2001). Part III presents the indicators on work

motivation and adopted from Begum and Hamzah (2017). Part IV are the indicators of work engagement and was adopted from Utrecht Work Engagement Scale (Gomoll, 2018).

**Data Gathering Procedure** - The researcher of this study used the published thesis as a source for the gathering and collection of data or information. In addition, books, articles and journals that are reliable for the study were used where relevant data and related information was collected. Additional and relevant information on the universities were collected through an informal interview. Before gathering of data, request letters to conduct the study were approved by the adviser and endorsed by the universities. The researcher prepared a letter of request to the President of universities to acquire approval to conduct the research work. The researcher also prepared a letter to the Human Resource Management (HRM) of the five universities for the total number of their staff (teaching and non-teaching) in the institution. It was reiterated that the purpose of the survey is conducted only in writing for academic purposes and that all information collected was kept confidential. Upon the approval of the universities, and approval of the adviser in the adopted questionnaires, the research started by distributing questionnaires to the teaching staff of five (5) selected universities in Shan Dong Province. The schedule for the date of distribution and retrieval of the questionnaire was discussed and set on a mutually agreed date with universities staff. The questionnaires were administered personally by the researcher or by using google forms to ensure the accuracy and confidentiality of the results.

**Ethical Considerations** - The researchers consider ethical factors when conducting the study such as the informed consent and disclosure of information. The researchers provided a letter for the respondents before they answer the questionnaire seeking permission if they could participate in the study. The participants have right to refuse to participate or answer the questions that make them feel uncomfortable to do so. To disclose the information, no name or personal identification was required to be written in the questionnaire. No video or audio recording was done to maintain the confidentiality of the respondents who answered the questionnaire.

**Data Analysis** - Frequency and percentage distribution were used to describe the respondent's age, sex, civil status, length of service, highest educational attainment, professional qualifications. Weighted mean and rank were used to determine the job demands of college teachers in Shandong Province as to physical aspect, psychosocial aspect, organizational aspect; determine the work motivation of college teachers in terms of intrinsic motivators and extrinsic motivators; assess the work engagement in terms of vigor, dedication and absorption. The result of Shapiro-Wilk Test showed that p-values of all variables were less than 0.05 which means that the data set was not normally distributed. Therefore, Spearman rho was used to test the significant relationship as part of the non-parametric tests to determine the significant differences. All analyzes were performed using SPSS version 28. In addition, post hoc test was also conducted. The following Likert Scale was used in assessing the variables: 3.50- 4.00 = Strongly Agree; 2.50-3.49 – Agree; 1.50 – 2.49 –Disagree; and 1.00 – 1.49 –Strongly Disagree. In addition, all data were treated using a statistical software known as PASW version 18 to further interpret the result of the study using an alpha level of 0.05 and 0.01.

### 3. Results and discussion

Table 1 shows the summary of job demands of college teachers. As seen from the table, the over-all assessment of the respondents on job demands was positive. This was supported by the composite mean of 2.55. Organizational aspects ranked first with mean value of 2.56. This means that these demands include managing lesson planning, curriculum development, grading and assessment activities. Teachers shows that they are organize and delivers lesson effectively, create a conducive learning environment, maintain accurate records, meet deadlines and comply with administrative procedures and policies. Based on the result, they also navigate the demands of working within a school organizational structure, following schedule and collaborating with colleagues.

Kasaw and Golga (2018) examines teachers stress and its relationship to various organizational factors. His study discusses how high workloads, time pressures, lack of autonomy and limited resources contribute to the

organizational demands experienced by teachers. Meanwhile, in the book of Campbell et.al (2018), they discuss the importance of organizational factors in supporting teacher effectiveness. They stress the need for supportive and collaborative school cultures, shared decision-making and distributed leadership to address organizational demands and enhance teacher performance. Physical aspects ranked second with mean value of 2.55 while psychosocial ranked the least. This job demand as to psychosocial involve the interactions and relationships teachers have with students, colleagues, parents and the broader school community. Teachers must establish positive and supportive relationships with students, manage classroom dynamics, provide emotional support and navigate potential conflicts or challenging behaviors. Additionally, teachers face emotional needs and backgrounds of their students. According to Collie and Perry (2019), that positive school climate and the promotion of social-emotional learning can reduce teacher stress and enhance job satisfaction and teaching efficacy. Also, the impact of psychosocial demands such as workloads, students' misbehavior and lack of support on teacher burnout and the importance of self-efficacy in buffering the negative effects.

**Table 1***Jobs demands of college teachers*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Physical Aspects	2.55	Agree	2
2. Psychosocial Aspects	2.53	Agree	3
3. Organizational Aspects	2.56	Agree	1
Composite Mean	2.55	Agree	

*Legend:* 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

**Table 2***Work motivation of college teachers*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Intrinsic Motivators	2.58	Agree	1
2. Extrinsic Motivators	2.55	Agree	2
Composite Mean	2.57	Agree	

*Legend:* 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 displays the summary table on work motivation of college teachers. The over-all composite mean of 2.57 shows that they agreed in general. Intrinsic motivators ranked first with mean value of 2.58. This means that teachers are motivated by the inherent rewards and gratification they derive from their work, rather than relying solely on external factors such as financial incentives or recognition. Intrinsic motivators are important for teachers because they can help to sustain their motivation and enthusiasm over the long term. When teachers are intrinsically motivated, they are more likely to be engaged in their work, to be effective teachers, and to be satisfied with their jobs. Reeve's et al (2019) article explores the motivations behind teachers' behaviors and attitudes towards their students. It discusses the importance of autonomy-supportive teaching practices that nurture intrinsic motivation and empower students to take ownership of their learning. Teachers' motivation is the willingness to do something and conditioned by the action's ability to satisfy some need of the individual. A motivated teacher is crucial to a successful classroom. They will look at teaching through a different lens, and, in doing so, motivate their students in their learning too. Motivation helps to energize, direct and sustain positive behavior over a long period of time. While, Cherry (2019) define human motivation as the drive and the process that causes or initiates, guides, and maintains goal-oriented people to behave the way they do. This implies that the concept of human motivation is a set of psychological processes causing an individual to initiate, direct, intensify, and persist in a particular behavior. Motivation involves an assemblage of closely related beliefs, perceptions, values, interests, and actions. Moreover, motivation is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Overall, the above definitions emphasize that motivation is more of a combined variable that includes various behavioral, affective and environmental factors that drive someone toward actions.

However, extrinsic motivators rated the least. There are a number of reasons why extrinsic motivators are important for teachers. First, they can help to attract and retain qualified teachers. In today's competitive job

market, teachers are more likely to choose a school that offers competitive salaries, benefits, and opportunities for advancement. Second, extrinsic motivators can help to improve teacher performance. When teachers know that their work is valued and that they are being rewarded for their efforts, they are more likely to be motivated to do their best. This can lead to improved student achievement. Third, extrinsic motivators can help to create a positive school climate. When teachers feel valued and supported, they are more likely to be happy and engaged in their work. This can create a positive learning environment for students. According to Donohoo (2018), review that teacher motivation found that extrinsic motivation can be a powerful motivator for teachers, but that it is important to consider the type of extrinsic motivation being used. The researchers concluded that extrinsic rewards that are autonomy-supportive can be effective in motivating teachers, while extrinsic rewards that are controlling can have a negative impact on motivation. The researchers also found that extrinsic factors, such as salary and benefits, were important to teachers, but that intrinsic factors, such as feeling valued and respected, were more important.

**Table 3**

*Work engagement of college teachers*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Vigor	2.52	Agree	3
2. Dedication	2.58	Agree	1
3. Absorption	2.54	Agree	2
Composite Mean	2.55	Agree	

*Legend:* 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 illustrates the summary table on work engagement of teachers. The over-all composite mean of 2.55 indicates that they agreed in general. Although work engagement has been studied for decades in the fields of positive psychology and organizational management, there is still no clear consensus on its definition, Meyer (2014). Some researchers have suggested that engagement should be conceptualized and operationalized as a construct completely opposite to burnout (Knight, Patterson & Dawson, 2017). However, Schaufeli (2018) argued that even though engagement is often negatively related to burnout and other undesirable employee outcomes, it should be viewed as an independent concept reflecting an individual’s levels of vigor, dedication, and absorption. Specifically, vigor involves a high level of affective energy, mental resilience, and willingness to make an effort in relation to one’s work; dedication refers to one’s enthusiasm toward and feeling of significance and pride regarding one’s work; and absorption involves deep concentration on one’s work. Based on the result, dedication ranked first with a mean score of 2.58. When someone is highly engaged in their work, they demonstrate a strong sense of dedication and commitment. They go beyond the basic requirements of their job and invest themselves wholeheartedly in their work-related activities. They experience a deep connection to their work and feel a strong motivation to contribute their best efforts. Work engagement is associated with various positive outcomes for individuals and organizations. Engaged employees are more likely to experience higher job satisfaction, better performance, increased creativity, and greater well-being. They are also more likely to exhibit higher levels of job dedication, as they find personal fulfillment and satisfaction in their work. According to the study of Schaufeli, (2018), they found that work engagement mediates the relationship between job resources and employee outcomes. The researchers found that job resources, such as autonomy, support, and challenge, were positively related to work engagement, which in turn was positively related to employee outcomes, such as job satisfaction, organizational commitment, and turnover intention. Correspondingly, found that work engagement is positively related to job performance. The researchers found that engaged employees were more likely to report higher levels of job performance, such as productivity, quality, and customer service.

It was followed by absorption (2.54) where work engagement is characterized by absorption is associated with numerous positive outcomes for individuals and organizations. Absorbed employees are more likely to experience higher job satisfaction, greater well-being, increased creativity, and improved performance. They are fully engaged in their work, which can lead to enhanced productivity and innovative problem-solving. Lastly is the vigor, vigorous employees are more likely to experience higher job satisfaction, better performance, and greater well-being. Their enthusiasm and energy can have a positive impact on team morale and overall

organizational productivity. Organizations can foster work engagement by providing employees with opportunities for autonomy, skill development, and meaningful work. Promoting a positive work environment, recognizing and rewarding employees' contributions, and ensuring a healthy work-life balance also play important roles in supporting and sustaining work engagement and vigor. Sulistyani et al (2022) found that teachers' work engagement was influenced by their personal characteristics, such as their identity, self-esteem, and sense of efficacy. Teachers with a clear identity, high self-esteem, and high sense of efficacy were more likely to be engaged in their work. The study also found that teachers' work engagement was influenced by their work environment, such as their job satisfaction, organizational commitment, and support from colleagues and supervisors.

**Table 4**

*Relationship among job demands, work motivation, and work engagement*

Paired Variables	r-value	p-value	Interpretation
Job Demands & Work Motivation	0.946**	0.000	Highly Significant
Job Demands & Work Engagement	0.934**	0.000	Highly Significant
Work Motivation & Work Engagement	0.941**	0.000	Highly Significant

*Legend:* Correlation is significant at the 0.01 level

Table 4 describes the relationship among job demands, work motivation and work engagement. As seen in the table, the computed rho-value of 0.946 indicates a very strong direct relationship between job demands and work motivation. It also shows statistically significant relationship since the obtained p-value was less than 0.01. Organizations can help to improve motivation by reducing job demands and increasing resources. This can be done by streamlining processes, automating tasks, providing employees with more flexibility and offering work arrangements. This can also provide employees with more opportunities for growth and development, such as training and development programs and opportunities for advancement. By creating a positive and supportive work environment, organizations like school can also help to improve work motivation. However, the result is contradictory to the study of Yeo and Lee (2020), they found that job demands, such as heavy workload and insufficient resources, can lead to decreased work motivation in teachers. However, the negative effects of job demands can be buffered by job resources, such as social support and opportunities for professional development. While, Skaalvik and skaalvik (2018) examines the sources and consequences of teacher stress. The authors discuss how job demands, such as large class sizes and student behavior problems, can lead to stress in teachers. They also discuss how stress can lead to burnout, which can have a negative impact on teacher job performance and well-being.

Likewise, the computed rho of 0.934 shows a very strong direct relationship between job demands and work engagement. As result indicates a statistically significant relationship between the two variables since the obtained p-value was less than 0.01. The relationship between job demands and work engagement of teachers is a complex one. On the one hand, high job demands can lead to stress and burnout, which can negatively impact work engagement. On the other hand, high job demands can also lead to a sense of accomplishment and satisfaction, which can boost work engagement. The key is to find a balance between job demands and resources that allows teachers to feel challenged and supported. However, the study of Arce (2019), found that job demands, such as heavy workload and lack of support, can lead to burnout and decreased work engagement in teachers. However, the negative effects of job demands can be buffered by job resources, such as social support and opportunities for professional development. This also found out that job demands, such as heavy workload and lack of control, can lead to decreased work engagement in teachers. However, the negative effects of job demands can be buffered by job resources, such as social support and opportunities for professional development.

Lastly, there was a very strong direct relationship between work motivation and work engagement as indicated the computed rho-value of 0.941. Also, there was statistically significant relationship between work motivation and work engagement because the obtained p-value was less than 0.01. According to Self-Determination Theory (SDT) individuals are motivated when their psychological needs for autonomy,



competence, and relatedness are fulfilled. Research based on SDT suggests that teachers who experience high levels of intrinsic motivation, which arises from a sense of autonomy, competence, and relatedness, are more likely to be engaged in their work. They exhibit higher levels of dedication, absorption, and vigor. Bakker and Demerouti (2017) stated that work engagement is influenced by both job demands and job resources. Motivation can be seen as an internal resource that contributes to work engagement. Teachers who are motivated by intrinsic factors, such as a sense of purpose, enjoyment, and personal growth, are more likely to be engaged in their work and display higher levels of dedication and absorption.

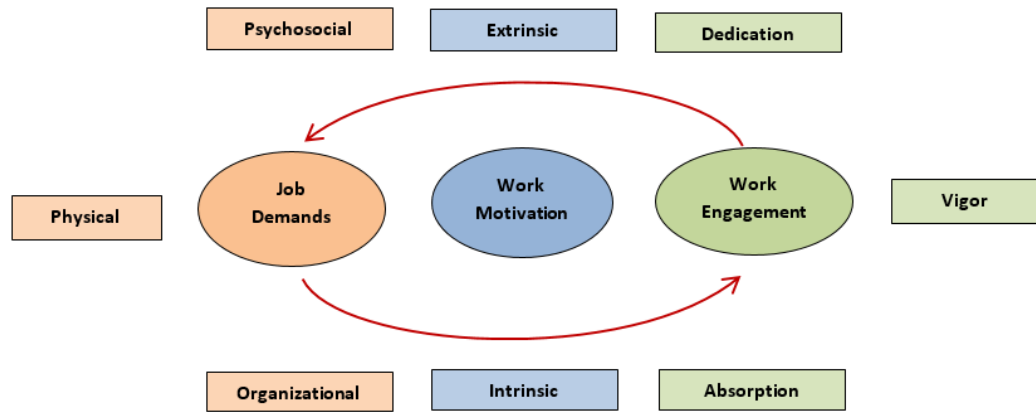


Figure 1. Work Engagement Model

The relationship between job demands, work motivation, and work engagement is a complex one. Job demands are the physical, psychological, and social aspects of a job that require physical or mental effort and can tax or exceed an employee's resources. Work motivation is the willingness and desire to exert effort towards achieving a goal. Work engagement is a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. There is a general consensus that high job demands can lead to decreased work motivation and engagement. This is because high job demands can lead to feelings of stress, fatigue, and burnout. These negative emotions can make it difficult for employees to stay motivated and engaged in their work.

However, the relationship between job demands and work motivation and engagement is not always straightforward. For example, Shkoler and Kimura (2020) suggests that high job demands can actually lead to increased work motivation and engagement when employees have a high degree of control over their work. This is because employees who have a high degree of control are more likely to feel that they are making a meaningful contribution to their work and that their work is important. In addition, the relationship between job demands and work motivation and engagement can be moderated by individual factors such as personality, self-efficacy, and coping style. For example, employees who are high in neuroticism or who have a negative view of their work are more likely to experience negative emotions in response to high job demands. This can lead to decreased work motivation and engagement. Overall, the relationship between job demands, work motivation, and work engagement is complex and can be influenced by a number of factors. However, it is clear that high job demands can have a negative impact on work motivation and engagement. Therefore, it is important for organizations to find ways to reduce job demands or to help employees cope with high job demands.

#### 4. Conclusions and recommendations

Job demands affect the physical, psychosocial and organizational aspect of the college teachers as they agreed that they experience it. Despite of these, teachers are positively motivated as to intrinsic and extrinsic in their work. Teachers are highly engaged in their work and workplace as to vigor, dedication and absorption. Results showed that there is a high significant relationship between job demands, work motivation and work engagement A proposed work engagement model was proposed to improve employee productivity and performance.

The management may reduce workload of teachers which were often overloaded with work can lead to stress, fatigue, and burnout. The Human Resource Management Office may provide teachers with access to professional development opportunities, providing them with resources to help them with their work, and creating a supportive and positive work environment. Every department may conduct activities to acknowledge and celebrate teachers' achievements, milestones, and contributions. Provide recognition and rewards that align with their professional growth and accomplishments. Recognizing and rewarding teachers' efforts and successes reinforces their motivation and commitment. The management may provide regular and constructive feedback to teachers, highlighting their strengths and areas for growth. Positive and specific feedback can enhance their self-efficacy and motivation, while constructive feedback helps them improve their teaching practices. Teachers may continue to build a supportive network of colleagues and mentors with whom you can share ideas, seek advice, and collaborate and collaborating with others can foster a sense of connection, provide new perspectives, and inspire creative approaches to teaching. The proposed work engagement model may serve as a guide to help organizations understand what motivates employees and how to create a work environment that fosters engagement. Future researchers may conduct similar study but focusing on work-life balance and job security.

## 5. References

- Arce, J. J. C. (2019, February). *Forests, inclusive and sustainable economic growth and employment*. In *Background Study Prepared for the Fourteenth Session of the United Nations Forum on Forests*; United Nations: New York, NY, USA.
- Bakker, A. B., & Demerouti, E. (2017). Job demands-resources theory: taking stock and looking forward, *Journal of Occupational Health Psychology*, 22(3), 273-285.
- Bensley, D. A., Rainey, C., Murtagh, M. P., Flinn, J. A., Maschiocchi, C., Bernhardt, P. C., & Kuehne, S. (2016). Closing the assessment loop on critical thinking: The challenges of multidimensional testing and low test-taking motivation. *Thinking Skills and Creativity*, 21, 158-168.
- Begum, F. U., & Hamzah, M. H. (2017). Effect of intrinsic and extrinsic motivation on teachers in secondary schools of Telangana. *Pune Research Discovery*, 2(2), 1-7.
- Campbell, C., Clinton, J., Fullan, M., Hargreaves, A., James, C., & Longboat, K. D. (2018). *Ontario: A learning province*. Queens Printer, Ontario Ministry of Education.
- Cherry, K. (2019). How Maslow's famous hierarchy of needs explains human motivation. *Verywell Mind*, 3.
- Collie, R. J., & Perry, N. E. (2019). Cultivating teacher thriving through social-emotional competence and its development. *The Australian Educational Researcher*, 46(4), 699-714.
- Collier, J. E., Barnes, D. C., Abney, A. K., & Pelletier, M. J. (2018). Idiosyncratic service experiences: When customers desire the extraordinary in a service encounter. *Journal of Business Research*, 84, 150-161.
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied psychology*, 86(3), 499.
- Demerouti, E., Van den Heuvel, M., Xanthopoulou, D., Dubbelt, L., & Gordon, H. J. (2017). Job resources as contributors to wellbeing. In *The Routledge companion to wellbeing at work* (pp. 269-283). Routledge.
- Donohoo, J. (2018). Collective teacher efficacy research: Productive patterns of behaviour and other positive consequences. *Journal of educational change*, 19(3), 323-345.
- Gomoll, A. (2018). *Job challenges and hindrances: Testing a differentiated model of job demands and their relation to resources, burnout, and engagement* (Doctoral dissertation, Alliant International University).
- Kasaw, E.S & Golga, D. N. (2018). *Employees' Organizational Commitment in Higher Educational Setting*. Job Commitment in Higher Education institutions. <https://doi.org/10.20944/preprints201904.0029>
- Knight, C., Patterson, M., & Dawson, J. (2017). Building work engagement: A systematic review and meta-analysis investigating the effectiveness of work engagement interventions. *Journal of organizational behavior*, 38(6), 792-812.
- Polit, D. F., & Beck, C. T. (2014). *Essentials of nursing research: Appraising evidence for nursing practice* (8th ed.). Philadelphia: Wolters Kluwer.
- Rahi, S. (2017). Research Design and Methods: A Systematic Review of Research Paradigms, Sampling Issues

- and Instruments Development. *International Journal of Economics and Management Sciences*, 6(2), 1-5.
- Rahmadani, V. G., & Schaufeli, W. B. (2022). Engaging leadership and work engagement as moderated by “diuwongke”: an Indonesian study. *The International Journal of Human Resource Management*, 33(7), 1267-1295.
- Reeve, J., Cheon, S. H., & Jang, H. R. (2019). A teacher-focused intervention to enhance students’ classroom engagement. In *Handbook of student engagement interventions* (pp. 87-102). Academic Press.
- Schaufeli, W. B. (2018). Work engagement in Europe: Relations with national economy, governance and culture. *Organizational Dynamics*, 47(2), 99-106.
- Shkoler, O., & Kimura, T. (2020). How does work motivation impact employees’ investment at work and their job engagement? A moderated-moderation perspective through an international lens. *Frontiers in psychology*, 11, 38.
- Semley, N., Horner, S., & Brunt, P. (2017). Research methods in tourism, hospitality and events management. *Research Methods in Tourism, Hospitality and Events Management*, 1-360.
- Skaalvik, E. M., & Skaalvik, S. (2018). Job demands and job resources as predictors of teacher motivation and well-being. *Social Psychology of Education*, 21(5), 1251-1275.
- Sulistiyani, E., Hidayat, Y. A., Setiawan, A., & Suwardi, S. (2022). Perceived organizational support, employee work engagement and work life balance: Social exchange theory perspective. *Jurnal Riset Ekonomi dan Bisnis*, 15(2), 133-143.
- Suparno, (2017) Managing Organizational Culture to Improve the Performance of Private Institutions: Analytical Study of the Role of Public Policy Regarding Higher Education. *International Journal of Mechanical Engineering and Technology*, 8(12), 1167–1171.
- Xanthopoulou, D., & Stamovlasis, D. (2019). *Job crafting and work engagement: Probing nonlinear effects with catastrophe theory models*. In 19th Eawop Congress (No. IKEECONFAN-2020-124). Aristotle University of Thessaloniki.
- Yeo, Y., & Lee, J. D. (2020). Revitalizing the race between technology and education: Investigating the growth strategy for the knowledge-based economy based on a CGE analysis. *Technology in Society*, 62, 101295.

