

Leadership roles, work engagement, job demands and job resources of teaching personnel

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Abstract

This study determined the leadership roles, work engagement, job demands and job resources of teaching personnel of a school in Batangas, as well as the relationships of these factors. The study showed that teachers are engaged in their work, and they assess the levels of their job demands and job resources as high. It was also shown that the results of the assessment of the factors were in accordance with the Job Demands-Resources Model. The model states that when job demands and resources are high, workers experience engagement in their work. The number of leadership roles has no significant moderating effect on the relationship between job demands and work engagement. Number of leadership roles has significant and negative moderating effect on the relationship of job resources and work engagement. Increasing number of leadership roles tend to diminish the level of work engagement even if job resources are increased at the same time. This finding shows that increasing job resources does not compensate for the increase in the number of leadership roles or assignments of teachers. A management intervention plan of action was proposed to improve work engagement of teachers, reduce job demands and improve job resources. Based on the findings of the study, it is recommended that work engagement of teachers may be enhanced by reducing workload by limiting leadership roles or assignments to minimum, increasing support to teachers, enhancing personnel training and development, increasing autonomy and participation in decision-making, and conduct of regular performance feedback.

Keywords: leadership roles, work engagement, job demands, job resources

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1. Introduction

Education is a basic service that needs to be accessed by all. Demand for this service increases steadily. The government established schools for different levels in every locality. Private organizations, religious sectarian organizations, for profit and non-profit organizations, and foundations augmented efforts to provide education. They established schools to increase access of communities to education as well as to carry out their advocacies or to run these schools as businesses. The increase in the number of schools resulted to the demand for employment of qualified teachers and qualified administrative or non-teaching personnel. As only a handful of professionals engage in careers in the education sector, schools have limited number of human resources. Public schools, universities and colleges lacked regular permanent or tenured administrative employees. This may be due to policies on appointment. The services to be delivered by schools remain the same despite this scenario of inadequate number of personnel to handle tasks in schools. The consequence of lack of non-academic personnel is that schools are constrained to assign teachers as administrators, supervisors, coordinators and other administrative functions aside from their main teaching roles. The additional assignment may be in the nature of leadership roles. Leadership roles require them to implement and coordinate school policies and programs, monitor and evaluate and report actions. There are teachers who assume administrative positions to manage units in school. The assignments increase their workload.

Underpayment of school personnel discourages professionals to seek employment in schools. The underpayment worsens the situation of lack of personnel. The insufficiency of resources and inadequate number of professionals interested in school careers result to teachers being overworked given that they assume roles other than teaching. While additional assignments other than teaching serve as challenges, these affect teachers' work engagement, more especially if job resources do not match the job demands and challenges.

In the school settings, leadership roles or designations also refer to those formal assignments other than teaching given in the exigency of teachers' employment. The increase in the quantity of assignments raises level of job demands and potential stressors. Teachers may cope with these demands and increased work load with adequate job resources. Leadership roles give access to more job resources. Job resources are those that support the employees in the performance of their tasks and promote their independence and growth in their employment. A good quantity and quality of these resources are important to help employees cope with job demands. The Job Demands-Resources Model (JDR Model) assumes that the employee outcomes are affected by the quality of job demands and resources available. Job demands and resources, as also explained by Bakker et. al., (2006) in their studies, has motivating effect, such that when job demands and resources are high, the employees are more engaged, and their self-regard, concordance and intrinsic motivation also increase. (Granziera et. al.,2022) If demands, such as those posed to teachers by having multiple tasks, are high without the corresponding job resources such as support from higher supervisors, the employees (like teachers with other assignments) may experience burn-out. Bulawat (2020) noted in his study that teachers leave service due to the bulk of paperwork that require them to accomplish alongside their teaching and other responsibilities. On the other hand, workers (including teachers) who have high levels of work engagement work hard, are passionate and enthusiastic about their work. How multiple roles of teachers affect their performance in their profession has not been studied extensively. There are a handful of studies showing the effect of multiple roles, more specifically leadership roles assumed by one person, in his or her over-all work engagement. There is not much literature assessing the relationship of leadership roles to work engagement, job demands and job resources with teachers as subjects.

No study or initiative has yet been done to look into how formal leadership assignments and designations of teachers on top of their teaching duties affect their work engagement in relation to the overall job demands and

resources that they have. While some of the teaching personnel comment that having leadership roles in addition to the main teaching function has advantages, they also have adverse effects on the overall work engagement. They also claim that job demands have increased while job resources became inaccessible. Some have expressed their desire to improve their work engagement by adjusting policies to limit assigned roles. Others feel that the divided attention between their administrative roles and teaching duties has prevented them from improving their craft. In the meantime, school administrators may develop efficient ways of assigning personnel to handle offices and non-teaching administrative tasks without compromising the teachers' engagement. Key areas may be identified to enhance engagement of personnel who may be given management assignments.

Objectives of the Study - The study assessed the moderating effect of leadership roles on the relationship of job demands, job resources and work engagement of teaching personnel. Specifically, the study aimed to describe the work engagement of respondents in terms of vigor, dedication and absorption; determine job demands in terms of physical, psychosocial and organizational aspects; determine job resources in terms of support, role clarity, performance feedback, participation in decision-making, skill variety and opportunities for growth, and autonomy; test the significant relationship of work engagement, job demands and job resources; determine the moderating effect of administrative designation on the relationship of work engagement, job demands and job resources; and propose a management intervention plan to enhance work engagement of teachers.

2. Methods

Research Design

The study utilized a descriptive research design to investigate the relationships of leadership roles, work engagement, job demands and job resources of the respondents. Descriptive research is a type of research that collects relevant facts, data, and information in the present condition, resulting in an overview of situations, persons, or events. The responses are gathered through survey questionnaires and the outcomes are determined quantitatively. Information from published articles were used as reference to draw insights on the gathered data.

Research Participants

Two hundred thirty-nine (239) faculty members participated as respondents of the survey for the study. They have academic ranks ranging from instructors to assistant professors. In the academic institutions, senior faculty members were given leadership roles. However, there are institutions who also assign junior faculty members to assume management functions. In this study, the respondents were chosen to determine whether the assumption of responsibilities of more junior faculty members affects their work engagement. Data on the population was requested from the school administration and human resources departments. Requests for participation were sent out to eligible faculty members to be respondents and 239 responded to the request. The respondents were categorized according to the number of leadership roles they assumed. Leadership roles were designations to positions of responsibilities in school. The following data show the profile of the sample group.

Out of the total 239 respondents, 109 faculty members (45.6%) have been handling one designation, which means that they are performing at least a leadership role each in the administration of the school. There were 52 respondents (22.2%) who were assigned to two (2) roles. There were 29 respondents (12.1%) who have been assigned to more than two roles. The data would show that teachers are likely to be assigned administrative functions and take one leadership roles on top of their teaching functions if the comparison of the percentage (20.1%) of respondents who were not handling leadership roles to the total percentage of 79.9 of the total number of respondents who have leadership roles. The respondents said that assignment to administrative functions has become part of the school system, and assignment is based on qualification and experience. Deanships, headships of academic areas, research coordination are examples of leadership roles that are incumbent upon faculty members. Staffing pattern of schools defines that these roles be assumed by faculty members. However, they also noted that schools are also constrained to assign administrative functions to

teachers when the number of non-teaching personnel available to handle said tasks is not enough. For instance, a respondent of this study, a faculty member and a qualified Certified Public Accountant (CPA) has been assigned as head of accounting office while the school was on the process of hiring a full-time accountant. His situation is not unique among schools. In the article “Pressures on public school teachers and implications on quality” by David et al. (2019), the authors gave the observation that public school teachers are constrained to handle additional administrative roles and student support roles. The roles may have responsibilities in academic management or administrative management. One of the reasons is the lack of sufficient number of available non-teaching personnel.

Data Gathering Instrument - Primary data was obtained using a survey questionnaire. The survey instrument was based on the Job Demands-Resources Model proposed by Demerouti et al, 2001, the Job Challenge and Hindrance Demand Items (Gomoll, 2018), the Job Demands-Resources Scale (Gomoll, 2018) and the Utrecht Work Engagement Scale (Gomoll, 2018 and Schaufeli et. al.,2004). The researcher conducted a review of literature on the model to support the dimensions identified as indicators. In comparison, the final instrument of this study combined the stated tools with some changes. For instance, the UWES uses a seven-point Likert scale, while as used in this study, the statements are treated with 4-point Likert scale. Likert scale was used to determine the response of the respondents. Likert Scale is a widely used approach in scaling responses using survey. Respondents are asked to rate a series of statements according to categories.

The survey instrument is divided into four parts. The first part included the profile of the respondents in terms of number of assigned leadership roles. The second part deals with work engagement. The third part is on the assessment of job demands and its dimensions. The fourth part includes job resources and their dimensions. The instrument was tested for validity and reliability. First, the researcher consulted a practitioner in the field of organizational behavior and human resource management. A pilot testing of the instrument among 30 teachers who are not included in the sample population was conducted. Lastly, the pilot-tested questionnaire was subjected to reliability testing using Cronbach alpha. Cronbach alpha was used as measure of scale reliability based on internal consistency of the instrument showing how closely related the set of items in the questionnaire were as a group. A Cronbach alpha of 0.70 is already considered as acceptable.

Work Engagement as item in the questionnaire is based on the Utrecht Work Engagement Scale (Gomoll, 2018 and Schaufeli et. al.,2004), a validated and standard instrument. Hence, the aspects of vigor, dedication and absorption were not tested separately. The Cronbach Alpha of this part of the questionnaire has .948 or interpreted as “excellent”. Overall, the instrument is reliable.

Data Gathering Procedure - The study was proposed and approved. The instrument was prepared, tested for reliability, and finally administered. The following procedures were done to ensure the reliability of the data to be gathered. The researcher determined population through available data from the human resource departments. The sample size was determined statistically. Then, the survey questionnaire was sent through emails to teachers. In the email, the researcher introduced the objective of the survey. The respondents were asked to agree to be part of the study. Those who did not give consent to be part of the survey did not respond to the survey. The researcher gave assurance to the respondents that any information shared in the survey would be used solely for the purpose of the research and that there would be anonymity of their names. During the conduct of the survey, the researcher gave the respondents opportunity to clarify matters relative to the research. The researcher conducted interviews with some of the respondents to follow up on some key points revealed in the survey. The participants in the interview were chosen randomly based on their availability and willingness to engage in the interview.

Ethical Considerations - Ethical considerations were made part of the conduct of the research work to warrant that all information gathered was used for research purposes only to maintain the quality and integrity of the research. The researcher sought the consent of the school administration to conduct the survey among the

school’s faculty members who qualified in accordance with the criteria and delimitations on the respondents of the research. The researcher ensured the confidentiality of the identity and personal data of the respondents. Anonymity of the respondents was enhanced by not seeking for the respondents’ names to respond to the survey, and/or withholding such information as would have been requested by the respondents. The researcher also ensured that the respondents voluntarily answered the questionnaires. Lastly, safety and security of participants were priorities to avoid harm or injury to them.

Data Analysis - The statistical tools utilized in this study were frequency, percentages, and weighted mean. Analysis of Variance, Pearson r, and hierarchical multiple linear regression were also used. Weighted mean was utilized to describe the teachers’ assessments of the job demands, job resources and work engagement. Pearson r was used to test the significant relationship among variables and Hierarchical Multiple Linear Regression was used to test the moderating effect of leadership roles on the relationship among job demands-resource and work engagement.

3. Results and discussion

Table 1

Relationship on the Assessed Work Engagement and Job Resources

		Vigor	VI	Dedication	VI	Absorption	VI	Work Engagement	VI
Support	r-value	.308**	LP	.316**	LP	.298**	N	.326**	LP
	p-value	0.00	S	0.00	S	0.00	S	0.00	S
Role Clarity	r-value	.409**	LP	.373**	LP	.307**	LP	.384**	LP
	p-value	0.00	S	0.00	S	0.00	S	0.00	S
Performance Feedback	r-value	.395**	LP	.368**	LP	.394**	LP	.408**	LP
	p-value	0.00	S	0.00	S	0.00	S	0.00	S
Participation in Decision Making	r-value	.358**	LP	.362**	LP	.309**	LP	.363**	LP
	p-value	0.00	S	0.00	S	0.00	S	0.00	S
Skill Variety and Opportunities for growth	r-value	.520**	MP	.534**	MP	.443**	LP	.527**	MP
	p-value	0.00	S	0.00	S	0.00	S	0.00	S
Autonomy	r-value	.391**	LP	.399**	LP	.374**	LP	.410**	LP
	p-value	0.00	S	0.00	S	0.00	S	0.00	S
Job Resources	r-value	.500**	MP	.494**	LP	.449**	LP	.509**	MP
	p-value	0.00	S	0.00	S	0.00	S	0.00	S

Note: * Correlated at p-value < .05; ** Correlated at p-value < .01

Negligible ; LP- Low Positive; LN- Low Negative; MP-Moderate Positive ;HP- High Positive; VHP- Very High Positive; S- Significant ; NS- Not Significant

Table 1 presents the data on the analysis of the relationship of aspects of work engagement and job resources. This study also aimed to determine the interrelationships of work engagement, job demands and job resources. Results revealed that job resources such as support, role clarity, performance feedback, participation in decision making and autonomy are all significantly and positively related to vigor, dedication, absorption and work engagement as a whole ($p > .05$). These results imply that when there is more support that the teaching personnel receives from their co-teachers or colleagues and supervisors, the roles and responsibilities are clearer, they have more information on their performance, they feel more that they are appreciated, and they feel more that they are part of the decision making and have certain autonomy on their work, they will be more vigorous, dedicated, absorbed and engaged in their work. However, the correlation coefficients for all these variables are low having r-values between 0.30 to 0.50. The results confirmed that job resources are positively related to work engagement. Van Heerden et al. 2022 citing previous studies of Bakker et al. (2008) commented that job resources are key factors associated with employee engagement. The JD-R Model assumed the function of job resources with aspects of autonomy, performance feedback, social support, and supervisory coaching, and personal resources of optimism, self-efficacy, resilience, and self-esteem as strong predictors of work engagement more specifically when the level of job demands is high. On the one hand, the aspect corresponding to skills variety and opportunities for growth was found to be significantly and positively related with vigor, dedication, absorption and work engagement. It may be observed that the correlation to other factors is moderate ($r > 0.50$) except for absorption. This means that when the teaching personnel are given more training and

opportunities for growth and development, they become more vigorous, dedicated and engaged in their work.

Overall, job resources were found to be significantly and positively correlated with vigor, dedication, absorption and work engagement although the r-values were in the low to moderate ranges. This finding reinforces the preceding discussion that the availability of more job resources such as support, role clarity, feedback, participation in decision making, skills variety and opportunities for growth and autonomy leads to better work engagement of teaching personnel who are vigorous, dedicated and absorbed in doing tasks. This is also supported by the finding of Altunel et al. (2015) which says that aspects of job resources, such as coaching, social support, autonomy, opportunities for personal growth and tasks significance awareness, are all significantly and positively related to work engagement. Briones et al. (2021) mentioned that support received from the University officials make personnel to stay focused at work. Their attention to the needs of the learners with vigor serves as motivation to perform the tasks expected of them which enable them to be engaged in their profession.

Table 2

Relationship between Assessed Job Resources and Job Demands

		Physical	VI	Psychosocial	VI	Organizational Aspects	VI	Job Demands	VI
Support	r-value	-0.028	N	-0.028	N	-.315**	LN	-0.092	N
	p-value	0.67	NS	0.00	S	0.00	S	0.16	NS
Role Clarity	r-value	-0.020	N	0.131*	N	-.428**	LN	-.165*	N
	p-value	0.76	NS	0.04	S	0.00	S	0.01	S
Performance Feedback	r-value	-0.005	N	0.127*	N	-.345**	LN	-0.119	N
	p-value	0.94	NS	0.05	S	0.00	S	0.07	NS
Participation in Decision Making	r-value	-0.059	N	0.089	N	-.364**	LN	-.168**	N
	p-value	0.37	NS	0.17	NS	0.00	S	0.01	S
Skill Variety & Opportunities for growth	r-value	-0.055	N	.189**	N	-.391**	LN	-.141*	N
	p-value	0.39	NS	0.00	S	0.00	S	0.03	S
Autonomy	r-value	-0.083	N	0.080	N	-.377**	LN	-.190**	N
	p-value	0.20	NS	0.22	NS	0.00	S	0.00	S
Job Resources	r-value	-0.051	N	.168**	N	-.466**	LN	-.183**	N
	p-value	0.43	NS	0.01	S	0.00	S	0.00	S

Note: * Correlated at p -value $< .05$; ** Correlated at p -value $< .01$

Negligible ; LP- Low Positive; LN- Low Negative; MP-Moderate Positive ;HP- High Positive; VHP- Very High Positive; S- Significant ; NS- Not Significant

Table 2 presents the data on the relationship between assessed job demands and job resources. Results showed that job resources such as support, role clarity, performance feedback, participation in decision making, skills variety and opportunities for growth and autonomy were found to be significantly and negatively correlated with the organizational aspects of job demands, though the r-values are low ($0.30 < r < 0.50$). The organizational aspects of job demands pertain to barriers in getting one's job done such as the presence of red tape, getting the job done without resources and materials, and unclear tasks and responsibilities. The negative correlation implies that, by providing more necessary job resources to the teaching personnel, the personnel are less likely to encounter or feel the barriers in accomplishing their task. Hence, it may also be said that the increase in job resources facilitates accomplishment of job demands and makes coping with these demands easier.

Gomoll (2018) describes demands as job challenge and job hindrance. The items related to challenges and hindrances in performing jobs have been included by Gomoll (2018) in the instrument Job Challenge and Job Hindrance Demand Items which is used to assess job demands in relation to work engagement and burnout. Mayerl et al., (2016) describes job resources as those job factors that attenuate job demands. These are also the related costs that facilitate goal achievement and are beneficial for personal growth and development. On the other hand, Lyn (2017) adds that job resources are physical, psychological, social, or organizational aspects of the job that are functional in achieving work goals, reducing job demands and the associated physiological and psychological costs, and stimulating personal growth, learning and development. In addition to these, Gomoll (2018) used the Job Demands-Resources Scale (JDRS) with statements that can be categorized as support, role

clarity, performance feedback, participation in decision-making, skill variety and opportunities for growth, and autonomy. The relationship of job demands and job resources as shown in this present study is in accordance with the JD-R Model. The totality of Job demands is negatively correlated to work engagement, while the dynamics of JDR and work engagement states that when the job demands and job resources are high, workers tend to be engaged. However, when job demands are decreased, workers feel that their tasks are lightened. This effect is the same although the available resources that they have remain the same. On the other hand, if job demands are increased, coupled with no amount change in job resources, workers feel that their tasks are increased and that they are burdened more. Increase in job resources has a good effect on the perceived level of challenge or difficulty in coping with job demands such that when job resources are increased a relative feeling of decrease on job demands ensues among employees.

Table 3

Relationship between Assessed Work Engagement and Job Demands

		Physical	VI	Psychosocial	VI	Organizational Aspects	VI	Job Demands	VI
Vigor	r-value	-0.085	N	0.110	N	-.326**	LN	-.154*	N
	p-value	0.19	NS	0.09	NS	0.00	S	0.02	S
Dedication	r-value	-.157*	N	0.078	N	-.321**	LN	-.197**	N
	p-value	0.02	NS	0.23	NS	0.00	S	0.00	S
Absorption	r-value	-0.050	N	.141*	N	-.249**	LN	-0.088	N
	p-value	0.44	NS	0.03	S	0.00	S	0.17	NS
Work Engagement	r-value	-0.102	N	0.116	N	-.315**	LN	-.154*	N
	p-value	0.11	NS	0.07	NS	0.00	S	0.02	S

Note: * Correlated at p-value < .05; ** Correlated at p-value < .01

Negligible ; LP- Low Positive; LN- Low Negative; MP-Moderate Positive ;HP- High Positive; VHP- Very High Positive; S- Significant ; NS- Not Significant

Table 3 shows the relationship between the assessed work engagement and job demands. The results for the relationship of work engagement to job demand coincide with the results in the previous discussion for job resources. Factors such as vigor, dedication and absorption were significantly and negatively correlated with the organizational aspects of job demands, although it was shown to have low r-values of less than 0.30 but more than 0.50. This means that if there are less barriers in accomplishing tasks based on the teaching personnels' job demands, they are likely to be more engaged in their work. This emphasizes the importance of making the teaching personnel feel that they have freedom, autonomy and resources to do their work without hassles and barriers resulting to more vigor, dedication and absorption in doing their jobs. The negative correlation of work engagement aspects and job demands aspects, more importantly that of organizational job demands, is consistent with the JD-R Model which emphasizes the effect of increased or reduced level of job demands to the level of work engagement. It is also shown in the interaction of job resources and job demands.

The interaction of job resources, such as increase thereof affects the relative level of job demands as felt by an employee. Many studies have confirmed this relationship consistent with the JDR Model. There is a negative relationship between job demands and work engagement, and a positive relationship between job resources and work engagement. The level of work engagement by influencing the negative effect of job demands and the positive effect of job resources to work engagement, burnout may be diminished, and work engagement may be achieved. (Converso et al., 2019; Han et al., 2020). In all these relevant studies, it was shown that job resources have improved positive outcomes such as work engagement and job satisfaction. Job demands negatively impact work engagement and job satisfaction, while also enhancing the severity of emotional exhaustion, psychological distress, workaholism, work-family conflict and intentions to leave. (Naidoo-Chetty et al., 2021) This aspect of the model is further shown when job demands and job resources are taken as single latent variables (Skaalvik et al.,2018).

Table 4*Relationship on the Assessed Work Engagement Aspects*

		Vigor	VI	Dedication	VI	Absorption	VI	Verbal Interpretation
Vigor	r-value	1		.879**	HP	.844**	HP	VHP
	p-value			0.00	S	0.00	S	S
Dedication	r-value	.879**	HP	1		.801**	HP	VHP
	p-value	0.00	S			0.00	S	S
Absorption	r-value	.844**	HP	.801**	HP	1		VHP
	p-value	0.00	S	0.00	S			S
Work Engagement	r-value	-0.102	N	0.116	N	-.315**	LN	-.154*
	p-value	0.11	NS	0.07	NS	0.00	S	0.02

Note: * Correlated at p -value $< .05$; ** Correlated at p -value $< .01$

Negligible ; LP- Low Positive; LN- Low Negative; MP-Moderate Positive ;HP- High Positive; VHP- Very High Positive;
S- Significant ; NS- Not Significant

Table 4 presents the data showing the relationship of aspects of work engagement. It is expected that these aspects have a significant high positive correlation. What is shown in the data is that teachers are engaged, and that their engagement is consistent with the level and interaction of job demands and job resources as assessed. Findings of this present study confirmed the strong interrelationships among the work engagement factors. As shown in the results, high to very high positive correlations were found among vigor, dedication and absorption. This denotes that the more that the teaching personnel feel happy, proud and enthusiastic in their work, the more that they find meaning and purpose in the work that they do and the more that they will persevere in doing their jobs well.

The same was proved by the study of Manalo et al. (2020). He found that teachers have high level of work engagement due to their high level of dedication. They are more engaged because they are proud of what they are doing, they find their work challenging, and they find their work meaningful and purposeful. On the other hand, Bautista et al. (2023) commented that higher level of work engagement results to more productivity, vigor, dedication. They tend to be enthusiastic to perform their duties and responsibilities as part of an academic institution. The study of Bautista further states that work engagement is characterized by three (3) variables namely, vigor, dedication, and absorption, and that these are exhibited by research participant nurse-educators with high work engagement as to vigor, absorption, and dedication. In addition, employees with a high level of work engagement also have happy emotional feelings and are physically energized and mindfully engaged in their work tasks. Moreover, those with a high level of essential psychological need satisfaction have a high level of engagement in their work. This indicates that work engagement is influenced by psychological well-being satisfaction. (Baes et. al.,2022) . The study of Mejia et al. (2023), revealed a congruent finding of high vigor, dedication, and absorption among the participants, showing that these aspects go hand in hand. In addition, Caisip (2021) commented that teachers who are engaged find meaning in their work, shown by positive moderate relationship between work engagement and work meaning.

Table 5*Effect of Leadership Roles on the Relationship between Job Demands and Work Engagement*

	Unstandardized B Coefficients	Standardized B Coefficients	t value	p value	R square change	Interpretation
Constant	0.00		0.00	1.00		
Z Job demands	-0.15	-0.15	-2.26	0.02		S
Z Leadership Role	-0.05	-0.05	-0.76	0.45	0.03	S
Constant	-0.01		-0.19	0.85		
Z Job demands	-0.15	-0.15	-2.28	0.02		S
Z Leadership Role	-0.05	-0.05	-0.80	0.42		NS
Z Job demands x J Leadership Role	0.08	0.09	1.37	0.17	0.01	NS

Dependent Variable: Work engagement

Table 5 provides the data on the effect of leadership roles on the relationship of job demands and work engagement. Findings of the study support the Job-Demands Resources (JDR) model. As shown in the table,

results revealed that job demands are negatively and significantly related to work engagement ($p < 0.05$, $\beta = -0.15$). This implies that greater job demands leads to lower work engagement. Similarly, leadership roles are significantly and negatively related to work engagement ($p < 0.05$, $\beta = -0.05$), which means that the more leadership roles the teaching personnel have the lower are their work engagement. Upon testing the interaction effect of job demands and leadership roles on work engagement, results showed positive but non-significant effects ($p > 0.05$, $\beta = 0.08$). This shows that leadership roles do not moderate the relationship between job demands and work engagement. Job demands in entirety are responsible for affecting the level of work engagement. However, additional leadership roles simply increase the quantity of work demands. Job demands play a major role in determining the level of engagement of an employee at work. The teaching profession is unique.

The meaningfulness that teachers attach to their work may influence how they see the additional workloads as a result of having multiple roles being assigned leadership roles. Using the finding of Naidoo-Chetty et al. (2021) on the meaning teachers attach to their work, and the finding of Kaur et. al.,(2020) on the willingness of those who find meaning in work to do extra-roles willingly, it may be surmised that the finding that the leadership roles when considered as additional roles of participants of this present study may be due to the fact that they are teachers and the setting of the study is an academic institution with clients who are students. In the study of Naidoo-Chetty et al. (2021) with similar setting, they found that teachers attach meaning to what they are doing. These meanings include the opportunity to make a difference for students and the community among others. Their perception and response to the volume or quantity of work is affected by the meaning that they attach to their work. In addition to this, Kaur et. al.,(2020) found the found the positive relationship among meaningfulness of work, employee engagement, and affective commitment. They said that those employees who have who experience higher levels of meaningfulness of work would engage themselves willingly in “extra-role” behavior.

Table 6

Moderating Effects of Leadership Roles on the Relationship between Job Resources and Work Engagement

	Unstandardized B Coefficients	Standardized B Coefficients	t value	p value	R square change	Interpretation
Constant	0.00		0.00	1.00		
Z Job demands	0.51	0.51	9.20	0.00		S
Z Leadership Role	-0.09	-0.09	-1.63	0.10	0.27	NS
Constant	0.00		0.07	0.94		
Z Job demands	0.51	0.51	9.26	0.00		S
Z Leadership Role	-0.09	-0.09	-1.56	0.12		NS
Z Job demands x J Leadership Role	-0.11	-0.11	-1.98	0.05	0.01	S

Dependent Variable: Work engagement

Table 6 presents the effects of leadership roles on the relationship between job resources and work engagement. The data in this table is used to show whether the number of leadership roles moderates the relationship of job resources and work engagement. A variable moderates a relationship, if the variable affects the relationship by changing direction or strength. The data in Table 26 show that leadership roles moderate the relationship between job resources and work engagement. The result of the interaction of job resources and leadership role denotes significant but negative effect ($p < 0.05$, $\beta = -0.11$) which means that leadership role is indeed a moderator. This means that the increase in the number of leadership roles or designations of any teaching personnel will lessen the effect of provision of more resources on work engagement. This further implies that even if the job resources are provided, the level of work engagement will not significantly increase, if the teaching personnel are given many designations or leadership roles that they have to fulfill. Hence, the increase in job resources does not compensate the increase of number of leadership roles for purposes of increasing work engagement. This is consistent with the other findings in this present study. Correspondingly, the results for job resources support the JDR model.

As shown in the table, job resources are significantly and positively related to work engagement ($p < 0.05$, $\beta = 0.51$). This supports the results of the correlation that provision of job resources leads to greater work engagement among teaching personnel. Altunel et al. (2015) also suggested similar relationship of job resources and work engagement. The former said that job resources are found to be a good predictor of work engagement, and the latter found that job resources have positive effect on work engagement. This is consistent with the JD-R Model, specifically on the interaction of job demands, job resources and work engagement. While job demands lower the level of work engagement, job resources increase the same. A good combination of amount of job demands and job resources results to work engagement. However, when job demands are relatively high, while job resources are low, burnout or low work engagement ensues. It appears that additional leadership roles have the effect of increasing demands that negates the effect of additional resources.

According to the respondents of this study, they considered additional leadership roles or assignment as additional work load. By this, we may say that the respondents experience an increased quantity of work demands. If we consider this view, leadership roles or assignments become a source of job demands. Hence, the quantity of demands increases. This may explain why the number of leadership roles have significant and negative effect as moderator of the relationship of job resources and work engagement. This relates to the opinion of Gomoll (2018) that all factors that increase workload, and make time a constraint in accomplishing tasks redound to physical job demands and become challenges and hindrances. In addition, the respondents also said that they had to invest more time in problem solving, and needed to upskill to accomplish additional tasks in order to cope with multiple roles. Although they have commitment to accomplish their task, they feel that the targets and expectations from new assignments cause stress. Gomoll (2018) say that job demands also include psychosocial aspects such as problem solving and the need to employ different skills, and expectations.

In summary, the leadership roles as additional tasks increase the quantity of job demands. Job demands were found positively associated with burnout, and job resources were positively related to engagement and negatively to burnout. This affects the quality of work engagement. Burnout was positively related to turnover intention and negatively to job satisfaction and service quality, and engagement was inversely related to the three outcome variables. A significant negative relation between job demands and resources was established, with job demands being negatively associated with engagement (Kaiser et al., 2020) JD-R theory suggests that the combination of high job demands and low job resources leads to burnout, whereas the combination of high challenge job demands and high job resources leads to work engagement. With this theory, increasing job resources has positive effect on work engagement. However, a simultaneous increase in quantity of work load increasing job demands would negatively affect the perceived level of increase in work engagement even if job resources were increased. In line with the JD-R model, job resources were related to work engagement in all career stages and high resilience buffered against the associations between demands and work engagement and burnout. All kinds of demands somehow decrease the level of engagement.

As example, work requirements relating to technology also increase perception of level of job demands. ICT demands were associated with work burnout during the early career stage as shown in the work of Salmela-Aro et al., (2018). In the work of Suhardoyo (2021), managing the quantities of job demands and job resources would have good impact on work engagement. The analysis showed that there was negative relationship between job demands and employee work engagement, a positive relationship between job resources and employee work engagement, a negative relationship between job demands and job resources, and a significant relationship between job demands and employee work engagement through job resources. Suhardoyo (2021) suggested that job demands balanced with further job resources for developing strategies and developing human resources in corporate environments in the garment industry would lead to achieve high employee work engagement. The respondents of the present study also noted that the present environment where schools use online platforms to accomplish tasks affects their performance and perception of engagement. The additional roles given to them as teachers also impacts the level of job demands and resources of their tasks. The same was observed by Mahmood et al. (2023). Mahmood, observing teachers performing teleworking, said that as teachers require increased resources to confront with unexpected and increased job demands, and that the adverse impact of job demands

on teachers' teleworking job satisfaction is lessened when job resources are higher, versus when they are lower. In the present study, it is shown that increasing quantity of job resources would not compensate the increased quantity of job demands.

Table 7

Management Intervention Plan of Action

Key Result Areas	Objectives of the Strategy	Strategy/Action	Persons/ Work Units Involved	Expected Outcomes
Work Engagement	Enhance work engagement of teaching personnel	Adopt a policy limiting leadership role or designation to one (1)	School Administration	Less work load and increased work engagement
Job demands	Maintain a good quantity of job demands	Increase support to designated teachers Reduce workload	School Administration	Reduced work load
Psychosocial job demands	Reduce non-academic student support functions of teachers such as counseling	Allocate resources to increase number of regular guidance counselors	School Administration	Reduce work load
Organizational job demands	Increase resources and materials available to teachers	Allocate resources (both financial and physical) to all tasks of teachers	School Administration	Focus on teaching related tasks Increased efficiency teachers to cope with expectations and in the overall performance of their functions
Job resources – autonomy and decision-making	Increase teachers' autonomy in the performance of their functions	Adopt a policy guide (e.g. terms of reference) defining areas that may be acted upon by teachers to include: definition of authorities and channels of communication	School administration Supervisors and subordinates	Guided actions of teachers
Job resources – performance feedback	Enhance performance evaluation system	protocols on resolving conflicts Review of performance evaluation to look into: Conduct of performance evaluation conference	School supervisors and subordinates	Increased awareness of performance
Job resources – skill variety and opportunities for growth	Enhance opportunities for upskilling	Frequency of performance evaluation Criteria and areas of evaluation Allocate resources for personnel development to include budget for trainings and seminars, and onboarding programs	Performance management committees School administration Finance office Human Resource Management Office	Improved of performance Competence in performance of functions

Leadership roles	Increase number of qualified and competent teaching personnel	Adopt a policy to train teaching personnel for succession to leadership roles or designation or office	Human Resource Management Office	Ready and competent teaching personnel to handle assignments
				Reduction in workload of designated teachers

4. Conclusions and recommendations

Based on the findings of the study, the following may be concluded. Teaching personnel are generally engaged in their work regardless of whether they have or have no leadership roles. Teaching personnel experience relatively high job demands. Teaching personnel have generally high job resources. Job resources such as support, role clarity, performance feedback, participation in decision making and autonomy are all significantly and positively related to vigor, dedication, absorption and work engagement as a whole. Job resources such as support, role clarity, performance feedback, participation in decision making, skills variety and opportunities for growth and autonomy were found to be significantly and negatively correlated with the organizational aspects of job demands. Vigor, dedication and absorption of work engagement were all significantly and negatively correlated with the organizational aspects of job demands. There are strong interrelationships among the work engagement factors. Leadership roles moderate the relationship between job resources and work engagement. The result of the interaction of job resources and leadership role denotes significant but negative effect which means that leadership role, as moderator, tends to diminish the level of work engagement. On the other hand, leadership roles do not have a moderating effect on the relationship of job demands and work engagement. A management intervention plan is proposed to enhance work engagement of teaching personnel.

Based on the conclusions, the following are recommended: School administration may consider adopting policies limiting the number of leadership roles or assignments other than teaching to minimum, reduce work loads of teachers and increase support to them. School administrations may allocate resources to increase the number of support staff including guidance counselors to address problems of students and teachers. Allocation of financial and physical resources to support teachers in the performance of their tasks, personnel development programs, trainings, seminars, and onboarding programs may be considered by school administrations. Schools may adopt policy guides defining areas that may be acted upon by teachers, which may include definition of authorities and protocols on resolving conflicts. Schools may review teacher performance evaluation to investigate how to effectively carry out conduct of performance evaluation conferences between or among supervisors and subordinates, schedule and frequency of performance evaluation, and scope of evaluation. Schools may prepare leadership and management succession plans that include training of teachers for leadership roles or assignments. Future researchers may investigate concepts related to the subject of this research such as multiple roles in organization, position hierarchy and its effect on job demands, job resources and work engagement. They may also consider comparing the leadership roles assumed by teachers as to scope and function in academic-related or administrative-related tasks.

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