

Work Engagement among High School Teachers: The Role of Resilience and Social Support

Melvy Septria Magfirroh, Erita Yuliasesti Diah Sari

Faculty of Psychology, Ahmad Dahlan University

DOI: <https://dx.doi.org/10.47772/IJRISS.2024.803273S>

Received: 30 August 2024; Accepted: 05 September 2024; Published: 20 September 2024

ABSTRACT

This study investigates the influence of resilience and social support on work engagement among private school teachers. A total of 152 teachers participated in the research, which utilized three measurement instruments: the Work Engagement Scale, the Resilience Scale, and the Social Support Scale. The findings reveal that resilience and social support significantly enhance work engagement. However, resilience contributes more substantially to work engagement than social support. Teachers with strong resilience are better equipped to maintain enthusiasm and commitment to their work, even in challenging circumstances. These results highlight the essential role of resilience in maintaining high work engagement. Therefore, investing in programs and practices that bolster resilience among teachers is vital for promoting sustained engagement and overall well-being in the teaching profession.

Keywords: resilience, school, social support, teacher, work engagement

INTRODUCTION

Education in schools plays a crucial role in creating a positive learning environment, enabling students to develop their potential and enhance various aspects of their lives to benefit themselves and society (Pristiwanti et al., 2022). Exceptionally, high school teachers are strategically positioned to support student development during this critical transition from middle to late adolescence (Anggraini et al., 2022). As individuals, adolescents experience rapid physical changes during this period, both male and female. They begin to recognize their sexual orientation and may feel pressured if they do not receive support from their peers or family. Often, they find themselves in conflict with their parents due to disagreements (Richard, 2021). This tension can also extend to the school environment, leading to less harmonious relationships between teachers and students. Consequently, this presents a significant challenge for teachers in their educator roles.

Every school utilizes a curriculum as a foundational guide for conducting teaching and learning activities. The curriculum should be fosters positive and efficient renewal as an educational tool, creating a learning environment that helps achieve the set goals (Andriani, 2020). It has a lasting impact on subsequent educational levels, contributing to enhanced happiness and improved physical and mental health (Yu & Mocan, 2019). However, Indonesia's curriculum has frequently changed due to evolving policies. Over the past 20 years, Indonesia has experienced several revisions to its school curriculum, impacting the teaching and learning system. These changes have made the educational environment increasingly dynamic, especially with the integration of technological advancements. This situation necessitates that teachers continually enhance their skills to deliver optimal performance (Astisya & Hadi, 2021). Unfortunately, not all teachers can keep pace with these rapid changes and often struggle to adapt and implement new curricula effectively in the classroom (Aprianti & Maulia, 2023). Curriculum changes are intended to enhance teacher

engagement and enable them to achieve optimal quality and performance (Alfatiha & Yusra, 2023). However, this is only sometimes the case. The COVID-19 pandemic has exacerbated these challenges, leaving teachers with ongoing concerns due to the numerous obstacles it has introduced to effective teaching and learning (Fahmalatif et al., 2021).

Every organization aims to foster engagement among its members, as it significantly impacts the effectiveness of the organization's work. *Work engagement* is a positive, fulfilling, work-related state of mind characterized by passion, dedication, and absorption (Schaufeli et al., 2002). Similarly, Schaufeli and Bakker (2003) describe it as a positive state of mind marked by work-related passion, dedication, and absorption. Engaged individuals demonstrate high energy levels, sustained concentration, confidence in task execution, and an optimistic approach to their work (Schaufeli & Bakker, 2004). This level of engagement contributes to improved work performance, including higher service quality, sustained attentiveness, and more significant innovation, leading to more favorable assessments (Schaufeli, 2012).

Recent research reveals a concerning trend among educators: many struggle with low work engagement (Putri, 2020; Santosa et al., 2022). This lack of engagement leads to diminished enthusiasm for their responsibilities, a pessimistic outlook on their work, and difficulty meeting job demands, contributing to high absenteeism rates (Cahaya & Prahara, 2020). Conversely, teachers who exhibit high work engagement demonstrate a solid commitment to their school and consistently put forth their best effort (Annisa et al., 2022).

Several factors influence work engagement. Navajas-Romero (2019) identified seven key factors: physical environment, work intensity, working time quality, social environment, skills and discretion, prospects, and earnings. Bakker and Demerouti (2014) stated that personal and job resources within the JD-R model promote work engagement. These resources interact with job demands to predict work engagement, which in turn impacts job performance.

Resilience is a significant factor within the personal resource group that drives work engagement. Resilience, defined as the ability to withstand and overcome difficult situations (Damayanti & Handoko, 2018), plays a crucial role in personal development. It includes personal competence, the ability to tolerate negative emotions, acceptance of change, self-control, and spiritual strength (Connor & Davidson, 2003). Those with solid resilience can navigate challenges and emerge stronger through proactive efforts, as Huda (2023) noted, while Aulia et al. (2022) stated have yet to confirm this relationship. Nevertheless, resilient individuals can perform effectively and optimally even in demanding and stressful work environments (Elmawan et al., 2022).

In addition to resilience, social support is also a crucial factor influencing work engagement. (Harianto et al., 2023; Astuty & Norisanti, 2023), although some research suggests that it may not always have a direct impact on work engagement (Chan et al., 2020). Support can come from various sources, including friends, family, partners, or others connected to the person. Social support includes emotional support, esteem support, tangible or instrumental support, and informational support (Sarafino & Smith, 2014). It fosters a healthy and supportive social environment, enhances interpersonal communication, and positively affects an individual's motivation to tackle and overcome challenging work situations (Iswanto & Agustina, 2016).

Work engagement develops within an individual through a long process. High resilience enables individuals to adapt and thrive under various conditions. External support leads to optimal work performance when this resilience is supported by external support. With adequate external support, individuals feel they have the resources to endure challenges and their psychological needs are met. This results in increased motivation and enthusiasm for work, a willingness to invest time in their tasks, and a greater enjoyment of their responsibilities. The following is a scheme of resilience and social support's role in work engagement.

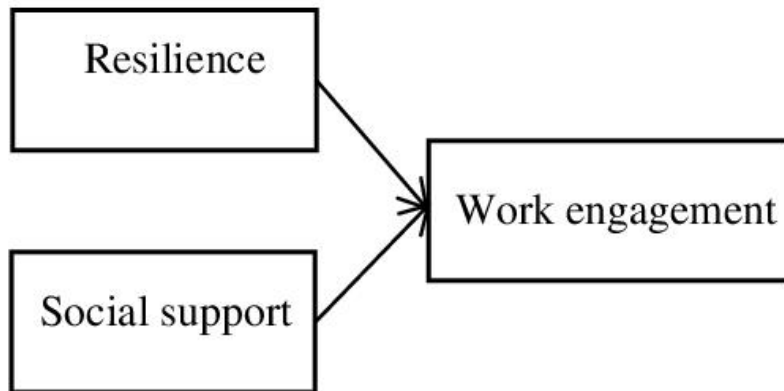


Fig 1. Relationship scheme

Objectives of the study

This study examines the simultaneous and individual effects of resilience and social support on teacher work engagement.

Research questions

1. What are the demographic characteristics of the respondents?
2. How do resilience and social support together influence work engagement?
3. What is the effect of resilience on work engagement?
4. How does social support affect work engagement?

Research hypotheses

1. Resilience and social support play a significant role in work engagement.
2. Resilience has a positive impact on work engagement.
3. Social support also positively contributes to work engagement.

MATERIALS AND METHOD

Sample

The research employed a quantitative method with a correlational approach, conducted at several private schools in Yogyakarta, Indonesia. A cluster random sampling technique selected 152 permanent teachers from six private high schools.

Ethical consideration

Respondents were provided with informed consent before completing the questionnaires.

Research instruments

The study utilized the Utrecht Work Engagement Scale (UWES), adapted by Aulia (2019), the Resilience

Scale adopted from Aulia et al. (2022), and the Social Support scale modified by Nurmalasari (2019). The validation of the work engagement and resilience instruments involved a content validity approach, yielding a satisfactory Aiken coefficient, as confirmed by previous researchers. The revalidation of the Social Support scale, conducted with seven raters using content validity, resulted in an Aiken coefficient of 0.864.

Data analysis

The data analysis utilized multiple linear regression to rigorously assess the impact of resilience and social support on work engagement

RESULT AND DISCUSSION

Profile of the respondents

TABLE I RESPONDENT PROFILE

Profile	Frequency	Percentage
Age (years)		
21-30	14	9.2
31-40	61	40.1
41-50	57	37.5
51-60	20	13.2
Tenure (years)		
5-10	40	26.3
11-15	47	30.9
16-20	38	25
21-25	17	11.2
26-30	9	5.9
> 30	1	0.66

The table above indicates that most respondents are middle-aged teachers, with some nearing retirement. Teachers, in their productive years, can contribute their energy and ideas more effectively. Although a few teachers are nearing retirement, their numbers are relatively small. Most teachers have a service length of 10-15 years, with a significant portion having up to 20 years of service.

The hypothesis test results show a relatively vital role of resilience and social support in work engagement, resulted in an R-value of 0.842 ($p < 0.001$), indicating a strong relationship between resilience, social support, and work engagement. Resilience and social support contributed 70.9% to work engagement, with other factors accounting for 29.1%. Individually, resilience had a significant relationship with work engagement, with a t-value of 10.540 ($p < 0.01$), contributing 51.3%. The relationship between social support and work engagement was also significant, with a t-value of 4.127 ($p < 0.01$), contributing 17.7%.

The study's results indicated that resilience and social support are strongly related to work engagement. Teachers who possess personal competence, can tolerate adverse effects, accept change with a positive attitude, have spiritual control, manage their time well, and receive positive support from various sources will feel psychologically fulfilled. This fulfillment encourages enthusiasm for work and a willingness to invest their time and energy into their job. Additionally, such individuals are more likely to enjoy their tasks and responsibilities. Both resilience and social support independently show a strong correlation with work

engagement. Teachers with high resilience can easily navigate difficult situations in daily life and at work. This ability to cope and persevere enhances their confidence and work enthusiasm, leading to more extraordinary passion for their activities and enjoyment of their work. Similarly, social support significantly aids in meeting psychological needs, making individuals feel more enthusiastic and passionate about their duties. These findings are supported by previous studies (Hadi & Siliyah, 2021; Prasetyo & Farhanindya, 2021; Sagafia & Thamrin, 2022). The JD-R model (Bakker & Demerouti, 2008; Bakker, 2011) also identifies resilience as a personal resource that promotes work engagement.

Resilience is essential, contributing more to work engagement than social support. For teachers, resilience is a crucial internal resource that significantly fosters work engagement. Teachers tend to rely more on their strengths than external factors such as emotional, instrumental, informational, or appreciative support. The contribution of social support to work engagement is relatively small, indicating that it requires more emphasis to enhance work engagement effectively. A hypothetical description of work engagement, resilience, and social support reveals that most respondents exhibit high work engagement (72.4%) and high resilience (80.9%), while social support is reported as moderate (53.3%). The high level of resilience aligns with the minor hypothesis test results, showing a significant contribution to work engagement.

CONCLUSION AND RECOMMENDATION

Resilience and social support are crucial for enhancing work engagement among teachers who assist high school students. A teacher's role as a facilitator requires solid and resilient mental fortitude to navigate challenging situations effectively. While support from various sources is essential, it is advisable to prioritize and strengthen resilience to sustain teacher engagement.

REFERENCES

1. Andriani, (2020). Pentingnya perkembangan pembaharuan kurikulum dan permasalahannya. *Preprints*. <https://osf.io/preprints/edarxiv/rkjsg>
2. Anggraini, D. L., Yulianti, M., Nurfaizah, S., & Pandiangan, A. P. B. (2022). Peran guru dalam mengembangkan kurikulum merdeka. *Jurnal Ilmu Pendidikan dan Sosial*, 1(3),290-298. <https://doi.org/10.58540/jipsi.v1i3.53>
3. Annisa, N. N., Wardhani, D. P., & Amallia, F. (2022). Quality work of life, job satisfaction dan social support terhadap employee engagement dosen Perguruan Tinggi Swasta di Surakarta. *Benefit: Jurnal Manajemen dan Bisnis*, 7(1),41-52. <https://10.23917/benefit.v7i1.16230>
4. Alfatiha, F., & Yusra, Z. (2023). Kontribusi perceived organizational support terhadap work engagement pada guru sekolah dasar di kecamatan sungai tarab. *Innovative: Journal Of Social Science Research*, 3(6), 7898-7906. <https://doi.org/10.31004/innovative.v3i6.7382>
5. Aprianti, A., & Maulia, S. T. (2023). Kebijakan pendidikan: dampak kebijakan perubahan kurikulum pendidikan bagi guru dan peserta didik. *Jurnal Pendidikan Dan Sastra Inggris*, 3(1), 181-190. <https://doi.org/10.55606/jupensi.v3i1.1507>
6. Astisya, I. R., & Hadi, C. (2021). Pengaruh job demands dan job resource terhadap Work Engagement guru. *Insight: Jurnal Pemikiran dan Penelitian Psikologi*, 17(1), 207-223. <https://doi.org/10.32528/ins.v17i1.2170>
7. Astuty, A. P., & Norisanti, N. (2023). Analisis keterlibatan kerja memediasi hubungan dukungan sosial terhadap turnover *Management Studies and Entrepreneurship Journal (MSEJ)*, 4(1), 79-86. <https://doi.org/10.37385/msej.v4i1.1190>
8. Aulia, A., Nugraheni, R. P., & Baskoro, W. N. (2022). The effect of self- efficacy, perceived organizational support and resilience on the work engagement of satpol PP members in Yogyakarta In *International Conference of Psychology Universitas Ahmad Dahlan*, 2(1), 27-23.
9. Aulia, A., Sutanto, A., & Hidayat, A. (2019). Determinants of work engagement for TNI-AD (Indonesian Armed Forces-Army) personnel. *ANIMA Indonesian Psychological Journal*, 35(1), 35-

55. <https://doi.org/10.24123/aipj.v35i1.2881>
10. Bakker, B., & Demerouti, E. (2008). Toward a Model of Work Engagement. *Career Development International*, 13(3), 209-223 <http://dx.doi.org/10.1108/13620430810870476>
11. Bakker, B., & Demerouti, E. (2014). *Job demand-resources theory*. In *Work and Wellbeing: A Complete Reference Guide*, Volume III. Edited by Peter Y. Chen and Cary L. Cooper. John Wiley & Sons, Ltd. DOI: 10.1002/9781118539415.wbwell019
12. Bakker, A. B. (2011). An evidence-based model of work engagement. *Current Directions in Psychological Science*, 20(4), 265–269. <https://doi.org/10.1177/0963721411414534>
13. Cahyana, S., & Prahara, S. A. (2020). Work engagement dengan intensi turnover pada karyawan. *Intuisi: Jurnal Psikologi Ilmiah*, 12(3), 285-294. <https://doi.org/10.15294/intuisi.v12i3.24073>
14. Chan, R., Zamralita, Z., & Markus, R. (2020). Pengaruh Dukungan Sosial Sebagai Moderator Ketidakseimbangan Kehidupan-Kerja Dan Keterikatan Kerja Perawat. *Jurnal Muara Ilmu Sosial, Humaniora, dan Seni*, 4(2), 339-348. <https://doi.org/10.24912/jmishumsen.v4i2.7710.2020>
15. Connor, K. M., & Davidson, J. R. (2003). Development of a new resilience scale: The Connor-Davidson resilience scale (CD- RISC). *Depression and anxiety*, 18(2), 76-82. <https://doi.org/10.1002/da.10113>
16. Damayanti, T. M., & Handoko, H. (2018). Pengaruh resiliensi terhadap work engagement pada masinis yang bertugas di stasiun tugu *Jurnal Perkeretaapian Indonesia*, II (2), 87-94.
17. Elmawan, A. R., Prakoso, H., & Putera, V. S. (2022). Pengaruh resiliensi dan perceived organizational support terhadap work engagement pada tenaga kerja lapangan LSM AOD In *Bandung Conference Series: Psychology Science*, 2 (3), 721-730. <https://doi.org/10.29313/bcps.v2i3.3672>
18. Fahmalatif, F., Purwanto, A., Siswanto, E., & Ardiyanto, J. (2021). exploring barriers and solutions of online learning during the covid-19 pandemic by vocational school teachers. *Journal of Industrial Engineering & Management Research*, 2(2), 53-63.
19. Hadi, , & Siliyah, N. (2021). Pengaruh resiliensi terhadap work engagement pada guru. *Buletin Riset Psikologi Dan Kesehatan Mental*, 1(2), 1152-1160.
20. Harianto, L. F., Sanjaya, R., Gandajaya, L., & Pratikna, R. (2023). Peran peningkatan job demands, job satisfaction, calling, dan perceived, organizational support terhadap peningkatan work engagement para *MANNERS (Management and Entrepreneurship Journal)*, 6(2), 11-24.
21. Huda, N. (2023). Pengaruh resiliensi dan kebahagiaan terhadap kinerja perawat melalui kepuasan kerja sebagai variabel intervening pada rumah sakit pondok indah. *Jurnal Manajemen*. 7(2). 1010
22. Iswanto, F., & Agustina, I. (2016). Peran dukungan sosial di tempat kerja terhadap keterikatan kerja *Mediapsi*, 2(2), 38-45. <https://doi.org/10.21776/ub.mps.2016.002.02.6>
23. Navajas-Romero, V., Diaz-Carrion, R., & Ariza-Montes, A. (2019). Decent work as determinant of work engagement on dependent Sustainability, 11(9), 2512. <https://doi.org/10.3390/su11092512>
24. Nurmalasari, O. (2019). Hubungan antara dukungan sosial dengan stres kerja pada guru *Skripsi*. Universitas Islam Negeri Sultan Syarif Kasim Riau.
25. Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian p *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 7911- 7915. <https://doi.org/10.31004/jpdk.v4i6.9498>
26. Richard, G. (2021). Adolescence: developmental milestones. *Research & Reviews: Journal of Medical and Health Sciences*, 10 (4) 35-36.
27. Yu, H., & Mocan, N. (2019). the impact of high school curriculum on confidence, academic success, and mental and physical well-being of university students. *Journal of Labor Research*, 1-35. <https://doi.org/10.1007/s12122-019-09295-y>