







“Work engagement and individual performance of teachers: The role of job demands and job resources”

AUTHORS	Renata Korsakienė   Asta Stankeviciene  Ayesha Nawal  
ARTICLE INFO	Renata Korsakienė, Asta Stankeviciene and Ayesha Nawal (2024). Work engagement and individual performance of teachers: The role of job demands and job resources. <i>Problems and Perspectives in Management</i> , 22(3), 528-541. doi: 10.21511/ppm.22(3).2024.40
DOI	http://dx.doi.org/10.21511/ppm.22(3).2024.40
RELEASED ON	Wednesday, 11 September 2024
RECEIVED ON	Friday, 07 June 2024
ACCEPTED ON	Thursday, 08 August 2024
LICENSE	 This work is licensed under a Creative Commons Attribution 4.0 International License
JOURNAL	"Problems and Perspectives in Management"
ISSN PRINT	1727-7051
ISSN ONLINE	1810-5467
PUBLISHER	LLC “Consulting Publishing Company “Business Perspectives”
FOUNDER	LLC “Consulting Publishing Company “Business Perspectives”



NUMBER OF REFERENCES

47



NUMBER OF FIGURES

1



NUMBER OF TABLES

4

© The author(s) 2024. This publication is an open access article.



BUSINESS PERSPECTIVES



LLC "CPC "Business Perspectives"
Hryhorii Skovoroda lane, 10,
Sumy, 40022, Ukraine
www.businessperspectives.org

Received on: 7th of June, 2024

Accepted on: 8th of August, 2024

Published on: 11th of September, 2024

© Renata Korsakienė, Asta Stankevičienė, Ayesha Nawal, 2024

Renata Korsakienė, Ph.D., Professor,
Department of Management, Business
Management Faculty, Vilnius
Gediminas Technical University;
Faculty of Economics and Business
Administration, Vilnius University,
Lithuania. (Corresponding author)

Asta Stankevičienė, Ph.D., Associate
Professor, Faculty of Economics and
Business Administration, Vilnius
University, Lithuania.

Ayesha Nawal, Ph.D., Senior Lecturer,
Faculty of Business Management and
Professionals, Management and Science
University, Malaysia.



This is an Open Access article,
distributed under the terms of the
[Creative Commons Attribution 4.0
International license](https://creativecommons.org/licenses/by/4.0/), which permits
unrestricted re-use, distribution, and
reproduction in any medium, provided
the original work is properly cited.

Conflict of interest statement:

Author(s) reported no conflict of interest

Renata Korsakienė (Lithuania), Asta Stankevičienė (Lithuania), Ayesha Nawal (Malaysia)

WORK ENGAGEMENT AND INDIVIDUAL PERFORMANCE OF TEACHERS: THE ROLE OF JOB DEMANDS AND JOB RESOURCES

Abstract

This study aims to investigate factors impacting work engagement and individual performance of teachers. The survey-based quantitative approach was used. The sample comprised 455 teachers working in lower and upper secondary education institutions in Lithuania. The findings show that work engagement is a full mediator of the relationship between managerial support ($\beta = 0.319$), organizational support ($\beta = 0.432$), control ($\beta = 0.374$), colleague support ($\beta = 0.456$), work pressure ($\beta = -.587$), and task performance as the effect of work engagement on task performance is significant ($\beta = 0.229$). Furthermore, the analysis demonstrates that remote work moderates the relationships between managerial support ($\beta = 0.560^{***}$), organizational support ($\beta = 0.332^{**}$), colleague support ($\beta = 0.234^*$), work pressure ($\beta = 0.456^{***}$), control ($\beta = 0.443^{**}$), and work engagement. Finally, remote work moderates the relationships between managerial support ($\beta = 0.453^{***}$), organizational support ($\beta = 0.332^*$), colleague support ($\beta = 0.441^*$), work pressure ($\beta = 0.456^{***}$), control ($\beta = 0.444^{**}$), and task performance. These insights are valuable to school principals, as they provide a deeper understanding of the factors that determine the task performance of teachers. Remote work requires more job resources to increase engagement and task performance. School principals should focus on increasing engagement through feedback and consultations, psychological safety and development opportunities, and contributing to the individual job performance of teachers. The study supplements the JD-R model with remote work perceived as a contextual factor and thus extends the scientific debate on the application of this model in the teaching occupation.

Keywords

work engagement, performance, pressure, support, control, principals, teachers

JEL Classification

J53, J81

INTRODUCTION

Teachers are significant stakeholders in education system, and thus their knowledge, motivation, and emotional well-being are critical. They often face a multitude of challenges, including navigating through educational reforms, coping with stressful job conditions, and grappling with feelings of disengagement (Gemnick et al., 2020). Despite the rewarding nature of the teaching job, these difficulties can impact teachers' ability to perform optimally and engage meaningfully in their work. Schools face the ongoing challenge of high teacher turnover rates, particularly notable within the first five years of their careers (Herman et al., 2020). This turnover contributes to a persistent shortage of teachers, placing additional strain on current staff members and leading to increased workloads, which alter work engagement.

Job demands such as workload, work pressure, and disruptive students reflect work characteristics, contributing to higher stress levels and subsequently negatively affecting the work engagement of teachers (Bakker et al., 2007). On the other hand, the work engagement of teachers is increased through the positive aspects linked to the job

resources, which reduce the negative impact of student misbehavior (Bakker et al., 2007), contribute to the dedication to work, and subsequently increase individual work performance (Bakker et al., 2004). The COVID-19 pandemic has fostered remote work mode, which, on the other hand, has increased the demands for teachers and has disrupted the balance of job resources and demands (Sokal et al., 2020). Remote work, as a contextual factor, has a direct effect on fatigue and burnout, leads to cynicism (Sokal et al., 2020), stress (Robinson et al., 2023), anxiety, and lower well-being and negatively impacts individual work performance (Šimunović et al., 2023).

Following the pandemic, remote work remains a viable option for some schools, particularly during periods like flu seasons. This continued utilization of remote work underscores the importance of adaptability within educational settings. Exploring how remote work affects teachers' engagement and performance remains essential for navigating the changing landscape of education. However, school principals fail to take the most valid interventions fostering engagement and individual work performance of teachers. This justifies the importance of investigating what factors influence work engagement, further leading to individual work performance in the public sector and, in particular, in the teaching sphere. Furthermore, incorporating remote work into regular practice requires an understanding of its impact on teacher work engagement and individual work performance. Despite the growing body of research on job demands, resources, and work performance, there is limited understanding of how these factors interact in remote work settings, specifically within the educational sector. Additionally, the potential mediating role of work engagement and the moderating effect of remote work on these relationships remain underexplored.

1. LITERATURE REVIEW AND HYPOTHESES

Work conditions are essential in understanding employee-related outcomes in any organization. Based on the job demands-resources (JDR) perspective, two broad categories of work conditions, which help to explain organizational processes and employee-related outcomes, are distinguished (Demerouti & Bakker, 2023; Mazzetti et al., 2023). These categories include job demands, which refer to sustained physical and/or emotional effort, and job resources, which refer to the aspects related to the job and contribute to the achievement of goals and reduction of job demands (Bakker & Demerouti, 2017). Employee work engagement is essential in a highly dynamic educational environment and offers insight into their functioning. Work engagement refers to 'a positive, fulfilling, and work-related state of mind' (Bakker et al., 2007), which contributes to the effectiveness of both employee and organization. The literature suggests that work engagement mediates the relationships between job demands, resources, and job performance (Borst et al., 2019). For example, job resources initiate a motivational process and increase employee engagement and performance at work (Demerouti & Bakker, 2023). Previous

studies conducted in education settings revealed the relationship between work engagement and job performance (Bakker & Bal, 2010). Hence, the JDR model appears to be suitable for investigating engagement, which in turn leads to job performance. The explanation is that high employee engagement is tied to positive emotions, which broaden thought-action settings and arousal or activation caused by emotions (Bakker & Bal, 2010). Therefore, highly engaged teachers tend to demonstrate greater commitment, productivity, and effectiveness in fulfilling their professional responsibilities. However, the studies are not conclusive and provide mixed results. Some studies revealed that interpersonal and social relations with colleagues and principals (E. Skaalvik & S. Skaalvik, 2018), salary, career opportunities, role clarity, participation in decision-making, performance feedback, and skill variety (Bakker et al., 2007) are significant contributors to the work engagement of teachers. In contrast, other studies do not disclose the impact of social support, such as peers, friends, or supervisors (Fiorilli et al., 2019).

The global pandemic triggered changes in the education sector and, in particular, promoted remote work from home, which has become a contextual job demand. Remote work, as a contextual

factor, has a direct effect on fatigue and burnout (Emir et al., 2023), leads to cynicism (Sokal et al., 2020), stress (Robinson et al., 2023), anxiety, and lower well-being (Stang-Rabrig et al., 2022) and negatively impacts individual work performance (Šimunović et al., 2023). However, after the pandemic, remote work remains a viable option for some schools (Hill & Reimer, 2023). Although job resources are especially relevant under stressful conditions (Bakker et al., 2007), remote work in education settings highly depends on job resources for the work engagement of teachers. Supervisor support, attributed to job resources, takes the form of instrumental and emotional resources. Therefore, the support of managers for employees is provided by giving recognition, challenging tasks, or listening to concerns. The literature suggests that the support of managers gains importance when employees work in places that are far from the central office (Bonet & Salvadora, 2017). Thus, employees need more support from managers to be engaged in their work. Studies revealed that office location moderated supervisor support and work participation for public servants (Halinski & Harrison, 2020). Perceived employee support of managers maintains a psychological connection with the organization and, accordingly, increases employee engagement in work. Therefore, employees' perceptions of management support appear to be necessary under uncertain conditions. Additionally, colleagues are considered significant job resources that come from interpersonal relationships. Therefore, scholars posit that the support of colleagues is perceived as the availability of help (Guglielmi et al., 2016). Positive interpersonal relationships are highly significant and contribute to the engagement of employees (Mérida-López et al., 2020) and well-being (E. Skaalvik & S. Skaalvik, 2018) within education settings. The explanation lies in the characteristics of the job, which require several social interactions in the teacher's work (Ju et al., 2015).

Positive and supportive social relations while working remotely may diminish stress and work against burnout. Organizational support, perceived by employees as a degree of feeling that their employer tends to provide necessary resources, is linked to an increased sense of obligation, positive attitudes toward the employer, and job satisfaction (Maan et al., 2020). The stud-

ies demonstrate a positive relationship between organizational support and work engagement among state and local government employees (Jin & McDonald, 2017). Consequently, organizational support in the form of material and psychological support is perceived by employees as a resource, compensating for deteriorating relations while working remotely (Al Riyami et al., 2023). Therefore, organizational support provided by employers increases employees' work engagement.

Job control, attributed to the work resource, determines the perceived ability to exert some influence on the employee's work environment (Du et al., 2019). The scholars assert that job control refers to autonomy, which buffers the influence of workload (Bakker et al., 2007) and leads to higher work engagement (Borst et al., 2019; Zhang et al., 2021). While working from home, employees have greater autonomy in their work arrangements and can avoid distractions from co-workers (Ma et al., 2023) and subsequently spend more hours. Finally, based on the theory of social exchange (Cropanzano et al., 2017), employees' responses to a supportive environment and control can shape a positive attitude toward the organization. Hence, work pressure, which refers to the beliefs of employees about workload expectations, can act as a challenging factor contributing to work engagement (Demerouti & Bakker, 2023). Thus, understanding how remote work influences the relationship between work pressure and teacher engagement is crucial for optimizing work environments and supporting teacher well-being.

When working from home, sufficient job resources maintain satisfactory work performance. Job resources encompass various supportive factors within the work environment, such as managerial support, organizational support, and colleague support, along with the autonomy to control one's work. For instance, job control acts as a basic psychological need, leading to higher performance through feelings of significance reflected in work engagement (Albrecht et al., 2014). Thus, employee job control can increase individual work performance due to the ability of employees to control the surrounding environment while working from home. Job demands, com-

prising aspects like workload and time pressure, may inspire teachers to enhance their performance in response to the challenges they present. Thus, work pressure can lead to the willingness of employees to invest more effort and increase individual work performance. Although some studies did not reveal a direct positive impact between work pressure and performance (Prem et al., 2018), recent studies revealed a positive relationship under stressful conditions (Hetland et al., 2022).

This study seeks to fill a research gap and extend the existing research in the management field by investigating factors linked to work engagement and individual performance of teachers. First, this study investigates what factors influence work engagement in the public sector, particularly in the teaching sphere. Second, the study expands the understanding of the factors that affect individual work performance. The insights into contextual job demands such as remote work and their interactions with other factors enable principals of schools to take the most valid interventions. Finally, the study expands the prevailing discussion on mediating effects of work engage-

ment and individual work performance among school employees. The conceptual framework is presented in Figure 1. The study is based on the following hypotheses:

Mediation Hypotheses:

- H1: *Work engagement mediates the relationship between managerial support and individual work performance.*
- H2: *Work engagement mediates the relationship between perceived organizational support and individual work performance.*
- H3: *Work engagement mediates the relationship between colleague support and individual work performance.*
- H4: *Work engagement mediates the relationship between work pressure and individual work performance.*
- H5: *Work engagement mediates the relationship between control and individual work performance.*

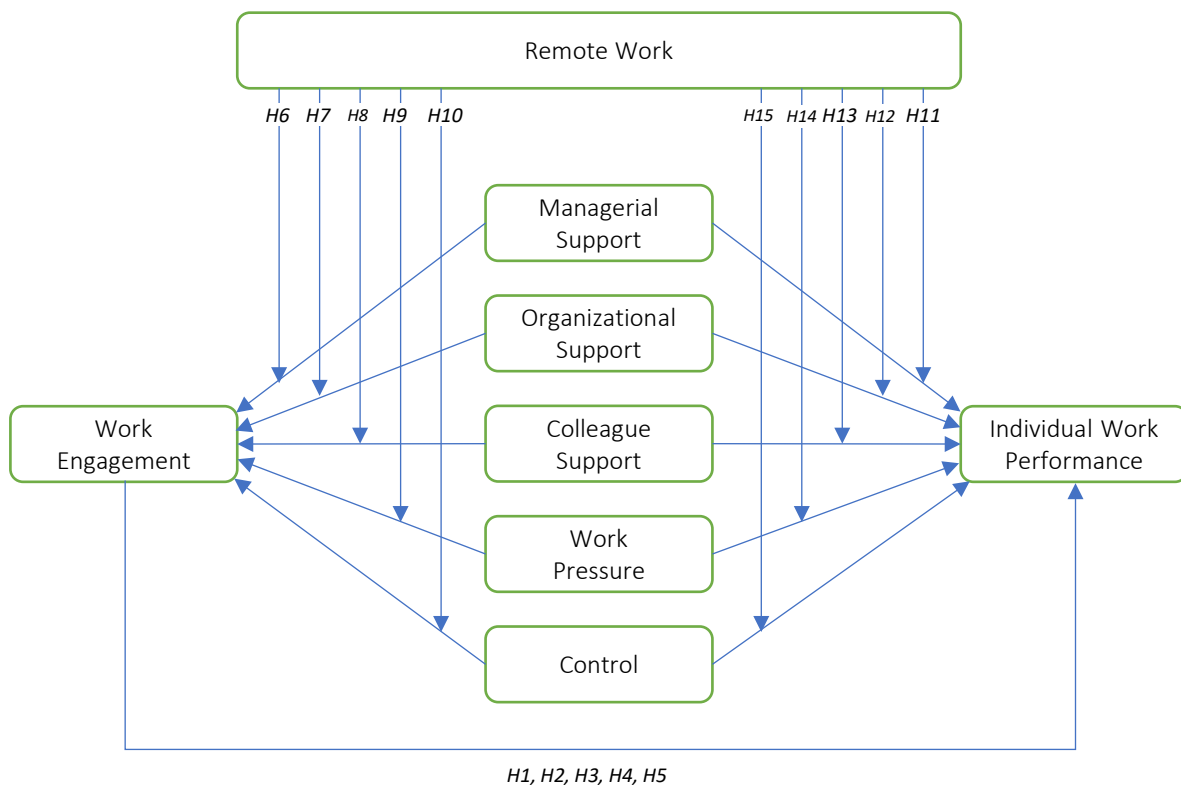


Figure 1. Conceptual framework

Moderation Hypotheses:

- H6: Remote work moderates the relationship between managerial support and work engagement.*
- H7: Remote work moderates the relationship between perceived organizational support and work engagement.*
- H8: Remote work moderates the relationship between colleague support and work engagement.*
- H9: Remote work moderates the relationship between work pressure and work engagement.*
- H10: Remote work moderates the relationship between control and work engagement.*
- H11: Remote work moderates the relationship between managerial support and individual work performance.*
- H12: Remote work moderates the relationship between perceived organizational support and individual work performance.*
- H13: Remote work moderates the relationship between colleague support and individual work performance.*
- H14: Remote work moderates the relationship between work pressure and individual work performance.*
- H15: Remote work moderates the relationship between control and individual work performance.*

2. METHOD

The data were collected from 455 teaching staff working in lower and upper secondary education institutions in Lithuania. Initially, the representatives of pre-gymnasiums, lower secondary education schools, gymnasiums, and multifunctional school centers were approached to fill out the questionnaire. The education institutions were selected from the contacts available on the data-

base of the largest university in Lithuania, Vilnius University. The representatives were informed about the purpose and confidentiality of the survey. They were asked to distribute questionnaires among the teaching staff of educational institutions. Data were collected from January to March 2022. In total, 455 questionnaires were collected.

The sample included 406 women (89.2%) and 49 men (10.8%). The obtained results are in line with all populations. The majority (84.2%) of teaching staff in Lithuania consists of women (OECD, 2016). According to statistics, the average age of teaching staff in Lithuania increased by 51.5 years in 2018–2021 (Official Statistics Portal, 2021). The majority of the respondents had a university degree 420 (98.9%). Regarding qualification, 146 (32%) persons had senior teacher qualifications and 222 (48.8%) had teacher-methodologist qualifications, whereas 52 (11.4%) had teacher qualifications and 20 (5%) teacher-expert qualifications. Finally, considering work experience, 279 (61.3%) had been working for more than 20 years, and 81 (17.8%) had more than 10 years.

Work engagement was measured by using a scale (Schaufeli & Bakker, 2004) ranging from “never” (0) to “always” (6). An example item for managerial support is “At my work, I feel bursting with energy.”

Individual work performance was measured using a task performance scale (Koopmans et al., 2014), which aimed to determine the ability to perform tasks, ranging from “seldom” (1) to “always” (5). An example item for task performance is “I managed to plan my work so that it was done on time.”

Managerial support was measured by using a scale to reveal adequate managerial support at the workplace (Cousins et al., 2004) ranging from “never” (1) to “always” (5). An example item for managerial support is “I am given supportive feedback on my work.”

Colleague support was measured by using a scale to reveal adequate colleague support at the workplace (Cousins et al., 2004) ranging from “never” (1) to “always” (5). An example item for managerial support is “If work gets difficult, my colleagues will help me.”

Organizational support was measured by using a scale to reveal adequate organizational support at the workplace (Eisenberger et al., 1986) ranging from “strongly disagree” (1) to “strongly agree” (7). An example item for organizational support is “The organization strongly considers my goals and values.”

Control was measured by using a scale to reveal opportunities for control and decision-making of a person (Cousins et al., 2004) ranging from “strongly disagree” (1) to “strongly agree” (5). An example item is “I can decide when to take a break.”

Work pressure was measured by using a scale to reveal stressors at the work place (Cousins et al., 2004) ranging from “never” (1) to “always” (5). An example item for demands is “I am pressured to work long hours.”

Remote work was measured by asking for an estimate of the average time per week the employees worked remotely during the last three months (Biron & Van Veldhoven, 2016).

Using IBM-SPSS-26, a descriptive analysis was conducted to discuss the survey items and define the characteristics of the sample. Additionally, bivariate analyses were performed to evaluate the relationship between a mediating variable (work engagement), a dependent variable (individual work performance), and independent variables (managerial support, organizational support, colleague support, work pressure, and control). This study used structural equation modelling (SEM) to assess multivariate data. Maximum likelihood estimation (MLE) was employed to analyze the mediating influence of work engagement using the bootstrapping method. The latent link between managerial support, organizational support, co-worker support, work pressure, control, work engagement, and individual work performance was determined using SEM, which also provides model fit indices to ensure model fitness. Six latent constructs were used to constrain the observed indicators for each individual latent construct. This study measured direct and indirect models to establish the mediational effect. The CB-SEM approach was utilized to investigate the underlying link between observable variables and latent constructs. SEM analysis was performed using IBM-

AMOS-26. For the mediation estimate, the maximum likelihood bootstrapping method was employed. The value of the Tucker-Lewis index (TLI), comparative fit index (CFI), normed fit index, and root mean square was used to evaluate the model fitness of the measurement model.

For CFI values > 0.90 and TLI values > 0.90 , there is a cutoff point of 0.08 for RMSEA. In order to validate that each item obtained a factor loading value greater than 0.6, unidimensionality was assessed. Fitness indices were used to ensure the measurement model's construct validity, and average variance extracted (AVE) was used to determine the measurement model's convergent validity. To ensure the accuracy of the measurement model, composite reliability (CR) was determined. In order to guarantee the model's reliability, the average variance extracted must be higher than 0.50, and the composite reliability value must be greater than 0.6. By using the square root of the AVE values, discriminant validity was evaluated to ensure that the model is devoid of duplicated elements. When a model satisfies the criteria for discriminate validity, it is devoid of redundant data. It is necessary for the correlation between exogenous constructs to be less than 0.85 in order to attain discriminating validity. Standardized and non-standard regression weights were examined for the proposed model for the structural model. Regression estimation is used to link exogenous and endogenous components with fitness indices in structural models. In the structural model, the value that needs to be focused on is the usual regression weight value R^2 , which is placed on the endogenous individual work performance construct (Hair et al., 2014).

3. RESULTS

Common method variance (CMV) was calculated using Harman's single factor test because the study was cross-sectional and only one data source was utilized for data collection (Podsakoff et al., 2003). Because common methods were utilized for data collection, the study evaluated the extent of erroneous covariance shared among constructs. The top three factors, which together accounted for 59.198% of the variance in the construct according to an exploratory factor analy-

Table 1. Discriminant validity

Construct	MS	POS	WCS	DWP	JRA	WE	IWP
MS	.86						
POS	.79	.85					
WCS	.50	.60	.85				
DWP	-.44	.30	-.40	.85			
JRA	.43	.51	.40	-.41	.85		
WE	.34	.51	.34	-.38	.49	.84	
IWP	.26	-.51	.30	-.33	.38	.38	.84

Note: MS → Managerial Support, POS → Organizational Support, WCS → Colleague Support, DWP → Work Pressure, JRA → Control, WE → Work Engagement, IWP → Individual Work Performance.

sis of all construct items, were the first factor (31.498%), the second factor (16.554%), and the third factor (11.146%). As a result, the single component could not account for the vast majority of variance, proving that prevalent biases have no impact on the data.

Results of convergent validity are presented in Table A1, Appendix A. The direct and indirect relationships between managerial support, organizational support, colleague support, work pressure, control, work engagement, and individual work performance were measured using the structural equation modeling technique. Fitness metrics for the measurement model were accurately good, with RMSEA showing a value of 0.060 that fairly satisfied the criteria (0.08), the comparative fit index (CFI) showing 0.926, and the Tucker-Lewis index (TLI) showing 0.919. Therefore, 0.90 is the cutoff value for both indices. The total model showed an acceptable model fit, as evidenced by the Chi-square/df value of 2.625, which is much below the cutoff limit of 3. Since the values of all the measuring elements in the measurement model are higher than 0.6, the model also achieves unidimensionality.

Regarding reliability and internal consistency (Table A1, Appendix A), the AVE value for managerial support is 0.738, and the CR value is 0.934; the AVE value for organizational support is 0.722, and the CR value is 0.928; the AVE value for colleague support is 0.719, and CR value is .910; the AVE value for work pressure is 0.7276, and the CR value is 0.955. Moreover, the AVE value for control is 0.724, and the CR value is 0.913; the AVE value for work engagement is 0.702, and the CR value is 0.943; and the AVE value for individual work performance is 0.706, and the CR value is 0.878. As a result, the AVE and CR values for each construct are greater than 0.5 and 0.6, respectively, showing that the measurement model's internal consistency and reliability were attained. Since all fitness indices were fairly attained, construct validity for the measurement methodology is also proven. In order to achieve discriminant validity for the measurement model, correlation values for exogenous constructs must be less than 0.85, which shows that the model is devoid of redundant items and does not suffer from multicollinearity (Table 1).

Fitness metrics for the structural model were accurately good, with RMSEA showing a value of 0.071, Tucker-Lewis index (TLI) showing a value

Table 2. Path analysis

Construct	B	S.E.	C.R.	P
Managerial Support → Work engagement (Mediator)	.319	.105	2.362	***
Managerial Support → Individual Work Performance (Dependent Variable)	.192	.184	1.324	.234
Organizational Support → Work Engagement (Mediator)	.432	.111	2.211	***
Organizational Support → Individual Work Performance (Dependent Variable)	-.009	.011	-.132	.634
Colleague Support → Work engagement (Mediator)	.456	.116	2.876	***
Colleague Support → Individual Work Performance (Dependent Variable)	.045	.094	1.680	.076
Work Pressure → Work engagement (Mediator)	-.587	.193	-3.942	***
Work Pressure → Individual Work Performance (Dependent Variable)	-.001	.050	-.326	.311
Control → Work engagement (Mediator)	.374	.105	3.383	***
Control → Individual Work Performance (Dependent Variable)	.091	.088	1.617	.116
Work Engagement → Individual Work Performance	.229	.183	2.661	***

Note: *** means p-value < .001.

of 0.923, and comparative fit index (CFI) showing a value of 0.926. Therefore, 0.90 is the cutoff value for both indices. The Chi-square/df score for the total model, which is 1.892 and far below the 3 cutoff value, indicates an excellent model fit. In the structural model, the standard regression weight value R^2 is 0.49 (value loaded on individual work performance or an endogenous construct). Overall, the model fits well, with exogenous variables such as managerial support, organizational support, colleague support, work pressure, control, and work engagement, causing a 49% change in individual work performance.

3.1. Mediation Effect

In a structural model, direct and indirect effects were measured (Table 2). The results revealed that managerial support is positively linked with work engagement ($\beta = 0.319$, p -value < 0.001). In contrast, managerial support has an insignificant link with individual work performance ($\beta = 0.192$, p -value < 0.234), which measures the direct effect, so the full mediation prevails between the relationship of managerial support and individual performance as the direct effect is insignificant. Therefore, the hypothesis H1 is supported. Secondly, perceived organizational support is positively linked with work engagement ($\beta = 0.432$, p -value < 0.001), whereas perceived organizational support has an insignificant link with individual work performance ($\beta = -.009$, p -value < 0.634), which measures the direct effect, so the full mediation prevails between the relationship of perceived organizational support and individual performance as the direct effect is insignificant. Therefore, the hypothesis H2 is supported.

Thirdly, colleague support is significant ($\beta = 0.456$, p -value < 0.001), whereas the direct effect of colleague support is insignificantly linked with individual work performance ($\beta = .045$, p -value $<$

0.076), which measures the direct effect. Thus, full mediation prevails between the relationship of colleague support and individual performance mediated by work engagement. The effect of work engagement on individual work performance is significant ($\beta = 0.229$, p -value < 0.001). Therefore, the hypothesis H3 is supported. Fourthly, an indirect effect of work pressure effect on work engagement is significant ($\beta = -.587$, p -value < 0.001), and direct effect of work pressure on individual work performance is insignificant ($\beta = -.001$, p -value < 0.311), so full mediation prevails between the relationship of work pressure and individual performance mediated by work engagement. The effect of work engagement on individual work performance is significant ($\beta = 0.229$, p -value < 0.001). Therefore, the hypothesis H4 is supported.

Fifthly, control is positively associated with work engagement ($\beta = 0.374$, p -value < 0.001), and control is not significantly associated with individual work performance ($\beta = 0.091$, p -value < 0.116). Therefore, full mediation prevails between the relationships of control and individual work performance mediated by work engagement. The effect of work engagement on individual work performance is significant ($\beta = 0.229$, p -value < 0.001). Therefore, the hypothesis H5 is supported.

3.2. Moderation effect

The moderation effect for remote work is presented in Table 3. The results revealed that hypotheses H6, H7, H8, H9, H10 are supported. The remote work moderates between managerial support, organizational support, colleague support, work pressure, control and work engagement. Finally, the hypotheses H11, H12, H13, H14, H15 are supported. The remote work moderates between managerial support, perceived organizational support, colleague support, work pressure, control and individual work performance.

Table 3. Moderation effects of remote work

Hypo	Hypothesis	Standard Coefficient	t-statistics	Standard Error	p-value	Support
Remote work is a moderator between independent variables and mediating variable						
H6	Managerial Support → Work Engagement	0.434**	4.234	0.044	0.000	Yes
	Remote Work → Work Engagement	0.311***	3.334	0.031	0.000	
	Managerial Support x Remote Work → Work Engagement	0.560***	4.431	0.012	0.000	

Table 3 (cont.). Moderation effects of remote work

Hypo	Hypothesis	Standard Coefficient	t-statistics	Standard Error	p-value	Support
H7	Organizational Support → Work Engagement	0.234**	3.134	0.118	0.000	Yes
	Remote Work → Work Engagement	0.456***	3.223	0.134	0.000	
	Organizational Support x Remote Work → Work Engagement	0.332**	6.134	0.021	0.003	
H8	Colleague Support → Work Engagement	0.244**	2.001	0.043	0.001	Yes
	Remote Work → Work Engagement	0.345**	3.343	0.033	0.000	
	Colleague Support x Remote Work → Work Engagement	0.234*	3.113	0.029	0.000	
H9	Work Pressure → Work Engagement	0.245**	3.332	0.029	0.000	Yes
	Remote Work → Work Engagement	0.343***	4.345	0.045	0.000	
	Work Pressure x Remote Work → Work Engagement	0.456***	3.453	0.022	0.000	
H10	Control → Work Engagement	0.388**	3.113	0.111	0.000	Yes
	Remote Work → Work Engagement	0.455***	3.335	0.155	0.000	
	Control x Remote Work → Work Engagement	0.443**	3.334	0.019	0.001	
Remote work is a moderator between independent variables and dependent variable						
H11	Managerial Support → Individual Work Performance	0.224**	3.534	0.051	0.000	Yes
	Remote Work → Individual Work Performance	0.345***	4.435	0.056	0.000	
	Managerial Support x Remote Work → Individual Work Performance	0.453***	3.334	0.021	0.000	
H12	Organizational Support → Individual Work Performance	0.322**	3.113	0.101	0.000	Yes
	Remote Work → Individual Work Performance	0.433***	3.332	0.103	0.000	
	Organizational Support x Remote Work → Individual Work Performance	0.332*	4.111	0.020	0.004	
H13	Colleague Support → Individual Work Performance	0.228**	3.443	0.031	0.000	Yes
	Remote Work → Individual Work Performance	0.454**	4.224	0.054	0.000	
	Colleague Support x Remote Work → Individual Work Performance	0.441*	4.234	0.011	0.000	
H14	Work Pressure → Individual Work Performance	0.388**	4.113	0.045	0.000	Yes
	Remote Work → Individual Work Performance	0.443***	4.555	0.064	0.000	
	Work Pressure x Remote Work → Individual Work Performance	0.456***	5.645	0.017	0.000	
H15	Control → Individual Work Performance	0.451**	5.565	0.145	0.000	Yes
	Remote Work → Individual Work Performance	0.556***	6.775	0.111	0.000	
	Control x Remote Work → Individual Work Performance	0.444**	6.887	0.011	0.002	

Note: *** $p < 0.001$, ** $p < 0.01$, * $p < 0.05$.

4. DISCUSSION

The study contributes to the prevailing literature. The analysis revealed that work engagement fully mediates the association between managerial support, organizational support, colleague support, work pressure, the possibility of controlling one’s work, and task performance. The results are consistent with other studies focused on the mediating effect of engagement between job demands and resources and individual work performance (Borst et al., 2019). The study also revealed that task performance was impacted by the indirect effect of work engagement rather than the direct

effect of investigated job resources and demands. In other words, the level of work engagement demonstrated by teachers had a greater impact on their individual work performance in completing tasks than the direct pressure they experienced in their work.

Moreover, engaged teachers strive to exceed the expectations of principals and fully understand their role in achieving better performance. They not only make efforts to improve task performance but also contribute to school performance. Thus, the assumption can be made that the contributions of teachers are recognized by principals through or-

ganizational support, such as demonstrated care, fair treatment, and favorable work conditions. In return, teachers reward their principals with increased work engagement and commitment to demonstrate higher performance. Furthermore, the possibility to control their own work allows teachers to feel autonomous, resulting in higher work engagement and work performance (Johari et al., 2018). Freedom to make decisions related to the workplace, choice of time, and autonomy to select appropriate methods (Kubicek et al., 2017) increase their work engagement and, subsequently, task performance. Engaged employees typically demonstrate optimism, proactivity, and a willingness to assist their colleagues. Their positive outlook fuels a proactive approach to tasks, often taking the initiative to achieve objectives. This creates a positive mood in the workplace, leading to more cooperative behavior and more effective task performance. Thus, job resources have motivational potential and enhance work engagement of teachers (Huang et al., 2022).

The study demonstrated a moderating effect of remote work on the association between job resources, job demands, and work engagement and the association between job resources, job demands, and task performance. This partially coincides with the findings obtained by Chan et al. (2021) on the impact of support on remote work competence by offering wider opportunities to achieve individual work performance. Moreover, the results echo Demerouti and Bakker (2023), stating that in times of crisis, employees with manageable

(vs. high) job demands and high job resources can better adapt to the situation and maintain satisfactory levels of well-being and individual work performance. When teaching remotely, teachers require additional job resources to enhance both their work engagement and task performance. These resources, such as support from school administration, organizational support, colleague support, the possibility of controlling one's work, play a crucial role in enabling teachers to navigate the challenges of remote instruction. Recognizing the heightened need for job resources in remote teaching environments is essential for supporting teacher success and enhancing overall educational outcomes (Denden et al., 2021). Therefore, ensuring the provision of adequate job resources is essential for promoting teacher engagement and optimizing task performance in remote teaching contexts. The combination of work pressure and remote work exerts an influence on both work engagement and subsequent work performance among teachers. Work pressure, representing a significant challenge, when compounded with remote work dynamics, impacts teachers' level of engagement with their tasks. This, in turn, affects their overall performance in carrying out their responsibilities. Understanding how these factors interact is essential for devising strategies to support teacher well-being and optimize their effectiveness in remote teaching environments. Future research may include more factors for job resources and demands and their associations with engagement, individual performance outcomes, and intensity of remote work.

CONCLUSION

This study aimed to investigate factors affecting work engagement and individual performance of teachers. The findings highlight that work engagement fully mediates the relationship between managerial support, organizational support, colleague support, work pressure, and task performance. This mediation effect underscores the significant role of work engagement in linking job resources and demands to individual performance outcomes. Furthermore, the study demonstrated that remote work moderates the associations between job resources, job demands, work engagement, and task performance. Specifically, teachers working remotely require additional job resources to sustain their engagement and maintain task performance. The results indicated that work pressure is significantly related to both work engagement and task performance, while job resources exhibit motivational potential to help teachers cope with the pressures of remote work.

These insights are valuable for practitioners, particularly school principals, as they offer a deeper understanding of the factors determining individual teacher performance. Firstly, remote work necessitates increased job resources to foster engagement and enhance task performance. Secondly, emphasizing

work engagement during remote work is crucial, as it positively affects task performance. This can be achieved through feedback, counseling, psychological safety, suitable work environments, personal development opportunities, social support, and praise. Thirdly, increased employee support is essential for enhancing work engagement. Principals should support, care for, and treat employees fairly. Providing workplace autonomy, creative autonomy, and decision-making power can further bolster engagement and performance.

Several limitations of this study need to be outlined. First, all measurements are based on self-reported data and represent the subjective perceptions of respondents. Broader results can be achieved by using more objective measures to examine the association between the dimensions examined in this study. Second, the research data are geographically and culturally limited as the sample is represented only by Lithuanian teachers. Therefore, the results obtained from other Eastern European countries may reveal more persuasive aspects of this problem. Third, this study has examined employee engagement as a single concept without distinguishing its individual components. Future research may focus on individual components and associations with job demands and resources, individual work performance, and remote work intensity. Fourth, this study examined individual performance as task performance. Future research can address individual components and associations with job demands and resources, engagement, and intensity of remote work. Fifth, not all job demands and resources were included in the research model. Future research may include more factors for job resources and demands and their associations with engagement, individual performance outcomes, and intensity of remote work.

AUTHOR CONTRIBUTIONS

Conceptualization: Renata Korsakienė.

Data curation: Asta Stankevičienė.

Formal analysis: Renata Korsakienė.

Investigation: Asta Stankevičienė.

Methodology: Renata Korsakienė, Asta Stankevičienė.

Resources: Renata Korsakienė, Asta Stankevičienė, Ayesha Nawal.

Software: Ayesha Nawal.

Supervision: Renata Korsakienė.

Validation: Asta Stankevičienė, Ayesha Nawal.

Writing – original draft: Renata Korsakienė, Asta Stankevičienė, Ayesha Nawal.

Writing – review & editing: Renata Korsakienė.

REFERENCES

- Al Riyami, S., Razzak, M. R., & Al-Busaidi, A. S. (2023). Work from home and workplace ostracism, beyond the COVID-19 pandemic: Moderating effect of perceived organizational support, *International Journal of Manpower*, 45(3), 466-483. <https://doi.org/10.1108/IJM-01-2023-0022>
- Albrecht, S. L., Bakker, A. B., Gruman, J. A., Macey, W. H., & Saks, A.M. (2014). Employee engagement, human resource management practices and competitive advantage: An integrated approach. *Journal of Organizational Effectiveness: People and Performance*, 2(1), 7-35. <https://doi.org/10.1108/JOEPP-08-2014-0042>
- Bakker, A. B., & Bal, P.M. (2010). Weekly work engagement and performance: A study among starting teachers. *Journal of Occupational and Organizational Psychology*, 83(1), 189-206. <https://doi.org/10.1348/096317909X402596>
- Bakker, A. B., & Demerouti, E. (2017). Job demands-resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273-285. <https://doi.org/10.1037/ocp0000056>
- Bakker, A. B., Demerouti, E., & Verbeke, W. (2004). Using the job demands-resources model to predict burnout and performance. *Human Resources Management*, 43(1), 83-104. <https://doi.org/10.1002/hrm.20004>
- Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job

- demands are high. *Journal of Educational Psychology*, 99(2), 274-284. <https://doi.org/10.1037/0022-0663.99.2.274>
7. Biron, M., & Van Veldhoven, M. (2016). When control becomes a liability rather than an asset: Comparing home and office days among part-time teleworkers. *Journal of Organizational Behavior*, 37(8), 1317-1337. <https://doi.org/10.1002/job.2106>
 8. Bonet, R., & Salvadora, F. (2017). When the boss is away: Manager-worker separation and worker performance in a multisite software maintenance organization. *Organization Science*, 28(2), 244-261. <https://doi.org/10.1287/orsc.2016.1107>
 9. Borst, R. T., Kruyen, P. M., & Lako, C. J. (2019). Exploring the job demands-resources model of work engagement in government: Bringing in a psychological perspective. *Review of Public Personnel Administration*, 39(3), 372-397. <https://doi.org/10.1177/0734371X17729870>
 10. Chan, M., Sharkey, J. D., Lawrie, S. I., Arch, D. A. N., & Nylund-Gibson, K. (2021). Elementary school teacher well-being and supportive measures amid COVID-19: An exploratory study. *School Psychology*, 36(6), 533-545. <https://doi.org/10.1037/spq0000441>
 11. Cousins, R., Mackay, C. J., Clarke, S. D., Kelly, C., Kelly, P. J., & McCaig, R. H. (2004). 'Management standards' and work-related stress in the UK: Practical development. *Work & Stress*, 18(2), 113-136. <https://doi.org/10.1080/02678370410001734322>
 12. Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V. (2017). Social exchange theory: A critical review with theoretical remedies. *Academy of Management Annals*, 11(1), 479-516. <https://doi.org/10.5465/annals.2015.0099>
 13. Demerouti, E., & Bakker, A. B. (2023). Job demands-resources theory in times of crises: New propositions. *Organizational Psychology Review*, 13(3), 209-236. <https://doi.org/10.1177/20413866221135022>
 14. Denden, M., Tlili, A., Burgos, D., Jemni, M., Huang, R., Essalmi, F., & Chang, T-W. (2021). Framework for teacher support during remote teaching in a crisis: COVID-19, as a case study. In D. Burgos, A. Tlili, & A. Tabacco (Eds.), *Radical Solutions for Education in a Crisis Context. Lecture Notes in Educational Technology* (pp. 147-161). Singapore: Springer. https://doi.org/10.1007/978-981-15-7869-4_10
 15. Du, Y., Zhang, L., & Zhang, Z. (2019). Resources matter: Combined influence of job demands and job control on creative process engagement. *The Journal of Psychology: Interdisciplinary and Applied*, 153(2), 141-160. <https://doi.org/10.1080/00223980.2018.1503588>
 16. Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500-507. <https://doi.org/10.1037/0021-9010.71.3.500>
 17. Emir, G., Saral, N.Ç., Saçan, B. M., & Özmen, K. S. (2023). The stressors affecting teacher burnout in emergency remote teaching context. *Teaching and Teacher Education*, 134, Article 104313. <https://doi.org/10.1016/j.tate.2023.104313>
 18. Fiorilli, C., Schneider, B., Buonomo, I., & Romano, L. (2019). Family and nonfamily support in relation to burnout and work engagement among Italian teachers. *Psychology in the Schools*, 56(5), 781-791. <https://doi.org/10.1002/pits.22235>
 19. Gemmink, M. M., Fokkens-Bruinsma, M., Pauw, I., & van Veen K. (2020). Under pressure? Primary school teachers' perceptions of their pedagogical practices. *European Journal of Teacher Education*, 43(5), 695-711. <https://doi.org/10.1080/02619768.2020.1728741>
 20. Guglielmi, D., Bruni, I., Simbula, S., Fraccaroli, F., & Depolo M. (2016). What drives teacher engagement: A study of different age cohorts. *European Journal of Psychology of Education*, 31(3), 323-340. <https://doi.org/10.1007/s10212-015-0263-8>
 21. Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2014). *Multivariate data analysis* (Pearson New International ed.). Harlow, Essex: Edinburgh Gate.
 22. Halinski, M., & Harrison, J. A. (2020). The job resources-engagement relationship: The role of location. *International Journal of Public Sector Management*, 33(6-7), 681-695. <https://doi.org/10.1108/IJPSM-12-2019-0303>
 23. Herman, K. C., Reinke, W. M., & Eddy, C. L. (2020). Advances in understanding and intervening in teacher stress and coping: The Coping-Competence-Context Theory. *Journal of School Psychology*, 78, 69-74. <https://doi.org/10.1016/j.jsp.2020.01.001>
 24. Hetland, J., Bakker, A. B., Espevik, R., & Olsen, O. K. (2022). Daily work pressure and task performance: The moderating role of recovery and sleep. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.857318>
 25. Hill, J., & Reimer, T. (2023). Technology as a tool to address educational inequities: Practices implemented during the COVID-19 pandemic that have been sustained. *Education and Information Technologies*, 29, 10879-10898. <https://doi.org/10.1007/s10639-023-12236-z>
 26. Huang, X., Wang, C., Lam, S. M., & Xu, P. (2022). Teachers' job crafting: The complicated relationship with teacher self-efficacy and teacher engagement. *Professional Development in Education*. <https://doi.org/10.1080/19415257.2022.2162103>
 27. Jin, M. H., & McDonald, B. (2017). Understanding employee engagement in the public sector: The role of immediate supervisor, perceived organizational support, and learning opportunities. *The American Review of Public Administration*, 47(8), 881-897. <https://doi.org/10.1177/0275074016643817>
 28. Johari, J., Yean Tan, F., & Tjik Zulkarnain, Z.I. (2018). Autonomy, workload, work-life balance and job performance among teachers. *International Journal of Education-*

- al Management*, 32(1), 107-120. <https://doi.org/10.1108/IJEM-10-2016-0226>
29. Ju, C., Lan, J., Li, Y., Feng, W., & You, X. (2015). The mediating role of workplace social support on the relationship between trait emotional intelligence and teacher burnout. *Teaching and Teacher Education*, 51, 58-67. <https://doi.org/10.1016/j.tate.2015.06.001>
 30. Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., De Vet, H.C.W., & Van Der Beek, A. J. (2014). Construct validity of the individual work performance questionnaire. *Journal of Occupational and Environmental Medicine*, 56(3), 331-337. <https://doi.org/10.1097/JOM.0000000000000113>
 31. Kubicek, B., Paškvan, M., & Bunner, J. (2017). The bright and dark sides of job autonomy. In C. Korunk & B. Kubicek (Eds.), *Job demands in a changing world of work* (pp. 45-63). Cham: Springer. https://doi.org/10.1007/978-3-319-54678-0_4
 32. Ma, L., Zheng, Y., & Wei, Y. (2023). The double-edged sword effect of telecommuting on employees' work engagement: Evidence from China during COVID-19. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1110108>
 33. Maan, A. T., Abid, G., Butt, T. H., Ashfaq, F., & Ahmed, S. (2020). Perceived organizational support and job satisfaction: A moderated mediation model of proactive personality and psychological empowerment. *Future Business Journal*, 6(1), Article 21. <https://doi.org/10.1186/s43093-020-00027-8>
 34. Mazzetti, G., Robledo, E., Vignoli, M., Topa, G., Guglielmi, D., & Schaufeli, W. B. (2023). Work engagement: A meta-analysis using the job demands-resources model. *Psychological Reports*, 126(3), 1069-1107. <https://doi.org/10.1177/003329412111051988>
 35. Mérida-López, S., Sánchez-Gómez, M., & Extremera, N. (2020). Leaving the teaching profession: Examining the role of social support, engagement and emotional intelligence in teachers' intentions to quit. *Psychosocial Intervention*, 29(3), 141-151. <https://doi.org/10.5093/PI2020A10>
 36. OECD. (2016). *Reviews of school resources: Lithuania 2016*. Paris: OECD Publishing. <https://doi.org/10.1787/9789264252547-8-en>
 37. Official Statistics Portal. (2021). *Education, Culture and Sports in Lithuania (edition 2021): General education*. Retrieved from <https://osp.stat.gov.lt/en/lietuvos-svietimas-kultura-ir-sportas-2021/bendrasis-mokyklinis-ugdymas>
 38. Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879-903. <https://doi.org/10.1037/0021-9010.88.5.879>
 39. Prem, R., Paškvan, M., Kubicek, B., & Korunka, C. (2018). Exploring the ambivalence of time pressure in daily working life. *International Journal of Stress Management*, 25(1), 35-43. <https://doi.org/10.1037/str0000044>
 40. Robinson, L. E., Valido, A., Drescher, A., Woolweaver, A. B., Espelage, D. L., LoMurray, S., Long, A. C. J., Wright, A. A., & Dailey, M. M. (2023). Teachers, stress, and the COVID-19 pandemic: A qualitative analysis. *School Mental Health*, 15(1), 78-89. <https://doi.org/10.1007/s12310-022-09533-2>
 41. Schaufeli, W. B., & Bakker, A. B. (2004). *Utrecht work engagement scale. Preliminary Manual Version 1.1*. Occupational Health Psychology Unit Utrecht University. Retrieved November 17, 2021 from http://www.wilmarschaufeli.nl/publications/Schaufeli/Test%20Manuals/Test_manual_UWES_English.pdf
 42. Šimunović, M., Balaž, B., Parmač Kovačić, M., & Burić, I. (2023). Understanding factors related to teacher job performance during the COVID-19 pandemic: The mediating role of emotional well-being. *Teachers and Teaching*. <https://doi.org/10.1080/13540602.2023.2285882>
 43. Šimunović, M., Balaž, B., Parmač Kovačić, M., & Burić, I. (2023). Understanding factors related to teacher job performance during the COVID-19 pandemic: The mediating role of emotional well-being. *Teachers and Teaching*. <https://doi.org/10.1080/13540602.2023.2285882>
 44. 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. <https://doi.org/10.1007/s11218-018-9464-8>
 45. Sokal, L., Trudel, L. E., & Babb, J. (2020). Canadian teachers' attitudes toward change, efficacy, and burnout during the COVID-19 pandemic. *International Journal of Educational Research Open*, 1, Article 100016. <https://doi.org/10.1016/j.ijedro.2020.100016>
 46. Stang-Rabrig, J., Brüggemann, T., Lorenz, R., & McElvany, N. (2022). Teachers' occupational well-being during the COVID-19 pandemic: The role of resources and demands. *Teaching and Teacher Education*, 117, Article 103803. <https://doi.org/10.1016/j.tate.2022.103803>
 47. Zhang, H., Zhao, Y., Zou, P., Liu, Y., & Gan, L. (2021). Engagement among physicians fighting COVID-19: The mediating role of autonomy. *Occupational Medicine*, 7(1), 9-11. <https://doi.org/10.1093/occmed/kqaa203>

APPENDIX A

Table A1. Convergent validity

Variable	Statement	Coding	FL	AVE	CR	α
Managerial Support	I am given supportive feedback on my work.	MS1	.77	.738	.934	.791
	I can rely on my line manager to help me out with a work problem.	MS2	.87			
	I can talk to my line manager about something that has upset or annoyed me about work.	MS3	.86			
	I am supported through emotionally demanding work.	MS4	.90			
	My line manager encourages me at work.	MS5	.89			
Organizational Support	My organization strongly considers my goals and values.	POS1	.84	.722	.928	.823
	Help is available from my organization when I have a problem.	POS2	.91			
	My organization cares about my well being.	POS3	.88			
	My organization is willing to help me if I need a special favor.	POS4	.75			
	My organization fails appreciate any extra effort from me.	POS5	.86			
Colleague Support	If the work gets difficult, my colleagues will help me.	WCS1	.90	.719	.910	.795
	I get the help and support I need from colleagues.	WCS2	.93			
	I receive the respect I deserve from my colleagues at work.	WCS3	.79			
	My colleagues are willing to listen to my work-related problems.	WCS4	.76			
Work Pressure	I am pressured to work long hours.	DD1	.88	.727	.955	.778
	I have unachievable deadlines.	DD2	.85			
	I have to work very fast.	DD3	.87			
	I have to work very intensively.	DD4	.89			
	I have to neglect some tasks because I have too much to do.	DD5	.81			
	Different groups at work demand things from me that are hard to combine.	DD6	.83			
	I am unable to take sufficient breaks.	DD7	.83			
	I have unrealistic time pressures.	DD8	.86			
Control	I have a say in my own work speed.	JB2	.87	.724	.913	.781
	Do you have a choice in deciding what you do at work?	JB3	.89			
	Do you have a choice in deciding how you do your work?	JB4	.86			
	I have some say over the way I work.	JB5	.78			
	At my work, I feel bursting with energy.	WES1	.85			
Work Engagement	At my job, I feel strong and vigorous.	WES2	.86	.702	.943	.799
	I am enthusiastic about my job.	WES3	.88			
	My job inspires me.	WES4	.82			
	When I get up in the morning, I feel like going to work.	WES5	.83			
	I feel happy when I am working intensely.	WES6	.79			
	I am proud of the work that I do.	WES7	.83			
	Individual Work Performance	I managed to plan my work so that it was done on time.	IWS1			
My planning was optimal.		IWS2	.83			
I kept in mind the results that I had to achieve in my work.		IWS3	.84			

Note: Factor Loading → FL, Average variance extracted → AVE, Composite Reliability → CR, and Cronbach's Alpha → α .