THE ANTECEDENTS AND CONSEQUENCES OF WORK ENGAGEMENT ON TEACHER: A SYSTEMATIC LITERATURE REVIEW

Forman Halawa ¹*, Elfira Nadya Anggraini ², Praptini Yulianti ³

¹²³ Master of Science Program in Management, Universitas Airlangga, Jl. Airlangga No. 4 - 6, Airlangga, Kec. Gubeng, Surabaya, Jawa Timur, 60115, Indonesia
E-mail: ¹forman.halawa-2022@feb.unair.ac.id, ²elfira.nadya.anggraini-2021@feb.unair.ac.id, ³praptini.yulianti@feb.unair.ac.id

Corresponding Author: Forman Halawa

Abstract. Work engagement is an important study in human resource management related to organizational productivity. Many factors that influence work engagement have been studied. In particular, this study maps the factors that influence work engagement in teachers and the resulting consequences. Contribution made to the literature on work engagement through a description of the antecedents and consequences of work engagement for teachers. This study used the Systematic Literature Review (SLR) method based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approach. Eight eligible studies were collected and selected for further analysis. The selected articles were obtained through the Scopus and ScienceDirect databases. The results of the analysis show that there are 12 antecedents of Work Engagement in teachers that come from individual, leadership and organizational factors. It was also found that there are 7 consequences of Work Engagement on teachers that affect the level of teacher involvement in the workplace. The results of the analysis found that the scope of work engagement for teachers differs from various levels of the organization, from elementary schools to tertiary institutions. This study has implications for knowing the antecedents and consequences of Work Engagement on teacher to improve the quality of education.

Keywords: Antecedents, Consequences, Systematic Literature Review, Teacher, Work Engagement

Article History: Received: 31 March 2023 Revised: 22 April 2023 Accepted: 7 May 2023
INTRODUCTION

The world today continues to develop and the bases of knowledge plays a strategic role in the process of acculturation and human empowerment (Jufrizen et al., 2019:65). The quality of a country's human resources depends on the role of educators in the world of education, namely teachers that transfers knowledge to students. Teachers have an important role in motivating students in the learning process (Watt et al., 2021: 1). Motivation is an important predictor of academic success Ryan & Deci, 2020; Urdan & Kaplan, 2020; Wigfield & Eccles, 2020 in Edwards & Taasoobshizi, 2022: 1).

The teachers’ duties include planning, implementing, assessing learning, guiding, and training participants according to the teacher's performance. The benchmark for the tasks carried out is the final results that can be seen from student grades, teacher attendance lists, as well as the increase of teacher and student achievements. However, teachers often get challenging and stressful assignments related to conflicting staff in school management, the amount of homework, time pressure, student mistakes, discipline, and criticism from students' parents, this affects the teacher's capacity to educate effectively so as to make students experience symptoms of burnout and a decrease in the level of involvement and ultimately affect the welfare of teachers (Peláez-Fernández et al., 2022: 1). One of the things that influence the success of the teacher's assignment is work engagement. Work engagement will motivate individuals to be involved in work so that they can improve their physical and psychological health while also increasing personal and organizational performance (Chen, 2017: 655). This urgency of research is about work engagement on teacher will have positive impact on the quality of education. Therefore, the researcher discussion about the antecedents and consequences of work engagement on teacher to find out the affect work engagement on teacher and the consequences or results of work engagement on teacher. This is because work engagement on teacher makes students become active and creates an effective educational atmosphere.

Work engagement is a positive relationship between an employee's mindset and work, characterized by vigor, dedication, and absorption (Schaufeli and Salanova, 2007 in Kunte & RungRuang, 2018:143). Work engagement is a concept distinct from job satisfaction or organizational commitment, although they may be related. Work engagement is considered comprehensive concerning an employee's ability to align with organizational goals. An employee's ability to balance the workload given with the available job resources can affect the level of work engagement in that job (Rayton et al., 2019:405). An organization requires work engagement characteristics in its employees because higher levels of work engagement lead to high job performance, reduced intention to quit (negative), and a contagious positive aura to other employees.

Work engagement is based on positive psychology concepts and emphasizes pleasurable experiences, full engagement in work, and achieving meaningful goals personally and organizationally. Work engagement is crucial because it can increase productivity, performance, and psychological well-being and reduce absenteeism and job turnover (De Stasio et al., 2020:2). The realization of high levels of work engagement in an employee also requires strong support and resources channeled by the organization. Work engagement is often associated with negative fatigue, but high support and resource transfer can reduce
fatigue. Organizational resources include good physical, psychological, and social aspects (Cai et al., 2022:3). Therefore, it is crucial to manage work engagement to achieve maximum job results.

Work engagement is defined as the degree of compatibility between an individual and his job where his work is perceived as something positive and meaningful. High levels of work engagement for individuals feel that their work is something that inspires, is a source of pride, and is a challenge (So et al., 2022: 590). Work engagement is characterized by vigor, dedication, and absorption (Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002, in Chen, 2017: 655). Vigor (enthusiasm) in question is energy or mentality when working to invest effort in his work in the face of difficulties. Dedication is defined as psychological involvement in the work of employees which includes feelings, enthusiasm, inspiration, pride, and challenges. Meanwhile, absorption is a situation where a person is engrossed in work and feels that time is passing quickly, making it difficult to detach from work (Chen, 2017: 655).

Building work engagement requires support and motivation from work superiors (Ling Suan & Mohd Nasurdin, 2015: 3). Another opinion put forward (Mérida-López et al., 2020: 142) defines work engagement as the extent to which individuals put their best effort into their work, a motivation or intention to be in their work, through the minimum limit in completing work either in the form of an extension of time, brain power or energy. In addition, working in a supportive environment will make teachers survive so they can motivate teachers to work and improve student achievement (Kaufman et al., 2012 in (Mérida-López et al., 2020: 142). Work engagement has received a lot of attention in the literature education especially for teachers as an important aspect of teacher welfare related to work because it can affect various individual and organizational work results (Mérida-López, Extremera, et al., 2020: 3)

This article focuses on the antecedents and consequences that arise from work engagement, especially for teachers. In the context of our review, antecedents are general factors that are ideally related causally, increase, or decrease and include causes of teacher work engagement. Meanwhile, Consequences are understood as results or phenomena resulting directly from previous work engagements (Schlackl et al., 2022:2). Based on this background in this literature review, we attempt to answer two research questions, namely: (1) What are the antecedents of Work Engagement in teachers? (2) What are the consequences of Work Engagement for teachers?

The main objective of this research is to present the latest literature related to work engagement and to synthesize the antecedents and consequences of work engagement on teachers. Through the answers to the formulated research questions, this study seeks to contribute to future researchers by providing an overview of research and the concept of work engagement, especially for teachers, as developed in the literature.

This article is divided into five main sections. The first explains the background of the problem and the literature concerning the work engagement of teachers. Second, explain the theoretical basis used. Third, explain the review method with a detailed data collection process and the results of data analysis. The fourth explains the results and discussion found and combines the results with previous research which includes the antecedents and
consequences of work engagement. The last section writes the conclusions of the article and suggestions for future research.

RESEARCH METHODS

This study examines the variable of Work Engagement using the Systematic Literature Review (SLR) method. This method analyzes the antecedents and consequences of the Work Engagement variable, focused explicitly on teachers. This study's Systematic Literature Review (SLR) was conducted according to the guidelines of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines.

The Systematic Literature Review (SLR) research used literature from the Scopus database, resulting in 382 documents. The initial search used the keywords "work engagement" AND "teacher" in the article search. Further limitations were applied to obtain relevant articles. Limitations were made by selecting "all open access" articles, then select the subject area of "Business, management, and accounting" with the document type of "article" and the publication stage of "final". Then, the keywords are appropriate to the research, including work engagement, teachers, school teachers, teacher engagement, work engagements, and teacher work engagement. The source type chosen was journals, and the last limitation applied was for the English language. From the limitations applied, ten articles from the Scopus database were found to be relevant. The next step was downloading these ten articles from Scopus, ScienceDirect, Taylor, Francis Online, and Index Copernicus International.

In addition to the Scopus database, literature from ScienceDirect was collected, resulting in 613 articles using the keywords "work engagement" AND "teacher". Furthermore, limitations were applied to obtain relevant journals by selecting "all open access" articles, resulting in 116 documents, and then limiting the subject area to "Business, management, and accounting", resulting in 16 documents. We give limitation on "Business, management, and accounting" to focus the direction of research according to the scope of management. In total, 26 records were obtained from the Scopus database and ScienceDirect.

From the 26 articles, screening and selection were performed to identify articles relevant to the research question. Initial screening was based on the relevance of the title and abstract to all types of antecedents and consequences of work engagement in teachers. Additionally, screening was conducted by reading the articles to acquire relevant results that corresponded to the study issue. Articles deemed irrelevant were excluded, resulting in 8 journals that were appropriate for the research problem, and these were subjected to further data analysis.

RESULTS AND DISCUSSION

The PRISMA flowchart in Figure 1. shows the decision path for the final study results. A search with the keyword “Work Engagement” AND teacher in the Scopus and ScienceDirect databases yielded a total of 995 articles. After doing a record removal before the screening, there were 26 articles left. Then 1 article had to be removed because it was not open access when downloaded and the remaining 25 articles were subjected to further data screening. In the process, 5 articles were excluded because they did not comply with the
research question after seeing the title and reading the abstraction which leaves us with 20 articles. Of the 20 articles, further screening was carried out by thorough reading and it is found that there were 10 articles that did not discuss the relevant theories related to work engagement and 2 articles that did not discuss work engagement in teachers. The final results of the remaining 8 articles were eligible and included in the final analysis.

Source: Researcher Analysis (2023)

**Figure 1. PRISMA Flowchart of The Study Selection Process**

The results show that from the 8 articles analyzed regarding work engagement in teachers, the articles were developed in several different organizations and locations. Work engagement is one of the important studies in human resource management today because it is related to organizational productivity (Znidaršič & Marič, 2021:229). A teacher’s work engagement is identified as a measure of work-related well-being (Cacciamani et al., 2022:1). Randomized studies of work engagement on teachers were conducted in organizations/schools starting from the elementary school level to university. The following table shows the scope of research conducted on work engagement in teachers.

**Table 1. The Organization Lists**

<table>
<thead>
<tr>
<th>No.</th>
<th>Unit of analysis and organization</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual - Teachers in Italian school</td>
<td>(Simbula et al., 2011)</td>
</tr>
<tr>
<td>2</td>
<td>Individual - Lecturers and Students in Indian University</td>
<td>(Zahoor, 2018)</td>
</tr>
<tr>
<td>3</td>
<td>Individual - Teachers in Australian elementary and senior high school</td>
<td>(Perera et al., 2018)</td>
</tr>
<tr>
<td>4</td>
<td>Individual - Teachers in Indonesian senior high and vocational school</td>
<td>(Hermanto &amp; Srimulyani, 2022)</td>
</tr>
<tr>
<td>5</td>
<td>Individual – Teachers in Dutch elementary school</td>
<td>(Van Loon et al., 2018)</td>
</tr>
<tr>
<td>6</td>
<td>Individual - Teachers in Dominican Republic</td>
<td>(Tomás et al., 2018)</td>
</tr>
<tr>
<td>7</td>
<td>Individual – Teachers for Special schools</td>
<td>(Van Wingerden et al., 2017)</td>
</tr>
</tbody>
</table>

Source: Researcher Analysis (2023)
Antecedents of Work Engagement on Teachers

Based on the analysis from previous studies, it is known that there are various antecedents of the work engagement variable, especially teachers, (Christian, Garza, and Slaughter, 2011 in Znidaršič & Marič, 2021: 229) explaining that the antecedents of the work engagement variable are divided into three factors: (1) job characteristics, social environment, and physical demands, (2) leadership, how a person views his work, and (3) dispositional characteristics.

Table 2. Antecedents of Work Engagement on Teachers

<table>
<thead>
<tr>
<th>No.</th>
<th>Antecedents</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Job Resources, Self-efficacy</td>
<td>(Simbula et al., 2011)</td>
</tr>
<tr>
<td>2</td>
<td>Work-life balance, Job satisfaction, Life satisfaction</td>
<td>(Znidaršič &amp; Marič, 2021)</td>
</tr>
<tr>
<td>3</td>
<td>Professional coping</td>
<td>(Van Loon et al., 2018)</td>
</tr>
<tr>
<td>4</td>
<td>Proactive personality, Job crafting</td>
<td>(Zahoor, 2018)</td>
</tr>
<tr>
<td>5</td>
<td>Job Crafting Behavior, Job Crafting Intervention</td>
<td>(Van Wingerden et al., 2017)</td>
</tr>
<tr>
<td>6</td>
<td>Servant Leadership, Organizational Justice</td>
<td>(Hermanto &amp; Srimulyani, 2022)</td>
</tr>
</tbody>
</table>

Source: Researcher Analysis, 2023

Based on table 2. Antecedents of Work Engagement in teachers it is known that work engagement is influenced by several factors, namely: (i) individual factors including, Job Resources, Self-efficacy, Work-life balance, Job Satisfaction, Life satisfaction, Professional coping, Proactive personality, Job crafting, Job Crafting Behavior, Job Crafting Intervention, (ii) leadership factors, including Servant Leadership and (iii) organizational factors including Organizational Justice. These three factors in work engagement research can be in the form of antecedents, mediation, or moderators.

These 12 factors affect work engagement as follows (i) Job resources can increase work engagement from time to time, with the presence of job resources and (ii) Self-efficacy teachers will feel able to develop new skills in helping students through learning and support from peers, principals schools, or independently are beneficial for obtaining work engagement (Simula et al., 2011: 298). (iii) Work-life balance is defined as a friendly organization where employees receive superior support in terms of work and family which will affect individual work engagement at work (Znidaršič & Marič, 2021: 230), (iv) Job satisfaction, is an insignificant variable with work engagement because many research in general without looking at life satisfaction (Znidaršič & Marič, 2021:233). (v) Life satisfaction affects work engagement and life satisfaction is a mediator of work-life balance with work engagement (Znidaršič & Marič, 2021:233). (vi) Professional coping, an important factor in retaining employees by stimulating teachers to be active in defining expectations, can increase work engagement (Van Loon et al., 2018: 325). (vii) Proactive personality, teachers deliberately make the work environment to increase work engagement, and Proactive personality will affect behavior in (viii) Job crafting, thereby increasing work engagement (Zahoor, 2018: 135). (ix) Job Crafting Behavior, can optimize job demands and personal resources and work in work engagement (Van Wingerden et al., 2017: 116) (x) Job
Crafting Intervention, offers opportunities to create welfare and performance so that employees can achieve goals personal and organizational (Van Wingerden et al., 2017: 118). (xi) Servant Leadership, when leaders prioritize welfare, work engagement increases, and finally (xii) Organizational Justice, teachers will be treated fairly because they are respected and in the end this can increase work engagement (Hermanto & Srimulyani, 2022:408).

**Consequences of Work Engagement on Teacher**

Based on the results of the analysis from previous research, it can be seen that there are various consequences of the work engagement variable, especially for teachers. There are 7 variables resulting from work engagement in teachers who have a strong relationship to build further research.

<table>
<thead>
<tr>
<th>No.</th>
<th>Consequences</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Job satisfaction</td>
<td>(Perera et al., 2018)</td>
</tr>
<tr>
<td>2</td>
<td>Job resources, Self-efficacy</td>
<td>(Simula et al., 2011)</td>
</tr>
<tr>
<td>3</td>
<td>Student Satisfaction, Student Loyalty</td>
<td>(Zahoor, 2018)</td>
</tr>
<tr>
<td>4</td>
<td>Professional efficacy, Burnout</td>
<td>(Tomás et al., 2018)</td>
</tr>
</tbody>
</table>

Source: Researcher Analysis (2023)

From table 3 it can be seen the possible consequences of work engagement with teachers, which can affect the level of teacher involvement in the workplace such as: (i) Job satisfaction, engagement being a positive predictor of job satisfaction where the teacher's attachment to co-workers can create a sense of belonging has implications for job satisfaction (Perera et al., 2018: 39). (ii) Job resources play an important role in measuring the level of work engagement and determining the short-term and long-term relationship of an engagement. (Simula et al., 2011: 299) suggest that job resources have a significant relationship with work engagement in the form of opportunities to learn and develop, and social support from superiors and co-workers. (iii) Self-efficacy, contributing to work engagement by explaining unique differences in engagement scores, except for resource work scores. Self-efficacy comes from individuals who are confident in doing the work being done (Simula et al., 2011: 289). (iv) Student Satisfaction, is a condition and condition that is felt by students after the engagement has been passed and is influenced by related variables. Student satisfaction is the end result of work engagement and becomes material for evaluation and organizational development (Zahoor, 2018: 126). (v) Student Loyalty, is a loyal attitude shown by someone towards things they like and do due to the level of engagement given in the form of attention, focus, energy, and confidence. Thus affecting the level of student loyalty in the learning and assignment process (Zahoor, 2018: 130). (vi) Professional efficacy, is one of the solutions to overcome and reduce burnout levels in a job. Support from superiors for work professionals is the basis for the level of influence of professional efficacy on a worker's work engagement (Tomás et al., 2018: 90). (vii) Burnout is an emotional peak level in a worker's personality for the treatment received which has a negative impact on him. Burnout is a construction that is strictly related to work engagement (Tomás et al., 2018: 92).
CONCLUSION AND SUGGESTIONS

From the results of the study based on the Systematic Literature Review, there are 12 antecedents and 7 consequences of the work engagement variable which are specifically studied for teachers from schools ranging from elementary school to tertiary level. Work engagement in teachers is a situation where teachers are actively involved in their work, feel excited and enthusiastic about carrying out their duties, and have meaning and purpose in their work. The antecedents and consequences of teacher work engagement found in this study can be implemented in increasing a teacher's work engagement. As a result, it is important for organizations and leaders to pay attention to work engagement in teachers as an essential aspect of boosting educational quality.

The author expects that this article, which uses a Systematic Literature Review method on the topic of antecedents and consequences of work engagement in teachers, can be continued and developed by subsequent authors. This article can be a reference and complement the literature for readers. The limitations of this article are that it only focuses on teachers and only uses two databases, namely Scopus and ScienceDirect. The next author can add additional data from more databases. The author is grateful to those who have contributed from the beginning of the writing process to the publication of the article, especially the Lecturers of the Master of Science in Management study program, Faculty of Economics and Business, Universitas Airlangga who have guided and directed them.

REFERENCES


and Social Science The strategy of Spiritual Leadership: The Role of Organizational Commitment at Private Universities. International Journal of Research in Business and Social Science, 8(1), 64–72.


Teachers’ Work Engagement, Burnout, and Interest toward ICT Training: School Level Differences. Education Sciences, 12(7). https://doi.org/10.3390/educsci12070493


Mérida-López, S., Extremera, N., & Sánchez-Álvarez, N. (2020). The interactive effects of


