

Job Demands, Job Resources and Work Engagement of Counselors in the Post-pandemic World

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ABSTRACT

The demands of the profession—which can be physical, emotional, cognitive, and even spiritual—are factors guidance counselors are frequently exposed to and may feel compelled to meet. Resources for doing their jobs and obligations include financial, emotional, psychological, or physical support from their employer or the organization they work for. The conditions at work may or may not have an influence on their work engagement. This research investigated the work engagement, job demands, and job resources of guidance counselors after the pandemic. It was discovered, on the one hand, that Job resources significantly affect Work Engagement using standardized surveys and linear regression analysis. Counselors' involvement at work is likely to rise when they receive enough mental, psychological, emotional, or physical assistance in their work environment. It's interesting to note that work engagement is not significantly influenced by job demands. The aforementioned observation highlights that guidance counselors must manage demands in the workplace and to meet these demands, they utilize their job resources, such as career development opportunities and assistance from colleagues, as well as their heightened dedication, vigor, and absorption. Implications on the field of Guidance Counseling based on the findings were discussed.

Keywords: Job demands, Job resources, Work Engagement, Guidance Counselors.

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1. INTRODUCTION

A focus on positive dimensions by organizations could help prevent the tendency for low retention and low job performance, and it has been demonstrated that critical elements in an organization's performance are the efficient use of employees' human capital in the workplace as well as their degree of cognitive and emotional engagement. Encouraging employees' psychological well-being is of long-term strategic importance. Schaufeli and Bakker (2004) argue that burnout and work engagement are the main indicators of employee psychological well-being and are the mediators in motivational processes. It has been found that greater work engagement and decreased burnout have beneficial outcomes for organizational performance (Sorenson, 2013), employee loyalty (Vokić & Hernaus, 2015), organizational commitment (Geldenhuis et al., 2014) and job satisfaction (Tarcan et al., 2017). Therefore, productive work outcomes can often be achieved when employees' potentials are maximized whether in medical, business, or educational sectors, in the Philippines or across the globe.

In educational institutions, Kesler (1990) stated “due to various job demands, role ambiguity, role conflict, large numbers of students, and lack of supervision, school

counselors are more vulnerable to burnout because of high levels of professional stress”. Teachers would offer help to counselors and parents through promoting inclusion in the classroom (Tiongco-Navarro & Cordova, 2024) and referring distressed students (Lee & Shim, 2024). However, in the Philippines, one guidance counselor for every 500 students is the acceptable ratio. According to the recently concluded Philippine Guidance and Counseling Association 59th International Conference, as of 2023, there are currently 4,069 guidance counselors in the country, and we are still lacking 50,731 to achieve the target ratio and serve the students from the basic to the tertiary levels. This deficit makes it difficult to provide students with the proper mental health support and efforts to close this gap must be made to support student wellbeing and avert crises.

It suggested that the demands of (these) jobs need constant physical effort, psychological work including mental processes, and emotional effort. It also emphasizes that to achieve these objectives, certain talents are required (Van Nieuwenhove and Meganck, 2019; Drinane et al., 2016; Gillet et al., 2015). The demand of work faced by the counselors are not only focusing on physical, psychological, and emotional effort but also requiring them the necessitates unwavering commitment to providing support, navigating complex mental processes, and managing the emotional complexities of clients. Counselors require not only professional skills but also a diverse set of talents (Erford, 2015). These three dimensions—cognitive, affective (emotional), and conative (physical)—depict the complexity of the ways in which people engage with their professional activities on a collective basis and by honing these dimensions, its separate aspects and recognizing the linked dynamics that lead to a full knowledge of people's participation and dedication to their job (Kuok & Taormina, 2017). Engaging in work involves an enthusiastic and intellectually active mentality that is characterized by a deep sense of commitment and complete concentration by the given task or job (Borst et al., 2017). The deep sense of commitment and complete concentration are indicative of internal resources that contribute to counselors' effectiveness and well-being in managing the demands of their profession.

Before the onset of the pandemic, private counselors who are in practice receive calls every week, including holidays and isolation (Brauner, 2015). However, during the pandemic, Litam et al. (2021) found that counselors were concerned about the impact of COVID-19 global pandemic in their profession. It brought them personal problems that lead them to experience stress, and this has influenced their professional quality of life, creating boundaries between the service providers or the workers to their service beneficiaries. The majority of the counseling services are provided in person, but as technology develops and becomes trendy, transactions can be alternatively conducted using any online platforms. On top of the counseling skills, Achmad (2023) says that counselors should have a mastery of internet technology and a separate code of ethics to maintain the good kind of counseling service even at online space. Both counselor and counselees had to adjust to the new platforms where counseling and engagement take place until students returned to their respective academic institutions for in-person delivery of counseling services.

Hines et al., (2020) emphasized the need for collaboration and support for counselors in these challenging educational environments during or after special circumstances such as the pandemic. The research suggested that counselors faced increased demands but can still play a significant role in improving academic achievement and graduation rates. When provided with job resources and collaboration opportunities, counselors can be more engaged and effective in their work, contributing to the overall success of turnaround schools. The primary components of structural job resources are the work's design, which

offers chances for autonomy, innovation, and growth (Eddleston et al., 2019). Minimizing the relevance of structural elements while highlighting the value of thoughtfully planned work that offers chances for independence, creativity, and career advancement. Examining the effects that these structural job resources have on the resilience, job satisfaction, and client care quality of counselors can provide important information about how to improve the effectiveness and sustainability of the counseling profession. Exploring the ways in which work identity, skill variety, autonomy, work relevance, performance feedback, and job stability all contribute to the well-being and efficacy of counselors in their roles is crucial. Gaining insight into the ways in which these resources interact, and impact job satisfaction, burnout prevention, and overall job performance can help optimize the work environment for counselors.

A review of the available literature showed that the study of job demands, job resources and work engagement among counselors has not received much attention in literature. Moreover, most research pertaining to Job demands, job resources and work engagement of other professions/careers were conducted internationally. The aim of this research was to fill the knowledge gap about the connections between these constructs in the context of the Philippines. Applying these findings could enable institutions to focus administrative, training, and development efforts on individuals and as an organization in a way that could be more beneficial than the present approaches to addressing counselors' concerns about work engagement. Consequently, this research humbly responds and contributes to the Sustainable Development Goal (SGD) 8: Decent Work and Economic growth.

Literature Review

A. Theoretical Framework

1. Social Exchange Theory

To explain a person's economic actions, social exchange theory was developed as a psychological theory in the 1950s. At first sight, this theory was used for the clarification of human behaviors (Homans, 1958), then organizational behaviors (Blau, 1964; Emerson, 1962). According to this theory, when people work in a group, they accept the rule of reciprocity. As a result, other behaviors are attributed to their behaviors (Cropanzano & Mitchell, 2005). When someone gives something, the recipient will feel obligated to return the favor. The benefit may have originated from social benefit (such as emotion, social impact) or economic benefit (money, goods, information) (Muthusamy & White, 2005). Employee perceptions of the company would therefore be more favorable. If workers believe their contributions are valued and that their employers are looking out for them, it should come as no surprise that their level of dedication would increase.

2. Job Demands and Job Resources Theory (JD-R)

According to this model, a job always has two sides: a positive side and a negative side (Demerouti et al., 2001). On the one hand, issues like fatigue are brought on by the demands of the job (such as workload and time constraints). Conversely, workers utilize the resources provided by their jobs. Invaluable resources may be autonomy, performance feedback, role clarity, participative decision-making, supervisory support, supportive work environment (Bakker & Demerouti, 2007).

The Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2007), used to assess employee well-being, assumes that occupational stresses are caused by job demands and mitigated by job resources. Job demands are those components of the profession that have physical or psychological costs and consequences and call for persistent effort such as work overload and emotionally taxing client encounters. Job resources are the physical, social, psychological, and organizational aspects that stimulate personal growth and help to achieve work goals and mitigate the costs of job demands (Bakker & Demerouti, 2007). Job resources can be derived from the organization: a positive workplace with good organizational practices and managerial support gives employees job satisfaction, which in turn motivates them, increases their work engagement and psychological well-being (Bakker & Demerouti, 2008; Parker & Hyett, 2011; Herbert, 2011). But employees' perception and use of job resources also depend on personal resources such as resilience and optimism and positive self-evaluation of their ability to control their environment (Bakker & Demerouti, 2007; Hansen, 2015). Previous studies showed that employees' levels of psychological capital (PsyCap) – consisting of self-efficacy, hope, optimism, and resilience - can improve work engagement and decrease burnout, and that engaged employees are better able to cope with demands, achieve goals and outperform non-engaged employees (Youssef & Luthans, 2007; Bakker & Demerouti, 2008; Hansen, 2015; Malinowski & Lim, 2015; Shoji et al., 2015).

B. Key variables

1. Job Demands

Job demands are defined by Schaufeli and Bakker (2004) as those organizational, social, psychological, or physical components of the work that necessitate consistent physical and mental effort while also resulting in specific physiological and psychological consequences. These include time pressures, a heavy workload, a stressful working environment, role ambiguity, emotional labor, and poor relationships (Bakker & Demerouti, 2008; Bakker et al., 2004, 2007).

While employees' affective responses to their occupations comprise the qualitative aspects, quantitative job demands can be defined as the quantity of work needed and the time allotted. Even if those reactions aren't always seen negatively, meeting those demands comes with a lot of work and effort. Unpleasant reactions include worry, despair, and burnout. When someone lacks the support, skills, or ability to satisfy these needs, work overload or excessive demands may also result from this. According to Schaufeli et al. (2004), the employee withdraws mentally when they make every effort to put up with the exhaustion arising from the fact that employees' energy is worn out by job demands. An employee's work engagement will decline if they become mentally detached.

2. Job Resources

Job resources (job positives) are the physical, social, or organizational factors that help an employee achieve goals, and reduce stress. They include autonomy, strong work relationships, opportunities for advancement, coaching and mentoring, and learning and development (Demerouti et al., 2001) Work identity, skill variety, autonomy, work relevance, performance feedback, and job stability are examples of job resources (Bakker & Demerouti, 2017).

According to the JD-R model, job resources are assumed to have motivational potential, which results in high performance through low cynicism and high engagement (Bakker & Demerouti, 2007). Job resources can be both intrinsically and extrinsically motivating since they encourage continuous learning and self-growth, both of which are necessary for completing tasks. Depending on the definition, individuals who are committed to working are expected to express high levels of energy, to be enthusiastic about their work, and to be fully immersed in their job so that their time flies (Macey & Schneider, 2008; May et al., 2004).

Job resources refer to those aspects of the job that help in achieving goals, reduce job demands, and often stimulate personal growth and development (Demerouti et al., 2001, Schaufeli & Bakker, 2004) organizational respect (employers seem trustworthy and ethical and value their employees) and employer care (Parker and Hyett, 2011). Job resources can be derived from the organization, the social relations at work, the way work is organized, and the task itself (Herbert, 2011). These may also include social support, growth opportunities, organizational support, job security and opportunities for advancement (Rothman & Jordaan, 2006; Coetzer & Rothmann, 2007). Job resources are intrinsically motivating because they fulfill basic human needs – the needs for relatedness, competence, and autonomy (Van den Broeck et al., 2008). Job resources are also extrinsically motivating, because they help reach work-related goals (Bakker and Demerouti, 2014). The research evidence shows that employees are higher in work engagement when they have higher levels of personal resources, including self-efficacy, optimism, and resilience (Mäkikangas et al., 2013).

Supportive employment resources are perceived by employees as tools for reducing work demands and enhancing psychological health. Both work engagement and psychological well-being are generated and maintained when employees perceive the organization to value their work and care for their well-being (Brunetto et al., 2014). Managers and supervisors are responsible for establishing and maintaining positive workplace conditions and practices as these influence employees' job demands and resources (Van den Broeck et al., 2008; Alzyoud et al., 2015).

3. Work Engagement

Work engagement has been considered as a crucial predictor of employee performance, attitudes, and behaviors (Karatepe & Oluglade, 2016). It is originally characterized by vigor, dedication, and absorption, but various researchers regard vigor and dedication the “core components” of work engagement, and absorption rather as the consequence (Schaufeli & Bakker, 2004; Schaufeli et al., 2006; Schaufeli, 2013; Taris et al., 2017).

There is no point in separating oneself from work while having “Absorption”- which refers to happiness, full concentration, and obsession in one's work whereby time flies fast (Salanova et al., 2005). The sense of significance, inspiration, enthusiasm, pride, and challenge at work can be defined as dedication (Salanova et al., 2005). Schaufeli et al. (2004) define "vigor" as mental toughness, energy, and a desire to put in a lot of effort. Vigor is seen as a motivational concept (Mauno et al., 2007) and is most evident when 'addressing one's tasks' with persistence and effort (Sonntag, 2017), even when encountering difficulties at work.

The fact that work engagement is a very reliable indicator of significant individual, group, and organizational results contributes to its popularity. Because of their strong dedication to and focus on their work activities, engaged workers show better in-role task performance (Christian *et al.*, 2011) and better financial results (Xanthopoulou *et al.*, 2009). Moreover, because of their openness to new experiences, engaged workers have more creative ideas and are more likely to innovate and be entrepreneurial (Gawke *et al.*, 2017; Orth and Volmer, 2017). In addition to these effects on individual performance, research has shown that motivated individuals are more willing to encourage their colleagues. At the team level, teamwork engagement has been found to positively associate with team performance (Costa *et al.*, 2016; Tims *et al.*, 2013). Engagement crosses over from one individual to the other, and therefore has important ripple effects in teams (Emmerik, 2005; Gutermann *et al.*, 2017; Van Mierlo and Bakker, 2018). Work engagement has gained a wide variety of research attention on account of its impact on various positive outcomes, such as organizational commitment, job satisfaction, job performance, contextual performance, turnover, and business unit performance (Christian *et al.*, 2011; Karatepe, 2013; Albrecht & Leiter, 2011; Lu, 2016).

This definition of work engagement does not address the factors that motivate or produce work engagement; instead, it concentrates on the experience or psychological state. Sonnentag (2017) states that work engagement requires both favorable work conditions in the form of job resources, as well as favorable personal resources. Even in situations where they may not have favorable task features like regular feedback, autonomy, or work relevance, employees who possess high levels of job resources like social support and high levels of personal resources like self-efficacy are more likely to be highly engaged at work.

Job Demands, Job Resources and Work Engagement across professions

Job demands-resources (JD-R) theory (Bakker and Demerouti, 2016) is one of the most-often used theories to explain work engagement. According to this theory, employee work engagement predicts job success by combining personal resources with job features. As a result, when employees face significant problems and have the professional and personal resources necessary to overcome them, work engagement is most likely to occur (e.g. Bakker and Sanz-Vergel, 2013; Tadic *et al.*, 2015). Furthermore, the theory suggests that workers can actively look for challenges and resources at work, such as by launching interesting new projects and requesting assistance, possibilities for growth, and feedback. There is considerable evidence for the JD-R theory, and we refer to Bakker and Demerouti (2016) for overviews. Work engagement is positively correlated with performance, job resources are positively correlated with work engagement, employees can use job crafting to raise their own levels of work engagement, and challenging job demands can strengthen the positive correlation between job resources and engagement (see also, Demerouti, 2014).

Because job resources play an intrinsic and extrinsic motivational role - either through the satisfaction of basic needs or through the achievement of work goals - it is likely that it will lead to higher levels of engagement (Schaufeli & Bakker, 2009). Job resources such as perceived organizational and social support, autonomy, and a good relationship with management have been shown to predict work engagement (Nahrgang *et al.*, 2011; Brunetto *et al.*, 2014; Alzyoud *et al.*, 2015). Xanthopoulou *et al.* (2009) state that employees who have supportive colleagues, who receive good quality coaching, feedback, and opportunities for professional development, and who have more autonomy are more likely to be vigorous and dedicated to their work. Mauno *et al.* (2007) investigated the role of job demands and

job resources on work engagement among health care personnel and found that job resources predicted work engagement better than job demands. Saks (2006) found that perceived organizational support predicts work engagement and that employees “who perceive higher organizational support are more likely to reciprocate with greater levels of engagement in their job”. According to Brunetti et al. (2014), “job demands swamping employees until they become disengaged” might result from a poor management-employee interaction. Therefore, by enhancing job resources, maintaining employee engagement, and enhancing well-being, managers can reduce excessive job demands.

Positive workplace outcomes have been noted when work engagement levels are high. Employee engagement has an impact on nine organizational performance outcomes, according to a 2012 Gallup Poll. Those businesses or work units that scored in the top half of employee engagement were twice as likely to succeed as the bottom half (Sorenson, 2013). Also, work engagement affects employees’ job satisfaction, loyalty, commitment to the organization, and willingness to adapt to changes in the organization, positively (Geldenhuis et al., 2014; Parent & Lovelace, 2015; Vokić & Hernaus, 2015). Yet, despite the evidence relating to the importance of work engagement in organizational effectiveness, a 2016 Gallup poll reports that worldwide only 13% of employees are engaged in their work (Mann & Harter, 2016).

Work engagement is most often defined as “...a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption” (Schaufeli et al., 2002). People who are involved in their work exhibit high levels of energy, enthusiasm, and total immersion in their work-related activities. The majority of studies have adopted a between-person approach, showing that there are mean level differences in work engagement between individuals as a function of working conditions, personal characteristics, and behavioral strategies (Bakker et al., 2014). But studies conducted in the last ten years have demonstrated that people's levels of work involvement can vary over time and in different contexts. For example, research has shown that workers are most engaged during challenging two-hour work episodes (Reina and Derks, 2017) during workdays preceded by evenings when workers have recovered well (Sonnentag, 2003), and during workdays when they have access to a variety of resources (Bakker, 2014).

2. STATEMENTS OF THE PROBLEM

The main purpose of this study was to determine the Job demands, Job resources and Work engagement of the Guidance Counselors in the province of Tarlac. Specifically, it aimed to answer the following questions:

1. How are the Guidance Counselors described in terms of
 - a. Sex;
 - b. Department served (Secondary or Tertiary);
 - c. Educational attainment;
 - d. Length of service as a Guidance Counselor; and
 - e. Age
2. Is there a relationship between the Job demands, Job resources and Work engagement of Guidance Counselors?
3. What are the implications of the study to the field of Guidance and Counseling?

3. DEFINITION OF TERMS

Guidance Counselors. These are the people employed to carry out Guidance and Counseling functions and services in the educational institution they serve. This designation includes, but is not limited to, the following: a) Employees who have earned their MA, MS, or MaEd in Guidance and Counseling; b) Counselors who work full-time in the Guidance Office; c) Counselors who have teaching units while serving the Guidance Office; d) Counselors who work full-time as teachers; and e) Teachers assigned as Counselors or Career Advocates in their educational institution.

Job demands. The physical, social, and psychological components of a job that necessitate an employee's constant physical and mental effort are referred to as job demands. Role overload, emotional expectations, and work pressure are a few examples of this.

Job resources. Job resources are conceptually like coping options. These are the organizational, social, and psychological facets of the work that could be useful in accomplishing objectives, lessening work-related stress, and fostering personal development. It may be in the form of salary, team climate, support and feedback from supervisors, participation in decision-making or task autonomy.

Work engagement. Work engagement is defined as follows in the UTRECHT WORK ENGAGEMENT SCALE Preliminary Manual [Version 1, November 2003]:

“Engagement is a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. Rather than a momentary and specific state, engagement refers to a more persistent and pervasive affective-cognitive state that is not focused on any particular object, event, individual, or behavior. Vigor is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one’s work, and persistence even in the face of difficulties. Dedication refers to being strongly involved in one’s work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge. Absorption is characterized by being fully concentrated and happily engrossed in one’s work, whereby time passes quickly, and one has difficulties with detaching oneself from work.”

4. RESEARCH METHOD

Sample

The population for this research was the Guidance Counselors in the province of Tarlac during the second semester of the academic year 2022 -2023. Included were those who worked as full-time Guidance Counselors (licensed or otherwise), Guidance Counselors who have teaching units, or teachers assigned as Guidance Counselors or Career Advocates. They are employed in the Secondary (City Division, Provincial Office, and Private Schools) or Higher Educational Institutions in the province. A total of 75 Guidance Counselors were asked to answer the questionnaires. 48 were returned, representing a response rate of 64%.

Limitations, Caveats and Problems

This research was conducted with the Guidance Counselors of the province of Tarlac and the narrowness of this sample means that conclusion may not generalize to other locales or professions. There are more females who work as Guidance Counselors than men, but not as

many as in this sample (69%). The sample consisted of significantly more females than males, and therefore may not be representative.

Instrument

The questionnaire used in this research was organized into three parts:

The first part was the demographics of the participants. This considered the gender, educational attainment, department (High School or College) served by the Guidance Counselor participants.

The second part was the DISC Questionnaire English version 2.1 by Jonge and Dormann (2006). The 32 questions measure job demands and job resources with a 5-point rating scale. The respondent will be asked to circle the response category (from Never/ Very Rarely to Very Often/ Always) that best reflects the situation of an Employee X who has a job/working environment similar to the respondent.

The third part was the Utrecht Work Engagement Scale by Schaufeli et al (2002). The 17-item assessment used a 10-point Likert-type scale that measures level of connection and enthusiasm related to one's work (Schaufeli et al., 2006). Individuals are evaluated within three aspects of work engagement: vigor, dedication and absorption.

5. RESULTS AND DISCUSSION

Profile of Guidance Counselor respondents

33 (69%) Guidance Counselors were females and the remaining 15 (31%) were males. Based on this data, counselors employed in educational institutions were mostly females. Gachutha (2006) further asserts that females have a more positive outlook towards the counseling profession than males. According to Sally Brown, who wrote an article in *Therapy Today* in 2017, by accident or design, "counseling is predominantly a women's realm, and male practitioners are in the minority" even if the most high-profile 'founding fathers' of talking therapy were men (Freud, Jung, Adler, Rogers, Maslow, Skinner, Beck). The main reason is the income/salary, which is not sufficient to support a family.

At the time of the administration of the questionnaires, most counselor respondents were taking their postgraduate studies (90%). This is to adhere to R.A. 9258 (Guidance and Counseling Act of 2004) which stated that applicants for the licensure exam for Guidance Counselors must "be a graduate of a baccalaureate in guidance and counseling or in other allied discipline/degree from an accredited college or university with subject units covering those in Sec. 15, Rule III of this RR and a holder of an MA, MAEd, MAT, or MS, in guidance and counseling the curriculum of which covers the core subjects in guidance and counseling on the Master's level..."(<http://pgca.org.ph/guidance-and-counseling-act-of-2004/>).

58% (28 respondents) of the Counselors served the High School Department, either in the private schools or under the Department of Education (City Division or Province). The remaining 42% worked in the different higher educational institutions in the province. Furthermore, during the conduct of this study, 29 Counselors (60%) belonged to the 31-40

age bracket and more than half of the respondents (60%) had been in the Guidance and Counseling profession for 10 years and below.

Table 1. Linear Regression Results for Predictors of Work Engagement

Predictor	Coefficient	SE	t	P value
Sex		5.77	-1.86	0.07
• Male	Reference			
• Female	-10.71			
Department served		4.37	-0.05	0.96
• Secondary	Reference			
• Tertiary	-0.23			
Educational attainment			0.40 ^a	0.67 ^a
• Undergraduate	Reference			
• Master's level	2.44	10.14	0.24	0.81
• PhD level	6.02	10.04	0.60	0.55
Years of service as Counselor	0.02	0.73	0.03	0.98
Age	0.04	0.29	0.13	0.90
Job Resources	0.94	0.21	4.53	<.001
Job Demands	0.04	0.26	0.14	0.89
Intercept	29.06	24.14	1.20	0.24
R ²			0.39	

Note: a = results of Omnibus ANOVA Test

A multiple regression analysis was conducted to predict work engagement based on gender, department, educational attainment, years in service, age, job resources, and job demands. The model was significant, $F(8, 39) = 3.05, p < .01$, and explained 39% of the variance in work engagement ($R^2 = .39$). Results indicated that neither sex, department served, educational attainment, years of service as counselor, nor age had a significant influence on work engagement. Only the variable “job resources” was a significant predictor of work engagement ($t = 4.53, p < .001$).

Majority of the counselor respondents believed that regardless of the Department served, the volume and gravity of Counselor work is the same. Secondary students may have diverse concerns from those in the University, but the same amount of Counselor focus, empathy and skill is required. This is also the reason why age and length of service in the Counseling profession did not significantly influence Work engagement. For them, passion, commitment and pride toward the accomplishment of one's work do not rely on one's age and the years spent serving as a Guidance Counselor. “Everyday is a chance to help a student, parent, or a fellow employee, and when people are in need of help, my age or length of service matters very little” one Counselor said.

The influence of Job Resources on the dimensions of Work Engagement was discussed below:

**Table 2: Influence of Job Resources on Work Engagement's Absorption
Linear Regression (Absorption)**

Model Fit Measures								
Model	R	R ²	Adjusted R ²	RMSE	Overall Model Test			
					F	df1	df2	p
1	0.478	0.228	0.194	5.97	6.66	2	45	0.333

Model Coefficients - absorption							
Predictor	Estimate	SE	t	p	Stand. Estimate	95% Confidence Interval	
						Lower	Upper
Intercept	4.707	6.6174	0.711	0.481			
jobdemandsT	0.134	0.1058	1.265	0.212	0.172	-0.102	0.446
jobresources	0.247	0.0836	2.952	0.005	0.402	0.128	0.676

Table 2 demonstrated the relationship found between Job Resources (JR) and Absorption (WEA), one of the dimensions of Work Engagement (WE). Regression analysis revealed that Job Resources had a significant influence on Absorption at .05 level. This indicated that if Cognitive, Emotional, Social, Psychological, Economic and Physical support were increased in the workplace, it is also highly probable that the concentration and focus of counselors toward work also increased. This was supported by the study of Bakker and Geurts (2004) who found that job autonomy, possibilities for professional development, and feedback on performance at work increased, especially, experiences of absorption (or flow) at work. Absorption, in turn, partially mediated the relationship between job resources and a positive work-to-home interface. Positive job resources resulted in positive absorption at work, and this was also reflected in a positive interface between work and home. Similarly, Bakker (2005) has shown in a very recent study that four specific job resources, i.e., social support at work, supervisory coaching, job autonomy, and performance feedback at work, were associated with high experiences of absorption. Two counselors verified during the interview that they are more inspired to focus on their work when there is a goal/ target in their counseling work, and when peers/colleagues offer a supportive and encouraging environment in achieving that goal.

**Table 3: Influence of Job Resources on Work Engagement's Vigor
Linear Regression (Vigor)**

Model Fit Measures								
Model	R	R ²	Adjusted R ²	RMSE	Overall Model Test			
					F	df1	df2	p
1	0.510	0.260	0.227	4.85	7.89	2	45	0.001

Model Coefficients - vigorT					
Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	18.0301	5.3806	3.351	0.002	
jobdemandsT	-0.0691	0.0860	-0.803	0.426	-0.107
jobresources	0.2693	0.0680	3.963	<.001	0.528

Table 3 identified more specifically the influence of Job Resources on Vigor. Job Resources significantly influenced Vigor at .001 level. Resilience and willingness to extend more effort on the completion and accomplishment of tasks amidst difficulties are likely to increase when adequate provision of support (Cognitive, Social, Psychological, Economic,

etc.) comes from the institution or colleagues. This aligned with the previous research of Blanco-Donoso and Garrosa et al (2017) whose study investigated the mediating role of psychological meaningfulness among social job resources (i.e., coworkers and supervisor support), vigor, and emotional exhaustion.) Work identity, skill variety, autonomy, work relevance, performance feedback, and job stability are examples of job resources (Bakker & Demerouti 2016). Their findings confirmed that finding meaning at work fully mediates the impact of social job resources on vigor at work. Moreover, psychological meaningfulness partially mediated the impact of social job resources on emotional exhaustion. Results suggest that meaningfulness plays an important role in the connection between job resources, vigor, and emotional exhaustion. The findings contribute to our understanding of the psychological processes that can explain how job resources contribute to the energetic aspect of burnout and engagement.

Table 4: Influence of Job Resources on Work Engagement's Dedication
Linear Regression (Dedication)

Model Fit Measures								
Model	R	R ²	Adjusted R ²	RMSE	Overall Model Test			
					F	df1	df2	p
1	0.461	0.213	0.178	4.57	6.09	2	45	0.005

Model Coefficients - dedication					
Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	14.7191	5.0663	2.905	0.006	
jobdemandsT	-0.0156	0.0810	-0.192	0.848	-0.0264
jobresources	0.2180	0.0640	3.406	0.001	0.4679

In addition, Job Resources influenced Dedication at .01 level of significance. This indicated that an increased level of Psychological, Emotional and Economic support to counselors as they go through their responsibilities also lead to an increased level of involvement and enthusiasm toward work. It was supported by the study of Brunetto et al. (2014), which revealed that satisfaction with the supervisor - subordinate relationship and organizational support do predict work engagement. that satisfaction with job resources had statistically significant positive influences on the two components of work engagement (vigor and dedication). Satisfaction with job resources had a stronger positive influence on dedication than on vigor. This implies that when employees view their organizations as respectful and caring towards them, they will be more dedicated and emotionally involved in their jobs. Also, if they are not satisfied with the way that their employers treat them, they will become more cynical, uncaring, or detached from their jobs. The counselors confirmed this during the focus group discussions that they are more likely to remain enthusiastic and proud of their work no matter how emotionally exhausting it was as long as there is enough support and constructive feedback from supervisors and colleagues as well as proper compensation.

Moreover, Counselors who took part in the research said that their degree of work engagement was not significantly affected by the demands of their jobs. They have mentally prepared for the duties at hand since they are aware of how demanding their profession may be in general. Their level of energy and willingness may not increase in the face of challenges at work or in the execution of responsibilities, but their pride, enthusiasm, involvement, and focus on their work take over, enabling them to continue providing the clientele with valuable and effective service.

6. CONCLUSION

Employee engagement or having people with a lot of energy and excitement toward work, is essential for modern businesses that wish to remain competitive. It is clear from this study's statistical analysis that job resources have a significant influence on counselors' work engagement. This was also recognized in the research of Nurendra (2018), Tastan (2014).

Consistent with the findings of previous research Guhao (2023), (Schaufeli (2009); Rothmann and Fourie (2008) and Coetzer & Rothmann (2006) it revealed that employees are more inclined to invest themselves in their work roles when support in the forms of Psychological, Economic, Social or Cognitive are perceived to be present in their work or work environment.

The study's most unexpected theoretical contribution was likely the discovery that Job Demands had no discernible impact on any of the Work Engagement dimensions: Absorption, Vigor nor Dedication. Whether counselors are accomplishing menial tasks or are faced with challenging tasks or demanding working conditions that require more effort or energy, they utilize, through their own initiative or otherwise, the sources of support made available in the environment. They cope with the assistance and support coming from colleagues and supervisors (Yeh, Lu & Yen, 2024).

Further, this study revealed that although there are work challenges or demands that may stress or stretch the Counselors beyond the capacity of delivering services, they still carry out responsibilities or services with utmost dedication, vigor and absorption. Findings show that even while a significant portion of counselors feel overworked and worn out by their jobs, many of them are still understanding and attentive to the needs of their student clients and have a strong sense of success and professional pride at work. Like what one Counselor has said during the interview, "Sometimes even when you get exhausted emotionally or physically, or you get tired of the work routine, when a student comes, you cannot turn him/her down because you know you wanted to help". In the same manner, when employees are provided with sufficient support through job resources, they are more likely to become more engaged in their work, whether in educational institutions or otherwise.

Recommendations

Currently, the country lacks Guidance Counselors, and a lot of them considered moving to the teaching profession instead. According to an administrator, there are a lot of plantilla items awaiting Guidance Counselors in the province's Department of Education, usually for Guidance Counselor II positions with Salary Grade (SG) 12. Other job vacancies include teaching positions, which some of the counselors are eligible for since they also have secured licenses for Professional Teaching. A Counselor interviewed for this research recounts the faster career growth in teaching: "I see faster career growth if your item is in teaching/ instruction. In Guidance, I think it is only until Counselor III level. In teaching, so long as you pursue your studies, you have the chance to obtain the rank of Teacher I to III, followed by Master Teacher I to III, or if you obtain units in Educational Administration/ Management, you can apply for a School Principal position."

As a response to this concern, Bakker and Leiter (2017) have shown that "HRM systems can influence organizational climate and that organizational climate, in turn, can influence employees' opinions regarding job demands and resources, as well as their work

engagement. There is strong and growing evidence showing that high performance HR practices are related to employee engagement, productivity, growth, innovation, survival, and firm-level performance. A recent meta-analysis showed that HRM systems influenced firm financial outcomes directly and indirectly through human capital, employee motivation, voluntary turnover, and operational outcomes. Key HRM practices included performance development, training, and development. Other high performance HR practices are selective staffing, general skills training, and ongoing appraisals. HR practices create an abundance of job resources that fuel employee work engagement. Important performance management activities that influence engagement are: (1) setting performance and development goals; (2) providing ongoing feedback and recognition; (3) managing employee development; (4) conducting appraisals; and (5) creating a climate of trust and empowerment.”

First, policies need to be put in place to guarantee employees receive organizational assistance. Interventions aimed at improving job resources must also concentrate on boosting workplace resources like autonomy, social support, and feedback (e.g. Naruse et al.,2014). Positive feedback strengthens and further motivates any employee in carrying out responsibilities.

Second, advancement opportunities (remuneration, promotion, and training) of Counselors and employees should be addressed. This is one of the reasons why Counselors shift from full-time Counseling to full-time teaching. Although the Civil Service Commission released the Resolution regarding Qualification Standards for Guidance Counselor Positions (2011), several educational institutions still do not conform. Most Registered Guidance Counselors (RGC) remain in the Guidance Counselor I (SG 11) position when they are qualified for Guidance Services Specialist V (SG 24). This is still a source of consideration for many of the respondents. Like what a counselor respondent has said, “We already obtained our Master’s and our Guidance Counselor license, and yet our salaries resemble that of a fresh graduate’s.”

Based on the interviews conducted with the respondents, when employees perceive a psychological climate in their organization signaling that management is supportive of the employees, they report more job resources and endurable job demands. If compensated based on the merit of their qualifications, actual accomplishments and in accordance to Labor laws and standards, employees are more likely to reciprocate with greater levels of engagement toward work. Such climate yields productive, relevant and responsive outcomes not only in Philippine educational institutions but also in other sectors across the globe.

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