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Teacher retention through the Job Demands-Resources Theory

Retención docente a través de la teoría de demandas y recursos laborales

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ABSTRACT

According to the Job Demands-Resources theory, there are diverse psychosocial factors at work (job demands and job resources) that impact on levels of teachers' work engagement and their work attitudes. Moreover, emotional intelligence is considered as a relevant personal resource with positive effects on teachers' occupational health. However, to date no integrative studies have been conducted to test simultaneous relationships among these contextual and personal factors and their associations with work engagement and work attitudes among teachers. Therefore, the main goal of this work was to analyze the relationships among antecedents (job demands and job resources) and consequents (work attitudes) of teachers' work engagement, as well as to test the potential moderating effect

of emotional intelligence. The research design is cross-sectional and a structural equation modelling analysis was conducted with a sample of 734 teaching professionals (63.8% women; M_{age} = 44.38; SD = 9.11) from different teaching levels. Well-validated scales were used to measure the main study variables: aggression against teachers, organisational social support, emotional intelligence, engagement, job satisfaction, and intention to leave. The results have shown direct and interactive associations among emotional intelligence and antecedents and consequences of engagement. These findings point to the development of integrative theoretical models considering the role of teachers' emotional resources along with other personal and contextual factors. Finally, this research may contribute to the design of programs for developing emotional competencies targeting the improvement of teacher well-being and performance.

Keywords: emotional intelligence, engagement, work attitudes, teachers, structural equation model

RESUMEN

De acuerdo con la teoría de Demandas y Recursos Laborales, existen diversos factores psicosociales en el trabajo (demandas y recursos laborales) que afectan a los niveles de *engagement* y a las actitudes laborales del profesorado. Asimismo, la inteligencia emocional se considera un recurso personal clave con efectos positivos sobre la salud ocupacional del profesorado. No obstante, hasta la fecha no se han llevado a cabo estudios integradores que examinen simultáneamente las relaciones de estos factores contextuales y personales y sus relaciones con el *engagement* y con las actitudes laborales docentes. Así, el objetivo principal de este trabajo ha sido examinar las relaciones entre antecedentes (demandas y recursos laborales) y consecuentes del *engagement* (actitudes laborales) docente, así como analizar el potencial efecto moderador de la inteligencia emocional. El diseño de la investigación es transversal y se ha llevado a cabo un análisis de modelado de ecuaciones estructurales, contando con una muestra de 734 profesionales docentes (63.8% mujeres; M_{edad} = 44.38; DT = 9.11) de diferentes niveles de especialidad. Se han empleado escalas ampliamente validadas para medir las variables objeto de estudio: agresiones hacia el profesorado, apoyo social organizacional, inteligencia emocional, *engagement*, satisfacción laboral e intención de abandono. Los resultados han mostrado asociaciones directas e interactivas entre la inteligencia emocional y antecedentes y consecuentes del *engagement*. Estos hallazgos apuntan al desarrollo de modelos teóricos integradores que consideren el papel de los recursos emocionales del profesorado junto con otros factores personales y contextuales. Finalmente, esta investigación puede contribuir al diseño de programas de desarrollo de las competencias emocionales orientados a la mejora del bienestar y el desempeño docente.

Palabras clave: inteligencia emocional, *engagement*, actitudes laborales, profesorado, modelo de ecuaciones estructurales

INTRODUCTION

Despite the vocational nature associated with the teaching profession, teachers are immersed in a wide variety of academic stressors such as emotional demands, lack of support, or disruptive students' behaviour (Taris et al., 2017). As a consequence, it is not surprising to find high levels of turnover or abandonment, as well as the desire to leave the profession if better opportunities arose for these professionals (Ryan et al., 2017). Teachers leaving the profession represent a problem for administrations due to the economic and educational consequences that this phenomenon entails (Ryan et al., 2017). In fact, the interest in preventing turnover and attrition of qualified teaching professionals has led to a prolific field of research in an attempt to reduce the so-called 'teacher retention crisis' (DeAngelis & Presley, 2011).

Recent reviews on teaching attitudes and dimensions of occupational well-being, such as engagement, suggest that these motivational and attitudinal variables may be a direct antecedent of the intention to leave teaching (Granziera et al., 2021). Engagement has been defined as a positive and persistent motivational state related to work. It is composed of the following dimensions: vigour; dedication; and absorption (Salanova et al., 2000; Schaufeli et al., 2002). Following the job-demands resources (JD-R) theory (Bakker & Demerouti, 2017), two main etiological lines can be distinguished among the antecedents of engagement. On the one hand, there are contextual, organisational, and work-specific variables, highlighting resources and work demands. These factors are related to workload, time pressure or organisational support, among other factors (Taris et al., 2017; Granziera et al., 2021). On the other hand, there are personal variables, including sociodemographic, attitudinal and/or personal resources. This way, teachers' personal resources are a key element to explain the variations in the levels of well-being, job satisfaction and intention to leave the profession (Extremera et al., 2019a; Bardach et al., 2022; Granziera et al., 2021).

One of those personal resources linked to personal and work well-being is related to individuals' ability to process the emotional information they experience (Mayer et al., 2016). This fact has led to the development of a theoretical framework addressing the concept of emotional intelligence (EI) and its applications to various fields, including the teaching context (Extremera et al., 2019a). Working in direct contact with students, the interactions with the families, the relationships among teachers, and the levels of mental and emotional demands of the activities performed explain the centrality of the individuals and their emotions in this context (Bardach et al., 2022; Oliveira et al., 2021).

A review reported that EI was positively related to various indicators of teacher performance and retention (Bardach et al., 2022). However, it is necessary to

conduct integrative studies that provide a more comprehensive view of the relationship between EI and positive work indicators, taking into account other contextual factors such as work demands and resources. Therefore, in the present study, both antecedents and consequences of engagement and the potential moderating effect of EI were assessed following the JD-R theory (Bakker & Demerouti, 2017). According to this theory, personal resources are positively linked to engagement and, in addition, they would help mitigate the negative effects of job demands on engagement and attitudes towards work (Granziera et al., 2021). Likewise, in the present study, the JD-R theory (Bakker & Demerouti, 2017) was integrated with the EI moderation model proposed by Côté (2014). According to this model, EI could modulate the relationships between certain contextual factors and organisational indicators such as engagement. Considering both theoretical frameworks, the demands of the educational environment (e.g. aggression by students) or scarce work resources (e.g. organisational social support) could reduce the emergence of engagement and facilitate the onset of attitudes prone to abandonment, especially when the levels of emotional skills to manage these demands are low.

To date, different studies have observed the modulating effects of work resources (e.g. work control or support from supervisors) on the relationship between work demands and teacher engagement (Granziera et al., 2021). However, to our knowledge, there is little empirical evidence indicating that personal resources could modulate the effects of demanding conditions in the teaching environment on engagement. Previous studies conducted with samples composed of teachers found that EI moderated the effects of work resources on engagement (Mérida-López et al., 2020). However, this line of work is still at an early stage.

Regarding the consequences of engagement, there is some evidence that personal resources could interact with engagement to improve certain attitudes and behaviours associated with well-being and work performance. For example, engagement levels have been confirmed to interact with personal resources (such as conscientiousness as a personality trait) to predict higher levels of organisational performance and active learning (Bakker et al., 2012). Likewise, it has been found that professionals with low levels of engagement and, in addition, with low levels of EI, could exhibit more negative attitudes towards their permanence in teaching and greater involvement in uncivil organisational behaviours (De Clercq et al., 2014; Mérida-López et al., 2020). Therefore, it would be expected that both EI and engagement function together in the development of work attitudes (Granziera et al., 2021). However, studies in this line are still very scarce.

In the teaching field, two possible antecedents that could be influencing the levels of engagement are organisational social support, as a work resource of a social nature, and students' aggressive behaviour as a job demand. Regarding social support at work, consistent with the JD-R theory, the various sources of support

are a key type of work resource derived from the interpersonal relationships of the organisations (Bakker & Demerouti, 2017). The literature has shown that organisational social support from colleagues and supervisors promoted relevant organisational outcomes such as organisational commitment, job satisfaction or performance (Bakker & Demerouti, 2017; Granziera et al., 2021). Therefore, it can be expected that teachers with higher levels of organisational social support might exhibit higher levels of engagement.

A growing number of studies have begun to assess the prevalence and consequences of classroom violence against teachers, highlighting it as an increasingly serious social problem (Curran et al., 2019). In fact, aggressions against teachers are considered a psychosocial risk factor that increases the probability of suffering psychological symptoms and health problems (Dzuka & Dalbert, 2007; Mérida-López & Extremera, 2021). In addition, this phenomenon drastically affects organisational outcomes, increasing turnover and medical expenses and the development of negative work attitudes, thus facilitating burnout and reducing engagement (Bass et al., 2016; Taris et al., 2017). In fact, a recent study found positive relationships between teacher victimisation and leaving teaching (Curran et al., 2019). According to the JD-R theory, aggressions against teachers would be job demands that might contribute to a psychologically more stressful, insecure and adverse work environment that could deteriorate the levels of teachers' engagement and increase the desire to leave the profession (Granziera et al., 2021; Taris et al., 2017). However, studies in this line are limited. It is necessary to assess the factors that could reduce the detrimental effects of aggressions against teachers on retention (Curran et al., 2019).
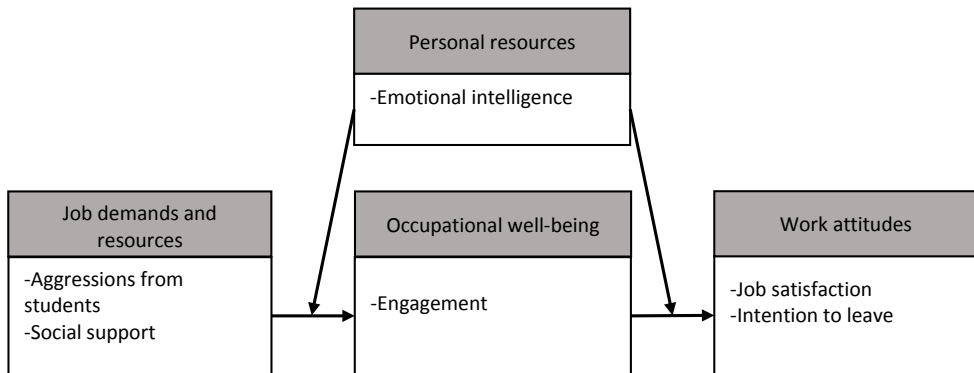
With respect to the literature on engagement, the analysis of its consequences has been an area that received less attention in comparison to the antecedents. However, empirical evidence suggests that the presence of high levels of engagement may significantly reduce the intention to leave and turnover. Furthermore, this engagement may be positively associated with task performance, greater organisational commitment and less uncivil behaviours in the workplace (Bakker & Demerouti, 2017; Taris et al., 2017). Likewise, higher levels of teacher engagement have been associated with higher levels of job satisfaction and with less intention to leave teaching (Granziera et al., 2021).

Based on the theoretical assumptions of the JD-R theory (Bakker & Demerouti, 2017) and the EI moderation model (Côté, 2014), as well as on previous findings, the present study assessed the role of EI as a personal resource that could modulate the effects of aggression against teachers, and the effects of organisational social support on work attitudes (job satisfaction and intention to leave) through engagement. Thus, the study assessed an integrating model with demands, work and personal resources, occupational well-being, and work attitudes (Figure 1). The following specific hypotheses were proposed: First, engagement will mediate

the relationship between aggressions against teachers and work attitudes (job satisfaction and intention to leave; H1a). In addition, engagement will mediate the relationship between organisational social support and work attitudes (H1b). Second, EI will moderate the relationship between aggressions against teachers and organisational social support and engagement (H2a). Finally, EI will moderate the relationship between engagement and work attitudes (H2b).

Figure 1
Proposed conceptual model with job demands, job and personal resources, occupational well-being and work attitudes

METHODS

Participants

The G*Power software was used to establish a sample size with a confidence level of 95% ± 5% error rate in a structural equation model with six observable variables. The result indicated that a minimum of 224 participants were needed to detect small effect sizes ($r = 0.10$) with a statistical power of 0.95 and a significance level of $\alpha = 0.05$. The sample consisted of 734 teachers (63.8% women) who took part in the present cross-sectional study with a descriptive design and non-random incidental sampling. The mean age was 44.38 years (SD = 9.11; range = 22 to 67 years). The teachers that participated worked in different educational centres in the Autonomous Community of Andalusia, Spain, and in different levels of specialisation, namely: (1) Early childhood education (15.1%); (2) Primary education (36.1%); (3) Secondary education, baccalaureate and/or vocational training (47.3%); and (4) Others (1.7%). Teachers' average seniority was 16 years and 7 months (SD = 9.86; range = 1 month to 40 years).

Instruments

Aggressions against teachers: a global indicator was used with four questions developed by Dzuka and Dalbert (2007) about the previous 15 days (e.g. directly experiencing abusive language from students, being threatened or physically attacked). The responses were provided following a Likert-type scale with 3 response alternatives, from 0 = never to 2 = several times. The scale was translated from English into Spanish using the back-translation method.

Emotional intelligence: the Spanish adaptation of the Wong and Law EI scale (WLEIS; Wong & Law, 2002; adaptation by Extremera et al., 2019b) was used. This instrument is composed of 16 items with a 7-point Likert-type scale, from 1 = totally disagree to 7 = totally agree. In the present study, the general score was used due to the interest in the global construct of EI.

Organisational social support: the Spanish adaptation of the Copenhagen Psychosocial Questionnaire II (CoPsoQ-II; Pejtersen et al., 2010; adaptation by Moncada et al., 2014) was used. This scale assesses the perception of support received from co-workers and supervisors. Responses were presented on a 5-point Likert-type scale, from 1 = always to 5 = never. The scores were re-encoded and a total support score was obtained by adding both dimensions, so that higher scores indicated greater perception of organisational social support.

Engagement: the Spanish adaptation of the Utrecht Work Engagement Scale (Schaufeli et al., 2002; adaptation by Salanova et al., 2000) was used. This scale has 15 items with a Likert-type scale, from 0 = never to 6 = every day. The instrument assesses three dimensions of engagement, i.e., vigour, dedication and absorption. However, the global score was considered in the present study.

Job satisfaction: the Spanish version of the short measure of job satisfaction by Judge et al. (1998) was used. These items were assessed using a Likert-type response scale with 7 points, from 1 = completely disagree to 7 = completely agree. The Spanish version of the measure has shown adequate internal consistency (Extremera et al., 2018).

Intention to leave: three items of the occupational abandonment intention scale (Hackett et al., 2001) were used. These items measure the degree to which the participants exhibit their intention to leave the teaching career on a Likert-type scale, from 1 = totally disagree to 9 = totally agree. The Spanish version showed adequate internal consistency in previous studies (Mérida-López et al., 2020).

Procedure

Incidental random sampling was used to access a large sample of teachers from Andalusia with a recruitment sample obtained by the students (Wheeler et

al., 2014). The university students received information about the data collection protocol from the researchers and requested the participation of the teachers in a study to determine the quality of work life. The inclusion criteria of the participants were: (1) working as a teacher in formal education; and (2) agreeing to participate in the study on an anonymous, confidential and voluntary basis. The teachers who agreed to participate received a printed questionnaire in which the purpose of the study was briefly explained. All missing values were imputed using the expectation maximisation algorithm (Gold & Bentler, 2000) with SPSS-24. The procedure was approved by the Ethics Committee of the University of Malaga (66-2018-H).

Data analysis

After calculating descriptive statistics (mean, standard deviation, and skewness and kurtosis indices), internal consistency indicators such as Cronbach's alpha (>0.70), McDonald's omega (>0.70), average variance extracted (>0.50), composite reliability (>0.60) (Fornell & Larcker, 1981) and the goodness of fit of the measurement instruments (X^2, CFI >0.90, RMSEA <0.08), the relationships between the different variables were assessed through Pearson correlation analysis. Subsequently, LISREL 9.2 was used to calculate the moderating role of EI as a modulating variable between the levels of aggression against teachers, colleague and supervisor support, engagement, job satisfaction, and intention to leave, in order to assess the hypotheses of the study and the relationships of the observable variables in the models. The path model method (path analysis) was used to assess the observable variables and avoid potential errors associated with the free parameters according to other types of procedures (Kline, 2015).

Preliminary analysis of normality distribution in the scores of the variables assessed showed deviations from the assumption of normality. This way, the robust maximum likelihood method was used, including the Satorra-Bentler chi-square index (SB χ^2) with sample variances and covariances, and with an estimate of the asymptotic covariance matrix (Satorra & Bentler, 2001). The fitted model was assessed using the root mean square error of approximation (RMSEA), with index values below 0.08 indicating adequate fit. In addition, a normative fit index (NNFI) and a comparative fit index (CFI) were used with appropriate fits greater than 0.90, although values greater than 0.95 are recommended for model acceptance (Hu & Bentler, 1999). Finally, to calculate the potential role of EI as a moderating variable between antecedents (organisational social support and aggression against teachers), and engagement and its consequences (job satisfaction and intention to leave), a series of moderation analyses were carried out using model 1 of the Hayes (2018) PROCESS macro. For the interaction graphs, the Dawson (2014) procedure and macro were followed.

RESULTS

Descriptive analyses

Table 1 shows the descriptive analyses, the reliability indices, and the goodness-of-fit indices for each scale, as well as the correlations of the variables assessed.

Table 1

Descriptive analyses, goodness of fit indexes of instruments, and correlations among variables

	1	2	3	4	5	6	M (SD)	Skewness	Kurtosis
1. Aggressions against teachers	-						1.04 (1.31)	1.57	2.75
2. Organisational social support	-.16**	-					3.57 (.82)	-.32	-.40
3. Engagement	-.24**	.28**	-				5.05 (.87)	-1.54	2.73
4. Emotional intelligence	-.14**	.26**	.43**	-			5.54 (.68)	-.65	1.05
5. Job satisfaction	-.22**	.23**	.64**	.42**	-		5.63 (.93)	-.99	1.47
6. Intention to leave	.23**	-.17**	-.33**	-.17**	-.40**	-	1.80 (1.68)	2.69	7.11
Cronbach's alpha	.55	.84	.94	.90	.76	.93			
McDonald's omega	.60	.85	.94	.90	.76	.93			
AVE	.27	.48	.41	.52	.44	.83			
CR	.60	.84	.91	.94	.79	.93			
X²	9.26	42.39	109.18	325.27	56.79	.76			
CFI	.97	.98	.99	.95	.95	.99			
RMSEA	.07	.07	.01	.05	.04	.01			

Nota. M = Mean. SD = Standard deviation. CR = Composite reliability. AVE = Average variance extracted. ** *p* < .01

The associations between the variables were in the expected direction. Specifically, greater organisational social support from colleagues and supervisors was associated with higher levels of teacher engagement, whereas aggression against teachers was negatively associated with that variable. Likewise, higher levels of engagement were positively associated with higher levels of job satisfaction, and

negatively associated with the intention to leave the profession. Finally, regarding EI, this variable was positively related to support from colleagues and supervisors, engagement, and job satisfaction. On the other hand, EI was negatively related to aggressions against teachers and the intention to leave the profession.

Covariance modelling analysis

Following the proposed conceptual model (Figure 1), the associations between aggressions against teachers, support from colleagues and supervisors, engagement, job satisfaction, and intention to leave the profession were assessed, as well as the moderating influence of EI. The covariance modelling strategy proposes the analysis of simple models sequentially to subsequently unify all the models. Preliminary analyses showed significant differences in the scores of the variables assessed when comparing by sex, age, and level of specialty, so that their effects were controlled in all the models assessed. None of the sociodemographic variables showed statistically significant influence on the covariance models. The initial model (model 1) included the associations between aggressions against teachers and organisational social support influencing engagement. Aggressions against teachers were negatively associated with engagement (b = -0.20) and organisational social support was positively associated with engagement (b = 0.25). Overall, 12% variance in engagement was explained. Subsequently, the integration of the moderating effect of EI in the previous model was assessed, resulting in model 2. The data showed a reduction in the impact of aggressions against teachers on engagement (b = -0.13), as well as an increase in the effect of organisational social support on engagement (b = 0.38). This model explained 18% variance in engagement.
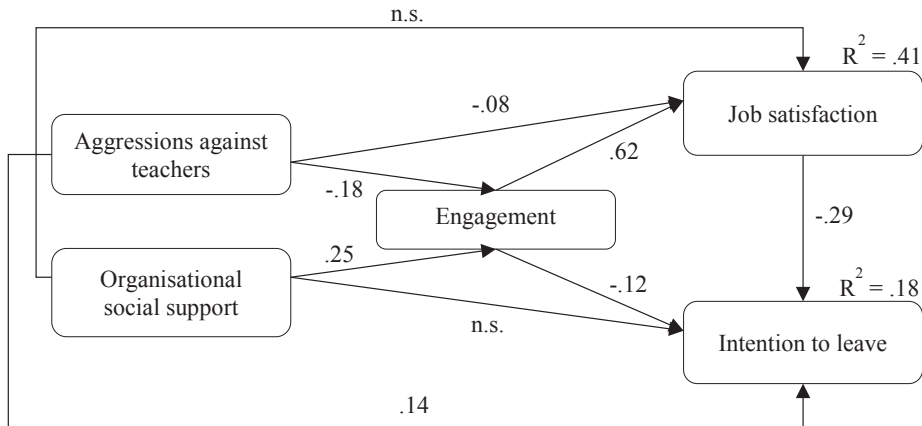
Subsequently, a model (model 3) was generated considering the effects of engagement on job satisfaction and the intention to leave. Engagement was positively associated with job satisfaction (b = 0.64) and negatively with the intention to leave (b = -0.14). Likewise, job satisfaction was negatively associated with the intention to leave (b = -0.30). The model explained 41% variance in job satisfaction and 17% variance in intention to leave. The moderating effect of EI was integrated into the previous model, giving rise to model 4. The results of this model showed a decrease in the negative effect of engagement on the intention to leave (b = -0.11), as well as an increase in the effect of engagement on job satisfaction. (b = 0.68). In turn, an increase in the negative effect of job satisfaction on the intention to leave was found (b = -0.32). The model explained 44% variance in job satisfaction and 17% variance in intention to leave.

The integration of the initial models 1 and 3 resulted in model 5 (Figure 2). As can be seen, there were no significant effects of organisational social support on job

satisfaction, nor were any effects found regarding the influence of organisational social support on the intention to leave.

Figure 2

Relationships between antecedents and consequents of engagement

Finally, the moderating effect of EI was integrated into the model shown in Figure 2 (model 5) in all paths (path analysis). As can be seen in model 6 (Figure 3), the preliminary results indicated an increase in the effect of organisational social support on job satisfaction and engagement, as well as a decrease in the effect of aggression towards teachers on engagement and intention to leave. In addition, there was an increase in the effect of engagement on job satisfaction and a decrease in the negative effect of engagement on the intention to leave. Finally, a reduction in the negative effect of job satisfaction on the intention to leave was also found.

Table 2 shows the fit indices of the models. The models exhibited poor fit indices in the first simple models, although adequate in later models (greater than 0.90 for NNFI and CFI; less than 0.08 in RMSEA), and even an excellent fit in terms of model 6. Regarding the increases in the fit indices, it is worth mentioning the decrease in chi-square distribution and the increase in the fit indices when incorporating the variable EI as a moderator into models 1, 3 and 5. The sequential covariance modelling strategy made it possible to estimate the variations of effects between variables and obtain a better understanding of the action mechanisms. In summary, the results supported the proposed hypotheses and indicated the existence of a moderating effect of EI, producing changes in the standardised scores, as well as improvement in the adjustment indices.

Figure 3

Final integrative model of the relationships between antecedents and consequents of engagement and the moderating role of EI
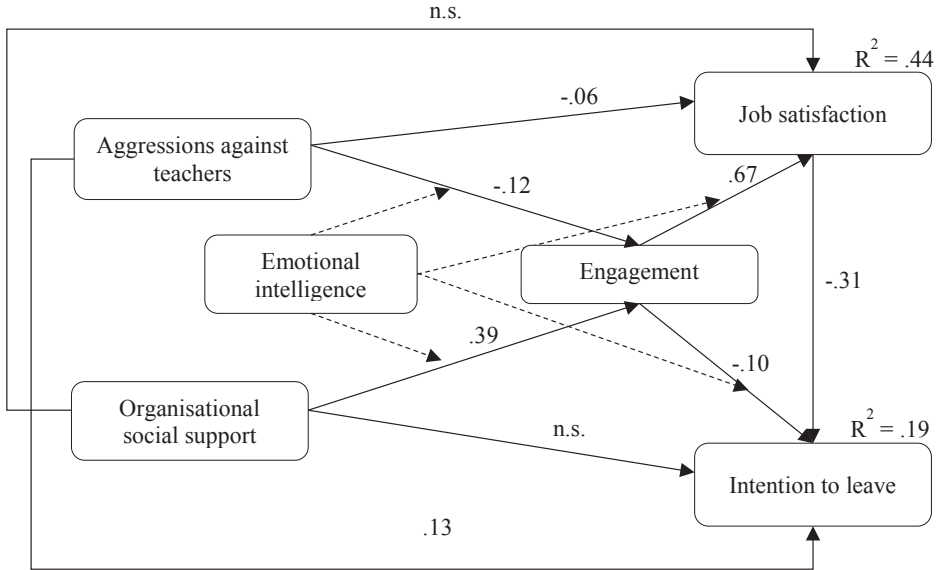

Table 2

Goodness-of-fit indices for each of the models analysed

	S-Bχ²	df	NNFI	CFI	RMSEA	Δχ²	ΔNNFI	ΔCFI
Model 1	19.878	1	.823	.822	.160	-	-	-
Model 2	12.058	1	.920	.923	.123	-7.82	.097	.010
Model 3	42.940	1	.917	.918	.239	-	-	-
Model 4	31.779	2	.994	.994	.143	-11.16	.077	.076
Model 5	5.054	2	.992	.995	.046	-	-	-
Model 6	5.146	2	.998	.998	.046	.092	.006	.003

Moderation analysis

In order to illustrate the interaction effects of EI, the analyses were performed using Hayes (2018) procedure through the SPSS PROCESS macro (model 1). The 5000 sampling procedure and a 95% confidence interval were used. Figure 4 illustrates the moderating role of EI in the relationship between

aggression against teachers and organisational social support with engagement. On the one hand, a negative relationship (β = -0.16, t(105) = -3.80, p <0.001) was found between aggressions against teachers and engagement with low EI levels, whereas this relationship was less intense with high EI levels (β = -0.05, t(105) = -1.46, p = 0.142). On the other hand, as shown in Figure 4, EI moderated the relationship between organisational social support and engagement levels. Specifically, the relationship between organisational social support and levels of engagement with low EI levels was positive (β = 0.28, t(105) = 3.96, p < 0.001), whereas this relationship was less intense with high EI levels (β = 0.08, t(105) = 1.72, p = 0.085).

Figure 4

Relationship between job demands (aggressions against teachers) and job resources (social support from colleagues and supervisors) with EI to explain levels of engagement
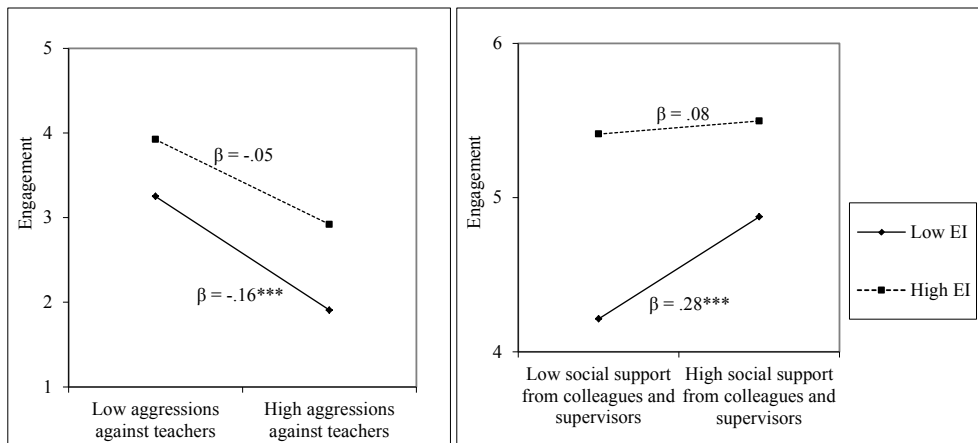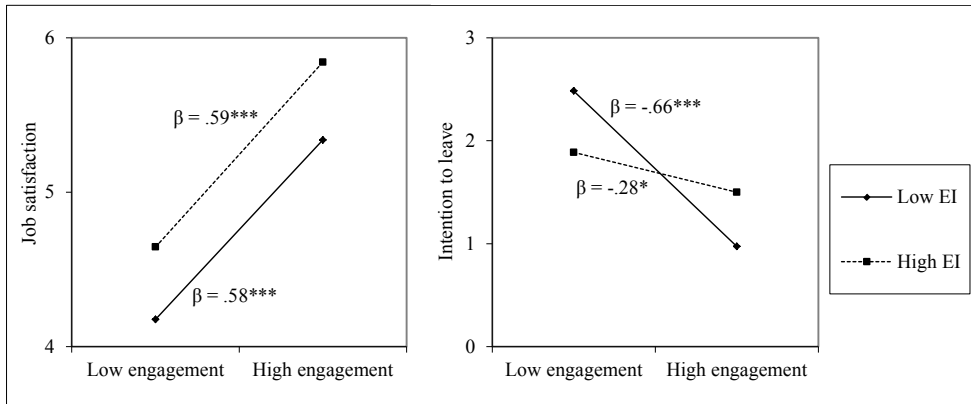

Figure 5 illustrates the moderating effect of EI on the relationship between engagement and job satisfaction and the intention to leave. On the one hand, the relationship between engagement and job satisfaction was positive both for teachers with low EI levels (β = 0.58, t(105) = 11.66, p <0.001) and high EI levels (β = 0.59, t(108) = 8.73, p <0.001). On the other hand, as shown in Figure 5, the relationship between engagement and the intention to leave was more intense in teachers with low EI levels (β = -0.66, t(105) = 7.92, p <0.001) in comparison to teachers with high EI levels (β = -0.28, t(108) = 8.25, p = 0.024).

Figure 5

Relationship between engagement and EI to explain work attitudes (job satisfaction and intention to leave)

Note. EI = emotional intelligence; *** $p < 0.001$. *p < .05.

DISCUSSION

The present study extends the existing knowledge about JD-R theory (Granziera et al., 2021) by confirming the basic assumptions of the theoretical framework regarding the moderating role of a personal resource such as EI in the relationship between work resources, work demands, engagement, and consequent attitudes in a sample composed of teachers. In general terms, the data were in line with the proposed hypotheses. First, the results supported the role of engagement as a mediating variable in the relationship between aggressions against teachers and organisational social support and work attitudes, in line with the JD-R theory (Granziera et al., 2017). As observed in previous studies, higher levels of engagement were significantly related to higher levels of job satisfaction and lower levels of intention to leave teaching (Granziera et al., 2021). In addition, the results indicated that the relationship between organisational social support, job satisfaction and the intention to leave was not direct but indirect through engagement, which suggests the relevant motivating role of social resources in teaching work (Granziera et al., 2021; Mérida-López et al., 2020).

Second, evidence was found suggesting the moderation effects of EI on the relationship between job demands and resources with engagement, in line with previous studies (Mérida-López et al., 2020; Xanthopoulou et al., 2013). This way, the present study extended the application of the EI moderation model (Côté, 2014) to the JD-R theory and comprehensively addressed the evidence confirming how

personal resources moderated the relationships between demands-resources and engagement (Bakker et al., 2012; Mérida-López et al., 2020; Xanthopoulou et al., 2013). The results indicated that job demands such as aggression against teachers had a more attenuated effect on engagement when teachers had high EI levels. In addition, when levels of organisational social support were high, as well as EI, an intensifying effect of both variables on engagement was observed. Our results suggest that teachers can benefit from healthy educational environments with high levels of support and low levels of aggression, thus being more motivated and cognitively and emotionally involved with their work.

In addition, moderation effects were found between engagement and EI for predicting work attitudes, which is consistent with findings of previous studies (De Clercq et al., 2014). Teachers with high EI levels exhibited greater impact on the effects of engagement on their job satisfaction and their intention to leave, thus extending data from previous studies that had assessed the relationships of EI and engagement with positive and negative organisational indicators in isolation (De Clercq et al. al., 2014; Mérida-López et al., 2020). In summary, one of the theoretical contributions of the present study is related to the analysis of the conditions under which teaching professionals could find themselves disillusioned with their work, for example, in the face of low organisational social support resources and exposure to episodes of aggression. In addition, it was found that the different combinations of engagement and EI would lead teachers to exhibit more or less positive attitudes towards their work.

Regarding the limitations of the present study, firstly, its cross-sectional design is pointed out. Despite the theoretical endorsement of the hypothesised relationships—given that the formation of attitudes is a gradual process resulting from daily interaction in the workplace and that can evolve over time—it would be necessary to replicate these results through a longitudinal approach and diary studies to generalise our findings. Likewise, further studies should assess the possible differences in indicators of teacher retention with respect to variables such as age, sex, and educational level. For example, possible differences in work attitudes by age groups or between men and women could be studied in terms of the protective role of EI in teacher well-being (e.g. Suárez Martel & Martín Santana, 2019). Further studies should consider probabilistic sampling techniques, as well as the use of tests for EI performance, and objective tests of organisational results such as turnover or sick leave rates. In addition, as previous studies have indicated, the heterogeneity of the forms of aggression assessed by the global indicator used can lead to low rates of internal consistency (Dzuka & Dalbert, 2007; Mérida-López & Extremera, 2021). Therefore, further studies should consider alternative instruments for assessing aggression against teachers with more robust internal consistency. In addition, the use of other instruments would allow confirming the data of the present study and

assess possible differences by educational levels in terms of aggressions against teachers.

Despite the limitations mentioned, the findings indicated that EI and engagement could interact to explain job satisfaction and the intention to leave when teachers' affective and motivational states are combined. Providing evidence on the possible processes through which demands, resources, engagement, and EI interact in order to explain negative attitudes towards work will allow adopting a person-situation interactionist approach that would contribute to the theoretical advances in the literature on well-being and teacher retention. According to our findings and previous studies on the role of EI in the educational field (Extremera et al., 2019a), those teachers who have low EI levels will feel more unable to control everyday stressors in the classroom, will perceive the demands as obstacles, and will be more likely to react with stress. This fact could strengthen the negative effects of demands (e.g. aggression) or attenuate the positive effects of resources (e.g. support) on engagement (Sweetman & Luthans, 2010). On the contrary, those teachers with high levels of engagement and high levels of personal and social resources at work will develop more positive work attitudes such as higher job satisfaction and lower levels of intention to leave (Bakker et al., 2012).

The findings of the present study have some practical implications of interest for continuing teacher education. On the one hand, since training aimed at developing these emotional skills has been shown to be an effective resource in organisational environments (Oliveira et al., 2021), educational administrations could bet on teacher training courses addressing those skills to provide resources when facing job demands and, consequently, improve their enthusiasm and their commitment to teaching (Extremera et al., 2019a). The continuous training offer for teachers could include interventions aimed at identifying emotions in the classroom and managing emotionally challenging events with students (e.g. conflictive situations), so that stress levels and negative work attitudes can be reduced and occupational well-being enhanced (Oliveira et al., 2021). Thus, these findings suggest that EI training could help develop more adaptive strategies to deal with psychosocial risk factors and, thereby, promote teacher retention through the development of more positive and healthy environments (Extremera et al., 2019a; Oliveira et al., 2021).

On the other hand, interventions aimed at promoting engagement could be a promising line of teaching work. In accordance with the JD-R theory, recent meta-analyses have suggested that systematic interventions aimed at promoting resources in the work environment and adjusting demands could increase employee engagement. In addition, these effects have been observed in a wide variety of countries, organisational contexts and diverse employee characteristics, suggesting the generalisation of the benefits of engagement interventions in

many organisations, including educational institutions (Granziera et al., 2021). Therefore, to improve the effectiveness of EI programmes with teachers (Oliveira et al., 2021), the present study points to the need to design programmes aimed at providing training on these personal and social resources that favour teacher engagement and retention.

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