

Teacher retention through the Job Demands-Resources Theory

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

Sergio Mérida-López ^{1*} 
Nicolás Sánchez-Álvarez ¹ 
Natalio Extremera ¹ 

¹ University of Málaga, Spain

*Correspondence: sergioml@uma.es

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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

