



MENTORING AND HEALTH SERVICES AS PREDICTORS OF TEACHERS' JOB ENGAGEMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study examined mentoring and health services as predictors of teachers' job engagement in public secondary schools in Anambra State. The study was guided by two research questions and two null hypotheses were tested at a 0.05 level of significance. A correlational research design was adopted for this study. The population of the study comprised 7,248 teachers from the 267 public secondary schools in Anambra State. The sample for this study consisted of 726 teachers drawn using a proportionate stratified sampling technique. Two sets of structured instruments titled "Mentoring and Health Services Questionnaire (MHSQ)" and "Teachers' Job Engagement Questionnaire (TJEQ)" were used for data collection. The instruments were subjected to face validation by three experts, comprising two experts in Educational Management and an expert in Measurement and Evaluation, all from the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The construct validation of the instruments was determined using factor analysis. The internal consistencies of the instruments were determined using the Cronbach Alpha method, which yielded overall reliability indices of 0.83 for MSSQ and 0.84 for TJEQ respectively. The instruments were administered by the researcher with the help of five research assistants who are secondary school teachers in Anambra State. A total of 726 copies were distributed, out of which 713 copies were properly filled and successfully retrieved, indicating 98% return rate. Simple regression was employed to address the research questions and test the hypotheses. The findings of the study revealed, among others mentoring services are a strong and significant predictor of teachers' job engagement in secondary schools in Anambra State. It was also found that health services are a strong and significant predictor of teachers' job engagement in secondary schools in Anambra State. Based on the findings, it was recommended, among other things, that the Ministry of Education should develop a handbook to promote and guide principals in rendering mentoring services to teachers for improving their job engagement.

Keywords: Mentoring, Health, Services, Teachers, Job Engagement, Secondary Schools

1.1 Introduction

Teachers' job engagement is the act of displaying considerable energy, devotion and enthusiasm to teaching responsibilities in secondary schools. Fernandez and Tagadiad (2024)

described teachers' job engagement as the level of enthusiasm and dedication that staff members feel toward their work. Teachers' job engagement refers to their willingness to fully concentrate and immerse themselves in their work at all times. Teachers' job engagement refers to their energy and dedication to performing teaching and other official tasks in secondary schools. Teachers' job engagement is associated with loyalty, cooperation and willingness to perform assigned tasks in the school. As defined by Adel, Ghodratollah, Mahdi, and Ali (2019), teachers' job engagement refers to the degree to which individuals utilize their cognitive, emotional, and physical resources fully to perform role-related work. Teachers' job engagement is the act of displaying a good attitude toward their work by being committed, energetic and fully dedicated. Zang and Feng (2023) pointed out that job engagement is a positive, fulfilling state of mind associated with work, characterized by vigor (high levels of energy and mental resilience while working), dedication (a sense of significance, enthusiasm, inspiration, pride, and challenge), and absorption (a happy state of complete immersion in work). Operationally, teachers' job engagement is the act of putting effort and devoting time to carrying out teaching responsibilities in learning institutions.

Teachers' job engagement is the demonstration of passion and active involvement in teaching activities to attain predetermined educational goals and objectives. Teachers are engaged in their job through actively participating in curricular and co-curricular activities in secondary schools. Aboh and Asiyai (2023) asserted that teachers' job engagement is demonstrated through coming to school regularly, making early preparation for teaching in class, completion of their syllabus on time, consultation of their colleagues in solving of their class problems, cooperating with their colleagues in solving school problems, maintaining good relations with their colleagues, fulfilment of their assigned activities on time, maintenance of discipline in their class, motivation of students to take part in co-curricular activities, attendance of their class on time, regular preparation of lesson plan and showing of great concern for all learners. Putri, Listia and Mutiara (2024) asserted that teachers who have high work engagement will have enthusiasm and passion in teaching students who really need more attention, have great energy and will not easily give up on all the demands related to their profession as a teacher, be responsible not only for their duties but also by increasing the achievements of their students and being willing to make sacrifices to improve the school and their students, being dedicated to their work, filling their free time by doing positive activities and continuing to carry out their work with feelings of happiness. On the other hand, they added that those who have low work engagement will be seen from low work enthusiasm and enthusiasm, teaching only to fulfill their obligations, spending more of their free time with activities that are less important, not focusing on work, not showing involvement in the task of educating students, and even completing tasks just to fulfill their obligations.

It appears that there are laxities in the job engagement of teachers in public secondary schools in Anambra State. Some teachers tend to display a poor work attitude, which depicts work disengagement, in public secondary schools in Anambra State. To buttress this, Eziamaka, Nwakanma and Onyilibe (2025) noted that some teachers display poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assigned tasks in public secondary schools in Anambra State. In the same vein, Ibezim (2024) maintained that some teachers in public secondary schools in Anambra State tend to be irregular in their attendance, arrive late, exhibit poor self-discipline, fail to complete the scheme of work/diary, and engage in other forms of

professional misconduct. One way teachers can be supported in actively engaging in their roles and effectively discharging their duties is through mentoring.

Mentoring services are the activities through which more experienced teachers share their accumulated skills, knowledge, and expertise with less experienced colleagues to help them develop their full potential and effectively discharge their duties. Alagbe, Tende and Odonye (2024) described mentoring as a process in which seasoned professionals offer direction, counsel, and assistance to less experienced individuals to help them achieve their professional and personal objectives. Mentoring services entail assigning less knowledgeable or inexperienced teachers (mentees) to knowledgeable and experienced colleagues (mentors) to guide, counsel and direct their activities in the workplace. Odimegwa, Udemba and Obiekwe (2021) noted that mentoring services are one of the most effective ways to transfer skills and offer junior staff the opportunity to acquire the necessary experience that allows them to function at a more senior level in secondary schools. It is through mentoring services that experienced staff can act as role models, advisors and facilitators to broaden the knowledge and experience of newly recruited teachers in secondary schools. Anachuna and Obi (2021) noted that in a mentoring relationship, staff learn by doing, thanks to the guidance and direction of the mentor, who shares their past experiences. Anachuna and Obi added that in the school system, principals, vice principals, and heads of departments are the leaders and invariably the mentors, while junior staff are the mentees. The managerial staff could mentor teachers in various areas, including medical-related matters, through health services.

Health services are preventive and curative programs or activities geared towards improving the health and well-being of students and staff within the school setting. School health services are defined by Oladeji (2024) as remedial and preventive medical care delivered to staff and students in schools. It is the act of providing medical services to students and staff when needed in secondary schools. The provision of health services to teachers could make them feel appreciated and cared for and this is likely to boost their morale, confidence and attitude towards involvement in work activities in secondary schools. Egboka and Okeke (2023) asserted that health services encompass medical care, illness prevention, and wellness promotion programmes provided to staff and learners to prevent them from experiencing burnout while engaging in teaching and learning activities in secondary schools. The notion of health services is to promote the mental and physical fitness of staff and students in secondary schools. Teachers who receive health services could stay active and focused in carrying out their responsibilities in secondary schools. Nwankwo, Omaka-Amari, Afoke, Okeke, Nwafor, Igwenyi, Okereke, and Aleke (2021) noted that health services involve the provision of a sick bay/clinic, a first aid box, pre-employment medical screening for teachers, and the maintenance of an accurate health record system for staff. Health services could take the form of routine medical examinations, referrals to healthcare facilities or hospitals, provision of essential drugs and treatment facilities in school clinics. Oladeji (2024) posited that health services include maintaining medical records, preventing the spread of communicable diseases and ensuring proper treatment of illness among students and learners in secondary schools.

Teachers do not seem to receive adequate services needed to enable them to effectively engage in their work activities in public secondary schools in Anambra State. Asuzu (2019) stated

that there is a shortage of medical facilities, deprivation of mentoring, poor conditions of services, and inadequate support from teachers in public secondary schools in Anambra and Imo States, South-East, Nigeria. Similarly, Obiekwe, Thompson and Ogbo (2023) maintained that most principals in Anambra State appear to show less concern towards providing the necessary mentorship to their teachers. It is against this background that this study intends to investigate mentoring and health services as predictors of teachers' job engagement in public secondary schools in Anambra State.

1.2 Statement of the Problem

Teaching is a profession that requires high job engagement to attain set educational goals and objectives. It is worrisome that some teachers appear to be disengaged in their job through lateness, absenteeism and other forms of professional misconduct in public secondary schools in Anambra State. Some of these teachers, who seem disengaged with their job, fail to complete the scheme of work/diary and provide assistance to students in overcoming their learning problems in the classroom. Perhaps, this series of attitudes of job disengagement displayed could be attributed to poor health and mentoring services in public secondary schools in Anambra State.

It appears that management has yet to provide sufficient medical facilities and personnel to support the medical care of teachers in public secondary schools in Anambra State. One is worried about the failure of some management to assign junior staff to experienced colleagues for coaching and guidance, thereby hindering them from effectively discharging their duties. If the inadequacy in mentoring and health services is ignored and the negative behaviour of teachers is not curbed, it will likely affect students' academic achievement and, in the long run, impact on the workforce and national development. It is these problems that will prompt the investigation into mentoring and health services as predictors of teachers' job engagement in public secondary schools in Anambra State.

1.3 Purpose of the Study

The main purpose of the study is to investigate mentoring and health services as predictors of teachers' job engagement in public secondary schools in Anambra State. Specifically, the study sought to:

1. Ascertain the predictive value of mentoring services on teachers' job engagement in public secondary schools in Anambra State.
2. Examine the predictive value of health services on teachers' job engagement in public secondary schools in Anambra State.

1.4 Research Questions

The following research questions guided the study:

1. What is the predictive value of mentoring services on teachers' job engagement in public secondary schools in Anambra State?
2. What is the predictive value of health services on teachers' job engagement in public secondary schools in Anambra State?

1.5 Hypotheses

The following hypotheses were tested at the 0.05 level of significance:

1. Mentoring services are not a significant predictor of teachers' job engagement in public secondary schools in Anambra State.
2. Health services are not a significant predictor of teachers' job engagement in public secondary schools in Anambra State.

2. Methods

A correlational research design was adopted for this study. The study was conducted in Anambra State, utilizing public secondary schools. Anambra State is one of the thirty-six states in Nigeria. The choice of Anambra State as the area of study is informed by the seemingly unsatisfactory engagement of teachers, which could be due in part to the inadequate services they receive in public secondary schools. The study population consisted of 7,248 teachers from the 267 public secondary schools in Anambra State. A proportionate stratified sampling technique was employed to select a sample of 726 teachers for the study.

Two sets of structured instruments titled "Mentoring and Health Services Questionnaire (MHSQ)" and "Teachers' Job Engagement Questionnaire (TJEQ)" were used for data collection. The instruments were structured by the researcher based on insight gained from literature and consultation with experts. The instruments are structured in three Sections, namely: A, B and C. Section "A" deals with the personal data of the respondents, such as gender and school location. Section B, titled MHSQ, has Clusters A and B, which were based on mentoring and health services adopted for the study. Cluster A consisted of 10 items related to mentoring services, and Cluster B consisted of 10 items related to health services. MHSQ, therefore, contained 20 items structured on a four-point rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1, respectively. Section C, which is tagged TJEQ, contains 20 items that all measure teachers' job engagement. Those items are placed on a four-point rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), weighted 4, 3, 2 and 1, respectively.

The face and construct validation of the instruments were determined. To ascertain this, the face validation of the instruments, researcher presented the title, purpose of the study, research questions, hypotheses and the copies of the instruments to three experts who are lecturers in the Department of Educational Foundations, two experts in Educational Management and an expert in Measurement and Evaluation, all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The experts made several corrections, including the correction of editorial errors and the reframing of some items. The suggestions and comments of the experts were considered and incorporated into the final copy of the instruments. Construct validity was assessed using SPSS through Confirmatory Factor Analysis (CFA). The factor loading scores were examined, which depict the research instruments' validity with the acceptance level of equal to or greater than 0.40., Kaiser Meyer Olkin (KMO) and Bartlett's Test score of 0.841 is above 0.5 and significance <0.05 level, indicating homogeneity of the items in the questionnaires. Cronbach's alpha was used to determine the internal consistency of the research instruments. These yielded

coefficient values of 0.85 and 0.79 for the four clusters of the MSHQ, with an overall reliability index of 0.82. A coefficient value of 0.84 was obtained for the TJEQ. This is in line with Jugessur (2022), who recommended that a coefficient (r) of 0.70 and above should be considered high enough to judge an instrument as reliable.

The instruments were administered by the researcher with the help of five research assistants who are secondary school teachers in Anambra State. A total of 726 copies were distributed, out of which 713 copies were properly filled and successfully retrieved, indicating 98% return rate. Simple regression was employed to address the research questions and test the hypotheses. For the decision on the research questions, the coefficient r and the size of the relationship will be interpreted using the correlation coefficient by Alsagr (2021), as follows

Coefficient	Relationship
.00- .19	Weak correlation
.20- .39	Fair correlation
.40- .69	Moderate correlation
.70- .89	Strong correlation
.90- .99	Very strong correlation
1	Perfect

In taking decisions on the null hypotheses, if the p-value is equal to or less ($\leq$) than the significance level of 0.05, the null hypothesis is rejected, but if the p-value is greater than ($>$), the significance level of 0.05, the null hypothesis is accepted.

3. Results

Research Question 1: What is the predictive value of mentoring services on teachers' job engagement in public secondary schools in Anambra State?

Table 1: The Summary of Simple Regression Analysis on Mentoring Services as Predictor of Teachers' Job Engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.771	.543	.542	.36552	Strong

Table 1 indicated that the predictive value of mentoring services on teachers' job engagement is 0.771 with a coefficient of determination of 0.543. This shows that 54.3% change in teachers' job engagement could be explained by mentoring services. The regression Coefficient r of 0.771 indicated that mentoring services is a strong predictor of teachers' job engagement in secondary schools in Anambra State.

Research Question 2: What is the predictive value of health services on teachers' job engagement in public secondary schools in Anambra State?

Table 2: The Summary of Simple Regression Analysis on Health Services as Predictor of Teachers' Job Engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.746	.504	.502	.45322	Strong

As shown in Table 2, the predictive value of health services on teachers' job engagement is 0.746 with a coefficient of determination of 0.504. This shows that health services could make 50.4% contribution to change in teachers' job engagement could be explained by. The regression Coefficient r of 0.746 indicated that health services is a strong predictor of teachers' job engagement in secondary schools in Anambra State.

Hypothesis One: Mentoring services is not a significant predictor of teachers' job engagement in public secondary schools in Anambra State

Table 3: The Summary of Simple Regression Analysis on Mentoring Services as a Significant Predictor of Teachers' Job Engagement of Secondary Schools

Predictor	n	R	r^2	F	P-value	Remark
Mentoring services	713	.771	.543	312.986	.000	*S

*Significant

The result in Table 3 indicated that the simple regression coefficient (r) of mentoring services as not a significant predictor of teachers' job engagement of secondary schools is 0.771, while the r^2 is 0.543. This shows that mentoring services could account for 77.1% changes in of teachers' job engagement. The $F(1/713) = 312.986$ and the p -value of .000 is less than 0.05. Therefore, since the p -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, mentoring services is a significant predictor of teachers' job engagement in secondary schools in Anambra State.

Hypothesis Two: Health services is not a significant predictor of teachers' job engagement in public secondary schools in Anambra State

Table 4: The Summary of Simple Regression Analysis on Health Services as a Significant Predictor of Teachers' Job Engagement of Secondary Schools

Predictor	n	R	r^2	F	P-value	Remark
Mentoring services	713	.746	.504	405.007	.000	*S

*Significant

Table 4 revealed that the simple regression coefficient (r) of health services as not a significant predictor of teachers' job engagement of secondary schools is 0.746, while the r^2 is 0.504. This shows that 50.4% changes in of teachers' job engagement could be attributed by health services. The $F(1/713) = 405.007$ and the p -value of .000 is less than 0.05. Therefore, since the p -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, health services is a significant predictor of teachers' job engagement in secondary schools in Anambra State.

4. Discussion

The finding of the study revealed that mentoring services are a strong predictor of teachers' job engagement in secondary schools in Anambra State. This finding aligns with the research by Baran and Sypniewska (2019), which demonstrated a strong correlation between mentoring and employee work engagement. This finding is contrary to that of Ligui, Xuejing, and Jun (2021), which revealed a moderate correlation between mentoring and employee work engagement. The difference in geographical location and participants of the studies could contribute to the disagreement between the findings. The possible explanation for this finding is that mentoring services enable teachers to learn and continuously acquire knowledge of how to carry out their responsibilities, which could contribute to their strong job engagement in secondary schools in Anambra State. Mentoring services are provided to teachers to enable them to work with seasoned professionals, collaborate with colleagues and develop a sense of belonging, which may be a strong predictor of their job engagement in secondary schools in Anambra State. It was also found that mentoring services are a significant predictor of teachers' job engagement in secondary schools in Anambra State. This finding aligns with the results of Baran and Sypniewska (2019), which demonstrated a significant correlation between mentoring and employee work engagement. Mentoring services enable teachers to be guided and supported by senior colleagues, creating a healthy work atmosphere that can significantly predict their job engagement in secondary schools in Anambra State.

The study's results revealed that health services are a strong predictor of teachers' job engagement in secondary schools in Anambra State. This supported the finding of Nekula and Kobo (2021), which showed that health services were a strong predictor of employee job engagement. This aligned with the finding of Gonzalez-Gancedo, Fernandez, and Rodriguez-Borrego (2019), which indicated a strong relationship between health services and work engagement among nurses. Health services provided to teachers improve their mental and physical well-being, which may account for their strong predictor of job engagement in secondary schools in Anambra State. Health services provide a safe environment that enables teachers to engage effectively and perform their duties efficiently in secondary schools across Anambra State. Further results indicated that health services are a significant predictor of teachers' job engagement in secondary schools in Anambra State. This finding aligned with the results of Gonzalez-Gancedo, Fernandez, and Rodriguez-Borrego (2019), who reported a significant relationship between health services and work engagement among nurses. This also concurred with the finding of Nekula and Kobo (2021), which showed that health services was a significant predictor of job engagement of employees. Health services enable teachers to access medical facilities which can boost their

morale, improve job satisfaction and reduce turnover rate which thereby significantly predict their teachers' job engagement in secondary schools in Anambra State.

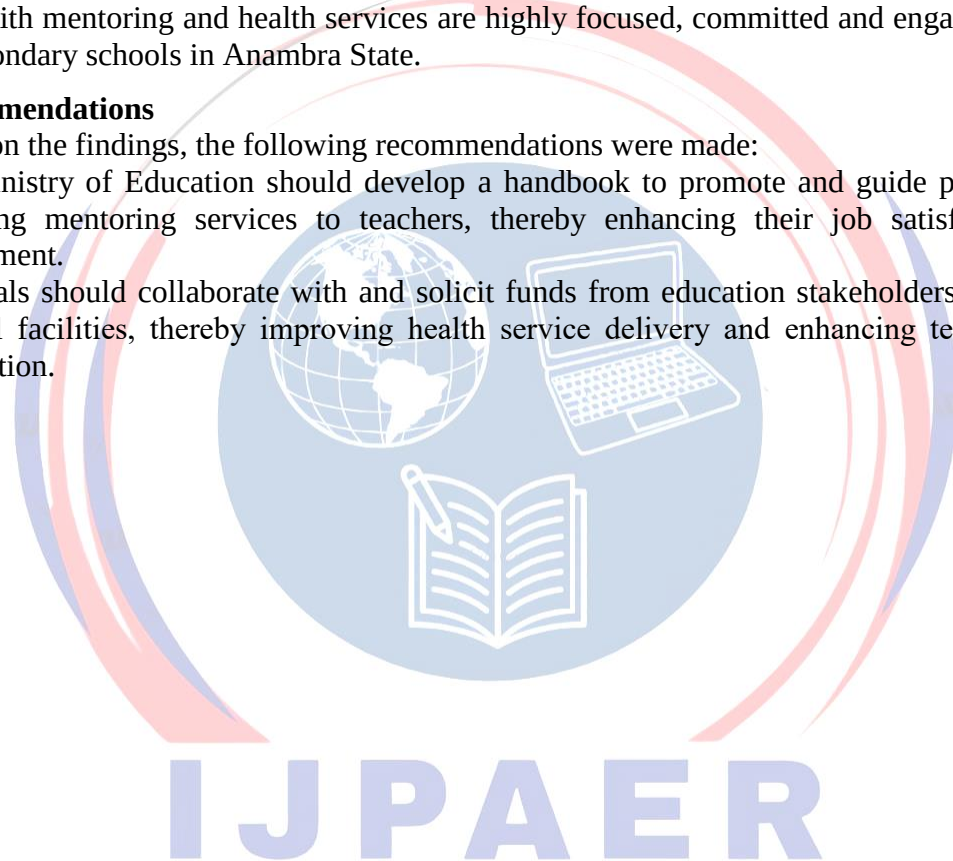
5. Conclusion

Based on the findings, it was concluded that mentoring and health services are positive and significant predictors of teachers' job engagement in public secondary schools in Anambra State. Teachers reciprocate to mentoring and health services through participation in work activities and devotion to their responsibilities in secondary schools in Anambra State. Teachers who are provided with mentoring and health services are highly focused, committed and engaged in their jobs in secondary schools in Anambra State.

6. Recommendations

Based on the findings, the following recommendations were made:

1. The Ministry of Education should develop a handbook to promote and guide principals in providing mentoring services to teachers, thereby enhancing their job satisfaction and engagement.
2. Principals should collaborate with and solicit funds from education stakeholders to procure medical facilities, thereby improving health service delivery and enhancing teachers' job satisfaction.



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