

Job Demands, Job Resources, and Psychological Well-Being of Higher Education Institution Administrators

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Abstract

Job resources diminish and demands increase and affect the psychological well-being of higher education administrators. Even though administrators have specific roles in the context of Higher Education Institutions (HEI), it is evident that there is little comparative research on how the job demands and job resources of administrators differ from employees or teaching staff. Thus, this study sought to find the relationship between the job demands, job resources, and psychological well-being of HEI administrators in Calamba City, Laguna. It aimed to determine specific job demands and resources that impact psychological well-being and suggest interventions. A descriptive-correlational research design was utilized in the study. The survey used a sample size of 136 respondents who were selected using stratified sampling from 339 total population of HEI Administrators from the City of Calamba. Cronbach's alpha measure of internal consistency was used to test its reliability — survey instruments modified and adapted from literature reviewed before, were validated after by the experts and used. Job demands were classified as: Quantitative (the subjective, psychological aspects of work that can be stressful and challenging), Qualitative (the number of tasks and how fast can be done), and Organizational (policies, procedures, organizational culture, peer pressure). Physical includes the tangible, material aspects of the work environment that can support employee well-being and performance, while social comprises emotional support, information, and opportunities for growth, and organizational refers to policies, practices and initiatives implemented by organizations to support employee well-being and performance. While, psychological well-being involves six constructs self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life and personal growth and development. The frameworks for which were based on the job demands-resources (JD-R) model.

Keywords: Job Demands, Job Resources, Psychological Well-Being, Higher Education Institution, Administrators

Introduction

In recent years, the role of higher education administrators has become increasingly complex and demanding. These individuals serve as the backbone of institutional operations, often working behind the scenes to ensure that academic systems run efficiently and effectively. In the context of Calamba, Laguna—a growing academic hub in Southern Luzon—the responsibilities of higher education administrators have expanded significantly due to the rapid growth of institutions, increasing expectations for educational quality, digital transformation, and broader community engagement.

These expanding responsibilities come with a unique set of stressors. Administrators are not only expected to manage institutional goals and performance but must also keep pace with evolving technologies, student needs, and pressures related to academic publishing and performance metrics (Dhanpat, de Braine & Geldenhuys, 2019; Hoang & Hung, 2020). Despite the critical nature of their roles, higher education administrators remain underrepresented in academic research, which often focuses more on faculty and students. As Aboramadan et al. (2020) highlight, administrators are expected to meet high standards that require significant psychological and emotional investment—an issue echoed throughout academic career literature (Agyapong et al., 2022).

This lack of scholarly focus has led to insufficient institutional support systems tailored to the distinct needs of administrative personnel. In many cases, this oversight results in job dissatisfaction, emotional exhaustion, and decreased professional commitment. The Job Demands-Resources (JD-R) model underscores this reality by illustrating that while job demands can contribute to burnout and poor mental health, adequate job resources—such as supportive leadership, autonomy, professional development, and a positive work environment—can buffer these effects and enhance psychological well-being (Byrne & MacDonagh, 2019).

Psychological well-being refers to one's subjective experience of happiness, life satisfaction, and resilience. It is associated with the absence of negative mental states such as anxiety, frustration, and emotional fatigue (Lyubomirsky et al., 2020). In the academic setting, individuals with high levels of psychological well-being exhibit better decision-making, improved work performance, and healthier professional relationships. According to Caga et al. (2022), administrators with strong psychological well-being demonstrate greater work output and lower levels of mental health concerns. Furthermore, psychological well-being among academic staff is crucial for student success, institutional effectiveness, and the long-term sustainability of educational systems (Castillo, 2023).

Unfortunately, job resources in higher education have not kept pace with the growing demands placed on academic staff. The Council of Higher Education (2022) reported that while job demands have markedly increased, institutional support and resources have significantly declined. Factors such as inadequate financial support, long working hours, limited facilities, role ambiguity, and lack of recognition continue to place a heavy burden on administrative professionals. These challenges have been linked to an increase in job dissatisfaction, intentions to leave, breakdowns in employee-employer relationships, and declining job security (Soomro, 2020).

Given these issues, there is a pressing need to study the job demands, job resources, and psychological well-being of higher education administrators, especially in localized contexts like Calamba, Laguna. Such research is timely and necessary, as it seeks to understand the actual working conditions administrators face, how they cope, and what institutional mechanisms can be implemented to improve their well-being.

The results of this study will be particularly valuable to the administrators themselves, as it may help identify key stressors and sources of support that influence their overall mental health. This, in turn, can promote the development of targeted support systems and wellness initiatives within institutions. Moreover, institutional leaders—such as college presidents, deans, and human resource managers—can benefit from a clearer understanding of the administrative workload and pressures, allowing them to design better policies related to workload management, leadership strategies, and staff welfare.

Government agencies and educational authorities, including the Commission on Higher Education (CHED), may also utilize the findings to inform policy-making and ensure more equitable support systems in higher education. Mental health professionals and organizational consultants can likewise apply the research findings to develop evidence-based interventions that enhance well-being in academic workplaces.

Finally, this study contributes to the existing body of knowledge by filling the research gap on higher education administrators, particularly in the regional setting of Calamba, Laguna. It lays the groundwork for future studies on psychological well-being in academic institutions and encourages a more inclusive approach to understanding and supporting all personnel in higher education—not just faculty and students.

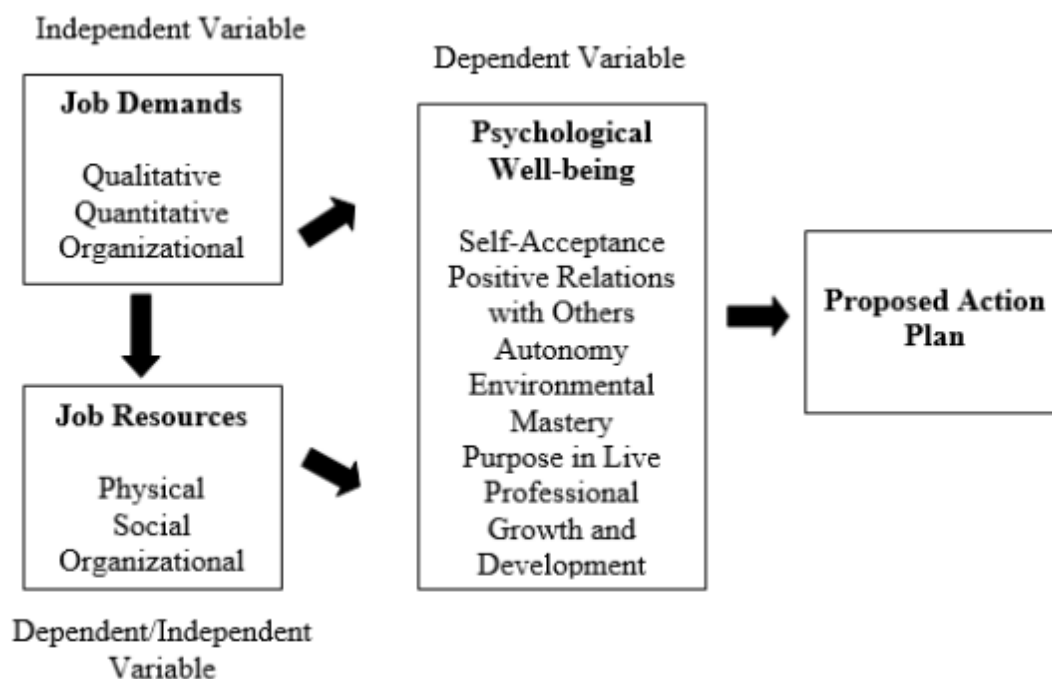
The Dual Impact of Job Demands

Job demands can have both positive and negative effects, depending on how they are managed. As for positive impact, challenging job demands, such as learning new skills or handling complex projects, can foster personal growth and resilience. For example, an employee tasked with leading a team for the first time may feel initially overwhelmed but eventually develop leadership and communication skills that enhance their career trajectory. These types of demand encourage employees to step out of their comfort zones, boosting their confidence and sense of accomplishment. When it comes to negative impact, conversely, excessive or poorly managed job demands can harm employees. Emotional exhaustion, physical fatigue, and mental burnout are common outcomes of overwhelming demands. For instance, healthcare professionals during the COVID-19 pandemic faced extreme workloads and emotional strain, leading to increased reports of stress, anxiety, and even resignations. When job demands surpass an individual's capacity to cope, they can undermine both personal well-being and organizational efficiency (Karatepe, et al., 2020).

The job demands-resource theory explains how job demands can either motivate people or affect their health due to the detrimental effects of such demands. Many researchers have conceptualized job demands as the demands of only one type, which may have negative effects on employees (Sarwat, et. al, 2021). However, recently some researchers have differentiated job demands and classified them as challenging and hindering job demands. Challenging demands motivate employees; therefore, they may positively affect their well-

being. In contrast, hindering demands trigger the energy-depleting process; therefore, they may hurt the well-being of employees unless they cope with these demands by using the necessary resources (Han, et al, 2020).

Operational Framework



Higher education institution (HEI) administrators face unique challenges due to the complexity of their roles, including managing academic, operational, and interpersonal responsibilities. This framework outlines a structured approach to study the relationship between job demands, job resources, and the psychological well-being of these administrators, based on the Job Demands-Resources (JD-R) model.

With this, the research has dependent and independent variables. Specifically, job demands as an independent variable, and job resources are regarded as a dependent/independent variable. Meanwhile, the level of psychological well-being of the HEI Administrators is the dependent variable.

Thus, this study builds on past research in four ways. First, attempting to link job demands and job resources directly with the psychological well-being of HEI Administrators, we extend current research on the JD-R model that mainly focuses on work-related indicators of well-being as outcomes. Second, testing this complex model will also add to research on the spillover between work-related well-being and overall well-being by demonstrating the role of job characteristics in this relationship. Third, the current study broadly defines general well-being in line with Carol Ryff's definition of psychological well-being (DiMaria, et.,al, 2020). Lastly, the proposed action plan enhances the HEI Administrators' psychological well-being.

Methods

This study utilized the descriptive-correlational research design. The Higher Education Institution administrators in Calamba City, Laguna served as data sources for the study. Their responses have been recorded through the three-part questionnaires on job demands, job resources and psychological well-being. The total population of the study was 339 HEI administrators. Using Raosoft Calculator, 136 Higher Education Institutions administrators in Calamba City, Laguna were selected as respondents through random sampling. The researcher used an adopted survey questionnaire to collect the data. The survey included three primary sections: (1) Job Demands, which covered the quantitative, qualitative and organizational job demands; (2) Job Resources, which assessed the administrator's physical, social, and organizational job resources; and (3) Psychological Well-Being Scale by Carol Ryff, is an 18-item standardized test that include questions measuring positive relations, autonomy, self-acceptance, environmental mastery, purpose in life and personal growth and development. All surveys were provided with clear instructions for completion, included a confidentiality clause, and requested informed consent as needed. Weighted mean, frequency distribution, and Pearson R were used as statistical tool for the study.

Results

Table 1

Job Demands of Higher Education Institution Administrators

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Qualitative demands	3.46	Very High	1
2. Quantitative demands	3.25	Very High	2
3. Organizational demands	2.93	High	3
Overall Weighted Mean	3.21	High	

Table 1 summarizes the job demands of HEI administrators, ranking them based on weighted mean scores. Qualitative demands (3.46) and quantitative demands (3.25) are the highest, both rated as "Very High," while organizational demands (2.93) are slightly lower, rated as "High." The weighted mean is 3.21, interpreted as "High," indicating that HEI administrators face significant job demands, primarily in cognitive workload and time pressures.

According to Skaalvik and Skaalvik (2023), being an administrator is an extremely stressful career and high work demands, chronic feelings of stress can cocreate dissatisfaction, lowered self-efficacy and despair amongst education professionals.

Table 2

Job Resources of the HEI Administrators

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Physical resources	3.11	High	3
2. Social resources	3.29	Very High	1
3. Organizational resources	3.22	High	2
Overall Weighted Mean	3.21	High	

Table 2 shows the job resources of HEI administrators, ranking social resources as the highest (3.29, Very High), followed by organizational resources (3.22, High), and physical resources as the lowest (3.11, High). The overall weighted mean is 3.21 with verbal interpretation of High indicating that administrators generally have strong support, especially from colleagues and

networks. However, while the physical conditions of the workplace are adequate, improvements on these could enhance administrators' comfort and safety. The perception that physical resources align with job requirements suggests that while the available resources are generally adequate, they may not fully meet all of the respondents' specific needs.

Based on the more fine-tuned mediation analysis focused on the dimensions of job resources and of teachers' well-being, Silva, et. al (2023) found that 'support from colleagues' and 'autonomy' emerged as the main mediators of the relation between job demands- colleagues and teacher social well-being (social connectedness in school). The support from colleagues is essential to the recognition and feeling of belonging.

Table 3

The Level of Psychological Well-being of HEI Administrators

Level of Psychological Well-being	Self-acceptance		Positive relationship with others		Autonomy		Environmental mastery		Purpose in life		Personal growth & development	
	F	%	F	%	F	%	F	%	F	%	F	%
High	121	89	112	82	112	82	102	75	116	85	124	91
Moderate	11	8	19	14	22	16	31	23	19	14	8	6
Low	4	3	5	4	2	1	3	2	1	0.7	4	3
Total	136	100	136	100	136	100	136	100	136	100	136	100

The psychological well-being of HEI administrators is generally strong, as reflected in their high scores across six key dimensions. In general, the personal growth and development dimensions were ranked first. High scorers on this dimension were considered to have a feeling of continued development; sees self as growing and expanding; is open to new experiences; has sense of realizing his or her potential; sees improvement in self and behavior over time and is changing in ways that reflect more self-knowledge and effectiveness. The second highest psychological well-being dimensions of the respondents was self-acceptance.

People with higher level of self-acceptance were found to possess a positive attitude toward the self; acknowledges and accepts multiple aspects of self, including good and bad qualities, and has a tendency to feel positive about past life. Purpose in Life was ranked third. This suggests that HEI administrators have goals in life and a sense of directedness. It also indicates a feeling that there is meaning to their present and past life. This also revealed that they have a tendency to hold on to their beliefs that give life purpose, aims and objectives for living. Tied on the fourth rank were positive relations with others and autonomy. High scorers in positive relations mean that the HEI administrators have warm, satisfying and trusting relationships with others. It also suggests that they are concerned about the welfare of others and are capable of strong empathy, affection, and intimacy. It also indicates that they can understand the give and take situations of human relationships. On the other hand, high scorers in autonomy suggest that HEI Administrators were self-determining and independent individuals who were able to resist social pressures to think and act in certain ways. They can

regulate behavior from within and evaluate themselves by personal standards. Lastly, was the environmental mastery. High scorers on this dimensions were said to have a sense of mastery and competence in managing the environment. They have the capacity to control complex array of external activities and make effective use of surrounding opportunities. They were also able to choose or create contexts suitable to personal needs and values.

Overall, the results indicate that HEI administrators possess strong mental resilience and well-being, particularly in self-acceptance, purpose, and personal growth. However, institutions could enhance their well-being further by improving workplace structures, reducing bureaucratic challenges, and fostering stronger social support networks. By addressing these areas, administrators can achieve even greater psychological well-being, ensuring that they remain motivated and effective in their demanding roles.

In the study of Ozkara et. al (2019) he noted that in daily life, psychological well-being is expressed as happiness, the individual's inclination towards positive affect rather than negative affect based on cognitive and affective self-evaluation, is a general evaluation of the individual's life satisfaction and positive-negative affect. When individuals have positive feelings and thoughts about their lives, their well-being levels will be higher.

Table 4

Relationship between the Job Demands and Job Resources of HEI Administrators

Job Demands	Job resources		
	Physical resources	Social resources	Organizational resources
Qualitative demands	$r=-0.228^{**}$ Low correlation $p=0.008$	$r=-0.216^{*}$ Low correlation $p=0.011$	$r=-0.225^{**}$ Low correlation $p=0.008$
Quantitative demands	$r=-0.320^{**}$ Low correlation $p=0.000$	$r=-0.070$ Negligible correlation $p=0.420$	$r=-0.160$ Low correlation $p=0.062$
Organizational demands	$r=-0.152$ Low correlation $p=0.078$	$r=-0.169$ Low correlation $p=0.050$	$r=-0.128$ Low correlation $p=0.139$
**Significant @ 0.01			

The table showed the relationship between the demands of jobs and job resources for HEI (Higher Education Institution) administrators. The results show that qualitative job demands are negatively correlated with all three job resources. Furthermore, quantitative job demands showed a significant negative relationship with physical job resources. Higher qualitative demands correlate to lower physical resources ($r=-0.228$, $p=0.008$) social resources ($r=-0.216$, $p=0.011$), and organizational resources ($r=-0.225$, $p=0.008$). These correlations indicate that with growing qualitative job demands (e.g. task complexity or higher expectations) of administrators, their access to critical job resources decreases. Likewise, quantitative job demands, which describe the demands imposed by the quantitative aspects of work such as work overload and time pressure, negatively correlate strongly ($r=-0.320$, $p=0.000$) with physical resources, which implies that as the workload increases, the administrators believe significantly less in the adequacy of the physical resources at their disposal. In contrast, quantitative demands correlate negligible, if at all, with social resources

($r=-0.070$, $p=0.420$) and, at best, weakly, non-significantly negative with organizational resources ($r=-0.160$, $p=0.062$). This indicates that workload does influence access to physical resources, but has limited effect on social or organizational support, and thus should be taken into consideration. In contrast, demand at the organizational levels show weakly negative and statistically non-significant relations with all job resources. The associations reported between organizational demands and physical resources ($r=-0.152$, $p=0.078$), social resources ($r=-0.169$, $p=0.050$) and organizational resources ($r=-0.128$, $p=0.139$), suggest that greater organizational demands tend to decrease access to resources, but that the effect is small.

Table 5

Relationship between the Job Demands and the Psychological Well-being of HEI Administrators

Psychological Well-being	Job Demands		
	Qualitative demands	Quantitative demands	Organizational demands
Self-acceptance	$r=-0.244^{**}$ Low correlation $p=0.004$	$r=-0.178^{*}$ Low correlation $p=0.038$	$r=-0.046$ Negligible correlation $p=0.594$
Positive relationship with others	$r=-0.046$ Negligible correlation $p=0.596$	$r=0.043$ Negligible correlation $p=0.618$	$r=-0.002$ Negligible correlation $p=0.980$
Autonomy	$r=-0.191^{*}$ Low correlation $p=0.026$	$r=-0.122$ Low correlation $p=0.156$	$r=0.145$ Low correlation $p=0.095$
Environmental mastery	$r=-0.174^{*}$ Low correlation $p=0.042$	$r=-0.132$ Low correlation $p=0.127$	$r=-0.008$ Negligible correlation $p=0.928$
Purpose in life	$r=-0.188^{*}$ Low correlation $p=0.028$	$r=-0.017$ Negligible correlation $p=0.846$	$r=0.032$ Negligible correlation $p=0.710$
Personal growth & development	$r=-0.143$ Low correlation $p=0.097$	$r=-0.011$ Negligible correlation $p=0.896$	$r=-0.001$ Negligible correlation $p=0.993$
Overall	$r=-0.215^{*}$ Low correlation $p=0.012$	$r=-0.091$ Negligible correlation $p=0.292$	$r=0.027$ Negligible correlation $p=0.755$
**Significant @ 0.01, *Significant @ 0.05			

The results implied a negative psychological effect of qualitative job demands. Administrators faced with higher qualitative demands, such as performing complex tasks under high expectations, seem to have lower self-acceptance ($r=-0.244$, $p=0.004$), implying that they have more difficulty internalizing their self-worth and confidence in themselves. Qualitative demands also decrease autonomy ($r=-0.191$, $p=0.026$), meaning that administrators who work longer hours feel they have less

control over their decisions and work environment. It also relates negatively to environmental mastery ($r=-0.174$, $p=0.042$) and purpose in life ($r=-0.188$, $p=0.028$) leading to the possibility that indeed people who experience more qualitative demands also find it harder to handle their work environment adequately or maintain a clear direction and meaning in counteracting the demands on their psychological well-being. In summary, qualitative job demands decrease psychological well-being to a great extent ($r=-0.215$, $p=0.012$), which means qualitative job demands drain psychological well-being. In contrast, quantitative_job_demands (defined as workload and time pressures) has a comparatively weaker impact on psychological well-being. There is a strong negative correlation with self-acceptance ($r=-0.178$, $p=0.038$), meaning that an increased workload can lead to a lower self-esteem, but no significance concerning the other psychological well-being factors; autonomy, environmental mastery, and purpose in life do not show a correlation. That means high workload reduces confidence, but not other aspects of psychological wellbeing. Structural or administrative pressures (i.e. organizational job demands), however, have less negative impact on psychological well-being. A significant negative correlation with self-acceptance ($r=-0.046$, $p=0.002$) was found, but the minimal coefficients can be interpreted as weak correlation. The organizational demands have mostly no effect on all other areas of psychological well-being, most notably autonomy and purpose in life. In general, the findings stress the fact that the risks associated with different forms of job demands are greatest for qualitative demands in relation to HEI administrators' psychological well-being, specifically targeting self-perception, autonomy, and mental health. The institutions should take into account the strategies to mitigate these demands, like task simplification, better supportive apparatuses, and ensuring an environment that nurtures autonomy and challenge.

According to Daniel, et. al (2023) said organization should think about system for managing these increased demands including reducing task complexity, increasing your support systems and creating an environment for autonomy and purpose when dealing with these increased challenges. Addressing these problems can help organizations ensure that their administrators have the best possible job satisfaction and well-being in the workplace, thereby assuring organizational effectiveness and staff resilience.

Table 6

Relationship between the Job Resources and the Psychological Well-being of HEI Administrators

Psychological Well-being	Job Resources		
	Physical resources	Social resources	Organizational resources
Self-acceptance	r=0.100 Low correlation p=0.245	r=0.076 Negligible correlation p=0.381	r=0.236* Low correlation p=0.006
Positive relationship with others	r=-0.041 Negligible correlation p=0.638	r=0.091 Negligible correlation p=0.294	r=-0.083 Negligible correlation p=0.339
Autonomy	r=0.087 Negligible correlation p=0.314	r=-0.030 Negligible correlation p=0.731	r=0.137 Low correlation p=0.112
Environmental mastery	r=0.019 Negligible correlation p=0.825	r=-0.145 Low correlation p=0.092	r=-0.004 Negligible correlation p=0.960
Purpose in life	r=0.048 Negligible correlation p=0.581	r=-0.068 Negligible correlation p=0.428	r=0.146 Low correlation p=0.090
Personal growth & development	r=0.019 Negligible correlation p=0.824	r=0.163 Low correlation p=0.058	r=0.210* Low correlation p=0.014
Overall	r=0.049 Negligible correlation p=0.571	r=0.047 Negligible correlation p=0.587	r=0.177* Low correlation p=0.039
*Significant @ 0.05			

In table 6, job resources were associated with psychological well-being of HEI administrators, in terms of three categories of (1) physical, (2) social, and (3) organizational resources, where those resources were contributing towards the (1) self-acceptance (2) autonomy (3) environmental mastery (4) purpose in life (5) personal growth (6) well-being. The relationship between psychological well-being and job resources (physical, social, and organizational) is either negligible or low in terms of correlation coefficients, which indicate weak associations. (Self-acceptance & Organizational Resources: $r=0.236$, $p=0.006$). This indicates that those employees who view the organizational resources higher (support system, career growth opportunities, leadership accessibility) show marginally better self-acceptance. But the low correlation suggests that other factors are probably more important for people's sense of self-acceptance. ($r=0.201$, $p=0.014$). Although organizational resources can also help improve sense of personal growth and development, the effect is rather limited. Personal motivation, external training, or mentorship, for example, might be stronger influences. For the overall psychological well-being & organizational resources ($r=0.171$, $p=0.039$) if there is a relationship, it is very weak.

What this means is that organizational resources impact psychological well-being but are not the core factors. Qualities such as personal circumstances, social support and work-life balance would probably have a greater impact. When administrators have institutional support structures in place, clear policies around expectations, and opportunities for professional development, they are significantly more likely to feel confident, in control, and have stronger psychological health (Dreer, 2022). Instead, social and physical resources have little impact on well-being. To address the psychological risks of burnout, sensing organizational support systems to be more robust and everyone works well together need to be a target priority for an institution as these system-specific dimensions have the most significant and meaningful influence on administrator psychological resilience and job satisfaction.

Discussion

The aim of the study is to determine the relationship between job demands, job resources and psychological well-being of HEI administrators. The JD-R model was used as theoretical framework to guide the exploration of what demands and resources exist in the academic environment.

On a broader note, it has been observed from the results that administrators experience high job demands in terms of cognitive, emotional and interpersonal aspects. This implies that their responsibilities demand a lot of work, flexibility, and fortitude to digest the intricacies of their tasks appropriately. According to Tisu et al, (2020) the blurred lines between personal life and careers may lead to stress and burnout, which can be exacerbated by job requirements that involve regular overtime or emotionally intensive duties. Yet, even when tasks match competencies, the demands on the role itself remain high (Radic, et. al, 2020). Moreover, administrators have significant quantitative job demands. This implies that they face continuous heavy workloads, tight deadlines and the need to multitask effectively. It gets such high marks because it is a high-pressure work environment, where administrators and academics have to juggle a lot of work, all while dealing with a steep learning curve. These findings are consistent with the study of Tummers in 2021. He said excessive workload and time pressure raises the risk of stress and burnout which can lower your job satisfaction level and your effectiveness overall. Failure to address these challenges could result in employee disengagement and even increased turnover, as employees leave for positions with fewer responsibilities. Furthermore, high ratings in the organizational demands could suggest that a high number of the administrators feel that demands associated with administration in their positions are excessive. This also indicates that regular paperwork, reporting and procedural requirements eat up a good chunk of their time, possibly at the expense of their actual job. According to Dicke, et. al (2022) when schools are forced to follow complex administrative paths, school administrators find that their time and energy is "taken away" from more meaningful or productive labor, leading to inefficiencies and frustration. This high results of organizational demands of respondents is also supported by the research of Wu & Chen, 2020; it describes that In fact, when they feel that performance evaluations and accompanying feedback are more likely to be used to obtain demanding results than for their own professional growth, it can lead to anxiety, disconnection and lower morale.

On the categories of job resources, physical resources indicators were rated high by the administrators. According to Arceta in 2022, organizations that invest in maintaining a high-quality work environment and provide physical resources that support job performance, increase employees' productivity. However, these findings are in contrast to Billota, et. al in 2021, where they mentioned that perception on physical resources align with job requirements, suggesting that while the available resources are generally adequate, some organizations may not fully meet all the employees' specific needs. This suggests that strong professional relationships, supportive leadership, and a positive organizational culture contribute to a work environment where employees feel valued, encouraged, and motivated. In the category of social resources, respondents reported that having positive and supportive relationships with their colleagues could promote a workplace culture that fosters camaraderie and mutual respect. The role of school leadership in providing necessary support, indicated that respondents felt guided and empowered in their administrative duties. According to Admiraal, et.al 2021, a workplace that fosters meaningful social interactions can reduce stress, improve morale, and enhance overall performance. Ilac et al.'s 2022 study supports the high mean score of the findings, showing that social relationships significantly enhance job satisfaction and that strong interpersonal connections drive motivation, engagement, and workplace fulfillment. On the other hand, organizational resources were rated high. This suggests that the school prioritizes continuous learning and skill-building for administrators, ensuring they are well-equipped to handle their responsibilities. Additionally, school leadership provides strong support in addressing challenges, reinforcing the perception that administrators can rely on their supervisors for guidance and problem-solving assistance. Strong collaboration between administrators, teachers, and staff is a key strength, highlighting a team-oriented work culture that encourages cooperation and shared responsibilities. These positive communication and collaboration dynamics contribute to a well-coordinated administrative team that can effectively implement school policies and initiatives. The overall results in organizational job resources were supported by the study of Mazzetti, et.al in 2023 where they mentioned that the increase in transparency and inclusivity could improve employees' trust and engagement in school policies. Employees may benefit from more involvement in decision-making discussions, ensuring that their perspectives and concerns are considered.

Limitations and Recommendations

It is important to mention that this study has its limitations. The findings emphasized the job demands, job resources, and psychological well-being of HEI Administrators in Calamba City, and cannot be generalized in some other areas and aspects. The profile of the respondents was not discussed which could have impact the job demands and resources of the respondents. Demographics such as educational background, tenure, and gender could be factors that can influence job demands, job resources, and psychological well-being. With this, this profile must be included in future research related to the variables. Also, other settings like public schools or state universities may be the next locale of the study.

For the HEI administrators, it is recommended that they take responsibility for their well-being through engagement in relevant programs such as stress management strategies. Furthermore, they should provide constructive feedback on job demands and resources availability in their respective workplaces. They may also strengthen their peer support networks and mentorship programs to enhance their social resources. For the government

agencies that are related to education sector, they play a crucial role in fostering the well-being of HEI administrators. It is recommended that these agencies develop and implement mental health policies and ensure a supportive work environment. By prioritizing these initiatives, government agencies can contribute to the overall well-being and efficiency of HEI administrators, ultimately enhancing the quality of education and institutional management.

The Human Resource Management Office should also proactively develop and oversee a holistic employee well-being program that includes physical and mental wellness initiatives, employee assistance, and stress management strategies. Furthermore, they should also establish a robust employee assistance program (EAP) offering confidential counseling and psychological support. Lastly, for the University/College Presidents and Top Management, they should implement job demands policy. This policy establishes guidelines for managing job demands to ensure a healthy, productive, and sustainable work environment. They should also ensure that the administrators receive sufficient support through equitable workload distribution, adequate physical resources, and robust professional development opportunities.

Conclusion

The present study provided insight into how HEI administrators make sense of the demands and resources in their job roles as related to their psychological well-being. Mention was made of how demands cause strain and stress, whereas resources was linked to the meaningfulness of the job. Research has progressively demonstrated that not considering the proper management of job demands and resources of one's workforce as a key element, can result in negative setbacks (Dhanpat et al., 2019). By understanding the perception of academic's leaders and human resource departments in HEI's could consider suitable interventions to alleviate job demands and implementing methods in which to structure work in order to increase resources at academics' disposal. Higher Education Institutions Administrators were encouraged to implement the proposed action plan to enhance the psychological well-being which focused on managing qualitative job demands, enhancing physical resources, strengthening social job resources, and optimizing the overall job resources.

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