



Teachers' Perceived Organizational Support and Teacher Self-efficacy as Predictors of Teacher Work Engagement

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Abstract: Teacher engagement is viewed as a significant factor in the field of education, which refers to people's outlook toward their job, impacting their emotional attendance and engagement during their presentation. Also, there is an inner force that pushes educators to put more time and strength in maintaining participation in the school that is called educator commitment that is determined on evolving the school builds an emotive connection between educators and schools. It eventually encourages educators to improve their instructing careers and find ways to create a successful educational setting that would enable learners to attain their goals. In addition, teacher self-efficacy, including educators' convictions in their skill to successfully manage assignments, responsibilities, and difficulties associated with their expert activity, has an important function in affecting key scholastic results in the career setting. By taking the aforementioned constructs, this review of literature provides implications for academics, teachers, and policymakers in search of better considering the functions of perceived organizational support and self-efficacy on their work engagement.

Keywords: perceived organizational support, work engagement, teacher self-efficacy

I. INTRODUCTION

Teaching is viewed as a challenging task involving improvisation, unpredictability, and simultaneous thinking, thus it is important to remember that instructors have unique personality traits, thought patterns, ideologies, and cognitive processes that have a big impact on their decisions and behaviours in the educational setting (Kim et al., 2018; Kim et al., 2019). The strong correlations between instructors' perceptions, cognition, and emotions and their students' achievement have been

confirmed by mounting research (Cross & Hong, 2012; Klassen & Tze, 2014). Since teacher efficacy, work engagement, perceived organizational support are all on the rise, a lot of research attention has been focused on studying these constructs (e.g., Subarto, Solihin, & Qurbani, 2021; Su, 2021; Sürücü, & Maslakci, 2020).

The need to look into teacher engagement as one of the important teacher-related aspects has been emphasised in a growing number of studies on teacher education (e.g., Klassen et al., 2013; Skaalvik, & Skaalvik, 2014). The willingness of teachers to devote their mental, physical, and emotional resources to their instructional practises is referred to as teacher engagement, which is a motivational construct (Klassen et al., 2012). This conception is based on Klassen et al. (2013)'s multifaceted analysis of workplace engagement. Teacher engagement is regarded as a motivational characteristic that consists of four fundamental components related to social, mental, and cognitive engagement, according to Klassen et al. (2013). From their viewpoint, teachers' positive emotional reactions and responses to their activities are what constitute emotional involvement. The level of focus, dedication, and interactions between instructors and students and coworkers are referred to as engagement.

II. PERCEIVED ORGANIZATIONAL SUPPORT

Eisenberger, considered the authority in the field of perceived support from organizations research, first described it as an individual belief that the organization cares about workers' work contribution and wellbeing (Eisenberger et al., 1986). According to Cropanzano et al., 1997, organizational support is separate from support from society, which refers to what a person obtains from others such as his or her superiors, coworkers, spouses, relatives, or peers. Lin (2018) went even farther, characterizing



perceived support from the organization as employees' overall impressions and opinions about the provision of job assistance, respect for the company, the importance of employees' values, and concern for the interests of the employees' life.

According to the organizational support theory (Eisenberger et al., 1986; Eisenberger and Stinglhamber, 2011), perceived organizational support is defined as how much an organization values teachers' contribution and cares about their career. Based on the Chinese setting, Ling et al (2006) described perceived organizational support as a construct with three dimensions consisting of job support, care for employees' interests, and acknowledgement of employees' values.

Using established criteria, this study limits teacher-perceived organizational support to teachers' perceptions of the assistance they believe the organization provides, including job support, care for teachers' interests, and acknowledgment of teachers' beliefs.

III. TEACHER SELF-EFFICACY

According to social cognitive theory, self-efficacy is an individual's factor that can have significant effects on human activity and labor (Baroudi, Tamim, & Hojeij, 2022). Self-efficacy is defined as a person's belief in his ability to successfully perform by organizing the tasks required to exhibit a certain performance (Bandura, 1986). Self-efficacy evaluate personal capabilities and also contextual resources and limitations. According to surveys, self-efficacy is the second most important element in predicting academic success following ability (Wiederkehr et al., 2015). Self-efficacy is the belief that one has the ability to achieve satisfying educational results in a learning environment (Klassen and Usher, 2010).

From the perspective of education, it is believed that teachers' self-esteem affects not just their teaching and behavior but also affects the behavior and learning of students (Tschannen-Moran and Hoy, 2001). Teachers' beliefs have an impact on how effective they are in their capacity to carry out instructional techniques in an educational a context that promotes effective student learning outcomes (Lemon and Garvis, 2016). According to Hoang and Wyatt (2021), educator self-efficacy can be widely defined as educators' belief in their abilities to raise students' test scores, keep them interested in the lesson, help them complete their homework, and accomplish instructional goals.

Individuals with self-efficacy are alleged to consciously choose engaging in challenging things with enthusiasm requires more time and effort to

succeed in their objectives and continue making efforts in spite of failure feasible in reaching their personal or professional goals (Buri'c and Macuka, 2018). Teachers' self-efficacy is operationalized and described in the study by three categories: student engagement, instructional strategies, and management of the classroom (TschannenMoran & Woolfolk Hoy, 2001).

IV. WORK ENGAGEMENT

To date, no stability in the notion of work engagement has been achieved (Cui, 2020). Engagement can be operationalized and quantified in a variety of ways. Historically, Kahn (1990) defined work engagement as a psychological state achieved by self-control, combining self and job roles, encompassing intellectual, physical, and emotional input. Work engagement is defined by Schaufeli et al. (2002) as a joyful, fulfilling, work-related state of mind distinguished by vitality, devotion, and absorption, which serves as the most commonly used description. Thus, teacher engagement implies the effort done by instructors and is connected with positive educational outcomes and teachers' active attitudes toward the profession. Han and colleagues (2020).

Teachers' cognitive involvement, demonstrating energy, determination, and investment in observing resources, is operationally characterized as a four-dimensional prompting construct in this study (Klassen, Dursken, & Yerdelen, 2013).

Using established criteria, this study limits teacher-perceived organizational support to teachers' perceptions of the assistance they believe the organization provides, including job support, care for teachers' interests, and recognition of beliefs held by teachers.

Previous studies show that teacher work engagement is significantly expected by teacher self-efficacy (Skaalvik and Skaalvik, 2014). In the meantime, work engagement is also associated with positive outcomes, such as improvement in job satisfaction and a reduced likelihood of quitting teaching as a profession (Bakker and Bal, 2010).

V. THE RELATIONS BETWEEN PERCEIVED ORGANIZATIONAL SUPPORT, SELF EFFICACY AND WORK ENGAGEMENT

Self-efficacy and engagement have been linked, according to social cognitive theory (SCT). According to SCT, a person's motivation is aided by their ability to self-regulate, reflect, and use symbols (e.g. Bandura, 1997). According to Bandura (1997), a



lecturer's view of how competent they are may influence how involved they are in their organisation.

It might be argued that lecturers' perceptions of their aptitude for completing tasks effectively affect how engaged they are at work. The same goes for lecturers' sense of efficacy, which fosters passion for their engagement at work in difficult circumstances. According to the Social Exchange Theory (SET) (Cropanzano & Mitchell, 2005; Blau, 1964), workers will give their all if they feel that their employers are supportive.

According to Kose (2016), SET offers a solid framework for deriving explanations of connectivity, POS, and its associated effects. It may be argued that a favourable view of organisational support is more likely to be matched by positive attitudes towards one's job, such as a high degree of engagement. Similarly, connectivity (Lee & Robbins, 1995) is predicted to be reciprocated by positive work behaviours including high employee engagement levels. POS and connectivity are significant tools that can promote a productive level of employee involvement. According to SET, lecturers' engagement may be seen as a trade-off for a favourable view of organisational support, connectivity, and self-efficacy.

Through the self-enhancement processes described above, perceived organisational support may increase employees' self-efficacy and stimulate the application of higher-level abilities, increasing their intrinsic motivation at work (Eisenberger & Stinglhamber 2011). The relationship between perceived organisational support, supervisory support, and job engagement among associates in Jakarta, including both teachers and non-teaching faculty members, was the subject of quantitative research by Sunarjo et al. (2020). As perceived organisational support is rising as a consequence of the company giving employees what they want, creating a reciprocal relationship, it has been claimed that this has a positive and significant impact on work engagement. Similar to this, Musenze et al. (2020) investigate the relationship between work engagement and perceived organisational support in the primary education sector of Uganda. The claim that perceived organisational support is favourably and strongly associated with job satisfaction was supported by both the initial and later data.

While a number of studies (Hasnida et al., 2019; Meriç et al., 2019; Stefanidis & Strogilos, 2019) found an empirically favourable relationship between perceived organisational support and teacher work engagement, Nusantria (2012) offered contradictory findings, as this study demonstrated a positive, albeit insignificant,

connection between perceived organisational support and work engagement. As a consequence, the mixed results indicate that there are gaps among the studies and need for additional research.

The influence of perceived organisational support on work engagement has been shown to be significant outside of the realm of education. According to Utari et al. (2021), 72 employees in the heavy equipment division of PT Pindad (Persero) were much more engaged at work when they thought that their organisation supported them. Employees who receive support from the organisation will improve on their current aptitudes, competencies, information, and attitudes. In a similar vein, Nasuridin et al. (2018) examined the contribution of work engagement in the relationship between a total of four latent factors (namely, perceived peer assistance, perceived supervisory support, and job performance) among 639 staff nurses from nine health facilities in Peninsular Malaysia, and discovered that perceived organisational support can increase staff members' motivation and engagement at work.

VI. CONCLUSION

Presently, there is more scrutiny on higher education than ever before. Globally, there is growing interest in the effectiveness of learning and instruction in higher education institutions, particularly in light of the present economic situation (Devlin, 2007). Consequently, this leads to more stressful work settings.

Understanding the underlying causes of teachers' work involvement might have significant consequences in the real world of practise. The positive effectiveness of educators, their teaching attitudes, and personal health may all be improved by looking into the root reasons of job engagement (Schaufeli & Salanova, 2008). More consideration should be given to teacher work engagement and its reasons in teacher education programmes. In doing so, it is advised that teacher educators and policy makers instruct supervisors and language school principals to increase their knowledge of the emotional elements of their instructors and to support them in doing so.

Additionally, by providing organisational support and creating a welcoming environment and sense of community between instructors and administrators, language centres, schools, and institutes can enhance teachers' individual and collective sense of efficacy. Teachers are likely to experience greater job satisfaction and engagement at work because of this organisational assistance.



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