Organizational Support Effect on Teachers' Well-Being and Job Satisfaction at University Level

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Abstract: The study aimed to investigate the differences between organizational support and job satisfaction regarding gender, qualification, and experience. The data used in the study was quantitative and gathered through survey methodology. The population for this study consisted of all teachers and faculty of humanities and social sciences at Lahore Leads University. A multistage sampling approach was used to choose the faculty of humanities and social sciences. In the first step, faculty members from the humanities and social sciences were chosen using a stratified sampling technique; in the second stage, faculty members from the four faculties of Lahore Leads University were chosen as a study sample using a census sampling technique. The researcher used a self-developed questionnaire to gather data, which were then analyzed using SPSS (Statistical Packages for Social Sciences) and calculated using inferential statistics. Based on the study's findings, the study suggests intangible resources as a free way to boost teachers' work-related engagement. University management and colleagues might provide support through acknowledgment, feedback, knowledge sharing, and other things to improve teachers' job engagement.

Key Words: Organizational Support, Well-Being, Job Satisfaction

Introduction

Universities search for methods to boost employee performance, and practitioners and scholars have paid close attention to organizational support (Arogundade et al., 2015). Academics in the fields of organizational and human resources claim that organizational support is a powerful predictor of employee outcomes, including job satisfaction and performance. For example, Bakker and Albrecht (2018) found a positive correlation between organizational support and work performance, while organizational support also had a positive effect on job satisfaction.

Furthermore, research has demonstrated the connection between job performance and job happiness (Cacciamani et al., 2022). Enthusiastic teachers are likely to put in extra effort, be dedicated to the University, and work hard (Gülbahar, 2017). The evaluation. Hence, presupposing that all the observed outcomes in these industrialized nations hold for growing economies and developing nations such as South Africa may be misleading. The lack of a thorough model that illustrates the relationship between performance, organizational support, and work happiness is a serious flaw in the education sector. This undercuts the development of strategies to motivate and assist educators in raising the caliber of their work. In light of this identified research gap, the current study aims to determine the impact of organizational support on teacher job satisfaction (Bakker & Albrecht, 2018).

A manner of perceived organizational support is an encouragement and acknowledgment of the socio-emotional demands of teachers. As higher education institutions face increasing competition in the market, organizations are trying to create an inclusive and productive environment for teachers to pay attention to their well-being. As is well known, teachers' job satisfaction and other qualities of their well-being are instrumental for educational process delivery since

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they significantly influence students' experiences and achievements. The second antecedent is organizational support, which refers to formal or tangible features that facilitate the performance of the instructors' tasks, strategies, policies, manuals, and resources that may play a role in shaping these characteristics (Rhoades & Eisenberger, 2002).

Herzberg's (1967) double-factor theory serves as the study's first theoretical foundation. Organizations that have become an integral part of human life, according to Herzberg, are more than just places where people can make enough money to cover their basic expenses; they also need to succeed in the organizational setting, be recognized for their accomplishments, be regarded as a reliable and respected employee, and have authority, responsibility, and power. Consequently, Herzberg (1967) separated the elements that affect job satisfaction into two categories. He has attempted to explain this by pointing to people's propensity to be aware of, investigate, and overcome changes in their environment. In fact, Nias (2002) conducted a study on teachers' job satisfaction based on Herzberg's two-factor theory. These are hygiene factors and motivators. Hygiene factors can only help motivate until vital needs are met, after which they lose their effect. Because of this, they do not qualify as real motivators. The study's findings indicate that teachers require intellectual growth and increased independence, believe they contribute to society, and are prepared to build positive relationships with their peers in order to feel highly satisfied. It has been determined that while lowering managerial responsibilities, demanding less work, raising compensation, and enhancing status can all help instructors feel less dissatisfied with their jobs; they cannot raise job satisfaction. Herzberg's theoretical framework serves as a significant foundation for studies on teachers' job satisfaction (Nias, 2002).

The Cornell Model serves as the study's second theoretical foundation. According to this concept, employees' subjective opinions about their workplace have less of an impact on their job satisfaction than the actual state of the labor market. When unemployment is particularly high, or it is getting harder to get a job and harder to change careers, workers are happier in their existing positions. They may even find job satisfaction in being able to keep their existing position. Employee work satisfaction is more likely to decline when job switching is simple (Bowling et al., 2005). In this regard, the Cornell model offers a crucial foundation for context-specific examination of the elements that contribute to teachers' job satisfaction, especially in light of the high unemployment rate among educators and the challenges associated with being hired as a teacher in Turkey (Akpunar & Erdamar, 2020).

Scholars found that the variable concerning perceived organizational support is strongly linked to teachers' psychological assets and occupational satisfaction (Skaalvik & Skaalvik, 2017). Suppose teachers have a positive impression of their Universities and their treatment and opportunities, as well as administrative support and professional development. Due to the direct impact on the efficiency of the education system and teacher turnover state, lack of morale, and overall intellectual environment of Leads University, acknowledgment of organizational support dynamics is crucial. This paper aims to establish the link between teachers' job content satisfaction and organizational support. Employing quantitative research, this study seeks to launch the impact of various forms of support on university teachers' experience by providing insights that could inform the Leads University policy and implementation. Substantial challenges define the current education context as increased administrative pressures, shifts in instructional practices, and higher expectations of all stakeholders and students (Dai & Qin, 2016).

In this regard, the health of the University teachers and job happiness determine the kind of learning environment that can be provided. Teachers play a core role in the educational process, and students' performance and institutional success depend on teachers' motivation, morale, and mental health. Teachers' experiences in their work environments are heavily dependent on organizational support. Organizational support, which comprises resources, professional development support, and recognition, has been described as the extent to which a company cares for its workers and is committed (Gülbahar, 2017).

Increased Perceived Organizational Support (POS) has been strongly correlated to increased job satisfaction, decreased burnout, and improved overall health of teachers in different studies over time (Skaalvik & Skaalvik, 2017). Understanding how organizational support affects the teachers' job satisfaction and their welfare important for Leads University. Its mission is to create a supportive environment for the professional

development of teachers and to offer excellent instructional practices. But when it comes to staff concerns, it's not unheard of for faculty to grumble about things like job stress, lack of support from administrators, and little or no options for career advancement. Such factors may result in feelings of dissatisfaction and a decrease in well-being.

Objectives of the Study

The following objectives were developed for the study in light of the significance of organizational support for Leads University teachers' job satisfaction and well-being:

- ▶ To investigate how organizational support and work satisfaction relate to qualifications and gender.
- ▶ To investigate the distinction between job satisfaction in terms of experience and organizational support.

Research Design

The data used in the study was quantitative and gathered through survey methodology. The quantitative research technique aims to comprehend occurrences, test hypotheses, and make predictions by gathering and analyzing numerical data. To guarantee the authenticity and dependability of the results, statistical techniques are applied.

Population of the Study

The population for this study consisted of all teachers of Lahore Leads University.

Sample of the Study

Sampling involves selecting a portion of the population for data collection because it is often impracticable to examine the entire population. Lahore Leads University has four faculties: business, engineering, computer science, social sciences, and humanities. A multistage sampling approach was used to choose the faculty of humanities and social sciences. In the first step, faculty members from the humanities and social sciences were chosen using a stratified sampling technique; in the second stage, faculty members from the four faculties of Lahore Leads University were chosen as a study sample using a census sampling technique.

Figure 1
Sampling Framework of the Study Research
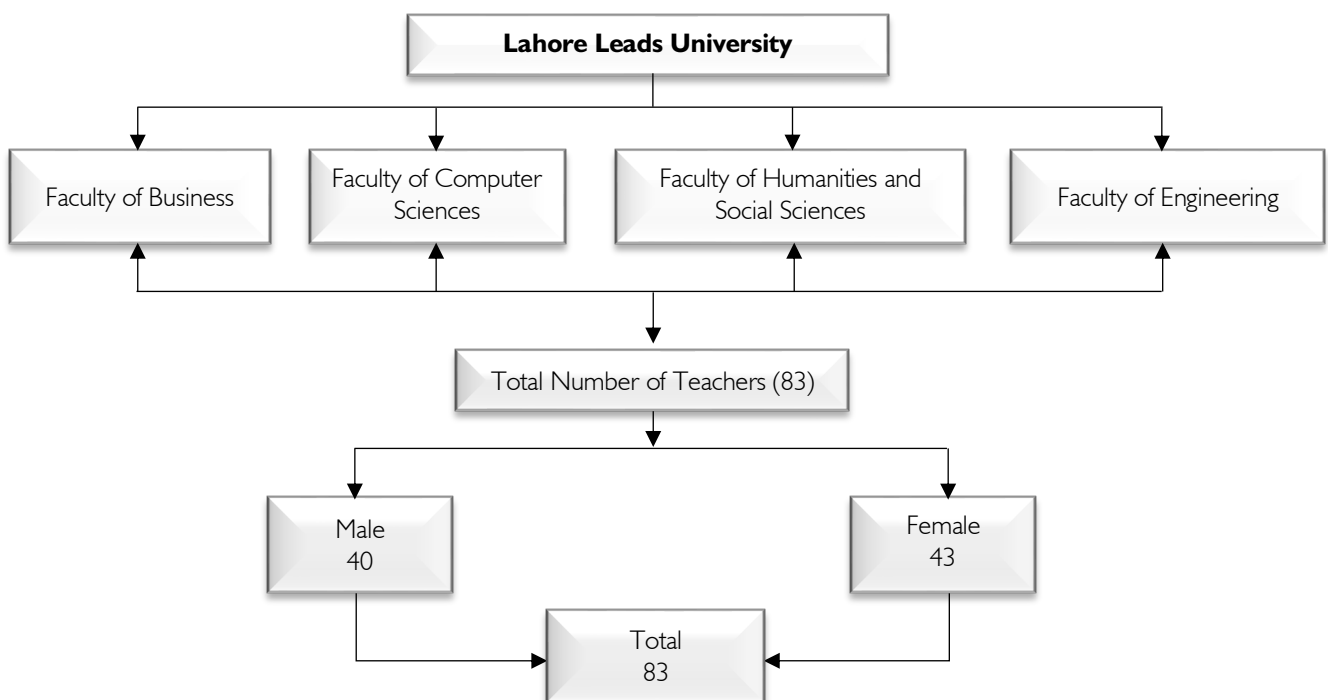
Instrumentation

A self-developed tool based on literature reviews was used to collect data. To gather data, the researcher created an online Google form. Each respondent was explicitly informed that the purpose of the data collection activity was only for research purposes. A pilot study was carried out to assess the instrument's validity and reliability. The tool was validated by the opinions of five professionals. The questionnaires were divided into three sections: the first asked about job satisfaction, the second asked about teachers' well-being, and the third asked about organizational support.

Cronbach's Alpha was used to determine the instruments' reliability. Based on the experts' and responders' comments and suggestions, the questionnaire was modified as needed. The instrument's Cronbach's Alpha rating was 0.903, and it had 34 elements.

Data Analysis

SPSS (Statistical Packages for Social Sciences) was used to examine the data. The data was computed using inferential statistics. Inferential statistics employed a one-way ANOVA to ascertain whether there was a significant difference between the demographic variables.

Table 1

Independent Samples t-test to Identify the difference between Male and Female University Teachers regarding Organizational Support

Gender	N	Mean	Std. Deviation	df	t-value	Sign.
Male	27	19.1852	3.12603	78	.867	.033
Female	53	20.2642	6.05154			

Table 1 shows that the Organizational Support gap between male and female university instructors was determined using an independent sample t-test. Males (M = 19.1852, SD = 3.12603) and females (M = 20.2642, SD = 6.05154) differed significantly (t =.867, p =.033). As a result, it concludes that there are distinguished gender differences in organizational support between male and female university teachers.

Table 2

Independent Samples t-test to Identify the Difference between Male and Female University Teachers regarding Well-being

Gender	N	Mean	Std. Deviation	df	t-value	Sign.
Male	27	41.4815	7.45432	78	.749	.044
Female	53	40.3774	4.90379			

Table 2 shows that the Organizational Support difference between male and female university instructors was determined using an independent sample t-test. Males (M = 41.4815, SD = 7.45432) and females (f = 40.3774, SD = 4.90379) differed significantly (t =.749, p = 044). As a result, it concludes that there are notable gender differences in organizational support between male and female university teachers.

Table 3

Independent Samples t-test to identify the difference between Male and Female university teachers regarding job Satisfaction

Gender	N	Mean	Std. Deviation	df	t-value	Sign.
Male	27	19.1852	3.12603	78	-.877	.447
Female	53	20.2642	6.05154			

Table 3 shows that the Organizational Support difference between male and female university instructors was determined using an independent sample t-test. Males (M = 19.1852, SD = 3.12603) and females (f = 20.2642, SD = 20.2642) differed significantly (t = -.877, p =.447). As a result, it concludes that there are notable gender differences in organizational support between male and female university instructors.

Table 4
Independent Samples t-test to identify the difference between Male and Female University Teachers regarding Job Satisfaction

Gender	N	Mean	Std. Deviation	df	t-value	Sign.
Male	27	19.1852	3.12603	78	-.877	.447
Female	53	20.2642	6.05154			

Table 4 shows that the Organizational Support difference between male and female university instructors was determined using an independent sample t-test. Males (M = 19.1852, SD = 3.12603) and females (f = 20.2642, SD = 20.2642) differed significantly (t = -.877, p =.447). As a result, it concludes that there are notable gender differences in organizational support between male and female university instructors.

Table 5
Independent Samples t-test to identify the difference between Male and Female university teachers' well-being regarding qualification

Qualification	N	Mean	Std. Deviation	df	t-value	Sign.
MPhil	24	42.7500	6.44879	78	2.036	.04
PhD	56	39.8929	5.43282			

Table 5 shows that the difference between male and female university teachers in terms of their qualifications for teaching well-being was determined using an independent sample t-test. MPhil (M =42.7500, SD =6.44879) and PhD (f =39.8929, SD =5.43282) differed significantly (t =2.036, p =.04). As a result, it concludes that there are distinguished gender differences in the qualifications and general well-being of male and female university instructors.

Table 6
Independent Samples t-test to Identify the Difference between Male and Female University Teachers Job Satisfaction regarding and Qualification

Qualification	N	Mean	Std. Deviation	df	t-value	Sign.
MPhil	24	21.6667	8.77579	78	2.007	.041
PhD	56	19.1429	2.33883			

Table 6 shows that the difference in job satisfaction between male and female university instructors was determined using an independent sample t-test. MPhil (M =42.7500, SD =6.44879) and PhD (f =39.8929, SD =5.43282) differed significantly (t =2.036, p =.04). As a result, it concludes that there are notable gender differences in the job satisfaction of male and female university instructors.

Table 7
One-way ANOVA Identifies the Difference between University Teachers Organizational Support regarding their Experience

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10.858	16	.679	1.165	.320
Within Groups	36.692	63	.582		
Total	47.550	79			

Table 7 demonstrates how the one-way ANOVA finds the differences in university instructors' experiences. The findings showed that there was no significant difference in organization and resources based on experience (less than 5 years, 6-10 years, 11-15 years, and more than 16 years) (df (79) = 1.165, p=.320). Based on experience, it was determined that the role of administration in organizations and resources varied significantly.

Table 8

One-way ANOVA Identifies the Difference of University Teacher's Well-being Regarding their Experience

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	29.943	16	1.871	6.696	.000
Within Groups	17.607	63	.279		
Total	47.550	79			

Table 8 demonstrates how the one-way ANOVA finds the differences in university instructors' experiences. The results showed that there was no significant difference in organization and resources based on experience (less than 5 years, 6-10 years, 11-15 years, and over 16 years) (df (79) = 1.871, p=.000). Based on experience, it was determined that the role of administration in organizations and resources varied significantly.

Table 9

One-way ANOVA identifies the difference in university teacher's job satisfaction regarding their experience.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	17.979	11	1.634	3.759	.000
Within Groups	29.571	68	.435		
Total	47.550	79			

Table 9 demonstrates how the one-way ANOVA finds the differences in university instructors' experiences. The findings showed a significant difference in organization and resources based on experience (less than 5 years, 6-10 years, 11-15 years, and over 16 years) (df (79) = 3.759, p=.000). Based on experience, it was determined that the role of administration in organizations and resources varied significantly.

Discussions

Leads University's administration should employ some measures that address the specific problem in the organization and address the issue of employees' well-being and job satisfaction of teachers. This study looked at how organizational support affected university instructors' work satisfaction and general well-being. The results indicated a significant difference in the role of administration in organization and resources based on experience. The study employed an independent sample t-test to assess the differences between male and female university instructors regarding Organizational Support regarding qualifications. The organizational support and qualifications of male and female university instructors differed significantly. The results of this study are in line with earlier investigations into the relationship between work engagement and perceived organizational support (Samosir & Novliadi, 2019). Murthy (2017) looked at employees from businesses and found that work engagement and perceived organizational support were strongly correlated. This study emphasizes how important it is to address workload as a changeable element in order to enhance teacher well-being and, consequently, raise educational standards. In addition to defining work engagement, Wang (2024) examined the connection between work engagement and job resources, specifically four distinct resources. Job satisfaction is cultivated in a healthy work environment where educators feel supported by the organization and acknowledged for their well-being. These results are consistent with the conservation of resources theory, which holds that excessive demands might exhaust a person's resources and endanger their general well-being (Zhang & Cheng Chang, 2023). The strain brought on by a heavy workload becomes a crucial and major aspect that has a substantial impact on teachers' psychological health and general well-being as they negotiate the challenges of their vocation (Jerrim and Sims, 2021).

Conclusions

Organizational support. has been shown to play a role in the general Coming and job satisfaction of Leads University lecturers. The results show that organizational practices, communication, and a positive organizational climate have a highly positive impact on the overall well-being, motivation, and burnout of teachers. On the other hand, negative

behavior and absence of support are likely to result in stress, burn, and reduced job satisfaction. From this report, it becomes clear that university administrators need to ensure that they protect policies that enhance politeness and cooperation. If institutions engage the issues educators have raised and find ways of working that balance organizational requirements with supporting personnel, the efficiency of organizations as well as the quality of education will both increase.

Recommendations
▶ As per the study's findings, intangible resources are suggested as a free method to boost instructors' involvement with their jobs. To improve instructors' job engagement, university administration and colleagues may offer support in the form of acknowledgment, feedback, information sharing, etc.
▶ Policymakers might create major training policies that include strategies for enhancing organizational support.

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