



Impact of Social Support on Female Teachers' Work Engagement and Organizational Commitment at Secondary School Level

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Abstract: This current research study was planned to study the impact of social support on female teachers' work engagement and organizational commitment at the secondary school level in Khyber-Pakhtunkhwa. This research study was conducted in three districts of the Malakand region of Khyber Pakhtunkhwa, Pakistan. All female teachers in public sector schools and private sector schools were taken as the population of the study. However, 1354 teachers were selected as the sample size. Standardized research instruments were used for data collection. A total of five alternative hypotheses were formulated. The correlation coefficient, regression analysis, means score comparison and t-test were used. The entire five hypotheses were accepted. A significant relationship was found between social support and female teachers' work engagement and organizational commitment. A significant difference was found between public school female teachers and private school female teachers regarding social support. It is recommended that proper family and institutional support may be provided to female teachers to work diligently. In future, researchers may extend this research work by taking some other work-related variables like psychological capital and emotional intelligence as moderators/mediators.

Key Words: Perceived social support, Work engagement, Organizational commitment.

Introduction

The profession of teaching occupies a central place in the educational setting and has abundant responsibilities toward society. Generally, teachers are recognized with the name of nation builders as they instill in students' skill, knowledge and morality. Secondary education plays a significant role in promoting ethical values, and social and economic standards of society. The teacher of the present day is under increased workload and feeling fatigue which creates problems for organizational life and productivity. Ultimately, due to these recent changes, high

demands and fewer resources, this profession became less productive, stressful and not committed to the workplace.

[Petek & Pope \(2016\)](#) concluded that for many years teacher quality in schools had been immensely considered and focused on empirical research and education policy. Equally, all the educational researchers believe that teachers matter. However, some agree upon adopting the best way to develop teacher performance or quality besides needed professional development and requiring certification. There must be a continuous approach to better understand work

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performance in the educational field to study work engagement, willingness and productivity of employees and factors positively affecting these qualities among teachers.

For several decades the area of workplace and family life has been the focal point of researchers, especially in the field of sociology. They have tried their best to explore and document how social relationships outside the organization affect individuals' work and commitment to the job. This unique trend of research has caused to produce several studies that cover the negative effects of workload on individuals and organizations. Subsequently, we have observed quick move-in educational circles examine from positive to negative aspects of organizational and professional life.

Currently, all over the globe, many organizations are reengineering, restructuring and renovating which results in great challenges in performing actual role performance. Accordingly, most organizations in Pakistan have witnessed and experienced these indispensable challenges of the day which create a feeling of stress and job insecurity among employees. Committed workers are the intense need for organizations to meet the worldwide educational and economic competition. Factors that contribute to organizational commitment and employee engagement have more valuable and critical. One of the most significant factors that contribute to minimizing stress, increasing morale, sound organizational climate, productivity and motivation is social support on the part of individuals.

The growing body of research, especially in the field of commerce, health and psychology, discovered lots of trends and constructs which became good predictors of productivity and job performance. Educational researchers promptly and carefully applied these constructs to achieve an effective teaching-learning process. Most familiar trends and construct widely used in educational circles, favorably in advanced countries, encompasses organizational commitment, organizational control, job satisfaction, work engagement, and social support.

A great deal of research shows its significance and the positive impact it brings on the job performance of teachers and student learning outcomes.

The purpose of the current study was to explore the impact of social support on work engagement and organizational commitment among female schoolteachers. It is generally understood the universal fact that social relationships are a crucial aspect of life and very important, as it performs a significant role in humans' psychological and social functioning throughout their lifetime. Social support leads to a healthy life, secure mentality, and psychologically soundness.

In contrast, without social support healthy social and psychological life is impossible. [Sarson \(2005\)](#) argued that social support is necessary not only in times of pressure and stress but also an equally important prerequisite for a normal life routine. People who do not receive needed social support may cause lots of tension and problems in functioning daily life and other social relationships. Consequently, accessibility of enough social support to an individual plays a vital role in both coping with stress and helplessness. On the other hand, a reduction in social support produces attrition and psychological and physical collapse among individuals.

Admittedly, organizational commitment, which is vital for organizations, is based upon the unity of individual and organizational goals. Thus, employees, who are deeply committed to their organizations, perceive themselves as a necessary part of the organization and satisfy their sociological and physiological needs. They believe that they will be able to achieve their aims through organizational aims, are more productive than others and become much more integrated into the organization and its values (Junce, 2013). Resultantly, in the last decade, employee engagement has received a great deal of attention in academia. Yet, the concept remains new, with seemingly limited academic

research being produced in this area ([Saks, 2006](#)).

Shaufeli (2012) has done a comprehensive research analysis on work engagement and stated that it comprises different structures. He further argued that work engagement and emotional burnout are not the opposite as [Maslach & Leiter \(1997\)](#) have described. So it is obvious that the debate and research on this new construction will continue further and yet there is no complete agreement among academic circles on this newly emerged concept. The works of Schaufeli and Bakker have provided a comprehensive detail of employee engagement and defined the term as full energy with a concentrated effort on the part of an employee, having passion, absorption and commitment while performing their job. Effective involvement in daily life activities is the basis of work engagement. [Wildermuth \(2008\)](#) described engagement as a continuous state of the person at a job that may lead to discretionary efforts, focus and energy, and a high level of passion and willingness.

On the other hand, the support which the individual perceives from his/her private life environment (family, friends, relatives, etc.) is a factor affecting performance in work-life as the support which the individual perceives from the people in the work environment ([Altay, M 2007](#)). Social support is defined as material and moral support which provide the individual be able to cope with stress in need and support him/her struggling with difficult sides of life and protect him/her from negative situations and is provided by the sources of social support in the environment (Bozcurt, Y 2013). Social support means that the individual is supported, loved, esteemed and respected by the social environment and not being alone. Besides, it provides the environment, the intense stress they experience, push them to loneliness and decreases their motivation; social support seems to be an important element in avoiding these negative situations and restoring morale (Demartis, A. S. 2007).

Problem Statement

It is generally understood and universally

acknowledged that teachers are the most effective factor for change. An engaged and committed teacher is the spine of teaching-learning development. Teachers perceiving support from family, friends and organization will be better in the position to demonstrate dedication to their profession and commitment to the organization. Negligence and underestimation of teachers in this respect on the part of the organization and society would lead to an educational shortfall and then the whole educational system will suffer. In the present era, several burning issues are encountered by teachers at the secondary level which need both Government and the community's keen attention.

Work engagement and organizational commitment among female teachers in Pakistan wants a big deal of research and predominantly, there is a lack of research focused on investigating the levels of commitment and work engagement of female teachers. For that motive, the at hand study wants to make out the level of work engagement and commitment as well as discover the relationship between work engagement and commitment with the social support from different sources such as family, friends and organization among female secondary teachers in Pakistan.

Research Objective

1. To find out the relationship between social support and work engagement of female teachers.
2. To determine the relationship between social support and organizational commitment of female teachers.
3. To find out the significant difference between public and private school female teachers regarding social support.
4. To find out a significant difference between private and public school female teachers concerning work engagement.
5. To investigate the significant difference between public and private school

female teachers relating to organizational commitment.

Research Hypotheses

1. There is a positive relationship between social support and the work engagement of female teachers.
2. A positive relationship exists between social support and the organizational commitment of female teachers.
3. There is a significant difference between public and private school female teachers regarding social support.
4. A significant difference exists between private and public school female teachers concerning work engagement.
5. There is a significant difference between public and private school female teachers relating to organizational commitment.

Literature Review

Social support has numerous definitions in literature which are completely based on Kurt Lewin's field theory that he founded on the psychological environment. According to Lewin, life space is everything that affects the behaviors of persons at any time. Thus he termed this behavior change as a change in the psychological environment. He further added that removing undesired behavior and developing desired behavior in the individuals was only possible with a change in psychological environment and concluded that social support was very important in this respect (Sencan, B.2009).

[Taylor, S.E. \(2011\)](#) stated that there are multiple sources of social support comprised of friends, parents, pets, family, co-workers and community ties. Social support sources such as friends and family can be termed as natural, while community organizations and supervisors formal sources (Hogan, B., Linden, W. and Najarian, B. 2002).

[Dahlem, Zimet and Farley \(1988\)](#) found that sources of social support are classified as family, friends and partners (husband-wife, girlfriend or special person, etc.) for private life

and as the manager and colleagues who help the individual solve the problems at work for work life. The sources of social support are important to be known as facilitating individuals with social support. Generally, the providers of social support are the sources. The complete relationship is influenced by social, personal and environmental factors and helps the person to meet stress factors and problems. They might be different, depending on the situation.

According to [Bozkurt \(2013\)](#), the classification of the sources of social support is friend, family and partner (husband, wife, or private person) for personal life and managers and colleagues for duty life. Some think rather written in literature, two categories of social support as formal and informal or personal and organizational. Social support provided in the organization is commonly informative and material type while social support provided in private life (friends, family) is an emotional one. Israel & Schurman, (1990) clarified that friends, family, co-workers, program leaders and neighbors are the different sources of social support.

[Schaufeli & Bakker, \(2002\)](#) defined work engagement as a constructive, satisfying work-related state of mind categorized by dedication, absorption and vigor. Engaged individuals are better in the position to make links between work and others cognitively, emotionally and psychologically ([Salanova, Agut, &Peiro, 2005](#)). Almost a huge number of researchers agreed that the utmost product of work engagement is positive job performance ([Halbesleben, Harvey, &Bolino, 2009; Halbesleben & Wheeler, 2008; Rich, Lepine, & Crawford, 2010; Salanova et al., 2005](#)). Suggestions presented by different research studies that educational scholars must know and understand the precursor of work engagement for teachers appropriately.

The research work of the Utrecht group on work engagement is very comprehensive and worth mentioning in this regard. Their developed and polished definition of work engagement is similar to Kahn's in the sense that engagement is a self-fulfilling and

affirmative psychological work experience. [Schaufeli \(2002\)](#) also favored and supported Kahn's thought that engagement is a psychological state of mind at work that directly leads to constructive organizational and personal outcomes and behavior. The definition of work engagement as a "positive psychological state" has been supported by lots of studies and they have provided abundant proof for it. A study conducted by Lepin, [Rich & Crawford \(2010\)](#) which applied Kahn's engagement framework to their study, found the conclusion that emotional, physical and cognitive efforts in the workplace were demonstrated by engaged individuals. Such types of individuals were observed more willingly absorbed in their duty roles. [Byrne, Dik & Steger \(2013\)](#) stated in their book "purpose and meaning in the workplace" that engaged individuals are better in the position to understand their duty role and have a sensitive feeling which causes a sense of meaning and purpose in them. The sense of meaning to the duty role is due to the feeling of employees' engagement and this thought has been supported by several studies on employees' engagement ([Sonnetag, 2003](#)).

Methodology

This research study was descriptive and quantitative in nature. A survey technique was used for data collection. Present research work was comparative in the sense that it compared public secondary school and private secondary school teachers concerning social support. Comparison in different dimensions of work engagement and organizational commitment was also exhibited in this study population which was comprised of female secondary school teachers both from public schools and private schools. The sample size was selected through Krejcie and Morgan's (1970) sample selection table. A total of 1354 teachers were selected as a sample of the study. In these, 709 female teachers were selected from public schools and 645 teachers were selected from private schools. Standard and adopted questionnaires were used for data collection.

Findings

H1: There is a significant Relationship between Social Support and Work Engagement

Table 1.

Model	R	R ²	Adj. R ²	Std.Err of Est	F
1	.351	.123	.123	.654	190.25

Table 2.

Coefficient					
Model	Unstandardized Coefficient		Standardized Coefficient		
	B	Std.Err	Beta	t	Sig
Constant	2.38	.075		31.73	.00
Social Support	.275	.020	.351	13.79	.00

Independent Variable: Social Support

Dependent Variable: Work Engagement

It illustrates the result of regression analysis of teachers' social support and work engagement. In the above table, R-value is .351 and the R² value is .123. It points out that the independent variable (teachers' social support) makes clear a 123 percent variance in the dependent variable (teachers' work engagement). The f-

statistic value is 190.25 which proves the fitness of the model. Usually, when the F-statistic value is equal to or greater than 10, this model will be fit and it is evidence of a significant relationship. It is obvious from the table that teachers' social support is significantly and positively associated with

teachers' work engagement ($p < 0.05$) at a 95% confidence level. The beta value is .351 which demonstrates that change in a unit in our independent variable will carry a positive change of .351 in the dependent variable. The value of Durbin-Watson's statistic is 1.63. It verifies that there is no concern of autocorrelation in our present data. The hypothesis H1 which describes that there is a

significant association between secondary school teachers' social support and teachers' work engagement, is accepted.

H2: There is Positive Relationship between Social Support and Teachers' Organizational Commitment

Table 3. Model Summary

Model	R	R ²	Adj. R ²	Std.Err of Est	F
1	.609	.37	.37	.64	798.28

Table 4.

Coefficient					
Model	Unstandardized Coefficient		Standardized Coefficient		
	B	Std.Err	Beta	t	Sig
Constant	1.71	.074		23.19	.00
Social Support	.554	.020	.609	28.25	.00

Independent Variable: Social Support

Dependent Variable: Teacher's Commitment

This table is evidence for the regression analysis result of teachers' social support and their commitment to the organization. In this mentioned table, R-value is observed at .609 along with the R² value which is .37. It points out that the independent variable (teachers' social support) explains a 37 percent difference in the dependent variable (organizational commitment of teachers). The value of the F-statistic is 798.28 which shows the fitness of the model. Usually, when the value of the F-statistic is similar to or larger than 10, the model will be considered fit and accordingly, it demonstrates a significant association. The table's result is palpable that teachers' social support is absolutely and extensively associated with the organizational commitment of teachers ($p < 0.05$) at a 95% confidence level.

The beta value which is observed at .609, illustrates that a change of one unit in our independent variable will carry an affirmative change of .609 in the dependent variable. 1.63 is observed for the Durbin-Watson statistic value. It gives us enough idea that there is no concern in our data about autocorrelation. Our assumed hypothesis H2 which describes that there is a significant association between female secondary school teachers' social support and teachers' organizational commitment, is established.

H3: Significant Difference exists between Teachers of Private and Public Schools concerning Social Support (SS)

Table 5.

Variable	School	Mean	N	Std. Deviations
Social Support	Public	3.71	709	.981
	Private	3.61	645	.782
	Total	3.66	1354	.893

(N = 1354 df = 1352)

The table depicts the result of the t-test about a significant difference among teachers at private sector schools and public sector schools concerning their social support. A sample t-test was performed to confirm whether there is exists a significant difference in the teacher's responses to private schools and government schools about their perceived social support. The mean difference is .10. Result confirms significant differences in the teacher's responses to public school and private secondary school sectors. The public sector school teacher's mean score is 3.71 while the private sector educational institutions teachers 'mean score was 3.61. Moreover, P-value is a reduced amount than .05 ($p < .05$). It is obvious from the table's result that the p-value

illustrates a significant difference in teachers' responses of the private sector school and public sector school on the topic of their social support. Consequently, our alternative hypothesis H3 which portrays that a significant difference exists between teachers of private sector schools and public sector schools is recognized as relating to social support. It means that a significant difference was found between the teachers of private schools and public schools relating to social support in a secondary education institution.

H4: There is a Significant Difference between Teachers of Private Schools and government Schools concerning Work Engagement

Table 6.

Variable	School	Mean	N	Std. Deviations
Commitment	Public	3.31	709	.585
	Private	3.47	645	.797
Total		3.39	1354	.698

($N = 1354$ $df = 1352$)

It points up t-test results for significant differences between teachers of private sector secondary school and government sector secondary school on the subject of their work engagement. A free sample t-test was carried out to confirm if there is exists a significant difference in teachers' responses of private school and public school teachers in respect of their engagement in work. The mean difference is -.153. Result demonstrates significant differences in teachers' responses to private school and public school sector. The public sector school teacher's mean score is 3.31 while the private sector educational institutions teacher's mean score was 3.43. Furthermore, P-value is a lesser amount than .05 ($p < .05$). It is manifest from the table's result that the p-value expresses a significant difference in the teacher's responses of private sector schools

and public sector schools about their engagement in work. That's why our alternative hypothesis H4, which tells that there is a major difference between the private school sector and public school sector concerning work engagement, is accepted. It means that there exists a significant difference between teachers of private schools and public sector schools relating to work engagement in a female secondary education institution.

H5: There is a Significant Difference among Government School Teachers and Private School Teachers' Responses Concerning organizational Commitment (OCMT)

Table 7.

Variable	School	Mean	N	Std. Deviations
Commitment	Public	3.93	709	.866
	Private	3.55	645	.698
Total		3.75	1354	.812

(*N* = 1354 *df* = 1352)

This table illustrates the result of the t-test for significant differentiation among government sector school teachers and teachers of private sector schools relating their commitment to the organization. For this purpose, an independent sample t-test was carried out to know whether there is a significant difference in the responses of public school teachers and teachers of the private school concerning their commitment to the organization. The mean difference is .378. The table's result declares significant differences in the teacher's responses of government schools and schools in the private sector. The public sector school teachers' mean score is 3.93 while private sector educational institutions teacher's mean score was 3.55. In addition P-value is a smaller amount than .05 ($p < .05$). It is marked from the tables' results that the p-value expresses a major difference in the responses of the teachers of private sector schools and teachers of government sector schools as regards their commitment to the organization. As a result, our alternative hypothesis H5 which explains that there exists a significant difference among the teachers of the public school sector and private school sector about organizational commitment, is accepted. It means that there is stay alive a significant difference between the teachers of private schools and government schools on the topic of organizational commitment in a secondary education institution.

Conclusion

It was accomplished that there was a positive

and significant relationship between teachers' social support and teachers' work engagement of female teachers secondary school level. Those teachers who receive support from family, support from colleagues and from high authority are engaged in their work and show zeal and zest in performing duties.

It was also concluded that there was a significant relationship between social support and teachers' organizational commitment. It is evident from this result that in a supportive work environment, teachers are committed to their work. Committed workers work hard and achieve organizational goals.

Results have proved that there was a significant difference between public school teachers and private school teachers regarding organizational commitment. It was determined that public school teachers were more committed to their work as compared to private school teachers.

It was exhibited that there was a significant difference between public school teachers and private school teachers regarding work engagement. It was determined that private school teachers were more engaged in their work as compared to public school teachers.

It was concluded that there was a significant difference between public school teachers and private school teachers regarding social support. It was determined that public school teachers received more support from colleagues and high authorities as compared to private school teachers.

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