

The Impact Of Perceived Social Support On The Academician's Flourishing While Mediated By The Organizational Identification

Quratulain Memon ^{1*}, Dr Irma YazreenbintiMd Yusoff^{2*}

^{1*} Ph.D. scholar, Faculty of Economics and Business,
Universiti Malaysia Sarawak, Malaysia
E-mail:gmemon2013@gmail.com

^{2*} Senior Lecturer, Faculty of Economics and Business,
Universiti Malaysia Sarawak, Malaysia
E-mail:myiyazreen@unimas.my

The e-mail addresses and telephone/fax of the (corresponding) author(s)

E-mail:gmemon2013@gmail.com; quratulainmemon12@gmail.com

Contact No. 0092 334 3741661 (Pakistan)/0060109227006 (Malaysia)

ABSTRACT

This study aimed to evaluate the direct and indirect impacts of perceived social support on the flourishing of academic professionals. Based on pertinent research, it has been shown that academicians' perspectives on organizational identification serve as mediating factors in investigating the indirect connections between these two constructs. A structural equation model has been developed and validated using suitable statistical techniques, with organizational identification as the foundation. Four study hypotheses were formulated based on the theoretical frameworks of social exchange and social identification theory. These hypotheses encompass the direct influence of perceived social support on academicians' flourishing and the indirect effect of organizational identification acting as a mediator. The present study examined the mediating function of organizational identification in the relationship between perceived social support and academician flourishing after identifying the interactions among variables. Relevant statistical approaches such as partial least squares structural equation modeling (PLS-SEM) were employed to analyze the data. The study employed many statistical techniques, including data analysis, reliability testing, item-total correlation analysis, regression analysis, and the t-test. The study's findings indicate sufficient supervisor and organizational support at higher educational institutions in Sindh,

Pakistan, which considerably impacts academicians' flourishing. However, it was observed that co-worker support does not play a significant role in contributing to their flourishing. The results of this study indicate that organizational identification serves as a partial mediator in the association between supervisor support and organizational support.

Nevertheless, organizational identification did not demonstrate any mediating influence in the correlation between co-worker support and the flourishing of instructors. The present study utilizes a theoretical and structural model to examine the perceived social support (supervisor, co-worker, and organization), employee flourishing, and organizational identification among faculty members at Public sector higher educational institutions in Sindh, Pakistan. Therefore, it is recommended that targeted measures be used to provide authentic relational support inside Pakistani higher education institutions by implementing coaching initiatives, establishing discussion forums, providing orientations, and implementing learning programs. These measures aim to promote academicians' well-being and professional development in higher education institutions.

Keywords: Perceived Social Support, Employee flourishing, Organizational identification, Academicians, Structural equation model.

INTRODUCTION

The teaching profession has seen numerous changes in the past several decades, and academicians are often described in the literature as being in ill health (Jackson et al., 2006). Teaching is one of the top ten most demanding and challenging occupations (Kyriacou, 2001) because of its contradictory roles and multitasked teaching, research, and publishing responsibilities. Over the past decade, the stress levels of academicians have significantly increased (Mudrak et al., 2016; Fontinha et al., 2019; Singh et al., 2020). Furthermore, elements that have traditionally protected academic employees from stress and burnout, like tenure, autonomy, collegiality, and job clarity, are rapidly disappearing (Kinman & Wray, 2014). This is problematic since fewer positive work variables lead to bad outcomes for all stakeholders (Luthans et al., 2008). Consequently, efforts should be taken to ensure that the components needed to support academicians are in place to flourish and experience satisfaction and longevity in their careers.