EFFECT OF ORGANIZATION SUPPORT ON WORK ENGAGEMENT WITH SPECIAL REFERENCE TO SELF FINANCING COLLEGE

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ABSTRACT

Teachers are expected to be well-driven when it comes to personal and professional growth and take courage in setting higher goals for the development of their careers and imparting these to their learners, thereby achieving the role of the Department of Education. employees are highly energetic, self-efficacious individuals, and they have full control over events that affect their lives. Employees' positive attitude and wellengaged activity levels create positive feedback in appreciation, recognition, and success. For engaged employees, work stress is pleasant because it is a driving force for productivity and work accomplishment. socio-emotional needs and assess the benefits of increased work effort, employees constitute a general perception of how the organization values their contribution and cares about their wellbeing. Such perceived organizational support (POS) is assumed to be based on the organization's favourableness of employees' history of treatment. Likewise, based on reciprocity, perceived company support would elicit employees' felt obligation to care about the organization's welfare and help the organization reach its objectives. Employees could satisfy this indebtedness through a more outstanding practical commitment to the organization and more significant efforts to help the organization. The purpose of this study is to examine the relationship between work engagement and perceived organizational support and organizational climate.

KEYWORDS: *Organization Support, Work Engagement, Job Satisfaction, Work Life, Job Performance*

INTRODUCTION

Employee engagement has become a hot topic in recent years. Despite this, there remains a paucity of critical academic literature on the subject, and relatively little is known about how employee engagement can be influenced by management. Although there is a great deal of interest in engagement, there is also a good deal of confusion. At present, there is no consistency in definition, with engagement having been operationalised and measured in many disparate ways.

Perceived organizational support is accepted as the perception that workers are valued by the organization and their happiness is taken into account by the organization (Eisenberger, Huntington, Hutchison, & Sowa, 1986). The perception of organizational support is the extent of belief of workers that their organization appreciates their contributions and that it cares about their well-being (Robbins & Judge, 2012). Hellman (2006) defines the perception of organizational support as workers' perceiving the acceptance of the contributions they make to the organization they work for as a result of

their efforts by the organization and the attention the organization gives to its workers' well-being. While Martin (1995) defines organizational support as the awareness of workers' contribution by the organization and the importance that the organization gives to their well-beings, Eisenberger et al. (1986), in a different definition, described organizational support as the organizational values' taking workers' well-being into consideration and bearing the qualities that increase happiness of workers.

Teachers must always be updated of the latest trends and issues concerning their field of specialization to keep their students well informed on the situations of the corporate world. Mote et al. (2014) stated that competent faculty members enriched learning activities using up-to-date reference, practiced innovation towards globalization. Teachers of the future are expected to develop their competencies in delivering up-to-date knowledge to sustain their duties and functions as knowledge providers in a constantly changing and increasingly competitive work environment (Del Mundo & Refozar, 2013). They could acquire information

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through giving them the equal opportunity to attend in training and seminars as well as through participation in symposium and research conferences. Appropriate learning and development programs of the organization provides holistic, dynamic and satisfied human resource to better serve the academic community. It is the heart of personal and professional growth of individual that make them more effective and efficient teachers. If every part of human resources is not addressed in appropriate manner, employees fail to fully engage themselves in their job in the response to such kind of mismanagement (Markos & Sridevi, 2010).

REVIEW OF LITERATURE

Schaufeli (2012) states that the work engagement concept first emerged in the business world, that the concept, although the origin is not so clear, was used by the Gallup Organization in 1990, and that the first academician to conceptualize work engagement, which was a new concept both in the business world and the academic society, emerged in the 1990s, and became the topic of over 200 scientific publications, was Khan (1990), an ethnographic researcher. Khan (1990) defined work engagement as workers' having themselves being made use of for their roles in their jobs, and after they get themselves hired for the position, workers' display of physical, cognitive, emotional, and mental performances for the sake of their roles in their jobs, and regarded this as the source of the production of positive outcomes on both individual and organizational levels. The concept of burnout, which was first defined by Ferudenberger (1974), was completed and expanded with the antithesis of work engagement that referred to a positive state as a result of the studies conducted later on (Maslach & Leiter, 1997; Shaufeli & Bakker, 2003). It is possible to mention many factors in the engagement of workers to their jobs. There are numerous and a variety of factors affecting individuals' behaviors in the working environment. These factors can be classified into organizational, individual, environmental, and work-related. Work engagement behavior is affected by many factors such as organizational culture, institutional communication, management upon trust and respect, leadership, and prestige of the organization (Lockword, N.R., SPHR, GPHR, M.A, 2007). Workers' continuing to work in the institution and their willingness to compete determine their work engagement levels. The importance of work engagement is that there are positive results for the organization (which is the power behind work engagement). Studies conducted on work engagement shows that having a high level of work engagement leads to high level of organizational responsibility, increased job satisfaction, less absenteeism and lower workload ratios, improved health and well-being, a display of more responsible behaviors, high performance, high demands in personal attempts, behaviors that take preventive actions, and motivation in learning (Schaufeli & Salanova, 2007). Having engaged workers can be the key to competition (Macey & Schneider, 2008) and organizational success (Lockwood, 2007). Kahn (1990) coined one of the most recognizable definitions of engagement: "the harnessing of organizational members' selves to their work role." Work engagement could be described as "a positive, fulfilling, work-related state of mind characterized by vigour, dedication, and absorption" and can influence employee health (Schaufeli et. al., 2002). It is also a state of enthusiastic and complete work involvement (Rich et. al., 2010). Maslach and Leiter (1997, 2008) defined engagement as the opposite of burnout; engaged employees have a sense of energetic and effective connection with their work. Accordingly, engagement is characterized by energy, involvement, and professional efficacy – the three core burnout dimensions' direct opposites. Engagement will make a more substantial contribution as a unique construct that adds exceptional value to the nomological network (Halbesleben & Wheeler, 2008). Shirom et. al. (2008) add an exciting view of the literature on work engagement with his elaborated vigour concept. Accordingly, vigour refers to individuals' feelings that they possess physical strength, cognitive liveliness, and emotional. Feeling invigorated connotes the combined sense of a positive energy balance and pleasantness or contentment.

Organizational support theory that makes efforts to explain the relationships between the organization and workers is based on the social exchange theory (Tokgöz, 2011). The social exchange theory by Blau (1964) points out that individuals tend to have positive responses towards an individual or individuals that will provide benefits to them in certain conditions. (Bateman & Organ, 1983). According to the social exchange theory, the relationship between workers and the organization is in a way a relationship of exchange and trade (Blau, 1964). The concept of perceived organizational support is one of the main arguments of this exchange. (Akkoç, Çalışkan, & Turunç, 2012). Perceived organizational support has an important role both for the institution and for workers. Perceived organizational support enables workers to feel safe and feel that the power of the organization they work for behind them (Özdevecioğlu, 2003), makes workers that feel the support of their organization right beside them all the time become more attached to their jobs in that safe working environment and gives them the idea not to leave their working places (Akkoç et al., 2012), ensures

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workers to have tendency to show behaviors that theoretically provide benefits to the organization (Eisenberger, Huntington, Hutchison, & Sowa, 1986), makes organizational citizenship behaviors stronger and decrease behaviors of tardiness (Vandenberghe et al., 2007; as cited in Robbins & Judge, 2012), leads to less absenteeism by workers and more conscious about the tasks related to their jobs when compared to workers who have lower levels of perception of organizational support (Eisenberger et. al, 1986). Perceived organizational support increases performance in standard work-related activities, is effective in going over the predetermined standards and increases the level of organizational identification significantly (Turunç & Çelik, 2010).

OBJECTIVES
1. To know the level of Organizational support in terms of Learning and Development
2. To know the Level of Work Engagement of Self financing college Teachers as an Entire Group

RESEARCH METHODOLOGY
The population of the study consists of teachers working in self financing college in Ernakulam District. 100 self financing college teachers taken as sample size. Both primary and secondary data were used. Weighted mean and rank were employed to analyse the level of organizational satisfaction and work engagement. In relation to the level of organizational support of self financing college teachers, the study used the adapted perceived organizational support scale checklist by Eisenberger (1986). The respondents were asked to check the items to indicate the degree of their agreement or disagreement with each statement using the following four response options: 4 - Strongly agree; 3 - Agree; 2 - Disagree; 1 - Strongly disagree.

DATA ANALYSIS AND INTERPRETATION
Table 1 presents the level of organizational satisfaction in terms of learning and development among faculty members. Faculty members were normally satisfied in the opportunity that the university is providing them to use their abilities and the motivation for professional development as denoted by the computed weighted mean scores of 3.43 and 3.40, respectively.

Table 1: Level of Organizational support in terms of Learning and Development

No	Learning and Development	WM	Rank
1	Motivation for professional development	3.40	2
2	Privilege for educational opportunities	3.25	4
3	Amount of responsibility being given based on my capacity	3.36	3
4	Opportunity to use my abilities	3.43	1
5	Attention paid to my suggestions for development	3.15	5
Composite Mean			

They were also normally satisfied in the amount of responsibility being given to them based on their capacity and the privilege for educational opportunities as indicated by the computed weighted mean scores of 3.36 and 3.35, respectively. Attention paid to their suggestions for development obtained the least weighted mean score of 3.15. The composite mean score of 3.32 implies that the faculty members were normally satisfied in the learning and development of the university in general. Training and Development is important instrument that greatly contributes to the employee's career development (Quizon, 2014). Most organization applied competency training as a form of reward package particularly to employee's promotion (Macalaguim & Menez, 2014). As an educational institution it has to deliver the products and services necessary to achieve the outcomes it intends to produce (Javier, 2012).

Level of Work Engagement of Self financing college Teachers as an Entire Group
Table 2 shows that the Self financing college teachers have a very satisfactory work engagement level as an entire group, as revealed by the overall mean of 3.99 and standard deviation of 0.49. This result implies that Self financing college teachers are well-engaged in their work as manifested by their performance when it comes to teaching and learning process (M=4.38, SD=.35); pupils-students outcomes (M=4.24, SD=.40); community involvement (M=3.76, SD=.64); and professional growth and development (M=3.56, SD=.56).

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Table 2. Level of Work Engagement of Self financing college Teachers as an Entire Group

Work Engagement Aspects	Mean	S D	Description
Teaching-learning process	4.38	0.35	Very satisfactory
Pupils/students outcomes	4.24	0.40	Very satisfactory
Community involvement	3.76	0.64	Very satisfactory
Professional growth and development	3.56	0.56	Very satisfactory
Over-all mean	3.99	0.49	Very satisfactory

FINDINGS

Self financing college teachers are also normally satisfied in the amount of responsibility being given to them based on their capacity and the privilege for educational opportunities as indicated by the computed weighted mean scores of 3.36 and 3.35, respectively. Attention paid to their suggestions for development obtained the least weighted mean score of 3.15. The composite mean score of 3.32 implies that the faculty members were normally satisfied in the learning and development of the university in general. Self financing college teachers are well-engaged in their work as manifested by their performance when it comes to teaching and learning process

CONCLUSION

Faculty members are the number one beneficiary of the professional development program of the human resource development and management office through taking advanced studies in the graduate school, sending them in seminars, training and research conferences. They used their abilities to do research and allowed them to present its findings in the local, national and international research forums. Program accreditation also helps improve the educational background of the faculty members through requiring them to finish graduate studies. The faculty development program also provides guidance and clear plan for the career of the teachers in terms of the time frame when to complete their master's and doctorate degrees. They were highly engaged in performing their duties, particularly in the four aspects - teaching-learning process, pupils-student's outcomes, community involvement, and professional growth and development. Moreover, teachers are equipped with the knowledge and varied teaching skills used in attaining successful teaching and learning process; and they have been actively involved in the different activities of the community. Public elementary school teachers exhibited a high level of organizational support. This denotes that teachers acknowledged the support given to them by the organization. They are satisfied with their respective schools' services, which afforded them the right motivation as effective teachers.

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