

## **Perceived organisational support to increase teachers' commitment and performance through work engagement: a case study of an Indonesian vocational school**

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**Abstract:** Most research on Indonesian vocational schools has analysed the link and match between curriculum and student competence. However, little attention has been paid to the role of educators in education. This study analysed (1) how perceived organisational support positively affects affective commitment and job performance of vocational teachers; and (2) work engagement as a mediator in the relationship between perceived organisational support and two endogenous variables, affective commitment and job performance. Data were obtained from all teachers ( $N = 60$ ) in a vocational school that the Government of Indonesia has selected as one of the school revitalisation models. The study of data using Partial

Least Squares - Structural Equation Modelling (PLS-SEM) revealed perceived organisational support directly affects affective commitment and job performance and indirectly through work engagement. The findings contribute to the research area of school management. Schools can use the results as guidance to improve teachers' commitment and performance.

**Keywords:** organisational support, work engagement, affective commitment, performance, teacher

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## 1 Introduction

Title 9 of the Republic of Indonesia's 2019 Presidential instruction aims to improve the quality of vocational schools by reforming the curriculum to match the latest industry needs and standards. The instruction outlines several steps. To start, it maps the national education curriculum with the needs of the business and industrial worlds. Then the Government of Indonesia promotes collaboration with industries, relevant agencies and

international agencies to empower graduates into a competitive global workforce. Furthermore, there is a vocational school revitalisation program through developing learning innovations, standardising facilities and infrastructure, restructuring the school management, and improving teacher professionalism.

A vocational school curriculum must be designed by a collaboration between industry experts and educators to constantly adapt to changing workforce demands. Industry experts should consult educators on highly-sought skills that they look for in workers. This allows vocational schools to stay relevant in the dynamic workforce and become feeder schools into available employment.

Teachers should be involved in the vocational school curriculum in several stages, i.e., planning, executing, and evaluating the curriculum (Nur, 2011). Activities include determining teaching objectives, lesson materials, teaching methods and tools, and planning teaching assessments.

Teachers have a duty to develop and implement the curriculum to match students' needs (Nur, 2011). This means teachers translate, describe, and transform the values contained in the curriculum to their students. Teachers should also be able to conduct good learning to produce the optimal performance of graduates (Wardina, Jalinus and Asnur, 2019). Therefore, teachers are expected to increase their teaching skills and to improve their professional work. Teachers have the opportunity to improve the quality of their work through Teacher Professional Development (TPD) programs. However, TPD can only be effective if it has organisational support at the school and beyond (Alo *et al.*, 2018).

Organisational support is an important element in the organisation that attracts many studies. Organisational support is also called 'perceived organisational support', a term that refers to employees' perceptions of whether or not their employer is concerned with their well-being and accomplishments (Eisenberger *et al.*, 1986; Demir, 2015). Education research shows that perceived organisational support significantly increases teachers' respect for school priorities and willingness to achieve the targets (Eisenberger *et al.*, 1986). Perceived organisational support reduces teachers' absence rate since it increases the commitment of teachers to the institution (Eisenberger *et al.*, 1986).

Perceived organisational support affects the performance of employees (Eisenberger *et al.*, 1986; Uppal and Mishra, 2014; Mohamed and Ali, 2015; Karatepe and Aga, 2016; Park *et al.*, 2020). Previous research conducted by Rhoades, Eisenberger and Armeli (2001) shows a significant influence of the perceived organisational support on employees' feelings to support the organisation they work for, commitment, and job performance.

Ahmed and Nawaz (2015) demonstrated a more complex structural model where perceived organisational support significantly impacts organisational commitment and employee work engagement.

Allen and Meyer (1990, 1996) and Meyer and Allen (1991) developed a tridimensional model of organisational commitment that distinguishes three types of commitment. First, affective commitment refers to employees' emotional attachment to or identification with the organisation. Second, employees' loyalty to the corporation and spiritual obligations is the normative commitment. Third, the continuance commitment relates to the costs associated with the possibility of workers leaving the organisation (Allen and Meyer, 1996). These costs can include, for example, salaries, benefits, and retirement resources – factors that may aid in the retention of employees within the organisation. Of these three components, affective commitment is essential and gives an overview of loyalty and strong devotion to the organisation (Rhoades, Eisenberger and Armeli, 2001).

Studies that analyse the link between perceived organisational support and teachers' performance in vocational schools in Indonesia are limited. For example, one study showed perceived organisational support does not affect teacher performance (Fatati, Tobing and Hana, 2017). Research conducted in universities showed that perceived organisational support does not affect the affective commitment of lecturers either (Claudia, 2018).

Our understanding of the factors that affect educators' success due to perceived organisational support is far from complete. Although some research suggests a significant influence of perceived organisational support on commitment and job performance (e.g., Eisenberger *et al.*, 1986; Uppal and Mishra, 2014; Mohamed and Ali, 2015; Karatepe and Aga, 2016; Park *et al.*, 2020), others show no significant influence of perceived organisational support on commitment and job performance (e.g., Wann-Yih and Htaik, 2011; Fatati, Tobing and Hana, 2017; Claudia, 2018; Aydın and Kalemci Tüzün, 2019). Given the inconsistency of the impact of perceived organisational support, the current research is essential to prove whether or not it can encourage teachers' affective commitment and job performance.

Other than perceived organisational support, a variable called 'work engagement' as a predictor of affective commitment (Posthuma *et al.*, 2013) and job performance (Bakker and Demerouti, 2008; Jankingthong and Rurkkhum, 2012). Work engagement offers an overview of a person's contribution to the organisation, impacting the person's success and working life (Federman, 2009). Kim *et al.* (2017) discovered that work engagement significantly impacts employees' contribution to the organisation. Considering perceived

organisational support and work engagement variables, a study conducted on higher education in India shows a positive effect of perceived organisational support on affective commitment and performance through employee engagement as a mediation variable (Nazir and Islam, 2017).

Work engagement is an important variable in studying teachers' performance since engaged and enthusiastic teaching are essential qualities in teachers. Based on previous studies, work engagement has an important role as a mediator between supporting resources variables and one's qualities at work. Numerous studies show that work engagement plays an important mediating role in understanding teachers' performance (e.g., Hakanen, Bakker and Schaufeli, 2006; Bakker and Bal, 2010; Li *et al.*, 2017; Minghui *et al.*, 2018; Song *et al.*, 2018).

For example, Minghui *et al.* (2018) studied work engagement as a mediator of 1,027 special education school teachers from across the Chinese mainland. The study's findings support the hypothesis that work engagement plays a moderating role in the relationship between social support and teacher efficacy. Work engagement as a mediating variable may also explain cognitive processes such as the link between proactive personality and work satisfaction among 352 primary and middle school teachers in Mainland China (Li *et al.*, 2017). Additionally, Hakanen, Bakker and Schaufeli (2006) confirm that the impacts of job resources on organisational commitment were mediated by work engagement for 2,038 Finnish teachers.

In another study, work engagement plays a role as a mediator of value congruence, perceived organisational support, and core self-evaluations toward job performance (Rich, Lepine and Crawford, 2010). Rich, Lepine and Crawford (2010) prove work engagement is the strongest mediator compared to job involvement, job satisfaction, and intrinsic motivation when investigating the antecedents of performance. This is because to be engaged in work is not merely to be intellectually attentive to it, to experience and express pleasant emotions at work, or to perform certain duties for the sake of performing them (Rich, Lepine and Crawford, 2010). Rather, engagement is characterised by the simultaneous investment of cognitive, emotional, and physical resources to be actively and thoroughly immersed in a task or role (Kahn, 1990; Rich, Lepine and Crawford, 2010). Theoretically, teachers who are highly engaged in their work should have more pleasant experiences, leading to increased commitment to their organisations and improved performance in the classroom.

Many studies on teacher work engagement have been conducted in countries outside Indonesia (e.g., Burić and Macuka, 2018; Song *et al.*, 2018; Granziera and Perera, 2019). The study of teacher's work engagement is still in the early stage in Indonesia. This current research may complement the existing research of educators because studying teachers' work engagement concerning vocational school revitalisation programs in Indonesia is expected to increase affective commitment and job performance.

To date, little attention has been paid to vocational school revitalisation programs focusing on teachers. Previous research only analysed the link and match between curriculum and student competence (Subijanto *et al.*, 2020). Previous research's data analysis techniques were mainly descriptive qualitative (e.g., Subijanto *et al.*, 2020). The descriptive analysis was also used to study the performance management system of educational institutions (Nisio, Carolis and Losurdo, 2018). The quantitative analysis of the Partial Least Squares-Structural Equation Modelling (PLS-SEM) has, on the other hand, only been performed to calculate the outer/measurement model of the study (Janudin and Maelah, 2016).

This study analyses two critical issues. First, it looks at how perceived organisational support affects affective commitment and job performance of vocational teachers. Second, it examines work engagement's position as a mediator in the relationship between perceived organisational support and two endogenous variables, affective commitment and job performance. The current study closes the gap by examining the outer and inner models of relationships between organisations and people variables using PLS-SEM.

## **2 Research hypotheses**

### *2.1 Impact of perceived organisational support on affective commitment*

Employees' affective commitment to the organisation increases as their perception of organisational support increases (Rhoades, Eisenberger and Armeli, 2001; Rhoades and Eisenberger, 2002; Nazir and Islam, 2017). The existence of an individual's affective commitment toward an organisation shows the extent to which a positive relationship be supportive between individuals and organisations. Employee commitment to the organisation is influenced by perceived organisational support (Rhoades and Eisenberger, 2002). The perceived organisational support and affective commitment are causal

relationships (Rhoades, Eisenberger and Armeli, 2001; Rhoades and Eisenberger, 2002; Nazir and Islam, 2017).

H1: Perceived organisational support positively affects affective commitment.

### *2.2 Impact of perceived organisational support on job performance*

Performance is influenced by perceived organisational support because it instils in workers a sense of responsibility to care for their wellbeing and help them achieve their goals (Rhoades et al., 2001). That statement is supported by Robbins and Judge (2014) that perceived organisational support influences employee performance. According to Rhoades and Eisenberger (2002), employee performance gets improved if the company increases its support. Based on the description above, the perceived organisational support and teacher's job performance is a causal relationship (Eisenberger et al., 1986; Karatepe & Aga, 2016; Mohamed & Ali, 2015; Park et al., 2020; Rhoades et al., 2001; Rhoades & Eisenberger, 2002; Robbins & Judge, 2014; Uppal & Mishra, 2014).

H2: Perceived organisational support positively affects job performance.

### *2.3 Impact of perceived organisational support on work engagement*

According to Robertson-Smith and Markwick (2009), perceived organisational support creates employee work engagement, demonstrated by commitment and loyalty. Perceived organisational support improves job satisfaction, commitment, work engagement, and job performance (Rhoades and Eisenberger 2002). When an organisation supports its employees, they choose to remain with it, reducing job pressure and increasing efficiency.

One determinant of work engagement is perceived organisational support (Saks, 2006). Perceived organisational support can increase employee productivity by evaluating feedback and generating employee work engagement (Rhoades, Eisenberger and Armeli, 2001). When employees feel more organisational support, they become more engaged at work, which enhances their efficiency.

H3: Perceived organisational support positively affects work engagement.

### *2.4 Impact of work engagement on affective commitment*

An employee's work engagement is a situation that shows someone's commitment to the organisation (Schaufeli and Bakker 2010). Work engagement is one of the antecedents of affective commitment (Posthuma *et al.*, 2013). Therefore, work engagement and affective commitment are causal relationships (Bakker and Demerouti, 2008; Federman, 2009; Bakker and Leiter, 2010; Schaufeli and Bakker, 2010; Posthuma *et al.*, 2013; Kim *et al.*, 2017).

H4: Work engagement positively affects affective commitment.

### *2.5 Impact of work engagement on job performance*

Kahn (1990) argues that employees feel obliged to show their role as their organisation's resources when work engagement occurs. So as organisational resources, employees maximise their performance in exchange for the benefits they have received from the company. According to Kular *et al.* (2008), employee work engagement can be created through a positive organisational environment, thus improving performance, decreasing employee turnover, and producing better welfare. Work engagement can greatly affect work results, benefits, and productivity in driving change initiatives (Robertson-Smith and Markwick, 2009). Based on the research conducted by Bakker and Demerouti (2008) and Jankingthong and Rurkkhum (2012), work engagement has a major impact on job performance. Based on the description above, work engagement and teacher job performance are causal relationships (Kahn, 1990; Bakker and Demerouti, 2008; Kular *et al.*, 2008; Robertson-Smith and Markwick, 2009; Jankingthong and Rurkkhum, 2012).

H5: Work engagement positively affects job performance.

### *2.6 Impact of perceived organisational support on affective commitment with work engagement as a mediation variable*

Perceived organisational support fosters obligations to employees in showing concern for the organisation in achieving the welfare and goals (Rhoades, Eisenberger and Armeli, 2001). According to Rhoades and Eisenberger (2002), perceived organisational support affects employees' commitment, work satisfaction, and performance. Saks (2006) argues that one of the important determinants of work engagement is perceived organisational support. Based on the description above, the perceived organisational support and affective commitment are causally related through work engagement as a mediation variable



(Rhoades, Eisenberger and Armeli, 2001; Rhoades and Eisenberger, 2002; Saks, 2006; Nazir and Islam, 2017).

H6: Perceived organisational support positively affects affective commitment with work engagement as a mediation variable.

### *2.7 Impact of perceived organisational support on job performance with work engagement as a mediation variable*

Employees' work engagement can affect the organisation's desired results in employment, employee success, efficiency, creative work behaviour, dedication, and customer satisfaction (Kim *et al.*, 2017). According to Robertson-Smith and Markwick (2009), work engagement often refers to commitment and loyalty to the organisation to improve employee performance with the organisation support. Work engagement is often believed to deliver positive outcomes for self-development and growth, and performance quality at the organisational level (Schaufeli and Bakker, 2010). According to Rhoades and Eisenberger (2002), job performance is influenced by perceived organisational support. To summarise, there is a causal relationship between perceived organisational support and teacher job performance through work engagement as a mediation variable (Rhoades and Eisenberger, 2002; Schaufeli and Bakker, 2004; Robertson-Smith and Markwick, 2009; Kim *et al.*, 2017; Nazir and Islam, 2017).

H7: Perceived organisational support positively affects job performance with work engagement as a mediation variable.

Figure 1 depicts a conceptual process model that shows the effect of perceived organisational support on affective commitment and job performance with work engagement as a mediation variable.

Insert: *Figure 1 Research Model*

## **3 Methodology**

### *3.1 Population and sample size*

The total number of teachers at the vocational school was 60 people, one headmaster and one deputy headmaster. The method used in this study was a census which means that the population in the vocational school was taken as the research subject.

### 3.2 *Research variables*

In this study, perceived organisational support was an independent variable (exogenous). The dependent variables were affective commitment and job performance (endogenous). Work engagement served as a mediating variable.

#### *'Perceived Organisational Support' Variable*

The term 'perceived organisational support' refers to teachers' perceptions or views on the degree to which the school should provide support, acknowledge teachers' contributions, and pay attention to teachers' well-being. There were three indicators of 'Perceived Organisational Support' used in this study (Mohamed & Ali, 2015; Rhoades & Eisenberger, 2002):

##### a. Procedural Justice

Teachers feel there is a clear rule and procedural in the enforcement of justice for the equality of use and implementation of resources among teachers so that everyone gets the policy's benefits.

##### b. Superior support

Those teachers can see the headmaster who has a responsibility to lead and evaluate the performance of subordinates as an indication of the organisation's support.

##### c. Organisational benefits and working conditions

The teachers develop their beliefs based on their perception of organisational support in appreciating their efforts and meeting social needs, emotional needs, and care for the welfare of teachers. Creating comfortable, safe working circumstances and offering satisfaction and responsibility to teachers, notwithstanding variances or diversity of jobs, is one kind of organisational support for teachers.

#### *'Affective Commitment' Variable*

'Affective commitment' is the emotional engagement and feeling of bonding that teachers have to show their dedication and loyalty to the work. Teachers realise they have the same goals and values and align with the school's goals to be achieved. There are three indicators of affective commitment (Allen and Meyer, 1990):

a. Emotional attachment

Teachers have strong feelings towards the school to be emotionally attached and feel part of the family at the school. It is shown by the positive affective and high sense of belonging to the school.

b. Identification

That teachers have confidence and acceptance of the school goals and values. It can be seen from the similarity of goals and values possessed by teachers with school policies that support teachers' performance so that teachers feel proud to be part of the school.

c. Participation

Teachers have a desire to be seriously involved in every activity in the school. Teachers are able to accept and carry out various duties and obligations. In this case, teachers strive to perform at their best beyond the school's minimum standards of teacher obligations.

*'Job Performance' Variable*

'Job Performance' is teachers' performance, such as teaching achievement through activities performed by teachers in their primary duties and functions as professionals in education. These variables are measured by three criteria that significantly influence teacher job performance, defined as their actions in schools to achieve educational goals, namely task performance, adaptive performance, and contextual performance (Hwang *et al.*, 2017). Indicators used in this study were:

a. Task Performance

That teachers have cognitive abilities consisting of task knowledge (required professional skills or values to ensure success and the ability to manage a variety of tasks), task skills (applied technical skills to complete tasks with little supervision), and task habits (innate ability to react to assigned work in a way that either helps or hinders performance).

According to the Republic of Indonesia Law No. 14 the Year 2005 Article 20 (a) Teachers and Lecturers, to achieve the level of success of teachers in carrying out their

professional responsibilities, teachers must (1) schedule lessons, (2) implement quality learning procedures, (3) analyse, and (4) assess learning results.

b. Adaptive Performance

Those teachers can solve problems creatively; learn new activities, technologies, and adapt to other cultures, people, or physical environments (Koopmans et al., 2011).

c. Contextual performance

The activities undertaken by teachers contribute to the main task and promote the social, organisational, and psychological setting intended to accomplish the organisation's aims.

*'Work Engagement' Variable*

*'Work Engagement'* is the role of the work of teachers for the mastery of teaching and by expressing themselves physically, cognitively, and emotionally during working. Three criteria measured this variable (May, Gilson and Harter, 2004; Bakker and Demerouti, 2008):

a. Vigour

Teachers have great energy, mental resilience, willingness to try and perseverance in the face of adversity.

b. Dedication

Teachers have great involvement in their job.

c. Absorption

Teachers have full concentration and are happy with their work.

The full wording of the items of scales can be found in Appendix A.

### 3.3 Data collection

A total of 69 items adapted from previous studies were used in this analysis to measure the research variables discussed above. The first section of the survey pertains to the respondents' demographic information such as age, gender, education, and length of work. The other sections of the survey were developed based on the dimensions of research variables. The Likert 5-point scale was used to evaluate all study variables measures.

The data were collected through questionnaires. Most respondents were female (47 people), while the rest were male teachers (13 people). It shows that female teachers dominate the number of teachers in this vocational school because it was first established as a Girls School. Most respondents had a bachelor's degree (55 people) as the minimum standard of teacher education in Indonesia. The rest of the teachers had a master's degree (5 people). Teachers over the age of 50 were 31 people. The remaining number of teachers were aged 30 - 50 years old (29 people).

About 58.33% or 35 people have a working period above 20 years. They showed loyalty and care because the long working tenure creates school engagement. Thus, they can participate in the school revitalisation program that has been implemented by participating and innovating in the school's future progress.

### 3.4 Data analysis

The current study applied the Partial Least Squares - Structural Equation Modelling (PLS-SEM) analysis to evaluate seven research hypotheses. In several circumstances encountered in social sciences research, such as when sample sizes are small or complex models with many variables and model relationships are estimated, PLS-SEM has many advantages over Covariance Based (CB-SEM) (Hair *et al.*, 2017). PLS-SEM was selected based on several considerations in this study, such as many indicators, the existence of a mediation variable, and small samples relative to the number of indicators.

The total number of teachers at the hospitality vocational school is 62, including one headmaster and one deputy headmaster. Considering the current study sample of only 60 teachers (excluding the headmaster and the deputy headmaster), PLS-SEM was used to analyse the data. PLS has certain advantages over other path modelling techniques, including lower sample size requirements, easier testing of moderating relationships, and built-in capabilities to handle formative indicators, among other things (Chin, 1998, 2010; Shackman, 2013).

Several factors, including the sample size, influenced the decision to employ PLS-SEM in the current investigation. For SEM, it is known that samples of at least 200 are required in most cases, with considerably larger samples necessary for more complex models (Kline, 2011). Failure to supply a large enough sample may result in a lack of convergence on a solution in some cases. Comparatively, PLS-SEM uses a different algorithm to

compute solutions, employing principal component analysis rather than maximum likelihood factor analysis, which allows for the computation of solutions to be reached with far smaller sample sizes (Shackman, 2013). PLS-SEM is particularly effective for studying specific populations (Boehe, 2010) in whom obtaining a large sample size may have proved challenging or even impossible, as in the case of only one hospitality vocational school in the current study.

### 3.5 Results

#### *The outer model*

##### *Measuring the outer model's validity and reliability*

The outer model explains how each indicator is linked to its reflective latent construct. In reflective models, indicators are a series of representative items that reflect the measured latent construct and assume factors as reality, so the measured construct is a sample of all possible indicators of that reality. Outer models are used to measure the validity and reliability of indicators. Validity measurement consists of outer loadings and convergent validity.

##### *Outer loadings*

For measurement of validity of indicators, it can be seen from SmartPLS output, i.e. outer loadings. If it has an outer loading value above 0.5, the indicator is declared valid. Several indicators did not meet the critical value ( $< 0.5$ ). Those indicators were not included in the analysis.

##### *Convergent validity*

In addition to looking at the value of outer loadings and cross-loadings, evaluating outer models against validity can also be seen from the convergent validity by looking at the Average Variance Extracted (AVE) output SmartPLS. If an indicator has an AVE value greater than 0.5, it is considered valid. Table 1 shows the AVE values for the evaluation of the external model using SmartPLS. After eliminating several indicators with factor loadings below 0.5, it shows that all constructs have an AVE value over 0.5, so all remaining indicators were valid.

Insert: *Table 1 Convergent validity*

*Reliability measurement*

Reliability measurement consists of composite reliability and Cronbach's alpha. On the outer model, reliability measurement can be seen with composite reliability and Cronbach's alpha values. A construct that has a composite reliability value of more than 0.7 is reliable. Reliability measurements are also reinforced by Cronbach's alpha value when the construct on the research model has a value of more than 0.6.

*Composite reliability*

The composite reliability value of the indicator shows whether or not the indicator is reliable. An indicator is reliable when the composite reliability value is above 0.7. Composite reliability is a *closer approximation* assuming the estimation of such parameters is accurate. The reliability test results of indicators that measure constructs with *composite reliability* values can be seen in Table 2 above 0.7. Therefore, the constructs that made up the estimation model were reliable.

Insert: *Table 2 Composite reliability*

*Inner model*

The inner model is designed based on the relationship between constructs in formulating problems or research hypotheses. The study carried out the inner model evaluation to analyse the relationship among all constructs of the research model. The inner model was evaluated using the R-squared value as the coefficient of determination in endogenous constructs. Endogenous constructs are constructs that are predicted by one or more constructs. Figure 2 depicts the output of this study's inner model.

Insert: *Figure 2 Output of the inner model*

The R-squared value of each endogenous construct of the estimated model is summarised in Table 3. Based on Table 3, the endogenous construct of work engagement on the estimated model is obtained by 0.310, meaning that the perceived organisational support construct can explain 31% of the work engagement construct and fall into the moderate inner model category (Chin, 1998, 2010; Roldán and Sánchez-Franco, 2012; Wynne *et al.*, 2020). For endogenous constructs, job performance on the estimated model was 0.746. This means that the perceived organisational support and work engagement constructs can explain 74.6% of the job performance construct into the category of a strong inner model, for an endogenous variable affective commitment on the estimated model obtained by 0.514. Thus, the perceived organisational support and work engagement constructs can explain 51.4% of the affective commitment construct, which falls into the moderate inner model category.

Insert: *Table 3 R-squared output*

#### *Hypotheses test results*

Hypothesis testing was conducted by bootstrapping method on SmartPLS to test the exogenous constructs against endogenous constructs. Furthermore, the bootstrapping output of SmartPLS is adjusted to the predetermined signification level of 0.05 (signification level = 5%). If the p-value is less than 0.05, the hypothesis is accepted; if the p-value is greater than the critical t-value, the hypothesis is rejected. Table 4 shows the effects of hypothesis testing using bootstrapping. All hypotheses presented in this study were accepted based on bootstrapping results, and the p-values do not exceed the predetermined value of 0.05.

Insert: *Table 4 Hypotheses testing results*

#### *Mediation variable testing*



Mediation variable testing is performed by looking at the p-value on the mediation variable paths. The p-value is a measure of the probability that a distinction occurred alone by chance. The lower the p-value, the greater the statistical significance of the observed difference. The p-value can be used instead of or in addition to pre-selected confidence levels when evaluating hypotheses. In this study, the level of significance determined by researchers was 5% or 0.05. Thus, if the statistical test result of the mediation variable, the p-value, is less than or equal to 0.05, the variable can mediate the relationship. Partial mediation occurs when both the variable X-Y and the variable X-Z-Y have a significant influence. Table 5 and Table 6 show mediation component tests in this analysis. Variable work engagement mediates the impact of perceived organisational support on affective commitment and job performance partially.

Insert: *Table 5 Total indirect effect*

Insert: *Table 6 Specific indirect effect*

#### **4 Discussion**

This study agrees upon the concept that perceived organisational support fosters a sense of psychological security. As a result, it can maximise teachers' affective commitment and success through work engagement. Perceived organisational support is an employee's understanding of how much the organisation values their efforts and cares for their well-being where they work (Robbins and Judge, 2014). Teacher perceptions of organisational support strongly influence their affective commitment and job performance. Therefore, schools can strengthen the perception of organisational support to all teachers through consistent daily support in teachers' tasks. School management may also involve teachers in creating and formulating the school vision and objectives to engage teachers in their work.

The findings support prior studies – perceived organisational support affects affective commitment (Rhoades, Eisenberger and Armeli, 2001; Rhoades and Eisenberger, 2002; Nazir and Islam, 2017). Perceived organisational support has a significant impact on the affective commitments to vocational school teachers. Teachers feel part of the school

because of psychological bonds with the school where the goals and values are rolled out. It embodies the sense that teachers get fairness, superior support, rewards, and work conditions that positively influence teacher commitment.

Job performance is influenced by perceived organisational support (Eisenberger et al., 1986; Karatepe & Aga, 2016; Mohamed & Ali, 2015; Park et al., 2020; Rhoades et al., 2001; Rhoades & Eisenberger, 2002; Robbins & Judge, 2014; Uppal & Mishra, 2014). Perceived organisational support influences the way teachers work in vocational schools. It is important to make teachers perceive that the school has cared for their welfare; thus, it positively influences their job performance.

Perceived organisational support affects work engagement (Rhoades, Eisenberger and Armeli, 2001; Rhoades and Eisenberger, 2002; Saks, 2006; Robertson-Smith and Markwick, 2009). Perceived organisational support influences the work engagement of vocational teachers significantly. When teachers engage with their work, they are enthusiastic, passionate about their work, and devoted.

Work engagement affects affective commitment (Bakker and Demerouti, 2008; Federman, 2009; Bakker and Leiter, 2010; Schaufeli and Bakker, 2010; Posthuma *et al.*, 2013; Kim *et al.*, 2017) and job performance (Kahn, 1990; Bakker and Demerouti, 2008; Kular *et al.*, 2008; Robertson-Smith and Markwick, 2009; Jankingthong and Rurkkhum, 2012). According to this study, work engagement partly mediates perceived organisational support for affective commitment and job performance.

## **5 Conclusion and future research**

The current research investigated the influence of perceived organisational support towards affective commitment and job performance through work engagement as a mediating variable in a vocational school. The findings of this study show that all hypothesised relations are significant.

Some limitations of the study, such as sample size, may result in limited generalisation of the findings since it only included respondents from a vocational school in Indonesia using a case study approach. When it comes to research, generalisation is an important topic to understand because it represents the process of creating general knowledge that applies to all parts of a unit (population) while only researching a subset of these elements (sample) (Ercikan and Roth, 2014). External validity is commonly regarded as a component of research generalisation (Cronbach and Shapiro, 1982; Campbell, 1986). The

outcome of the generalisation process is that knowledge is gained that may be used to define, explain, and direct educational processes in contexts other than the ones explored in the original research study (Ercikan and Roth, 2014).

In this case, the type of generalisation from sample to a population is called probabilistic generalisation. Researchers assess the validity of knowledge claims by examining how well the samples of participants, events, and contexts employed in research represent the populations to whom the study's findings are intended (Ercikan, 2009; Ercikan and Roth, 2009). The inferred conclusions follow an ideal induction, starting with concrete observations (specific sample characteristics) and inductive reasoning, arriving at general conclusions (Ercikan and Roth, 2014).

The extent to which a particular study claims to provide meaningful direction for practice and policy is determined by how findings apply to the relevant subgroups or persons (Ercikan and Roth, 2014). Given the relatively small sample size of 60 teachers in this case study, it is important to be cautious when concluding the research findings (Said, 2005). Even with probability sampling, extrapolating results from small research to large populations can be challenging (Tipton *et al.*, 2017).

Other forms of schools were not analysed; thus, study generalisation should be carefully implied. Larger sample sizes and invariance tests are required in future research to determine the universality of the measured variance and the validity of group differences found in the variables being studied (Reise, Widaman and Pugh, 1993). Future studies on perceived organisational support should apply to other forms of educational institutions. It is critical to approach the problem from the perspective of distinct school populations of teachers.

The study did not look at the leadership aspects of the school headmaster or the interaction between leadership and school management support as part of perceived organisational support. Future studies should consider leadership style incorporating school management support to analyse its effect on teachers work engagement, commitment, and performance.

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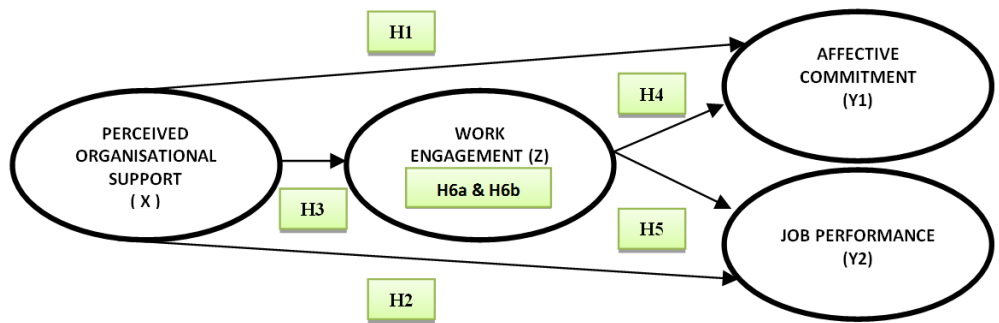
**Appendix A** Scales of Perceived Organisational Support, Affective Commitment, Work Performance, and Work Engagement

No.	Item	Answer				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Perceived Organisational Support</b>						
<b>Procedural Justice</b>						
1.	The school make rules that take my interests into account.					
2.	The school makes decisions that take my interests into account.					
3.	The school respects my opinions.					
4.	The school follows up on my opinions.					
5.	The school informs me when there are new policies to be implemented.					
6.	The school respects me without discrimination.					
7.	The school would be delighted when I manage to do the work.					
<b>Superior Support</b>						
8.	The headmaster supports my work.					
9.	The headmaster evaluates my work.					
10.	The headmaster motivates me to work.					
11.	The headmaster understands the goals I want to achieve.					
<b>Organisational benefits and working conditions</b>						
12.	The school provides training to me.					
13.	The school appreciates my work performance based on my responsibilities.					
14.	The school provides incentives for additional tasks according to my performance.					
15.	The school gives me the freedom to teach in my classroom.					
<b>Affective Commitment</b>						
<b>Emotional attachment</b>						
16.	I would be happy to spend the rest of my career with this school.					
17.	I feel emotionally attached to this school.					

	<b>Identification</b>				
18.	I enjoy discussing this school with people outside it.				
19.	This school has a great deal of personal meaning for me.				
	<b>Participation</b>				
20.	I feel like part of the family at this school.				
21.	I feel as if this school's problems are my own.				
	<b>Work Performance</b>				
	<b>Task Performance</b>				
22.	I have high standards of work.				
23.	I can handle the task without much supervision.				
24.	I'm passionate about working.				
25.	I can handle the additional tasks to achieve the school's goals.				
26.	I can complete the task on time.				
27.	My colleagues believe that I am highly performing in getting the job done.				
28.	I master the characteristics of learners.				
29.	I master the principles of educational learning.				
30.	I carry out educational learning activities.				
31.	I master curriculum development.				
32.	I master the development of potential learners.				
33.	I communicate with students.				
34.	I do assessments of the students.				
35.	I evaluate students.				
	<b>Adaptive Performance</b>				
36.	I can work effectively with my colleagues.				
37.	I can manage changes well in work according to the demands of the circumstances.				
38.	I can work with my colleagues effectively in the face of change.				
39.	I believe that mutual understanding can help solve problems in school.				
40.	I can lose patience when faced with criticism from other fellow teachers. (R)				

41.	I'm comfortable with the flexibility of the job.					
42.	I can cope well with school policy changes over time.					
<b>Contextual Performance</b>						
43.	I can assist my colleagues when needed.					
44.	I can do extra responsibilities.					
45.	I extend my sympathies to colleagues when they are in trouble.					
46.	I actively participate in discussions in school meetings.					
47.	I praise my colleagues for their success.					
48.	I enjoy teamwork with my colleagues.					
49.	I would share knowledge with my colleagues.					
50.	I can maintain good coordination with my colleagues.					
51.	I can assist my colleagues outside of the field of work.					
52.	I communicate effectively with my colleagues for problem-solving.					
<b>Work Engagement</b>						
<b>Vigour</b>						
53.	I exert much energy performing my job.					
54.	I have a high spirit at work.					
55.	I have a passion for work every morning.					
56.	I can work for a long time.					
57.	I do not feel pressured by mentally demanding work.					
58.	I never give up, even though some tasks don't go well.					
<b>Dedication</b>						
59.	I carry out my teaching duties meaningfully.					
60.	I feel enthusiastic when teaching.					
61.	I put my heart into my job.					
62.	I am proud to work as a teacher.					
63.	The teacher's works present positive challenges for me.					
<b>Absorption</b>						
64.	Time quickly passes as I work.					

65.	Performing my job is so absorbing that I forget about everything else.					
66.	I feel happy while working intensely.					
67.	I am focused when I perform my job.					
68.	I get carried away while teaching.					
69.	I find it hard to escape from teaching duties.					



*Figure 1 Research Model*

**Table 1** Convergent validity

<i>Construct</i>	<i>Average Variance Extracted (AVE)</i>
Work engagement	0.705
Job performance	0.596
Affective commitment	0.685
Perceived organisational support	0.635

**Table 2** Composite reliability

<i>Construct (latent variable)</i>	<i>Composite reliability value</i>
Work engagement	0.930
Job performance	0.965
Affective commitment	0.893
Perceived organisational support	0.923

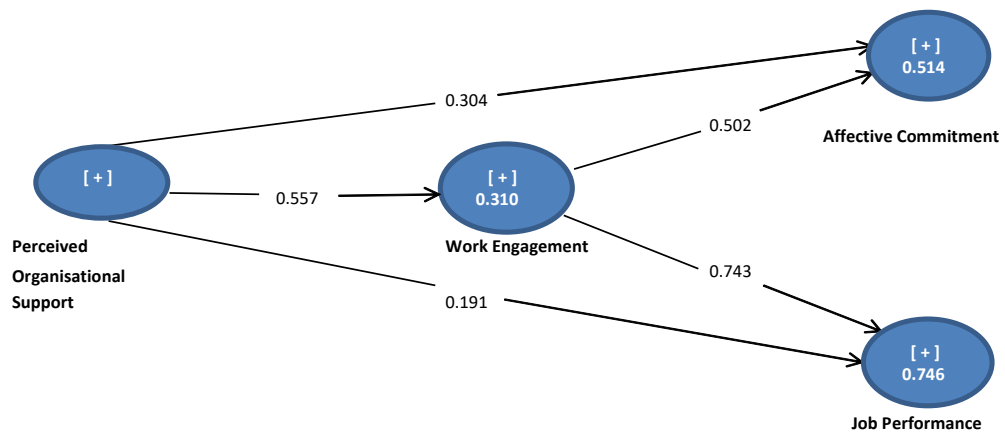


Figure 2 Output of the inner model

**Table 3** R-squared output

<i>Construct</i>	<i>R-squared</i>
Work engagement	0.310
Job performance	0.746
Affective commitment	0.514

**Table 4** Hypotheses testing results

	<i>Hypotheses</i>	<i>p-value</i>	<i>Significance level</i>	<i>Result</i>
H1	Perceived organisational support → Affective commitment	0.026	0.05	Accepted
H2	Perceived organisational support → Job performance	0.019	0.05	Accepted
H3	Perceived organisational support → Work engagement	0.000	0.05	Accepted
H4	Work engagement → Affective commitment	0.000	0.05	Accepted
H5	Work engagement → Job performance	0.000	0.05	Accepted
H6	Perceived organisational support → Work engagement → Affective commitment	0.003	0.05	Accepted
H7	Perceived organisational support → Work engagement → Job performance	0.000	0.05	Accepted



**Tabel 5** Total indirect effect

	<i>p-values</i>	<i>Result</i>
Perceived organisational support → Affective commitment	0.026	Significant
Perceived organisational support → Job performance	0.019	Significant

**Tabel 6** Specific indirect effect

<i>Exogenous variable</i>	<i>Mediation variable</i>	<i>Endogenous variable</i>	<i>p-values</i>	<i>Result</i>
Perceived organisational support	Work engagement	Affective commitment	0.003	Partial mediation
Perceived organisational support	Work engagement	Job performance	0.000	Partial mediation