

The Relationship Between Middle School Teachers' Sense of Organizational Support and Teachers' Job Dedication -The Parallel Mediating Role of Organizational Commitment and Self-Efficacy

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Abstracts

To explore the relationship between middle school teachers' sense of organizational support and teachers' work engagement, this study used the Teacher Organizational Support Scale, the Teacher Work Engagement Scale, the Teacher Organizational Commitment Scale, and the Teacher Self-Efficacy Scale. This study used field questionnaires to survey 604 teachers in ten public junior high schools and obtained 576 valid questionnaires. And, this study used SPSS22.0 software to analyze the survey data.

The following conclusions were obtained from the study: (1) Middle school teachers' organizational support positively affects teachers' job engagement, teachers' organizational commitment, and teachers' self-efficacy. (2) Teacher job dedication positively influenced teacher organizational commitment and teacher self-efficacy. (3) Teacher organizational commitment and teacher self-efficacy played parallel mediating roles in the relationship between middle school teachers' organizational support and teachers' job engagement.

This study explored the effects of middle school teachers' sense of organizational support on teachers' job engagement. The author provides corresponding countermeasure suggestions to the findings of the study at the government, school, and individual teacher levels, respectively, in order to improve middle school teachers' sense of organizational support and teacher engagement. This provides practical guidance for developing middle school teachers' job engagement.

Keywords: Middle School Teachers' Sense of Organizational Support; Teachers' Job Dedication; Teachers' Organizational Commitment; Teachers' Self-Efficacy; Parallel Mediators.

Introduction

Many scholars at home and abroad have conducted a large number of empirical studies on middle school teachers' work dedication. In previous psychological studies of middle school teachers, more studies have focused on negative psychological states, such as job burnout, job stress, and mental health. However, these studies have rarely focused on positive work attitudes and positive psychological aspects such as self-efficacy and work dedication. Therefore, the author conducted a study by examining the specific organization of middle school. It is proposed that based on the organizational support theory, and based on the exploration of the characteristics of middle school teachers' sense of organizational support, this paper attempts to analyze the influence of China's middle school teachers' sense of organizational support on

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teachers' job dedication through a questionnaire survey. At the same time, this paper examines the mechanisms and degree of influence of the sense of organizational support on teachers' work engagement in a model with teachers' organizational commitment and teachers' self-efficacy as parallel mediating variables. In doing so, we aim to enrich the theoretical findings related to organizational behavior in the middle school teaching profession and attempt to suggest measures for effective management of middle school teachers. These results provide school administrators with a new perspective on management.

Research objectives

(1) This dissertation explores the role of middle school teachers' sense of organizational support on teachers' work engagement, identifies the weighted relationships among the variables, and then forms the findings of the study in order for the findings to provide reference and guidance to current middle school administrators.

(2) Through literature search and data analysis, we summarized the current relationships among teachers' sense of organizational support, teachers' organizational commitment level, teachers' self-efficacy, and teachers' job dedication in junior high schools in China.

(3) By presenting the current working and psychological conditions of junior high school teachers to the society and education authorities, the study will help the society and education authorities to understand better the hardships and difficulties of junior high school teachers' work. In order to have a more comprehensive understanding of junior high school teachers and to evaluate them in a fairer way, the study will help the society and education authorities to understand the current life and work status of junior high school teachers in China so that they can formulate policies and systems in a more targeted manner and make efforts to build a harmonious educational environment.

Literature review and hypothesis formulation

According to Shore and Terick (1991 : 637-643), when employees have a high sense of organizational support at work, they are motivated to work and want to be recognized and supported by the organization, which leads to more favorable behaviors and attitudes for organizational development. In Eisenberger's study, it was shown that when employees are rewarded equally for their efforts and provided with a path to professional advancement, they experience the organization's importance to them and thus develop behaviors that are rewarding to the organization. Cropanzano, Howes, and Grandey (1997: 159-180) showed that when employees have a higher sense of organizational support also produce higher levels of job dedication and organizational commitment. Huang, J., Wu, L. Z., and Zhu, L. (2012: 1445-1452) concluded from their study that when employees in an organization have a relatively high level of organizational support, they increase their own motivation and performance and have good job engagement performance. Demoulin Stephanie, Teixeira Catia Pinto, and Gillis Celine (2016: 120-140) concluded that the sense of organizational support has a positive leading effect on employees' work engagement, and employees with high organizational support have a higher sense of responsibility for their work.

Therefore, this dissertation proposes hypothesis H1: There is a significant positive effect of school organizational support perception on teachers' job dedication.

Scholars have demonstrated studies on the relationship between organizational support and engagement for knowledge employees. proposed that the correlation between the sense of organizational support and employee engagement has been extensively researched, taking

knowledge employees as the subject of study. Most of the empirical studies have shown that organizational support positively affects work engagement. That is, a higher level of organizational support leads to a higher level of work engagement and good dedication in the workplace. constructed a model of factors influencing the work engagement of effective teachers and obtained the conclusion through an empirical study that there was a significant positive relationship between teachers' work engagement and teachers' job performance. Lu J. H., Chen L. L., and Zhao X. N. (2013: 147-153) further verified that organizational support positively influenced the work engagement of knowledge workers. USING AN EMPIRICAL RESEARCH METHOD, Yang B. Z. (2015: 341-346) concluded that teachers' personal teaching efficacy could directly affect job engagement. According to a large sample survey, the correlation between "love for work" and job satisfaction and organizational commitment in job engagement is high.

Meyer and Allen found that teachers with high organizational commitment demonstrated positive attitudes and dedication in school, and Celep (2000: 1-22) found that teachers with high organizational commitment identified with the school's work goals, took the initiative to learn and study, and had high levels of dedication and commitment. Celep (2000: 1-22) derived from a study that teachers with high organizational commitment identify with the goals of the school are motivated to learn and study and have a high level of dedication and commitment

Therefore, the following hypothesis is proposed in this thesis:

H2: There is a significant positive effect of teachers' sense of organizational support on the organizational commitment of middle school teachers

H3: Teachers' organizational commitment has a significant positive effect on the relationship between teachers' job engagement

H4: Teacher organizational commitment has a mediating role in the relationship between perception of organizational support and teacher job engagement in schools

Regarding teachers' self-efficacy, demonstrated through a study that teachers' self-efficacy is lower when the school has a heavy teaching load and provides little job support. concluded from an empirical study that self-efficacy is positively related to job satisfaction and level of organizational commitment. concluded from an empirical study that individuals with high self-efficacy are better able to produce positive attitudes and behaviors. Zhang H. Y. et al. (2018 : 138-147) concluded through their study that employees' self-efficacy enhances the role of positive effects on employees' proactive behaviors and mediates between employees' main and east behaviors.

Therefore, the following hypothesis is proposed in this thesis.

H5: There is a significant positive effect of teachers' sense of organizational support on teachers' self-efficacy

H6: There is a significant positive effect of teacher self-efficacy on teacher job engagement

H7: Teacher self-efficacy has a mediating role in the relationship between perceptions of school organizational support and teacher job engagement

Research Methods

1. Object

This study was conducted only for public junior high school teachers. Therefore, the random sampling method and convenience sampling method were used to set the teachers of ten public junior high schools in Guizhou, Yunnan, and Guangxi provinces as the research subjects. A total of 576 valid questionnaires were obtained by distributing and collecting questionnaires in the form of field and questionnaire stars, excluding invalid questionnaires. The gender ratio of investigators in the sample was 35.9% male and 64.1% female. Teachers with 0-4 years of experience accounted for 19.6%, teachers with 5-10 years accounted for 29.7%, teachers with 11-20 years accounted for 28.6%, and veteran teachers with more than 20 years accounted for 22.0%. Headteachers accounted for 42.4%, and non-head teachers accounted for 57.6%. According to grade level, the percentages of teachers teaching students in different categories were 22.7%, 26.0%, 24.3%, and 26.9% for 7th, 8th, 9th, and intergrade teachers, respectively. The percentage of teachers who were married was 81.1%, and the percentage of teachers who were unmarried was 18.9%. Han Chinese teachers accounted for 67.2%, and minority teachers accounted for 32.8%. The proportions of specialized teachers, undergraduate teachers, and graduate teachers were 7.3%, 85.2%, and 7.5%, respectively. The percentages of secondary school teachers with titles II, I, and senior were 41.5%, 36.3%, and 22.2%, respectively.

2. Tools

2.1 Teacher organizational support scale

This study draws on the Sense of Organizational Support Questionnaire for Teachers developed by Zhao Q. based on the research results of Ling W. Q. et al. (2006 : 281-287) and Eisenberger et al. (1986 : 288-297). The Sense of Organizational Support Scale consists of 22 questions. A five-point scale was used, with 1=strongly disagree, 2=disagree, 3=not necessarily, 4=agree, and 5=strongly agree. Higher scores indicate a higher sense of organizational support for the teachers. The internal consistency coefficient of the sense of organizational support scale in this study was 0.962.

2.2 Teacher work dedication scale

The Work Engagement Scale (UWES), a questionnaire developed by Schaufeli et al. in 2002 and revised by domestic scholars Zhang Y. W. and Gan Y. Q. in 2005, was used in this study. Based on this, a total of nine measurement questions were added to the middle school teaching context. A five-point scale was used, and the higher the score, the higher the teacher's work engagement. The internal consistency coefficient of the teacher work engagement scale in this study was 0.944.

2.3 Organizational commitment scale

This paper borrows the Organizational Commitment Scale from Gao-Urhahn, X., Biemann, T., & Jaros, S. J. and adds middle school teaching context questions with reverse scoring items. The Z5 and Z6 questions were reverse scoring questions, with six measurement questions. A five-point scale was used, with higher scores indicating higher teacher organizational commitment. The internal consistency coefficient of the Organizational Commitment Scale for Middle School Teachers in this study was 0.915.

2.4 Self-efficacy scales

A compressed version of the Teacher Efficacy Scale (TES) was selected for this study to measure middle school teachers with six measurement questions. A five-point scale was used, with higher scores indicating higher teacher self-efficacy. The internal consistency coefficient of the self-efficacy scale in this study was 0.894.

3. Measurement and statistical methods

Data were entered and processed using SPSS 23.0. Further statistical methods such as descriptive, correlation, and regression were used to test for parallel mediating effects using Model 4 in the Process 3.3 plug-in. The bias-corrected percentile Bootstrap method was used to estimate the 95% confidence interval of the mediating effect by taking 5000 Bootstrap samples and determining whether the confidence interval contains 0 to determine whether the mediating effect is significant.

Result

1. Correlation analysis between variables in this study

The organizational support of middle school teachers in the surveyed sample was at a fair level (median 3, mean 3.60, below). Teachers' job dedication was at a high level (mean .3.92). Teachers' organizational commitment (mean value 3.88) was at a high level. Teachers' self-efficacy was at a very high level (mean 3.84).

There was a significant positive correlation between middle school teachers' sense of organizational support and teachers' job engagement ($R=0.636$, $p<0.001$), between organizational commitment and teachers' job engagement ($R=0.789$, $p<0.001$), and between self-efficacy and teachers' job engagement ($R=0.675$, $p<0.001$). There was a significant positive correlation between the sense of organizational support and organizational commitment ($R=0.728$, $p<0.001$) and between the sense of organizational support and self-efficacy ($R=0.559$, $p<0.001$). Linear regression analysis and mediation effect analysis were conducted to investigate the magnitude and manner of influence of each variable on teachers' job dedication.

Table 1 Results of descriptive statistics and correlation analysis of study variables (n=576)

Variables	M	SD	Sense of faculty organizational support	Faculty organizational commitment	Teacher self-efficacy	Teacher job engagement
Sense of organizational support for teachers	3.60	0.88	1			
Teacher organizational commitment	3.92	0.79	0.728**	1		
Teacher self-efficacy	3.88	0.93	0.559**	0.583**	1	
Teacher job engagement	3.84	0.77	0.636**	0.789**	0.675**	1

Note: ** indicates $P<0.01$, * indicates $P<0.05$, same below.

2. Regression analysis

The magnitude of the effect of each variable on the dependent variable was verified by regression analysis: the demographic variables and independent variables were included in the regression models, and one independent variable was added to each model to establish a multiple linear regression model. The results are shown in Table 2.

Table 2 Regression model results

Variables	Faculty work dedication			Faculty organizational commitment	Teacher self-efficacy
	Model 1	Model 2	Model 3	Model 4	Model 5
Gender	-0.062	-0.04	0.004	-0.028	-0.100**
Years of work	0.047	-0.133**	0.067	0.231**	0.023
Class teacher	-0.023	0.009	0.06	-0.044	-0.141**
Type of students taught	0.023	0.042	-0.081*	-0.037	0.090**
Marital status	-0.051	-0.061	0.067	0.023	-0.122**
Ethnicity	0.008	0.003	0.009	0.005	-0.006
Education level	-0.016	0.012	-0.035	-0.035	0.028
Title	-0.035	0.027	0.075	-0.071*	-0.141**
Sense of teacher organizational support	0.636**			0.701**	0.579**
Teachers' organizational commitment		0.818**			
Teacher self-efficacy			0.686**		
R ²	0.418	0.632	0.479	0.572	0.375
F	45.115*	108.232*	57.802*	84.185**	37.787**
	*	*	*		

As shown in Table 2, in Model 1, the sense of teacher organizational support had a significant positive effect on teacher job engagement ($\beta=0.636$, $p<0.01$), controlling for demographic variables, and hypothesis H1 passed the test. In model 2, teacher organizational commitment had a significant positive effect on teacher job engagement ($\beta=0.818$, $p<0.01$), and hypothesis H3 passed the test. In model 3, teacher self-efficacy had a significant positive effect on teacher job commitment ($\beta=0.686$, $p<0.01$), and hypothesis H6 passed the test. In model 4, teachers' sense of organizational support had a significant positive effect on teachers' organizational commitment ($\beta=0.701$, $p<0.01$), and hypothesis H2 passed the test. In model 5, teachers' sense of organizational support had a significant positive effect on teachers' self-efficacy ($\beta=0.579$, $p<0.01$), and hypothesis H5 passed validation.

3. Intermediary effect analysis

To further validate the mediating role of teacher organizational commitment teacher self-efficacy, the current study used the Bootstrap test of significance for mediating effects

proposed by Edwards and Lambert If the confidence interval of the indirect effect does not contain 0, then the indirect effect reaches the level of significance (Preacher & Hayes). Parallel mediated effects were analyzed using Model 4 in SPSS22.0 Difference Plug-in Process, incorporating demographic variables as control variables in the model, with the mediating variable M1 being teacher organizational commitment, the mediating variable M2 being teacher self-efficacy, the independent variable being teacher organizational support, and the dependent variable being teacher job dedication. The mediating effect was judged to be significant by determining whether the confidence interval of the indirect effect included 0.

Table 3 Results of Bootstrap analysis of the mediating effect between teachers' sense of organizational support and teachers' job dedication

Effect type	Amount of effect	Standard error	95% unbiased confidence interval	
			Lower limit	Upper limit
Total effect	0.574	0.030	0.515	0.632
Direct effect	0.025	0.032	-0.038	0.088
Indirect effect				
Teachers' organizational commitment M1	0.380	0.037	0.305	0.451
Teacher self-efficacy M2	0.169	0.024	0.125	0.220
M1-M2	0.211	0.055	0.097	0.314

Note: Bootstrap=5000

Based on the results of Bootstrap analysis of the mediating effect between teachers' sense of organizational support and teachers' job engagement in Table 3, it can be judged that:

The indirect effect value of perception of teacher organizational support through teacher organizational commitment to teacher job engagement was 0.380 at 95% Bias-corrected confidence interval [0.305,0.451] without 0. Teacher organizational commitment mediated the effect between the perception of teacher organizational support and teacher job engagement. This mediating effect accounted for $0.380/0.574*100\%$ of the total effect = 66.2%, and hypothesis H4 passed the test.

The indirect effect value of teacher organizational support through teacher self-efficacy to teacher job engagement was 0.169 at 95% Bias-corrected confidence interval [0.125,0.220], which does not contain 0. Teacher self-efficacy mediates between teacher organizational support and teacher job engagement, and this mediating effect accounted for $0.211/0.574*100\%=29.4\%$, and hypothesis H7 passed the test.

The indirect effect of teacher organizational commitment M1 and teacher self-efficacy M2 difference effect value is 0.211, at 95% Bias-corrected confidence interval [0.097,0.314], which does not contain 0. The indirect effect of teacher organizational commitment M1 and teacher self-efficacy M2 difference is significant. This indicates that the mediating effect of teacher organizational commitment is significantly higher than the mediating effect of teacher self-efficacy.

In a comprehensive analysis, the sense of organizational support of middle school teachers had a significant positive effect on teachers' job engagement, teachers' organizational commitment, and teachers' self-efficacy. Teacher organizational commitment and teacher self-efficacy had a significant positive effect on teacher job engagement. In the model of the effect of teachers' sense of organizational support on teachers' job engagement, there was a parallel mediating effect of teachers' organizational commitment and teachers' self-efficacy, with the mediating effect of teachers' organizational commitment accounting for 66% of the total effect ratio and the mediating effect of teachers' self-efficacy accounting for 29% of the total effect ratio.

Conclusions and Recommendation

A total of 576 valid questionnaires were compiled from ten junior high school teachers in Guizhou, Yunnan, and Guangxi. The literature study and data analysis were used to demonstrate the influence of junior high school teachers' sense of organizational support on teachers' work engagement, and on this basis, this paper further argues whether there is a model structure to predict teachers' work engagement with teacher organizational commitment and teacher self-efficacy as parallel mediators of teachers' sense of organizational support. The final test hypothesis, after empirical analysis, led to the following conclusions.

(1) In terms of each mean, middle school teachers' sense of organizational support was at a fair level, and teachers' job engagement, teachers' organizational commitment, and teachers' self-efficacy were at a high level. The school's support for teachers' work and life is still relatively recognized by middle school teachers. But in value identity, it is at a low level. It is mainly due to the pressure of the secondary school exams and the goals of the junior high school. The expectations of the society lead to slightly less attention to teachers in schools. Nevertheless, teachers express deep feelings of love for the school. Although the teaching tasks are heavy and tedious, the teachers are also very dedicated to their work and deserve the trust of the school leaders and parents.

(2) The results between variables showed that middle school teachers' organizational support and teachers' job dedication, teachers' organizational commitment, and teachers' self-efficacy were significantly and positively correlated. Teachers' organizational commitment, teachers' self-efficacy, and teachers' job dedication were significantly and positively correlated. It can be seen that the sense of organizational support is the key to establish a good foundation for school and teachers, and the higher the sense of teachers' organizational commitment, the stronger the degree of teachers' work dedication will be. In daily teaching work, schools establish good relationship and build a harmonious campus atmosphere with teachers by investing a lot of time, energy and financial resources to teachers. When teachers feel cared for by the organization and their self-worth is recognized, they have a high sense of organizational commitment and self-efficacy and become a community of destiny with the school. This positive atmosphere and positive emotions lead to a strong work ethic and motivation.

(3) Teacher organizational commitment and teacher engagement are parallel mediating variables of teacher organizational support and teacher engagement, and teacher organizational support can influence teacher organizational commitment and teacher self-efficacy. At the same time, an increase in either teacher organizational commitment or teacher job dedication is followed by an increase in teacher job dedication. The effect of teacher organizational support on teacher job engagement through teacher organizational commitment was higher than the effect on job engagement through teacher self-efficacy feelings. When schools give teachers emotional care and instrumental support, teachers have a deep personal attachment to

the school and do not leave. They demonstrate higher job satisfaction by being mindfully competent at their jobs.

The author summarizes the following recommendations from government, school, and individual perspectives for administrators and teachers.

1. Government macro level

Establish a reasonable evaluation system to optimize the work structure of teachers. Pay full attention to the salary, benefits, and social status of secondary school teachers, improve the economic and social status of teaching professionals and allow teachers to obtain value recognition fully. Fundamentally mobilize teachers' motivation so that secondary school teachers can devote themselves to education and teaching and strive for the country's education career for life.

2. School meso level

(1) Combine material support and spiritual motivation to enhance organizational support and teachers' work dedication. (2) Build a harmonious and fair school climate, foster teamwork, and relieve teachers' work stress. (3) Enhance teachers' "ownership" of their work and increase their autonomy and participation in decision-making. (4) Enhance teachers' sense of value and motivate them to work.

3. Individual micro level

(1) Regulate their own emotions by correct attribution and be internal control teachers. (2) Develop positive personality qualities and face difficulties and setbacks with courage. (3) Establish the spirit of "rigorous learning and keeping up with the times," establish a lifelong learning system, and be a model of student behavior.

This thesis also has some limitations: (1) Sample selection. The population subjects of the study can also be further expanded to obtain a broader range of research findings. (2) Selection of scales. The scales selected in this paper are all existing and mature scales in China and abroad. Due to the different cultural backgrounds and research subjects, there may be differences in understanding. At a later stage, more in-depth research will be conducted to discover more appropriate measurement scales or to try to develop a self-constructed scale based on specific teaching situations in China. (3) The depth of the study. Future research on the effects on teachers' work dedication can be conducted in more depth in terms of creating a good working environment and improving teachers' personal psychological quality. In addition, after August 2021, the implementation of the "double reduction" policy in compulsory education, whether there will be changes in teachers' sense of organizational support, teachers' dedication, teachers' organizational commitment, and teachers' self-efficacy will require further research and evidence to obtain results.

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