

## Perceived Organizational Support as a Predictor of Work Engagement among Faculty in a Private Higher Education Institution in Davao City

Earl John R. Trinidad, RRT, MBA-HP

Davao Doctors College

### Abstract

Perceived Organizational Support (POS) has been widely associated with increased employee engagement, yet there remains a significant gap in understanding this dynamic among faculty in a private higher education institutions, particularly in developing countries such as the Philippines. Faculty working in resource-limited academic settings often face mounting pressures from teaching, research, and administrative responsibilities, which can hinder sustained engagement. This study aimed to examine the predictive relationship between Perceived Organizational Support and Work Engagement among full-time faculty members in a private higher education institution in Davao City. Using a quantitative, predictive-correlational research design, data were gathered from 89 purposively selected faculty members through two validated instruments: the Survey of Perceived Organizational Support (Eisenberger et al., 1986) and the Utrecht Work Engagement Scale-9 (Schaufeli et al., 2002). Descriptive statistics, Spearman's rank-order correlation, and linear regression analysis were used for data analysis. Results revealed moderately high levels of POS ( $M=5.13$ ,  $SD=1.11$ ) and Work Engagement ( $M=4.51$ ,  $SD=0.78$ ) among the respondents. A significant moderate positive correlation was observed ( $r=0.442$ ,  $p<.001$ ), with POS accounting for 25.4% of the variance in engagement levels, indicating its role as a moderate predictor of work engagement. The sample was composed predominantly of early-career and probationary faculty members (78.7%), who demonstrated greater sensitivity to POS, emphasizing the need for more tailored support mechanisms. These findings affirm the principles of Social Exchange Theory, suggesting that organizational care reciprocated by employees fosters greater engagement. In the context of developing educational systems, the results underscore the need for institutions to implement targeted initiatives such as mentorship programs, recognition systems, and inclusive policy development to support early-career educators. This study offers actionable insights for academic administrators and contributes to the broader discourse on faculty engagement in emerging academic environments.

---

**Keywords:** *Perceived Organizational Support, Work Engagement, Predictive-Correlational, Davao City*

Corresponding email: [earljohntrinidad@davaodoctors.edu.ph](mailto:earljohntrinidad@davaodoctors.edu.ph)  
ORCID ID: <https://orcid.org/0009-0002-2907-8090>

### Introduction

Perceived Organizational Support (POS) refers to employees' perceptions of how much their organization values their contributions and

cares for their well-being. It has been consistently linked to positive workplace outcomes such as job satisfaction, organizational commitment, and performance

(Imran et al., 2020). Among these outcomes, work engagement (WE)—a state of vigor, dedication, and absorption at work (Schaufeli et al., 2002)—has emerged as a particularly important consequence of POS. Numerous studies confirm that when employees feel supported, they are more likely to be actively engaged in their roles (Mufarrikhah et al., 2020; Claudianty & Suhariadi, 2021).

This relationship is grounded in Social Exchange Theory (Blau, 1964), which posits that employees tend to reciprocate organizational care with higher levels of commitment and engagement. Such reciprocity becomes especially salient in environments marked by high job demands or scarce resources. For instance, research in healthcare contexts—typically characterized by emotional labor, time pressure, and complex responsibilities—demonstrates that POS enhances engagement through mechanisms like employee thriving and proactive behavior (Ashfaq et al., 2023; Jankelova et al., 2021).

Higher education faculty, particularly in developing countries, often operate under similarly demanding conditions. Heavy teaching loads, research expectations, and administrative duties contribute to stress and burnout (Van Der Ross et al., 2022; Martin, 2020). These issues are exacerbated in resource-constrained institutions, where limited funding, unclear career pathways, and inadequate mentorship can undermine faculty support systems. In the Philippines, private higher education institutions (HEIs) employ a large share of academic professionals, yet face persistent challenges in supporting faculty development and retention.

Recent studies in the Davao Region have underscored the influence of organizational culture and support on employee engagement in public sector settings (Datulio, 2025; Magno et al., 2023). However, there remains a lack of empirical evidence focusing on private HEIs,

where young and probationary faculty often experience heightened uncertainty and disengagement. Strengthening perceptions of support in these settings may be a critical lever for improving faculty motivation and institutional performance.

Addressing this gap, the present study examines the extent to which perceived organizational support predicts work engagement among faculty members in a private higher education institution in Davao City. Anchored in Social Exchange Theory, the research aims to contribute both theoretical insight and practical guidance for academic administrators operating in similar developing educational environments.

This study sought to answer the following questions:

1. What is the demographic profile of higher education faculty in the selected private higher education institution in Davao City?
2. What is the level of perceived organizational support among private higher education faculty?
3. What is the level of work engagement among private higher education faculty?
4. Is there a significant relationship between perceived organizational support and work engagement among private higher education faculty?
5. To what extent does perceived organizational support predict work engagement among private higher education faculty?

## **Literature Review**

### **Perceived Organizational Support**

Perceived organizational support (POS) refers to employees' perceptions of how much their organization values their contributions and

cares about their well-being (Stinglhamber & Caesens, 2020). Research indicates that POS positively influences work engagement, organizational commitment, employee performance, and well-being (Imran et al., 2020; Pratiwi & Muzakki, 2021; Ramadhani & Mubarak, 2023). POS has been found to reduce work stress and contribute to employee retention (Ramadhanty & Mubarak, 2023; Prysmakova & Lallatin, 2021). Factors that enhance POS include fair rewards, employee involvement in decision-making, and supportive supervision (Sharma, 2020). Studies have shown that POS is particularly important in public and nonprofit organizations, where it can mitigate burnout and improve work-family balance (Prysmakova & Lallatin, 2021). Additionally, POS has been found to predict work engagement, with one study reporting that it accounts for 33.8% of the variance in work engagement (Mufarrikhah et al., 2020).

### **Work Engagement**

Work engagement, characterized by vigor, dedication, and absorption in one's work, has been linked to positive outcomes in organizations (Frederick & VanderWeele, 2020). Job resources at organizational, leader, and group levels predict work engagement over time, with organizational-level resources having the strongest impact (Lesener et al., 2020). Perceived organizational support plays a significant role in fostering work engagement (Mufarrikhah et al., 2020). Work engagement is influenced by social-psychological processes, including emotional contagion, leadership, and proactive behaviors (Bakker, 2022). Studies have examined work engagement in various contexts, such as libraries (Martin, 2020) and primary healthcare (Szilvassy & Širok, 2022). While work engagement generally leads to positive outcomes, it may increase emotional

exhaustion for less conscientious and emotionally unstable individuals (Chen et al., 2020). Job crafting has been positively associated with work engagement (Frederick & VanderWeele, 2020), and organizational culture values can influence engagement levels (Rodionova & Dominiak, 2020).

### **POS and Work Engagement in Academia**

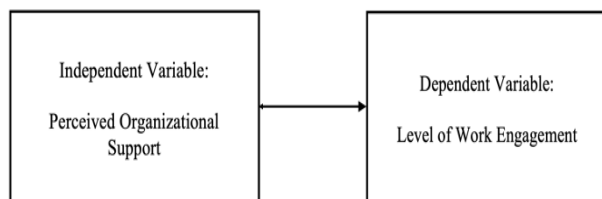
Recent research underscores the multifaceted relationship between perceived organizational support (POS) and work engagement in academic settings, with studies demonstrating its positive influence through mediating mechanisms such as job-related affective well-being (Hamzah & Nordin, 2022) and reduced burnout risk (van der Ross et al., 2022). This relationship is further nuanced by individual differences, including gender (Mascarenhas et al., 2022) and occupational self-efficacy (Gusti et al., 2023), while supervisor support emerges as a critical dimension of POS (Hamzah & Nordin, 2022; Hardianto & Ratna, 2022). The downstream effects of work engagement are evident in enhanced job satisfaction and task performance (Mascarenhas et al., 2022; Yulia & Sanusi, 2021), reinforcing the strategic value of organizational support systems. Collectively, these findings validate POS as a key determinant of engagement in academia, though gaps persist in understanding how institutional and cultural contexts—particularly in resource-constrained environments—moderate these dynamics.

### **Theoretical Framework**

This study applies Social Exchange Theory (Blau, 1964) to analyze how faculty-institution reciprocity influences work engagement in Davao's private higher education sector. The framework will examine how

perceived organizational support translates to engagement behaviors (Schaufeli et al., 2002), identify which support mechanisms are most effective in the Philippine academic context (Magno et al., 2023), and inform policies that foster sustainable faculty commitment (Eisenberger et al., 1986). By testing these dynamics in Davao's private HEIs, the research both validates SET's cross-cultural applicability (Ashfaq et al., 2023) and addresses practical challenges in faculty retention (Datulio, 2025). The findings will offer theoretical and practical insights for strengthening organizational support systems in similar academic environments.

### **Conceptual Framework**



### **Methods**

This study employed a quantitative, predictive-correlational research design to examine whether perceived organizational support (POS) significantly predicts work engagement (WE) among faculty members in a private higher education institution (HEI) in Davao City, Philippines. This design was appropriate for assessing the strength and nature of the relationship between the two variables and for determining the extent to which POS influences faculty engagement.

Participants were selected through purposive sampling, focusing exclusively on full-time faculty members ( $n = 89$ ). Full-time faculty were chosen because they are more

deeply integrated into the institution's operations and thus have greater exposure to organizational systems, structures, and support mechanisms. However, this sampling strategy limits the generalizability of the findings.

Faculty members were drawn from only one private HEI in Davao City, which may not be representative of the broader faculty population in other private or public HEIs in the Davao Region or across the Philippines. The exclusion of part-time and contractual faculty—who often comprise a significant proportion of the academic workforce—also limits the scope of analysis, as their experiences with POS and WE may differ due to more precarious employment conditions or reduced access to institutional support systems.

The sample included faculty from various departments and age groups, predominantly composed of early-career and probationary educators. The demographic breakdown included 59.6% of respondents aged 20–30, 78.7% from Allied Health programs, and 78.7% holding probationary status. While these data provide insights into the sample profile, the study does not assess whether this distribution accurately reflects the actual faculty population across Davao-based HEIs or the national academic workforce. This limitation should be considered when interpreting the applicability of the results to broader contexts.

The sample size was determined using G\*Power 3.1 software for linear regression, with parameters set at an alpha level of 0.05, a power of 0.95, and a medium effect size of 0.15. A minimum sample size of 89 was deemed statistically sufficient for detecting meaningful relationships in a single-predictor model.

Data were collected using two validated instruments. The first was the Survey of Perceived Organizational Support (SPOS) developed by Eisenberger et al. (1986), a 17-item questionnaire that assesses employees' perceptions of how much the organization values their contributions and cares about their well-being. The second instrument was the Utrecht Work Engagement Scale-9 (UWES-9) by Schaufeli et al. (2002), which measures work engagement across three dimensions: vigor, dedication, and absorption. Both instruments used a 7-point Likert scale; SPOS ranged from 1 (Strongly Disagree) to 7 (Strongly Agree), while UWES-9 used a frequency scale ranging from 0 (Never) to 6 (Always). In this study, internal consistency was computed using Cronbach's alpha. The SPOS achieved a coefficient of  $\alpha = 0.94$ , and UWES-9 yielded  $\alpha = 0.91$ , both indicating excellent internal reliability.

Ethical clearance was secured from the institution's Research Ethics Committee. Informed consent was obtained from all participants prior to data collection. The consent form outlined the purpose of the study, ensured voluntary participation, explained the right to withdraw at any time, and described how confidentiality and anonymity would be maintained. Data were de-identified, and only aggregated results were reported.

Data analysis was performed using Jamovi version 2.3, an open-source statistical

software designed for ease of use and transparency in quantitative research. Descriptive statistics—including frequencies, percentages, means, and standard deviations—were used to summarize the demographic characteristics of respondents and their levels of Perceived Organizational Support (POS) and Work Engagement (WE). Given the non-normal distribution of the dataset, Spearman's rank-order correlation was employed to examine the relationship between POS and WE. To determine the predictive power of POS on WE, a simple linear regression analysis was conducted. Statistical significance was evaluated using a significance level of  $\alpha = 0.05$ .

The study tested the null hypothesis that perceived organizational support does not significantly predict work engagement among private higher education faculty. The alternative hypothesis proposed that perceived organizational support significantly predicts faculty work engagement.

**Results and Discussions**

**Table 1. Demographic Profile of the Respondents**

<b>Profile</b>	<b>n</b>	<b>%</b>
<b>College Department</b>		
Allied Health Sciences	70	78.70
General Education	19	21.30
Total	89	100.00
<b>Frequencies of Age</b>		
20-30	53	59.60
30-40	15	16.90
40-50	12	13.50
50 and up	9	10.00
Total	89	100.00
<b>Sex</b>		
Male	38	42.70
Female	51	57.30
Total	89	100.00
<b>Highest Educational Attainment</b>		
Undergraduate Degree	46	51.70
Graduate (Masters) Degree	35	39.30
Post-Graduate Degree	8	9.00
Total	89	100.00
<b>Current Employment Status</b>		
Full-time Probationary	70	78.70
Full-time Regular	19	21.30
Total	89	100.00

The respondent profile (N = 89) reveals a faculty population predominantly composed of probationary, early-career educators (59.6% aged 20–30), with 78.7% working in Allied Health Sciences and 57.3% identifying as female. A large portion hold only undergraduate degrees (51.7%). The mean age of respondents was 31.9 years (SD = 8.4), offering a clearer view of the cohort’s youthful composition.

This demographic reflects a transitional faculty profile—emerging professionals navigating academic demands while building tenure and qualifications. No subgroup analysis was conducted to compare POS or WE scores across demographics; however, future research may uncover differential patterns across age, department, or employment status.

**Table 2. Level of Perceived Organizational Support (POS) of Higher Education Faculty**

Item	Mean	Descriptive Level	
1. The organization values my contribution to its well-being.	5.47	Agree	
2. The organization trusts to me and would not replace me just to save money.	4.98	Slightly Agree	
3. The organization appreciates any extra effort I make.	5.15	Agree	
4. The organization strongly considers my goals and values.	5.09	Agree	
5. The organization listens and responds to my complaints.	5.18	Agree	
6. The organization considers my best interests when making decisions that affect me.	5.11	Agree	
7. Help is available from the organization when I have a problem.	5.34	Agree	
8. The organization really cares about my well-being.	5.15	Agree	
9. The organization is willing to extend itself in order to help me perform my job to the best of my ability.	5.21	Agree	
10. The organization recognizes my efforts, even when I do the best job possible.	5.17	Agree	
11. The organization is willing to help me when I need a special favor.	5.15	Agree	
12. The organization cares about my general satisfaction at work.	5.03	Slightly Agree	
13. The organization, in any manner, will not take advantage of me.	5.05	Slightly Agree	
14. The organization shows genuine concern for me.	5.06	Slightly Agree	
15. The organization cares about my opinions.	4.94	Slightly Agree	
16. The organization takes pride in my accomplishments at work.	5.13	Agree	
17. The organization tries to make my job as interesting as possible.	5.00	Slightly Agree	

Variable	Overall Mean	SD	Descriptive Level
Level of Perceived Organizational Support	5.13	1.11	Moderately High

Table 2 presents how Faculty members generally felt that their institution supports them, with an average rating of 5.13 out of 7 on a standardized scale. This suggests that, overall, employees believe the institution values their contributions and cares about their well-being. However, the support isn't experienced equally or consistently across all groups.

A closer look at specific responses reveals a meaningful pattern. Faculty gave higher marks to interpersonal aspects of support—such as having considerate and approachable supervisors. On the other hand, they expressed less satisfaction with structural forms of support, including fair workload distribution, access to career development, and recognition systems. This gap points to a sense that while personal relationships may be strong, institutional systems aren't always meeting faculty needs.

The relatively wide range in responses (standard deviation = 1.11) highlights the diversity of experiences among faculty. This variation likely reflects differences in departmental culture, leadership style, or employment status. Though subgroup differences weren't formally analyzed, the data suggests that certain groups—such as probationary faculty—may have less access to support, echoing findings from previous studies (Mascarenhas et al., 2022).

These results align with broader research showing that organizational support is not evenly distributed (Stinglhamber & Caesens, 2020; Sharma, 2020). To address this, institutions may need to go

beyond interpersonal goodwill and invest in more equitable, transparent systems—for example, clearer workload policies and better-defined professional development opportunities—to ensure all faculty feel genuinely supported.

**Table 3. Level of Work Engagement (WE) of Higher Education Faculty**

<b>Item</b>	<b>Mean</b>	<b>Descriptive Level</b>
18. At my work, I feel bursting with energy.	4.16	High Engagement
19. I find the work that I do full of meaning and purpose.	4.93	High Engagement
20. Time flies when I'm working.	4.69	High Engagement
21. At my job, I feel strong and vigorous.	4.45	High Engagement
22. I am enthusiastic about my job.	4.69	High Engagement
23. When I am working, I forget everything else around me.	5.00	High Engagement
24. My job inspires me.	4.79	High Engagement
25. When I get up in the morning, I feel like going to work.	4.23	High Engagement
26. I feel happy when I am working intensely.	4.38	High Engagement
27. I am proud of the work that I do.	5.05	Very High Engagement
28. I am immersed in my work.	4.77	High Engagement
29. I can continue working for very long periods at a time.	4.55	High Engagement
30. To me, my job is challenging.	4.58	High Engagement
31. I get carried away when I'm working.	4.20	High Engagement
32. At my job, I am very resilient, mentally.	4.74	High Engagement
33. It is difficult to detach myself from my job.	3.86	Moderate Engagement
34. At my work, I always persevere, even when things do not go well.	4.62	High Engagement
<b>Overall</b>	<b>4.51</b>	<b>Moderately High</b>

<b>Variable</b>	<b>Overall Mean</b>	<b>SD</b>	<b>Descriptive Level</b>
Level of Work Engagement	4.51	0.78	Moderately High

Table 3 presents that Faculty reported a moderately high level of work engagement, with an average score of 4.51 on a 7-point scale. The relatively low variability in responses (SD = 0.78) suggests that this experience is fairly consistent across the board. In general, faculty seem to bring energy, dedication, and involvement to their roles—but not at their fullest capacity.

Digging deeper into the engagement subscales reveals a more nuanced picture. Faculty scored highest on *dedication*, indicating they feel proud of their work and see it as meaningful. However, slightly lower scores on *vigor* and *absorption* suggest that maintaining energy and becoming fully

immersed in their work is more challenging. This may reflect early signs of fatigue, especially for probationary faculty navigating the demands of tenure and evaluation.

These findings align with Bakker’s (2022) view that strong organizational support is essential to sustaining high engagement—particularly in emotionally and cognitively demanding fields like academia. Lesener et al. (2020) also note that in settings where resources are limited, moderate engagement may become a kind of baseline: enough to meet responsibilities, but not enough to inspire peak performance or long-term well-being.

**Table 4. Relationship between Perceived Organizational Support and Work Engagement**

Independent Variable	Work Engagement			
	$r_s$	p-value	Decision	Remarks
<b>Perceived Organizational Support</b>	.442	<.001	Reject $H_{01}$	Significant

*Note:*  $p < .05$  (Significant);  $r_s$ =Spearman-rho; DV: Work Engagement.

A moderate and statistically significant positive relationship was found between Perceived Organizational Support (POS) and Work Engagement (WE) among faculty members ( $r_s = 0.442, p < .001$ ).

However, while this relationship is statistically meaningful, it remains moderate in strength. This implies that POS is an important—but not exclusive—determinant of work engagement. Other influencing factors, such as leadership quality, personal motivation, institutional culture, and workload expectations, likely contribute to the remaining unexplained variance. Additionally, the use of a single-predictor linear regression model is a methodological limitation of the study. Although it demonstrates a clear directional relationship, it does not account for the multifaceted nature of engagement in academic settings. Future studies may benefit from multivariate approaches that incorporate additional predictors to better reflect this complexity.

These findings support earlier work by Mufarrikhah et al. (2020) and are reinforced by more rigorous studies such as Ashfaq et al. (2023), who demonstrated the role of POS in enhancing proactive behaviors and engagement among clinical hospital staff. Similarly, Jankelova et al. (2021) and Imran et al. (2020) offer robust, peer-reviewed evidence of POS as a foundational factor in sustaining work motivation across high-demand environments. By referencing these studies, the current research grounds its findings in a well-established empirical framework and highlights the actionable value of POS in faculty development.

**Table 5. Influence of Perceived Organizational Support on Work Engagement of Higher Education Faculty (N = 89)**

Independent Variable	Work Engagement						
	$\beta$	SE	t	p-value	95% CI	Remarks	Decision

POS	0.353	0.065	5.40	< .001	[0.23, 0.48]	Significant	Reject H <sub>0</sub>
-----	-------	-------	------	--------	--------------	-------------	-----------------------

*Note:* \*\*\*p < .001; R<sup>2</sup> = 0.254, POS- Perceived Organizational Support.

Regression analysis shows that Perceived Organizational Support (POS) is a significant predictor of Work Engagement among faculty members ( $\beta = 0.353, p < .001$ ). In practical terms, this means that around 25% of what drives faculty engagement can be traced back to how supported they feel by their institution—a substantial proportion.

The strength of this relationship is both statistically reliable and meaningful in real-world terms. A beta of 0.353 suggests that when faculty feel even modestly more supported—through recognition, professional development, or mentorship—their engagement levels noticeably rise. For leaders and administrators, this points to a clear opportunity: investing in support systems isn't just good ethics; it's good strategy.

Of course, engagement is shaped by more than just support. Personal motivation, leadership dynamics, and workload also matter. But POS stands out as one of the more controllable and impactful levers available to institutions—especially important in environments facing burnout, disengagement, or turnover.

These findings align with Imran et al. (2020), who similarly identified POS as a key driver of engagement, and they support Social Exchange Theory, which suggests that when institutions invest in their people, employees respond with greater commitment and energy.

## Conclusions and Recommendations

This study found that faculty members in the selected private higher education institution generally perceived a moderately high level of organizational support, which significantly influenced their level of work engagement. Notably, the relationship was strongest among early-career and probationary faculty members, who comprised the majority of respondents. These findings point to the strategic importance of supporting younger faculty as they navigate professional development, institutional adjustment, and performance expectations.

Regression analysis revealed that Perceived Organizational Support explained 25.4% of the variance in Work Engagement ( $R^2 = 0.254$ ), indicating that while POS is a

meaningful and statistically significant predictor, it is not the sole determinant. Other variables not measured in this study likely account for the remaining variance in engagement outcomes. Acknowledging this limitation reinforces the idea that faculty engagement is influenced by a constellation of factors. Still, the results affirm Social Exchange Theory's relevance, suggesting that when faculty feel supported by their institutions, they are more likely to reciprocate with greater energy, commitment, and focus in their roles.

To build on these findings and sustain faculty engagement, the study recommends a two-tiered strategy consisting of short-term institutional efforts and long-term policy interventions. In the short term, institutions

should implement structured onboarding and mentoring programs tailored to early-career and probationary faculty, enabling clearer role expectations and greater inclusion. Recognition systems that regularly affirm faculty efforts—through awards, feedback, and inclusive incentives—can also reinforce a culture of appreciation. Streamlining administrative workloads and offering support for advanced academic pursuits, such as graduate education and research funding, can address both burnout and skill development. Open communication channels, including listening forums and shared governance initiatives, should also be prioritized to ensure faculty voices are heard in institutional planning.

In the long term, institutions should formalize professional development as a core component of promotion, evaluation, and retention systems. Policies promoting faculty well-being—such as access to mental health resources, workload equity, and flexible scheduling—must be integrated into institutional practices. Data-informed retention

strategies, based on regular faculty climate surveys, can help leaders respond proactively to emerging concerns. Finally, national-level advocacy is needed to support private HEIs in developing regions, ensuring that policies and funding mechanisms enable sustainable investments in faculty engagement and institutional growth.

Finally, promoting open dialogue between faculty and academic leaders—through listening sessions and participatory policy design—ensures that organizational support remains inclusive and responsive over time. Future research could further examine how individual factors such as occupational self-efficacy or leadership style influence the relationship between institutional support and engagement. Expanding the scope to include public universities or a wider range of institutions would also enrich understanding and increase the applicability of findings across diverse educational contexts.

## REFERENCES

- Alkasim, M. A., & Prahara, S. A. (2020). Perceived organizational support dengan employee engagement pada karyawan. *Pusat Jurnal UIN Ar-Raniry*.
- Ashfaq, F., Abid, G., Ilyas, S., & Mansoor, K. B. (2023, June 12). Perceived organisational support and work engagement among health sector workers during the COVID-19 pandemic: A multicentre, time-lagged, cross-sectional study among clinical hospital staff in Pakistan. *BMJ Open*, 13(6).
- Bakker, A. B. (2022). The social psychology of work engagement: State of the field. *Career Development International*, 27(1), 36–53.
- Chen, H., Richard, O., Boncoeur, O. D., & Ford Jr, D. L. (2020). Work engagement, emotional exhaustion, and counterproductive work behavior. *Journal of Business Research*, 114, 30–41.
- Claudianty, G. S., & Suharaiadi, F. (2021). The effect of perceived organizational support on employee engagement. *FENOMENA*.
- Datulio, J. (2025). A structural equation modeling on school performance: Perceived organizational support, job

- satisfaction, and work commitment. *Asian Journal of Education and Social Studies*, 51(3), 102–116.
- Frederick, D. E., & VanderWeele, T. J. (2020). Longitudinal meta-analysis of job crafting shows positive association with work engagement. *Cogent Psychology*, 7(1).
- Fridayanti, F., Kardinah, N., & Lestari, T. A. (2022). Teachers work engagement: The role of perceived organizational support and meaningful work. *Psymphatic: Jurnal Ilmiah Psikologi*, 9(1), 67–76.
- Hamzah, H., & Nordin, N. S. (2022). Perceived supervisor support and work engagement: Mediating role of job-related affective well-being. *Pakistan Journal of Psychological Research*, 37(2), 149–164.
- Hardianto, Y., & Ratna, D. (2022). Pengaruh perceived organizational support terhadap work engagement pada karyawan Panghegar Stone Quarry. *Jurnal Penelitian Pendidikan*, 3, 1–6.
- Imran, M. Y., Elahi, N. S., Abid, G., & Ashfaq, F. (2020). Impact of perceived organizational support on work engagement: Mediating mechanism of thriving and flourishing. *Journal of Open Innovation: Technology, Market, and Complexity*, 6(3), 1–18.
- Jankelova, N., Joniakova, Z., & Skorkova, Z. (2021, November 9). Perceived organizational support and work engagement of first-line managers in healthcare—The mediation role of feedback seeking behavior. *Journal of Multidisciplinary Healthcare*, 14, 3109–3123.
- Lesener, T., Gusy, B., Jochmann, A., & Wolter, C. (2020). The drivers of work engagement: A meta-analytic review of longitudinal evidence. *An International Journal of Work, Health & Organisations*, 34(3), 259–278.
- Magno, J., Anay, S., & Dura, A. (2023). Socialization and organizational culture as correlates of work engagement of government employees. *SSRG International Journal of Communication and Media Science*, 10(2), 9–25.
- Martin, J. (2020). Workplace engagement of librarians and library staff. *Journal of Library Administration*, 60(1), 22–40.
- Mascarenhas, C., Galvão, A. R., & Marques, C. S. (2022). How perceived organizational support, identification with organization and work engagement influence job satisfaction: A gender-based perspective. *Administrative Sciences*, 12(2).
- Mufarrikhah, J. L., Yuniardi, M. S., & Sykarofath, N. A. (2020). The role of perceived organizational support towards employee work engagement. *Gadjah Mada Journal of Psychology*, 6(2), 151–164.
- Pratiwi, A., & Muzakki, M. (2021). Perceived organizational support terhadap komitmen organisasi dan kinerja karyawan. *Jurnal Ilmiah Manajemen dan Bisnis*, 22, 111–120.
- Prysmakova, P., & Lallatin, N. (2021). Perceived organizational support in public and nonprofit organizations: Systematic review and directions for future research. *International Review of Administrative Sciences*, 89(2), 467–483.

- Ramadhani, A. F., & Mubarak, A. (2023). Studi kontribusi perceived organizational support terhadap employee well-being. *Jurnal Riset Psikologi*, 3(2), 125–130.
- Ramadhanty, G., & Mubarak, A. (2023). Studi kontribusi perceived organizational support terhadap stres kerja pada Bank X Cabang Utama Bandung. *Bandung Conference Series Psychology Science*, 3(2), 867–873.
- Rodionova, E., & Dominiak, V. (2020). Work engagement: Organizational culture point of view. *Psychological Applications and Trends 2020*, 1–4.
- Sharma, M. (2020). To analyse the perceived organizational support post downsizing. *Journal of Emerging Technologies and Innovative Research*.
- Stinglhamber, F., & Caesens, G. (2020). Perceived organizational support. In *Routledge*.
- Szilvassy, P., & Širok, K. (2022). Importance of work engagement in primary healthcare. *BMC Health Services Research*, 22.
- Umbara, G., & Dwarawawati, D. (2024). Pengaruh perceived organizational support terhadap employee engagement pada dosen. *Bandung Conference Series: Psychology Science*, 106–112.
- Van Der Ross, M. R., Olckers, C., & Schaap, P. (2022). Engagement of academic staff amidst COVID-19: The role of perceived organisational support, burnout risk, and lack of reciprocity as psychological conditions. *Frontiers in Psychology*, 13.
- Yulia, L., & Sanusi, F. (2021). Perceived organizational support dan task performance: Peran mediasi work engagement. *Jurnal Riset Bisnis dan Manajemen Tirtayasa*, 5, 117–125.