

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

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ABSTRACT

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

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

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

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

INTRODUCTION

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

According to Capone and Petrillo (2020), academicians work under stressful working conditions detrimental to their mental health. According to Khan et al. (2016) study on stress-related mental health problems among 1,189 academic staff members in 12 Pakistani universities showed that 50% of academics had moderate anxiety, and 49% experienced social dysfunction and depressive symptoms. In sum, academicians are encountered with poor well-being. In general, academician's well-being is reported lower than that of the broader public (Education Support Partnership, 2019). Lower mental health among academicians impacts the quality of their work but may also be linked to how satisfied they are with their jobs and their risk of burnout. Although it is generally recognized that academician well-being is in crisis, research on academician well-being has focused more on the individual academician's deficiency and capacity to deal with stress and burnout than on how to create greater well-being (Benevene et al., 2018; Kun et al., 2019).

According to Hoy and Tarter (2011), Positive psychology may provide a new paradigm for improving academic staff well-being. According to Luthans et al. (2015), focusing on the good is equally important since focusing on the negative causes businesses to go into fight-or-flight mode. As a result, we think that employee flourishing is an essential component of academicians' well-being that merits additional research. Flourishing is a subjective state characterized by three dimensions: emotional well-being (being happy at work), psychological well-being (becoming a better person at work), and social well-being (contributing valuable and valuable things to organizations) (Rothmann et al., 2019). Because flourishing people operate optimally at work and in their personal lives, enabling workers to reach the most significant levels of functional and psychological wellness (Keyes, 2007). However, previous research in the literature and other international publications revealed that Pakistani academicians are working in terrible conditions. It may explain why they have a lower level of psychological well-being than their counterparts in the UK, US, Turkey, and Finland (Malik et al., 2017). This may also explain why previous educational objectives related to educational quality were not met (Pakistan Economic Statistics, 2018). That is, academician well-being is both a social concern and personal responsibility. However, little research has been conducted on academician well-being and happiness (Benevene et al., 2018; Kun, A., & Gadanez., 2019). As a result, identifying and improving an individual's optimal mental health is critical for inspiring, maintaining, performing, supporting, and retaining them (Blustein et al., 2019). However, the well-

being of academicians, in particular, is often overlooked in studies on organizational identification (Du Plessis et al., 2020; Bizumic et al., 2009). Overall, researchers recommended using flourishing to understand better employee well-being (Hone et al., 2015).

According to the Lestiani (2016) research, there is a strong relationship between employee self-concept and happiness. Existing research has linked the beneficial effects of shared social identification on health and well-being to social support (Häusser et al., 2020). Organizational identification refers to the extent to which an employee integrates the organization into their self-concept and perceives oneness between self and organization (Shen et al., 2014). Empirical studies have also shown a positive relationship between organizational identification and employee well-being (Steffens et al., 2017; Greenaway et al., 2015; Abid et al., 2018). According to Colbert et al. (2016), positive workplace relationships promote personal growth by going beyond giving guidance and chances for professional identification development and extending to molding and nourishing the individual as a whole. They found that work relationship, namely task assistance, giving to others, meaningful work, friendship work, and personal growth, is critical to employee flourishing. It signifies that formal and informal workplace help, burnout reduction, emotional and affective support, and overall well-being (Velando et al., 2020; Harandi et al., 2017). According to Turner et al. (2011), when employees are unhappy with their supervisor's social support or team participation, their well-being decreases, including burnout and disengagement. It indicates that important workplace components such as Co-workers and supervisors support. That is perceived to assists employees in feeling central, included, valued, and respected inside the business, resulting in increased employee well-being (Bakker & Demerouti, 2018). The previous study has also shown a link between Supervisor/Coworker and greater employee identification. It produces favorable results (Velando et al., 2020; Valle et al., 2020; Hämmig, 2017; Gok, et al., 2015). We think that in addition to work-related support, such as supervisor and Co-worker, organizational support is critical to academicians' welfare. We know that when people are operating or flourishing at their best, they see their lives as important and valuable, and they find purpose in their lives (Keyes, 2007). Perceived Organizational Support (POS) is the degree to which employees believe that their organization values their contributions, cares about their well-being, and fulfills socio-emotional needs. Therefore, this study assumes that perceived social support is employees' subjective perception about the

support received from the organization, supervisor, and co-worker to help them strengthen their identification with the organization and promote their flourishing. Thus, the purpose of this study is to find out if 1) there is a link between Perceived Social Support (supervisor, organizational, and Co-worker support) and educator flourishing. 2) Is there a link between Perceived Social Support (organizational, supervisor, and Co-worker support) and organizational identification? 3) Is there an association between organizational identification and academicians flourishing 4) How do organizational identification, perceived social support are interacting to influence academicians' flourishing?

LITERATURE REVIEW& HYPOTHESIS DEVELOPMENT

Employee Flourishing

Flourishing is a broad term that encompasses "positive emotional well-being, good psychological functioning, and positive social functioning" (Nelson et al., 2016). Previously, the term "flourishing" (Keyes, 2005) referred to an individual's emotional, psychological, and social well-being throughout life. Additionally, flourishing happens at work and inside organizations. Individuals who flourish are content with their lives (and many aspects thereof), exhibit good emotions, and maintain intellectual and social health. The research conducted by Keyes (2002), Diener et al. (2010), Seligman (2011), and Noblea and McGrath (2014) discussed that flourishing is associated with several theoretical frameworks that describe flourishing characteristics. C. L. Keyes (2002, 2007) developed the mental health continuum (MHC) and claimed that individuals on the MHC have varying degrees of mental health, ranging from flourishing to fair to languishing. Individuals who flourish are well-adjusted emotionally, mentally, and socially. According to Diener et al. (2010), flourishing is characterized as "self-perceived relationship success, self-esteem, purpose, and optimism." M. Seligman (2011) defined "flourishing in terms of five dimensions in the PERMA paradigm: positive emotions (P), engagement (E), relationships (R), meaning (M), and achievement." As with the MHC, the PERMA model asserts that well-being comprises both emotional and functional components. Additionally, it is defined as "positive feelings, positive traits (such as emotional stability, vitality, optimism, resilience, and self-esteem), and positive functioning (including engagement, competence, meaning, and positive relationships)" by Huppert and So (2013). While the models discussed above emphasize critical aspects of flourishing, they were not designed for use in the

workplace. Rothmann and Welsh (2013) applied Keyes's (2002, 2005) Mental Health Continuum to the workplace. According to him, flourishing at work has three dimensions: "emotional, psychological, and social well-being. Emotional well-being is comprised of three components: positive affect, negative affect, and job satisfaction. Psychological well-being includes autonomy, competence, relatedness, learning, meaning and purpose, engagement, and social well-being, providing social acceptability, social development, social contribution, social coherence, and social integration". Flourishing at work is associated with a person's fit with their workplace, self-reported performance, and desire to quit (Redelinguys et al., 2019). As a result, understanding the predictive characteristics of successful workers is critical. Flourishing employees feel valued members of the organization and have optimistic views about others' potential and variety. They have a sense of fulfillment and support at work and a meaningful and understandable structure and social connections. Despite the numerous positive outcomes for individual and organizational well-being associated with flourishing, the majority of research indicates that individuals worldwide experience low levels of flourishing (Honeet al., 2014; Huppert & So, , 2013) and warrants further investigation (McCarthy et al., 2017). A previous study has focused chiefly on samples from Western cultures (Hefferon et al., 2017; Colbert et al., 2016). Thus, academics, this study responded to the request for scholars to explore the antecedents of flourishing by emphasizing that future research should concentrate on the factors that contribute to flourishing in-country- and culture-specific contexts (Schotanus-Dijkstra et al., 2016; Abid et al., 2018; Huppert & So, 2013). Nielsen and Miraglia (2017) found that higher education institutions need more customized interventions to obtain better results in academician well-being (Kinman, G., & Johnson, S., 2019).

Perceived Social Support and Employee Flourishing

It has increasingly been known that people's social environments, especially social support from others, significantly impact their perceived pleasure and contentment with life (Diener, 2012). Social support in the workplace refers to "the sense of being cared for, loved, respected and valued as a person, as well as a part of a network of communication and obligation" (Mirowsky & Ross, 1986). The social support literature provides a starting point, stressing the benefits of services to help individuals cope with adversity leading to improve individual well-being (Emadpoor et al., 2016).

According to the literature, employees seek help from three different sources, i.e., supervisor, co-workers, and organization. Co-worker support refers "to the degree to which employees think their workers care about their well-being and are willing to assist them with their job responsibilities" (Susskind et al., 2003). Employee growth has been shown to benefit from Co-worker assistance (Singh et al., 2019; Rousseau et al., 2009). Second, employees may get assistance from their immediate supervisors, which is referred to as supervisor support. According to Saleem and Amin (2013), supervisor support is the degree to which supervisors value their subordinates' contributions to the business and care about their well-being. Supervisor assistance has been proven to enhance organizational support and employee flourishing (Janse van Rensburg et al., 2017; Bosman, 2021). Finally, employees may get support from their employers, which is referred to as organizational support. Organizational support is the degree to which a business values its employees' contributions and cares about their well-being (Rhoades & Eisenberger, 2002). Employee well-being is linked to organizational support (Imran et al., 2020). It is worth highlighting that, in addition to supervisor and organizational support, co-worker support has received much less attention, underlining the importance of our research because we're looking at the impact of Co-worker help on employee well-being.

Furthermore, previous research on the relationship between perceived social support and mental health has focused chiefly on Western cultures, with little research on the topic conducted in non-Western nations until recently (Tajvar et al., 2013). Scholars such as Cobo-Rendón et al. (2020) have advocated for further research since few studies show a link between perceived social support and employee flourishing. According to their results, boosting one's feeling of social support enhances eudaimonic well-being, improving one's overall well-being and contributing to one's mental health. As a result, the following hypothesis is developed:

Hypothesis 1: There will be a statistically significant explanatory positive relationship between Perceived Perceived Social support and academician's flourishing

Hypothesis 1(a): There will be a statistically significant explanatory positive relationship between Perceived Perceived supervisor support and academician's flourishing

Hypothesis 1(b): There will be a statistically significant explanatory positive relationship between Perceived Organizational Support and academician's flourishing

Hypothesis 1(c): There will be a statistically significant explanatory positive relationship between Perceived Perceived co-worker and academician's flourishing

Perceived social support (Organization, supervisor, and co-worker) and Organizational Identification

Establishing a conducive and constructive relational context is an appropriate initial step toward fostering a stronger affiliation with the organization (Valle et al., 2020). Based on the principles of social exchange theory, people engage in intentional and mutually beneficial interactions by assessing their motivations to many factors, including organizational identification. As the referent, the supervisor assumes the responsibility of upholding organizational policies (Naumann & Bennett, 2000). In contrast, providing care and support from co-workers is a crucial aspect of organizational values (Consiglio et al., 2016). Consequently, the evaluations made by workers regarding their interactions with these representatives and organizations might be perceived as a preliminary step toward assessing their overall relationship with the firm.

Furthermore, Kurtessis and colleagues (2017) argued that perceived organizational support plays a crucial role in satisfying socio-emotional needs such as affiliation, esteem, and emotional support. Therefore, this phenomenon leads to a sense of affiliation with the business via the active pursuit of shared values, thereby fostering deeper interpersonal relationships between workers and the organization (Das & Pandey, 2020; Rhoades, 2017). It, in turn, results in identification with the organization via the pursuit of shared values and fosters more muscular relational attachments between employees and the organization (Das & Pandey, 2020; Rhoades, 2017; Valle et al., 2020). As a result, the following hypothesis is developed:

Hypothesis 2: There will be a statistically significant explanatory positive relationship between Perceived Perceived Social support and organizational identification

Hypothesis 2(a): There will be a statistically significant explanatory positive relationship between Perceived Perceived supervisor support and organizational identification

Hypothesis 2(b): There will be a statistically significant explanatory positive relationship between Perceived Organizational Support and organizational identification

Hypothesis 2(c): There will be a statistically significant explanatory positive relationship between Perceived Perceived co-worker and organizational identification

Organizational Identification and Employee Flourishing

Organizational identification impacts on workers' work behavior have been studied for over two decades (Hu & Liu, 2017). Social Identification Theory explains how the social environment influences the social identification of individuals and thereby their social identification (Tajfel et al., 1979). Furthermore, numerous studies have examined the connection between organizational identification and employee work-related attitudes (Van Dick et al., 2007), but very limited with employee flourishing, which is essential to research. Organizational identification is a mechanism in which workers form personal attachments and identification with their employers, according to SIT theory. The stronger an employee's connection to the organization, the more committed they are (Hu & Liu, 2017). When employee organizational identification reaches a crucial level, it "lays the groundwork for greater support, control, and resilience" (Steffens, 2017). Ultimately, it offers a social benefit for workers and fulfills their desire for belonging. In this sense, identification should provide individuals with (a perceived feeling of) more control over their surroundings and a stronger emotional connection to the organization. Employees who establish an emotional connection to and identification with the company have positive social, psychological, physical, and emotional advantages (Fredrickson, 2001; Steffens et al., 2017). Individual identification, in essence, improves health and well-being in terms of emotional, psychological, and social well-being. Colbert et al. (2016) also proposed that work connections play an essential role in fostering employee well-being. Studying the differential impacts of the taxonomy of relationship functions improves our understanding of how relationships influence individual happiness. As a result, the following theory is proposed:

Hypothesis 3: There will be a statistically significant explanatory positive relationship between organizational identification and academician's flourishing

Organizational Identification as a mediator between social support and employee flourishing

The availability and quality of valuable relationships were generally described as "social support." The previous study has shown that relationship appraisals with organizational representatives may be seen as a forerunner to relationship evaluations with the organization (Eisenberger et al., 2002). It is essential to the idea of organizational identification because work-based social support may serve as a surrogate for signals of belonging, which are thought to enhance organizational identification (Häusser et al., 2020). Specifically, when employees view essential constituents (e.g., co-workers and supervisors) as supportive, they perceive the organization to be self-enhancing and appealing. In this sense, when Individuals view their organizational participation as more self-enhancing may be more inclined to connect with the organization (Dutton et al., 1994; Walumbwa et al., 2020). Previous research has also shown a link between worker support variables and organizational identification (Hwang & Jang, 2020 Subba, 2019). Supervisors, in particular, who engage with workers to develop good, supportive connections will benefit from increased identification (Valle et al., 2020). Support from co-workers as a fundamental corporate value and co-worker support as supporting business objectives are most likely (Chughtai, 2016; Consiglio et al., 2016). In addition to supervisor and Co-worker support, organizational support has a beneficial effect on employee identification with the company (Chhabra, 2020). According to organization support theory, when workers believe they are valued, cared for, and supported by the company, it fosters a robust psychological connection (Edwards & Peccei, 2010). According to the social exchange theory, individuals prefer to reciprocate the receiving of valued resources to preserve high-quality exchange connections with other social entities and a desire to sustain such reciprocal interactions (Blau, 1964). We believe that workers who get assistance from the organization and supervisor will ultimately develop a psychological attachment to the organization. According to Ashforth et al. (2008), organizational identification is a crucial filter through which individuals see their surroundings and select what they do in response to

it. It indicates that identifying with the organization is an essential motivational and situational mechanism that leads to various good attitudes, actions, and health outcomes, such as improved well-being (Steffens et al., 2017). As an example of mental health, flourishing individuals are energetic and perform effectively in many aspects of their life, including employment (Keyes, & Haidt, 2003). Literature indicates a favorable relationship between organizational identification and flourishing, although it is relatively limited in the context of employee flourishing (Abid et al., 2018; Dutton et al., 2020). As a result, the following hypothesis is proposed:

Hypothesis 4: There will be a statistically significant mediating role of organizational identification in the positive relationship between Perceived Perceived Social support and organizational identification

Hypothesis 4(a): There will be a statistically significant mediating role of organizational identification in the positive relationship between Perceived Perceived supervisor support and academician's flourishing

Hypothesis 4(b): There will be a statistically significant mediating role of organizational identification in the positive relationship between Perceived Organizational Support and academician's flourishing

Hypothesis 4(c): There will be a statistically significant mediating role of organizational identification in the positive relationship between Perceived Perceived co-worker and academician's flourishing

Given all that mentioned so far, the following research model is proposed.

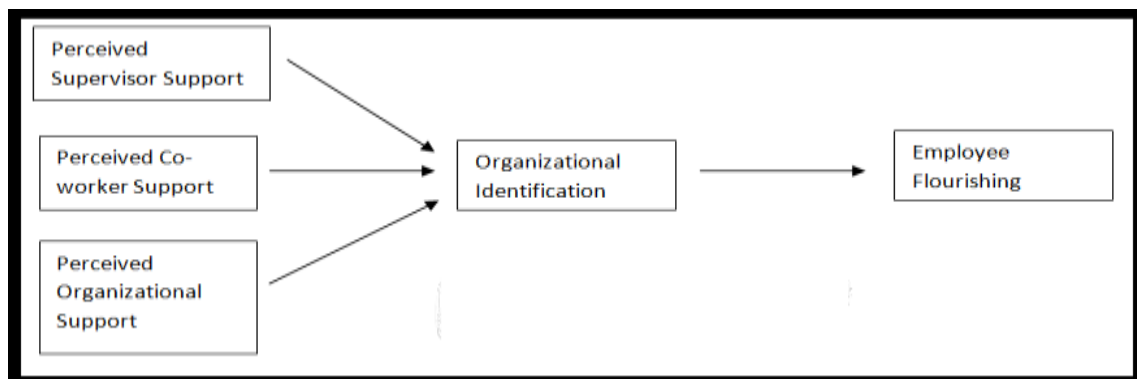


Figure 1: Research Framework

RESEARCH METHOD

Measures

In the present research, we used a seven-point Likert scale with anchors ranging from 1 = strongly disagree to 7 = strongly agree. All of the measuring scales used in this research were adapted from existing measurements. The perceived organizational support questions were adapted from the 8-item scale of Eisenberger et al. (1986), the perceived Co-worker support questions were adapted from Woo and Chelladurai (2012), and the perceived supervisor support scale was adapted from Karasek (1985). The Mael and Ashforth (2009) scale were used to assess organizational identification, and Diener et al.(2010) flourishing Scale was used to determining employee flourishing.

Sample

The present study employed a cross-sectional design, utilizing a questionnaire survey as the primary data collection method. Data collection via online survey turns to the possibility for obtaining large amounts of data efficiently (i.e., with fewer errors due to the absence of transferring handwritten data to a computer), economically (as it requires low human resource efforts when collecting or managing data), as well as in a relatively short period. In order to examine the association between the variables, a convenience sampling method was employed for this study, with the expectation that it would not have any adverse impact on the results (Sternthal, Tubott, Calder, & Richard, 1994). In order to ascertain an appropriate sample size for the study, the software program G*Power 3.1.9.7 provides information indicating that a sample size of 129 is capable of estimating medium effect sizes with a statistical confidence level of 95% (Faul et al., 2007). The participants in this study consisted of individuals employed as academics at public sector higher educational institutions located in Sindh, Pakistan. There are 25 public universities in Pakistan, including a substantial faculty body of around 7000 academicians. It is important to note that due to the extensive distribution of public sector institutions across the province, collecting data from all faculty members was not feasible.

Two hundred twenty-nine questionnaires were obtained from academicians in the public sector in Sindh, Pakistan—the data gathering using the convenience sampling approach. Among the 229 individuals who

participated in the questionnaire, a significant majority, precisely 83.8 percent, identified as male. Most participants, precisely 95.6 percent, were found to possess a master's degree as a prerequisite. With work positions, most participants, precisely 96 percent, held the function of lecturers. A smaller proportion, comprising 3.4 percent, occupied the position of assistant professors, while a little 1.6 percent were identified as associate professors. In addition, it is observed that most individuals, precisely 71.6 percent, possess less than one year of professional experience.

Furthermore, a significant proportion of individuals, accounting for 20.9 percent, have accumulated less than five years of work experience. A smaller subset, comprising 6.9 percent, has work experience ranging from 6 to 10 years. Lastly, around 0.43 percent, a small fraction has accumulated more than ten years of work experience. Of the total population, 63.7 percent were under 30, while 24.8 percent were aged between 30 and 40. Additionally, 6.9 percent of the population was between 40 and 50, and 4.36 percent were between 50 and 60. The software utilized for data processing and analysis is PLS and SmartPLS version 4.0. The research used the Partial Least Squares (PLS) approach for hypothesis testing.

3.3 Data Analysis and Results

The researchers employed the usage of Smart PLS 4.0 for conducting structural equation modeling, as described in the study by Ringle et al. (2005). The study was carried out in two phases, as recommended by esteemed scholars, which involved the examination of the measuring model and evaluating of the structural model (Hair et al., 2014). The proposed conceptual framework underwent an assessment to determine the reliability of its items and its convergent and discriminant validity, as outlined by Hair et al. (2012). Regarding the reliability of personal items, it is generally recommended that each item have external loadings of at least 0.50 or higher. All goods had much higher loadings, indicating the reliability of individual items. In addition, the calculation of composite reliability ratings was conducted in order to validate the internal consistency reliability. All variables in the study exhibited internal consistency reliability, as indicated by the fact that none had scores below 0.70 (Bagozzi & Yi, 1988; Hair et al., 2011). Concurrently, the assessment of the constructs' convergent validity was conducted by utilizing the extracted average variance. In this regard, Chin (1998) suggests a minimum threshold of 0.50. Table 1 provides evidence of adequate convergent validity (Chin,

1998), indicating that all variables have exceeded the acceptable threshold values specified by the model.

Construct	Item	Loading	Cronbach's Alpha	Composite Reliability	AVE
Employee Flourishing	EFL1	0.767	0.893	0.916	0.581
	EFL2	0.782			
	EFL3	0.694			
	EFL4	0.542			
	EFL5	0.78			
	EFL6	0.835			
	EFL7	0.82			
	EFL8	0.835			
Organizational Identification	OID1	0.826	0.912	0.932	0.695
	OID2	0.842			
	OID3	0.833			
	OID4	0.87			
	OID5	0.826			
	OID6	0.804			
Perceived Co-worker Support	PCS1	0.818	0.9	0.93	0.768
	PCS2	0.874			
	PCS3	0.905			
	PCS4	0.906			
Perceived Organization Support	POS1	0.894	0.949	0.957	0.738
	POS2	0.869			
	POS3	0.848			
	POS4	0.878			

	POS5	0.775			
	POS6	0.857			
	POS7	0.873			
	POS8	0.874			
Perceived Supervisor Support	PSS1	0.898	0.934	0.953	0.835
	PSS2	0.94			
	PSS3	0.931			
	PSS4	0.886			

Table 1. Loadings, Composite Reliability, and Average Variance Extract

The discriminant validity was evaluated in the following step of the measurement model. Discriminant validity, as defined by Duarte and Raposo (2010), refers to the extent to which a particular latent construct exhibits dissimilarity from other latent variables. The assessment of discriminant validity in the present study was conducted by employing Fornell and Larcker's (1981) average variance extracted (AVE) ratings. The calculation involved a comparison of the correlations of all latent constructs with the extracted average variance, as proposed by Fornell and Larcker (1981). As per the authors' assertions, to get enough discriminating validity, the square root of the average variance extracted (AVE) must surpass the correlations seen between latent components. The square root values presented in Table 2 exhibit a higher significance level than the correlations, thereby suggesting the presence of adequate discriminating validity.

Variables	Employee Flourishing	Organizational Identification	Perceived Co-worker support	Perceived Organizational Support	Perceived Supervisor Support
Employee Flourishing	0.762				
Organizational Identification	0.473	0.834			
Perceived Co-worker support	0.711	0.435	0.876		
Perceived Organizational Support	0.727	0.466	0.965	0.859	

Perceived Supervisor Support	0.762	0.431	0.55	0.564	0.914
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Table 2: Discriminate validity of constructs

3.4 Structural Model Assessment

The present study assessed the efficacy of the structural model in highlighting the significance of the path coefficients, as Hair et al. (2012) and Hair et al. (2014) emphasized. Including direct and indirect effect significance tests are standard in hypothesis testing within the Partial Least Squares (PLS) framework. The impact test is performed by employing the t-statistical test inside a partial least squares (PLS) analytical framework utilizing the SmartPLS 3.0 software. A review of the findings in Table 2 shows that the employee flourishing (EFL) variable exhibits an R Square value of 0.224. This indicates that approximately 22.4 percent of the variance in employee flourishing (EFL) can be accounted for by perceived social support from the supervisor, organization, and co-workers. It is important to note that the remaining 77.6 percent of the variance is attributable to factors beyond the scope of this study.

Variable	R Square	R Square Adjusted
Employee Flourishing	0.224	0.22

Table 3: R Square of Employee Flourishing

While Table 4 displays the effect between the research variables that have been mentioned are showed the T Statistics and P-Values.

Hypothesis	Relation	Beta	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Decision
H1(a)	POS -> EFL	0.263514	0.263	0.111	2.374	0.018	Supported
H(b)	PSS -> EFL	0.118139	0.121	0.049	2.411	0.016	Supported
H1(c)	PCS -> EFL	0.114908	-0.108	0.092	1.249	0.212	Not Supported
H2(a)	POS -> OID_	0.560675	0.545	0.205	2.735	0.006	Supported
H2(b)	PSS -> OID_	0.248115	0.25	0.085	2.919	0.004	Supported
H2(c)	PCS -> OID_	0.24272	-0.223	0.185	1.312	0.19	Not Supported
H3	OID_ -> EFL	0.47031	0.477	0.061	7.71	0	Supported

Table 4: : Structural Model Path Coefficients Assessment (Direct Effects)

Based on the statistical calculations outlined in Table 3, it has been ascertained that there exists a significant and positive correlation between perceived supervisor support and perceived organizational support, and employee flourishing. Consequently, hypotheses 1(a) and 1(b) are accepted. The t-statistic exceeds the critical value of 1.96, indicating statistical significance at a 5% significance level. Additionally, the p-value is below the threshold of 0.05, further supporting the rejection of the null hypothesis. Nevertheless, the correlation between the perception of support from colleagues and the overall well-being and success of employees did not yield statistically significant results. As a result, hypothesis 1 was deemed invalid (c).

Additionally, the Path modeling analysis results demonstrated a significant and positive association between two distinct forms of perceived social support, namely supervisor support and organizational support, and organizational identification. These findings empirically support hypotheses 2(a) and 2(b). However, the study found no evidence to support the hypothesis that the relationship between co-worker support and academicians' flourishing is influenced by organizational identification. As a result, hypothesis 2(c) is rejected. Furthermore, a definitive correlation between organizational identification and flourishing was identified, supporting hypothesis 3.

The evaluation of Hypotheses 4(a), 4(b), and 4(c) involved the role of a mediated regression analysis, utilizing bias-corrected bootstrapping to assess the indirect (mediated) impact (c). The study found that organizational identification played a role in the relationship between perceived supervisor support and employee flourishing. Precisely, the indirect effect of perceived supervisor support on employee flourishing was estimated at 0.016, with a 95 percent confidence interval ranging from 0.034 to 0.222. 5,000 re-samples were utilized to examine the indirect effect of perceived organizational support on employee flourishing through organizational identification. The results indicated that the indirect effect was estimated at 0.018, with a 95 percent confidence interval ranging from 0.054 to 0.498. The indirect impact was statistically significant for both perceived supervisor and organizational support, as 0 was not included within the 95 percent confidence range. The statistical analysis revealed a significant association between perceived supervisor support and academicians' flourishing ($b = 0.118$, $p = 0.016$). This suggests

that organizational identification partially mediates the relationship between perceived supervisor support and academicians flourishing, supporting hypothesis 4. (a).

Moreover, the study found a significant direct effect of perceived organizational support on employee flourishing ($b = 0.2635$, $p = 0.018$). This suggests that organizational identification partially mediates the relationship between perceived supervisor support and employee flourishing, supporting hypothesis 4 (b). The bias-corrected bootstrap analysis revealed that the indirect effect of perceived co-worker support on an academicians' flourishing through organizational identification was estimated to be 0.212, with a 95 percent confidence interval ranging from -0.289 to 0.075. There was no direct impact on academicians' flourishing due to perceived co-worker support ($b = -0.115$, $p = -0.212$). Moreover, our findings do not indicate any mediating effect of organizational identification on the relationship between perceived co-worker support and employee flourishing, thereby rejecting hypothesis 4. More details are presented in Table 5.

Hypothesis	Relationship	Beta	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Decision
Hypothesis 4 (a)	PSS -> OID_ -> EFL	0.118139	0.121	0.049	2.411	0.016	Supported
Hypothesis 4(b)	PCS -> OID_ -> EFL	0.114908	-0.108	0.092	1.249	0.212	Not Supported
Hypothesis (c)	POS -> OID_ -> EFL	0.263514	0.263	0.111	2.374	0.018	Supported

Table 5: Structural Model Path Coefficients Assessment (Direct Effects) with mediation effect of Organizational Identification

DISCUSSION

This study investigated the association between academicians' perception of different types of social support (i.e., the organization, supervisors, and co-workers) and their level of employee flourishing. Additionally, this research aimed to examine the role of the organizational self in mediating this connection. Based on a study conducted, it has been found that organizational identification plays a significant role in mediating the association between perceived social support and employee flourishing. The initial finding of the study provided support for Hypothesis 1(a), which

posited that the perception of supervisor support had an impact on employee flourishing. The results align with the research conducted by Demerouti et al. (2015), which shows that individuals who actively pursue more resources in their work environment experience personal growth and exhibit higher levels of engagement in their professional roles. When academic professionals perceive that their supervisor provides support and recognition for their welfare, facilitates the completion of tasks, values their contribution and perspective, and fosters a sense of teamwork during collaborative assignments, they are more inclined to actively contribute to the development of employee well-being. This finding is consistent with prior studies conducted by Diedericks et al. (2013) and Janse van Rensburg et al. (2018).

The present study's second conclusion confirms Hypothesis 1(b), which posited that perceived organizational support (POS) had an impact on employee flourishing. This study provides more evidence that supports previous findings indicating that a favorable view of organizational support is associated with favorable outcomes, including employee flourishing. The present study's results support the existing body of research on the relationship between positive organizational support (POS) and employee flourishing, as evidenced by prior studies conducted by Imran et al. (2020). Our research has provided evidence that perceived organizational support is crucial in promoting employee job flourishing, particularly in the Asian environment. The impact of perceived organizational support on employee well-being across different cultural contexts indicates that perceived organizational support plays a significant role worldwide in attaining productivity and sustainability in dynamic and unpredictable corporate settings.

The research yielded a third conclusion that refuted Hypothesis 1(c), establishing a solid relationship between perceived Co-worker support and employee flourishing. According to Poortvliet et al. (2015), when employees get tangible support and help from their colleagues, it can lead to a reciprocal attitude and a sense of obligation to reciprocate. (Janssen et al., 2009; Van de Vliert et al., 2009). The experience of having a strong sense of obligation is associated with social consequences and emotions of insufficiency (Tews et al., 2013). As a result, this might be interpreted as a request-driven by emotions from a colleague rather than genuine assistance, leading to emotional exhaustion, detrimental impacts on the welfare of employees, and a lack of contribution towards personal or

professional development. This line of reasoning aligns with the findings of Shin et al. (2020), which suggest that providing assistance from colleagues can act as an obstacle, resulting in diminished overall well-being.

The findings of this study confirm Hypotheses 2(a) and 2(b), suggesting a favorable association between perceived supervisor support and organizational support with organizational identification. The findings of this study align with other research that has shown a connection between supervisor support (Gok et al., 2015; Valle et al., 2020) and organizational assistance with organizational identification (Sluss et al., 2008; Dai et al., 2016). The findings indicate no significant relationship between co-worker support and organizational identification, leading to the rejection of hypothesis 2(c). This line of reasoning aligns with the perspective of Shin et al. (2020), who argue that colleague assistance might be perceived as a burden rather than a form of support, resulting in adverse outcomes such as a reduced sense of belonging to the company.

The sixth finding of this study confirmed Hypothesis 3, supporting the notion of a positive correlation between organizational identification and employee flourishing. The findings align with the work-related identification theory proposed by Dutton et al. (2010) and Steffens et al. (2017). One possible justification is that a strong sense of identification leads to the experience of positive emotions and the cultivation of social and cognitive resources within the workplace. These factors have been found to enhance an individual's psychological well-being, positive affect, and social capabilities. In the literature, this combination of psychological functioning, positive emotions, and social functioning is commonly called flourishing (Keyes, 1998).

While previous studies have investigated the relationship between perceived support from the organization, supervisors, and co-workers, there needs to be a significant gap in understanding the underlying mechanisms that influence employee flourishing. This study aims to enhance comprehension of the impact of perceived social support in the workplace, namely from the organization, supervisor, and co-workers, on employee flourishing. The mediating role of organizational identification in this relationship will be examined. Individuals who get substantial amounts of social support in the workplace may be motivated to engage in reciprocal behaviors (Gouldner, 1960), demonstrate a stronger sense of organizational connection, and experience personal growth (i.e.,

flourishing). This phenomenon is further supported by the social identification theory, posited by Riketta (2005). Individuals with a strong affiliation with an organization are more motivated to exert significant effort and ensure its success. Organizational identification is a fundamental process elucidating the relationship between employees' strong perceived social support and performance outcomes. Based on our study findings, there is a positive correlation between people's level of identification with higher education institutions and the extent to which their views and values are integrated into their self-concept. According to Steffens et al. (2017), individuals with emotional resilience and strong social connections tend to thrive in the workplace, exhibiting optimal performance levels. Therefore, it may be concluded that Hypotheses 4(a) and 4(b) have been supported and accepted. Subba (2019), Gözükar et al. (2016), and Shen (2014) have all shown congruent results in their respective studies.

The ultimate finding of the study refuted Hypothesis 4(c), which posited that the presence of organizational identification does not mediate the relationship between perceived co-worker support and employee well-being. The significance of interpersonal connections among colleagues may be contended as a fundamental component of an employee's professional existence, and scholarly investigations have demonstrated their impact on the extent to which individual employees align themselves with a team or workgroup (Farmer et al., 2015; Sluss & Ashforth, 2007). Co-worker support is frequently regarded as the embodiment of an organization's goal (Chughtai, 2016). However, if the provision of support from colleagues is perceived as a burdensome emotional responsibility, it may hinder the categorization of the organization. The study by Akileswaran et al. (2018) provides substantial evidence to support this finding. A considerable segment of the labor force in developing countries needs more support when engaging in tasks outside their designated job obligations. According to Akileswaran et al. (2018), employees exhibit infrequent engagement in assisting their co-workers with work-related matters, need more effective communication on changes that affect their colleagues, and seldom contribute to promoting the organizational image. Consequently, they see the firm as unsupportive of fostering a collaborative environment for co-worker help. The author's study revealed no significant correlation between co-worker support and employee motivation inside educational institutions in Punjab, Pakistan.

According to Van Knippenberg et al. (2007), the evaluation made by employees on the strength of their interpersonal relationship with their colleagues, commonly referred to as exchange connection, significantly impacts their attitudes and behavior. Consequently, the potential loss of significant work resources would have an impact on the negative emotions experienced by employees, leading to a decrease in organizational identification (OID). This decrease in OID is significant as it has been consistently found to be a reliable predictor of psychological and physical health in more than 60 separate studies (Steffens et al., 2017). Consequently, a lower level of organizational identification will result in a decline in the psychological well-being of employees. The negative consequences of perceived co-worker support were observed in reduced employee identification with the organization and hindered employee flourishing. Consequently, the establishment of an atmosphere conducive to peer learning and cooperation among employees may foster their professional and personal development.

IMPLICATIONS

The existing body of literature contributes to the significance of this study by shedding light on the compelling and undervalued function of perceived social support, employee flourishing, and organizational identification as a psychological mechanism between perceived social support and academicians' flourishing, aspects that have been neglected in prior research. The results of this study offer empirical support to the extant body of literature. This study yielded a noteworthy conclusion by establishing a positive and statistically significant relationship between perceived supervisor and organizational support and employee flourishing. Conversely, it revealed a negative and statistically significant association between perceived co-worker support and academicians' flourishing. The findings of this study provide more support for the assertions made by social exchange theory. According to this theory, individuals tend to reciprocate the receipt of valuable resources to maintain and cultivate mutually beneficial relationships with other members of society (Blau, 1964). In this context, the extent of organizational identification is influenced by the perceived social support from the organization and head of departments and the strength of social relationships. According to Steffens et al. (2017), this phenomenon subsequently results in heightened levels of academic flourishing, which serve as predictive indicators of psychological well-being. The study's findings confirmed the significance of perceived social support and organizational identification in promoting

and enhancing employee well-being. The enhanced investigation on employee flourishing exhibits more effectiveness in predicting outcomes, capability for practical implementation, and flexibility in its use. Incorporating perceived social support, specifically from the organization and supervisor, and organizational identification within the higher education sector in Pakistan has enhanced the theoretical robustness and empirical scalability of the framework. This has addressed notable gaps, particularly within a developing country like Pakistan. The findings of this study have contributed to the existing body of empirical evidence in the domains of perceived social support, organizational identification, and academician flourishing. The study's conclusions mainly focused on the service industry in practical application. The present study presents a comprehensive methodology for assessing the influence of various resources, such as perceived supervisor and organizational support, on enhancing organizational identification within the educational sector. Organizational identification may have a notable impact on the well-being of academics at higher education institutions, with perceived supervisor and organizational support playing a crucial role. This influence may be attributed, at least in part, to the implementation of supportive human resource management practices. In general, it is crucial to cultivate a culture of collaboration among employees inside the academic setting.

As a result, one practical application would be to assess the impact of management programs aimed at increasing employee perceptions of perceived social support (organizational, supervisor, and co-worker) and organizational identification on employee outcomes by reshaping the culture of our educational organizations. As a result, it is recommended that specific training programs be provided to academicians to educate them in the methods and roles of supervisor and Co-worker assistance. Furthermore, higher educational institutions may organize casual meetings, get-togethers, celebration events, and functions from time to time to foster amicable connections among workers. Employees may also be exposed to the concept of peer learning and group work. Finally, organizational principles, rules, practices, and expectations should be well-communicated among workers to make them feel cared for and appreciated, strengthening their identification with the company and increasing their degree of flourishing at work. Top management must develop and promote methods to build organizational identification via social agents to improve workers' emotional, psychological, and social functioning.

LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

Although the research makes substantial contributions, it is essential to acknowledge its noteworthy limitations. Using a cross-sectional study limited our ability to establish causal relationships among the variables. The study methodology was established based on theoretical rationale and findings documented in the extant literature. Nevertheless, it is not feasible to eliminate other causal hypotheses within the scope of the study measures. In order to establish conclusive evidence about the causal effects of perceived social support, organizational identification, and work outcomes, future research should focus on conducting longitudinal and experimental studies that use a combination of qualitative and quantitative data.

Furthermore, the findings were obtained from investigations conducted at the individual level. To clarify, the sample consisted of 229 scholars affiliated with public sector higher education institutions in Sindh, Pakistan. The effect of employees in public sector companies on employee reactions to perceived social support, organizational identification, and other job outcomes has been observed.

Therefore, further empirical research is required to extend the applicability of the present findings to individuals employed at institutions that were not included in this study. The findings of the study were constrained to the domain of higher education. Moreover, given that this study primarily centered on faculty members employed in the public sector within Pakistan's higher education system, it is essential to acknowledge that the findings of this research may need more applicability or generalizability. Moreover, it is highly urged to engage in additional research across many work settings. Furthermore, the current study employed a survey methodology and a cross-sectional research design. Significantly, future investigations may consider utilizing longitudinal study designs. An additional limitation of the present study was using a self-report questionnaire. A self-report survey has the potential to either misrepresent or understate the association between external and endogenous factors. Consequently, forthcoming researchers may opt for alternative methodologies, such as qualitative or focus group methodologies. Furthermore, caution must be exercised when attempting to extrapolate the current study's findings, as the data collection was limited to public sector higher educational institutions. In order to provide a comprehensive representation of the results, it may be advantageous to include teachers from private institutions operating within Pakistan in the research sample.

CONCLUSION

Overall, the current research demonstrated the importance of organizational identification in connecting perceived supervisor and organizational support and employee well-being outcomes. Organizational identification, in particular, partially mediates the relationships between perceived supervisor and organizational support with academicians' flourishing. Still, there is no mediation found in the relationship between co-worker support and academician flourishing.

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