Effect Of Faculty Work Engagement And University Administrative Support On Teaching Effectiveness

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Abstract

The current study primarily aimed to examine the exert influence of teachers' work engagement and university administrative support on teaching effectiveness. To accomplish this prior objective, a survey research design of quantitative method was employed. Three strata were developed to select the sample based on the faculty of social sciences, faculty of physical sciences, and faculty of oriental/language sciences. 309 university teachers and 8909 graduate students were randomly selected as the study sample. The questionnaire was used to gather the data through the Utrecht work engagement scale developed by Schaufeli and Bakker (2004), the teaching effectiveness scale developed by Shahzad and Mehmood (2019), and the dimensions of administrative support Survey scale developed by Yilmaz (2016). University teachers and students were identified greater satisfaction with teachers' work engagement and teaching effectiveness. The study found a significant effect of teachers' work engagement and university administrative support on teaching effectiveness.

Keywords: *Work Engagement, Teaching Effectiveness, Administrative Support, Quality Teaching, Higher Education.*

Introduction

Higher education leads to knowledge creation, knowledge sharing, and knowledge transmission through effective teaching processes and administration. University functions employed fundamental emblems of teaching and promoted quality teaching including services, threshold standards, educational regulations, and teaching [1]principles (Benson, 2022; Li et al., 2023). In every educational model, teachers' competencies and engagement conduct effective connections between teachers and learners (Soininen et al., 2023). Moreover, administrative bodies play an important role in controlling, delivering, and maintaining the teaching-learning process. Administrators provide their support to utilize human and material resources in education. Their positive influence is subjected to the well-being of teachers and quality performance (Brayer, 2021). Insufficient administrative support may lead to a reduction in valuable teaching resources (Goines, 2020). University administrative structure influentially engaged in planning, monitoring, controlling, managing, and evaluating every aspect of the teaching-learning process (Lunenburg & Ornstein, 2021; Sudarshan, 2022; Greenberg & LoBianco, 2019). In this teaching-learning process, teaching effectiveness involves instructive strategies to develop an interactive

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learning environment and expected learning outcomes (Maamari & Salloum, 2023). Most universities require proper teaching engagement for educational prosperity and effectiveness within a competitive environment. This engagement evolved with a positive and occupational mental state in association with vigor, dedication, and absorption. This reflects the cognitive and physical engagement of teachers in the domain of teaching, administration, and teaching effectiveness (Li et al., 2023; Taylor & Thion, 2023).

Educational intuitions face multiple challenges with cumulative expectations that require quality academic performance. University administrators and teachers are found with intensive stress, responsibility, and pressure to pursue desired objectives. They engage themselves for efficient and effective outcomes in higher education (Brew et al., 2019; Mukherjee et al., 2022). The ultimate task of administration is to support teachers in terms of quality learning and institutional progress (Misu et al., 2022). They are the representatives of national educational policy and institutional goals. They perform with maximum professional engagement to achieve desired aims and goals. This purposeful work engagement defines their enthusiasm, protentional, and commitment to contribute to educational development (Brew et al., 2019; Misu et al., 2022). Teachers' work engagement drives the machinery of the institutional system. The teachers' work engagement is positively associated with professional productivity, job performance, effectiveness, resilience, and learning process. While the university administration directs this whole process (Li et al., 2023). In the case of Pakistan, where the higher education system faced multiple challenges of resources, quality teaching, and learning expectations. The higher education system requires greater demand for quality teaching effectiveness, learning justifies, and administrative support (Saeed & Chaudhary, 2021). The current investigation examined the extent of teachers' work engagement on teaching effectiveness linked with administrative support for teachers. The research examined the potential of teachers' work engagement and administrative support to reshape the teaching effectiveness for learners. This direct and indirect influence further monitors teaching engagement and effectiveness that changes in learning.

Review of Related Literature

The definition of teachers' work engagement is multifaceted. It is a strand argument that work engagement is professional behavior or teachers' attitude around active teaching (Dami et al., 2022; Misu et al., 2022; Skaalvik, 2020). Work engagement is a degree by which employees prefer association between self and professional tasks achievements. It is an engagement of teachers' cognitive, physical, and emotional resources. (Kristiana et al., 2018). Some authors explained work engagement as the spectrum of burnout, while some authors considered work engagement as a positive psychological and physical state(Ahmed, 2017; Kristiana et al., 2018; Sokolov, 2017). The theoretical perspective of work engagement undermined individuals' self-investment in an organization. This occupational outcome can be accounted for by teachers' self-efficacy, problem-solving ability, job commitment, satisfaction, dedication, reflective performance, and professional development (Brew et al., 2019; Lipscomb et al., 2022). The chronology of individuals professional practices and engagement has to perform with engrossment, and intensity at workplace (Kahn, 1990; Mișu et al., 2022). This state is characterized by dedication absorption, and mental ability to be invested. Teachers' work engagement is harnessing of employees to invest maximum potential in job performance (Ahmed, 2017; Sokolov, 2017). Teachers' work engagement is a core element that indicates teaching quality. A maximum level of work engagement indicated professional life and variation of institutional outcomes. Teachers' work engagement is a positive and progressive mind set towards teaching performance including their' dedication, feeling, pattern of actions, focus, and interactive. It is an emotional, professional, and personal construction to achieve professional goals. Prior studies identified that work engagement develops energy, momentum, and courage within institutions (Dami et al., 2022). It is positively associated

with motivation, job performance, and job satisfaction (Dreer, 2024; Misu et al., 2022). And negatively associated with psychosocial and behavioral issues (Dami et al., 2022). A professional level of work engagement brought more efficient and effective teaching performance. In higher education, there is zero tolerance for inadequate teaching engagement and effectiveness (Fernandez, 2020).

Teaching effectiveness is the capability and capacity of teachers to attain desirable educational achievements (Florence et al., 2022). It is a product that shows the quality of teachers' professional and personal attributes. An appropriate combination of psychical, psychological, professional, and personal elements manifested teaching effectiveness significantly. The term "teaching effectiveness" is used to identify perfection, productivity, and efficiency in teaching performance (Gupta & Verma, 2021; Kilag et al., 2024). A greater level of teaching effectiveness incorporated teaching quality level and student learning outcomes in higher education (Adeyemi, 2020). Related literature revealed that acknowledging teaching quality withing empirical and normative perspective referred with "successful or good teaching" (Scheerens, 2023). This concept requires empirical evidence of "what works" at professional workplace by focusing teaching effectiveness (Vieluf, & Klieme, 2023). Teachers toned up their practices, built a warm environment, mentored, and nurtured students through influential teaching roles. Congenial learning environment became essential element for teaching and learning effectiveness (Rogers, 2018). For the development of effective learning environment, teachers prepared their professional strategies and techniques that cater range abilities and interests in students (Florence et al., 2022). The more effectiveness they reflect in their teaching, they adapt various teaching styles, teaching dynamics, equip techniques, and productivity. Studies identified significant association among teaching quality, teaching effectiveness, and learning outcomes (Adeyemi, 2020; Dami et al., 2022; Rogers, 2018).

The concept of educational administration is very comprehensive (Erturk, 2021). This concept can be understood under the composition of programmed activities to formulate and execute educational policy under administrative manners (Koonkongsatian, 2017; Sudarshan, 2022). Educational administration is geared toward optimal functioning of efficient resources to achieve educational goals (Mukherjee et al., 2022). The concept of educational administration is theorised long ago with classic administrative theory (Griffiths, 1959). It outlined educational administration under the combination of management elements (decision making, leadership, management, culture, & change) and educational perspectives. The key element of a successful educational administration reflects through the quality of teaching and learning outcomes (Brew et al., 2019). Teachers' competency, commitment, and abilities directly influenced the whole education system. Administrative support compensated teaching faculty with direction, coordination, facilitation, motivating, monitoring, and feedback (Yue & Vinitwatanakhun, 2021). Studies have examined positive correlation between administrative support and teachers' quality of performance (Mukherjee et al., 2022; Sokolov, 2017). On contrary, lack of administrative support turned down teachers' intentions to stay at the organisation, giving anxiety, lack of trust, emotional instability, and job dissatisfaction (Yue & Vinitwatanakhun, 2021). A deliberate administrative support contributes in teachers job satisfaction, job performance, and evaluation (Erturk, 2021).

The 21st century brought substantial changes including structure of higher education system (administrative vision, educational resources, professional development, and expected learning outcomes). The educational system required adequate implication of administrative policies to foster personnel engagement on a broad scale (Florence et al., 2022; Kilag et al., 2024; Misu et al., 2022; Mukherjee et al., 2022). Higher education policy developers put pressure on administrative bodies for quality, engagement (Dami et al., 2022), effectiveness (Scheerens, 2023), and achievements (Erturk, 2021). For this university administrators plays a central part in benefiting and facilitating resource management, efficient faculty, and educational improvements (Sudarshan, 2022). Through

their supportive culture, they utilised educational mechanism for teaching-learning process. This frontline task can be achieved through greater teaching engagement. However, multiple challenges have been countered regarding teaching quality, teaching execution, learning outcomes, and support system (Florence et al., 2022; Kilag et al., 2024). All the stakeholders interact to solve these challenges through professional development, quality instruction, innovative research, learning development, and university extensions (Koonkongsatian, 2017; Mukherjee et al., 2022). These dimensions crossroads teaching faculty and affect greatly. The predominant role of the teaching profession, teachers' work engagement level, state of professional support, and effectiveness gained greater attention by the researchers (Mukherjee et al., 2022). Though investigation is required at larger scale to deal and organise the trio association in beneficial ways.

Research Objectives

The following research objectives were formulated:

1. To examine university teachers' perceptions about work engagement and administrative support.
2. To identify the perceptions of students regarding their teachers' teaching effectiveness.
3. To analyse the effect of teachers' work engagement and administrative support on teaching effectiveness.

1.4 Research Questions

Based on the research objectives, the following research questions were developed:

1) What are the perceptions of university teachers about the administrative support provided by the head of the department?
2) What is the extent of university teachers' work engagement in universities?
3) What are the perceptions of students regarding their teachers' teaching effectiveness.

4) What is the effect of teachers' work engagement and university administrative support on teachers' teaching effectiveness?

Research Design

The researchers employed a quantitative research method using survey design (Coe et al., 2021; Cohen et al., 2018). The participants were selected using probability sampling technique. Public university teachers and students were stratified under three strata based on faculties. The data were collected through standardised questionnaires. Statistical techniques were employed to test the leveraging variables teachers' work engagement, university administrative support, and teaching effectiveness.

Participants

In this investigation, target population comprised all the teachers and students affiliated with public universities across the Punjab province. There were 154 public universities in Pakistan and 56 universities in the Punjab including recognized and degree-awarding institutions (HEC, 2024). A stratification for this type of population and characteristics represents the sample accuracy in the population (Cohen et al., 2018). An equal amount of random selection likely resulted in equal strength and characteristics of the sample (Fah & Hoon, 2021). The sampling procedure compiled into three strata as faculty of social sciences (37.17%), faculty of physical sciences (34.82%), and faculty of oriental/languages sciences (28.01%) of 15 public sector universities. A total of 309 university teachers and 8909 students who participated in this study. The demographics of teachers included male (47.6%) and female (52.4%), lecturer (48.2%), assistant professors (43.4%), associate professor (5.5%), and professors (2.9%), married (66.3%), unmarried (31.1%), divorced

(1.3%), and single (1.3%). They were aged from 30 to above 50 years. The demographical data of students showed that there were male (38.4%) and female (61.6%), enrolled in BS Honors (93.1%), 4th semester (26.2%). Moreover, 37.20% of the students were from social sciences (n = 3318) faculty, 34.80 of the students were from physical sciences (n = 3104) faculty, and 27.90% of the students were from oriental sciences (n = 2487) faculty.

Research Instruments

Three standardized questionnaires were adopted to measure the variables of teachers' work engagement, teaching effectiveness, and administrative support. The researcher sought permission to use Utrecht work engagement scale (UWES) developed by Schaufeli and Bakker (2004), the teaching effectiveness scale (TES) was developed by Shahzad and Mehmood (2019), and the dimensions of administrative support survey (DASS) scale developed by Yilmaz (2016) for this study. These instruments were chosen due to their well-established reliability, validity, and usability in previous relevant studies (Capri et al., 2017; Shahzad & Mehmood, 2019; Yilmaz & Gunduz, 2018). For this study, content validity was established through a comprehensive and iterative process, involving a panel of subject matter experts in the field (Cohen et al., 2018; Fah & Hoon, 2021). While, Cronbach alpha value ensured the reliability of teachers' work engagement ($\alpha = 0.950$), and teaching effectiveness ($\alpha = 0.968$), and university administrative support scale ($\alpha = 0.948$).

Data Collection and Analysis

The researcher provided a detailed explanation of the study's significance and its potential contributions to the participants. The participants were assured that their involvement would not cause them any harm, and their valuable contributions were duly recognized, with a guarantee of confidentiality. The data analysis procedure aimed to assess the effect of administrative support and teachers' work engagement on teaching effectiveness. The data were collected through Likert scale. The collected data were analysed through statistical descriptive and inferential techniques including mean, standard deviation, skewness, kurtosis, and regression.

Results

Table 1 Normal Distribution of Teacher Work Engagement and University Administrative Support

		Skewness		Kurtosis	
		Statistic	SE	Statistic	SE
TWE	Vigor	-0.646	0.14	-.0360	0.28
	Dedication	-1.022	0.14	.0116	0.28
	Absorption	-0.72	0.14	-0.653	0.28
	Overall	-0.840	0.14	-0.281	0.28
UAS	Appraisal	-0.503	0.14	-0.735	0.28
	Emotional	-0.494	0.14	-1.027	0.28
	Instrumental	-0.509	0.14	-0.980	0.28
	Overall	-0.499	0.14	-0.999	0.28
TE	Classroom Management	-0.469	0.14	-0.924	0.28
	Content and Pedagogical Skills	-0.443	0.14	-0.854	0.28
	Facilitative Classroom Environment	-0.467	0.14	-0.719	0.28
	Student Teacher Relationship	-0.383	0.14	-1.012	0.28
	Overall	-0.467	0.14	-1.360	0.28

Table 1 presents the normal distribution including mean (M), standard deviation (SD), skewness and kurtosis to test the normality of the data measured teachers' work engagement, university administrative support, and teaching effectiveness. The scores examine the tendency of the data set towards the distribution. It is examined that all the variables were ranged under acceptable values (Skewness $< \pm 1.23$, and Kurtosis $< \pm 1.30$). Table 1 displays that maximum values were less than 1. It was tested that the data were normally distributed and accepted for further statistical techniques (Pallant, 2005).

Table 2 University Teachers Perceptions of Teachers' Work Engagement

	N	M	SD
Vigor	309	3.66	0.95
Dedication	309	3.89	1.03
Absorption	309	3.68	0.90
Total	309	3.74	0.89

Table 2 states the teachers' perceptions of their work engagement. Teachers' work engagement was measured by three domains including vigor (M = 3.66, SD = 0.95), dedication (M = 3.89, SD = 1.03), and absorption (M = 3.68, SD = 0.90). The result indicated that all the factors surpassed the 3.50 mean score value. Teachers perceived dedication more than other factors of work engagement. Overall, it is indicated that teachers pointed out that they had greater work engagement.

Table 3 University Teachers' Perceptions of University Administrative Support

	N	M	SD
Appraisal Support	309	3.01	0.83
Emotional Support	309	2.98	0.86
Instrumental Support	309	2.82	1.06
Total	309	2.93	0.82

Table 3 presents descriptive analysis to test the university teachers perceptions regarding administrative support for teachers. Teachers demonstrated their perceptions about appraisal support (M = 3.01, SD = 0.83), emotional support (M = 2.98, SD = 0.86), and instrumental support (M = 2.82, SD = 1.06). The data analysis explained that they teachers were satisfied with appraisal support (M = 3.01, SD = 0.83). Whereas the university teachers perceived least emotional and instrumental support by the heads of their departments.

Table 4 Students' Perceptions of their Teachers Teaching Effectiveness Scale

	N	M	SD
Classroom Management	8909	4.36	1.38
Content and Pedagogical Skills	8909	4.36	1.39
Facilitative Classroom Environment	8909	4.30	1.41
Student Teacher Relationship	8909	4.28	1.43
Total	8909	4.31	1.02

Table 4 reveals the university students' perceptions of teachers' teaching effectiveness. There were four main factors classroom management (M = 4.36, SD = 1.38), content and pedagogical skills (M = 4.36, SD = 1.39), facilitative classroom environment (M = 4.30, SD = 1.41), and student-teacher relationship (M = 4.28, SD = 1.43). The result pinned that the students were satisfied with teaching effectiveness on each factor. Based on the analysis, it is explored that university students exhibited relative and positive perceptions towards teaching effectiveness.

Table 5 Effect of Teachers' Work Engagement and University Administrative Support on Teaching Effectiveness

	B	β	SE	t	SS	MS
Constant	1.67		0.22	7.62	108.22	
UAS	0.37	0.30	0.07	5.45	214.06	54.11
TWE	0.41	0.36	0.06	6.46	322.27	0.700
Adjusted R	R^2	F (2, 306)	p			
0.58	0.34	77.35	0.000			

Table 5 exhibits the effect of teachers' work engagement and university administrative support on teachers' teaching effectiveness. Linear regression was applied to examine the extent of the independent variables' effect strength and nature on the dependent variable. The results show that university administrative support (B = 0.37, β = 0.30, p < 0.05) and teachers' work engagement (B = 0.41, β = 0.36, p < 0.05) significantly affect teaching effectiveness. The standardized beta values identified that work engagement effected teaching effectiveness more than university administrative support. Collectively teachers' work engagement and university administrative support caused change (33.6%) in variance of teaching effectiveness (F (2, 306) = 77.35, p = .000). Teachers' work engagement and university administrative support played significant roles in in shaping teaching effectiveness. However, the analysis highlighted the predominant effect of teachers' work engagement in contributing to the overall variance in teaching effectiveness.

Discussion

Teachers work engagement portrayed positive professional outcomes which are important for well-being and retention (Lipscomb et al., 2022). While administrative support performed influential role for the development of greater level of work engagement. Further studies identified perceived administrative support stimulated sense of professional and psychological security (Yolanda & Said, 2021). Meanwhile, teaching effectiveness is concerned positively with fundamentals of teachers' psychological requirements, teacher autonomy, and work engagement (Fernandez, 2021). Following the extensive discussion on teachers' work engagement, administrative support, and teaching effectiveness, the present study examined the effect of teachers' work engagement and administrative support on teaching effectiveness. Nevertheless, the findings identified that the teachers exhibited least satisfaction with university administrative support except on appraisal. The university teachers expressed a high level of work engagement. Likewise, university students demonstrated greater degree of satisfaction with teaching effectiveness. It indicated that the greater level of teachers contributed to the high level of teaching effectiveness. These findings are aligned with the studies of Conley and You (2017), KOSE (2016), Sharma and Rajput (2021), and Wang (2024) who examined perceived perceptions of university teachers regarding work engagement and administrative support.

Furthermore, it is examined that teachers' work engagement and university administrative support significantly effected teaching effectiveness. Perceived organisational support affects work engagement significantly. Similarly, Yolanda and Said (2021) and Wang (2024) argued that it is necessary to enable teachers perceived that administration attentively care about their welfare, professional development, and performance. With teachers' work engagement brings devotion, enthusiastic, and passion in profession (Kim et al., 2017). However, teachers' work engagement has a stronger effect as a primary driver of positive variation in teaching effectiveness. Likewise, the study of Fernandez (2021) analysed that teachers work engagement significantly associated with teaching effectiveness. The present study revealed that teachers' work engagement and administrative support played a crucial role in reshaping teaching effectiveness. It is pinned out that educational aspirations have significant positive effects towards teachers with greater engagement and effectiveness. In case of universities, teachers who interact with students, concerned with students, communicate with students, and encourage them were found more engaged in their work (Florence et al., 2022; Gupta, 2021). On the other hand, teachers with low level of work engagement were found with significant negative effects on teaching effectiveness.

The findings of this study were similar to the prior studies that significantly argued teaching effectiveness directly affect students' learning (Florence et al., 2022; Kim et al., 2017; Lipscomb et al., 2022; Yolanda & Said, 2021). Tomaszewski et al. (2022) argued that teaching effectiveness can contribute with greater growth and development. Job (2017), Adeyemi (2020), and Rogers (2018) stated that university teachers are the main and important component in learners' educational achievements, development, and lifelong learning. This study also examined that teachers' effectiveness furnished under the shadow of university administrative support and work engagement. It can be determined with teaching proficiency and academic growth. It is value-added model to estimate the level of teachers' teaching effectiveness (Florence et al., 2022; Job, 2017).

Conclusion

The current study was designed to investigate the effect of university teachers' work engagement on teaching effectiveness in conjunction with administrative support. Through the evidence of the current study, it is concluded that the university teachers were satisfied with work engagement and students verified their teaching effectiveness. However, teachers were less satisfied with university administrative support. With greater association among work engagement, teaching effectiveness, and administrative support, this study verified interrelated connection among them. Especially, teachers work engagement significantly contributed to teaching effectiveness. This positive influence on teaching effectiveness fosters work culture, work environment, and committed performance. Teaching effectiveness in higher education prioritizes quality teaching, learning outcomes, and educational excellence. This empirical study revealed that teachers' work engagement and administrative support strongly affect teachers' effectiveness in higher education.

Recommendations

Based on the findings of this study, following recommendations were formulated by the researchers:

o It is recommended that educational administrators should support university teachers with adequate environment, emotional support, instrumentation support, development opportunities, and support services to foster better work engagement. This can be involved through teachers' consultations, feedback, training modules, infrastructure, and resources.

o It is suggested that administrators should promote effective communication with teachers. This may facilitate open dialogue, performance feedback, information sharing, problem solving, and ideas exchanging.

o The researchers recommended that institutional culture engagement, valuing teachers' contribution, encouraging autonomy, feedback mechanism, and peer support network can enhance work engagement more effectively. These may boost teachers' morale to foster work engagement sustainably.

o Additionally, it is recommended that teachers should establish constructive feedback for their work engagement level and effectiveness. By using these teachers can identify room for improvement to sustain their engagement and effectiveness.

o As this study was limited to the association and predictive extent of variables, the researchers suggested investigation on moderating, mediating, and contributed role of administrative support between work engagement and teaching effectiveness.

o Finaly, mixed methods approach can be employed for in-depth understanding with variables. Future research er can include greater area of research instrument and sample such as administrators' perspectives.

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