



Organizational Identification as a Mediator of Organizational Support, Employee Engagement, and Commitment: The Case of Non-Teaching Employees in the Mindanao State University-Iligan Institute of Technology (MSU-IIT)

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ABSTRACT

Purpose – The primary objective of this study is to assess and compare the levels of organizational identification, employee engagement, organizational commitment, and perceptions of organizational support between contract-of-service and regular non-teaching employees in a state university in Iligan City.

Aims(s) – This study investigates whether OI among contract-of-service and regular non-teaching employees mediates the relationships between OS, EE, and OC.

Design/methodology/approach – This study used a cross-sectional quantitative research design. The respondents comprised 81 contract-of-service and 91 regular non-teaching employees from different offices in MSU-IIT using an online survey form. The collected data was analyzed using SmartPLS4 and Partial Least Square of Structural Equation Modeling (PLS-SEM) to test the hypotheses.

Findings – The findings show that Organizational Identification (OI) significantly mediates the relationship between Organizational Support and Affective Commitment (AC), with stronger effects for contract-of-service employees. For contract-of-service and regular employees, OI is crucial in linking support and commitment. Regular non-teaching employees show stronger OI than temporary workers, enhancing their engagement and commitment.

Limitations of the study and practical implications – Future research can also be conducted on a larger sample size, including other government higher educational institutions in Mindanao, to generalize the findings. One such limitation is the scope of this study, which is limited to a state university in Iligan City only. This work is limited to the MSU-IIT non-teaching employees; a cross-cultural study may be conducted to see if any variations occur in other cultural settings. A comparative study among the non-teaching employees of government and private higher educational institutions is also suggested.

Originality – This research contributes to the broader understanding of employee dynamics, especially the non-teaching employees within the academic sector, specifically in the Philippine context, with implications for improving institutional performance and employee well-being.

KEY WORDS

organizational identification, organizational support, employee engagement, organizational commitment, non-teaching employee

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1 INTRODUCTION

In the ever-evolving landscape of higher educational institutions, the roles of non-teaching employees within state universities have become increasingly vital. They are the support group in achieving the university's mission and vision. In educational institutions, particularly in the Philippines, non-teaching staff comprise a multifaceted and diversified workforce. From administration and maintenance to support services, they shoulder varying responsibilities. These individuals are the gears turning behind the scenes, ensuring the smooth operation of our universities and colleges. That is why feeling valued and supported by the organization creates a sense of attachment towards the organization (Prasad & Jha, 2023).

As a result, government higher educational institutions are searching for new ways to attract and retain highly competitive non-teaching employees by knowing and understanding their experiences, needs, and levels of engagement, commitment, and identification with the organization.

In the Philippine context, most of the existing literature on employee engagement, organizational commitment, and organizational support focuses on teachers and private employees only (Kukubon, 2019; Buted, 2023; Batugal, 2019; Ladao et al., 2022; Ang & Rabo, 2018; Galay, 2022;). Limited research focused on non-teaching employees, especially in government higher educational institutions. Therefore, studying these variables among the non-teaching employees is deemed worthwhile considering the existing studies, especially in the state-funded higher educational institutions in the Philippines, which mainly focus on the development and growth of their teaching force.

Organizational support serves as the cornerstone for building a thriving working environment. It refers to the course of perception and beliefs on behalf of the employee, where it is believed that the organization has a deep concern for employee well-being (Wang et al., 2020). When employees receive economic and socioeconomic resources from their organization, they feel obliged to respond in kind and repay the organization, thus helping to promote employee engagement; in other words, when employees feel that their organization is concerned about them, they respond by becoming more engaged (Khan et al., 2020). Organizational support encapsulates the policies, practices, and initiatives undertaken by an organization to enhance the well-being and effectiveness of its employees. In the context of a state university, where the dynamics of academia and administration are combined, the nature of organizational support becomes multifaceted. Non-teaching employees, often involved in crucial administrative functions, rely heavily on the institution's support mechanisms to navigate the challenges and contribute meaningfully to the university's mission.

Similarly, many researchers have been interested in employee engagement and organizational commitment. Employee engagement is usually understood as an inner state of mind, physically, emotionally, and mentally, that binds together an employee's commitment, satisfaction, and work effort. It is about investing in oneself at work, being authentic on the job, and delivering one's work performance with passion, persistence, enthusiasm, and energy (Byrne, 2022). Engagement goes beyond the conventional understanding for non-teaching employees in a state university. It involves a deep connection with the university's values, a sense of purpose in contributing to the educational mission, and a commitment to its overall success.

On the other hand, UTAMI et al. (2021) defined organizational commitment as a condition in which individuals embrace the organization's values and goals and feel they are a part of the organization, therefore, they decide to remain in the organization. In the context of non-teaching employees in a state university, commitment is not just a professional obligation but a manifestation of their dedication to fostering a conducive learning environment for students. Understanding the antecedents and mechanisms that drive organizational commitment is imperative for nurturing a committed and productive workforce. Most existing literature on organizational commitment focuses on teachers, faculty, nurses, and employees in private organizations and institutions. It also focused on leadership practices, job satisfaction, and things related to intrinsic characteristics of the person and the like (Payod et al., 2021). Further, Payod et al. (2021) suggest that a study on the organizational commitment of non-teaching personnel in the academe may be interesting to do, considering the management of these institutions mainly focus on the development and growth of their teaching force, just like in a state college and universities.

At the heart of this research lies the mediating role of organizational identification. Organizational identification is defined as the individual's sense of belonging or perception of oneness with the organization that he or she is affiliated with and may also be considered as the overlap between the employees' image of the organization and the image of the self (Mael & Ashforth, 1992; Riketta, 2005). It is the degree to which employees perceive themselves as integral parts of the organization. It goes beyond mere job roles, intertwining personal identity with the collective identity of the institution. In the context of a state university's non-teaching employees, organizational identification binds together the dimensions of support, engagement, and commitment.

2 LITERATURE REVIEW

Research indicates a substantial variance in organizational identification, commitment, employee engagement, and perceptions of organizational support between employees under different employment statuses. A comprehensive study by Meyer and Allen (1991) highlights that employees engaged through contract of service arrangements exhibit distinct levels of commitment and identification compared to their regular counterparts. This disparity extends to affective commitment, where permanent employees tend to have a stronger emotional attachment to the organization because of their sense of obligation (Haque et al., 2021). Organizational commitment has three subcategories: affective, continuance, and normative commitments (Allen & Meyer, 1990). Affective commitment is the employees' dependence on the organization under emotional belonging, which is the same as the organizational goals and values. Therefore, it is more lasting than the material transaction relationship (Haider et al., 2019). Continuance commitment is cost-based, and individuals with high continuance commitment are bound by the potential costs resulting from resignation and have to keep their current membership in the organization (Wang et al., 2022). Further, continuance commitment motivates employees to work harder and enhance firm performance to protect personal interests (Chigeda et al., 2022). On the other hand, normative commitment is the alignment of personal and organizational goals and interests (Inam et al., 2023).

In recent decades, normative and continual commitment has been criticized because of their inconsistencies with affective commitment. Individuals continuing to remain at the organization for economic benefit may not necessarily have higher affection and loyalty toward the organization (Chordiya, 2017).

Among the three components of organizational commitments, affective commitment is one of the strongest predictors of organizational outcome variables (Aboramadan et al., 2020), like performance, absenteeism, and organizational citizenship behavior (Nauman et al., 2020). Compared to normative and continuance commitment, a stronger association of affective commitment with the cognition of job performance, withdrawal, and organizational citizenship behavior proved the importance of affective commitment for organizational success. Affectively committed employees are emotionally involved in the organization and feel personally responsible for its level of success (Alqudah et al., 2022). Further, affective commitment is a significant factor in determining the degree of dedication and loyalty toward the company (Koo et al., 2019).

The contract-of-service and permanent employees' identification, commitment, and engagement levels may differ because of their employment status. Although temporary workers also perceive identification as an organization (Avanzi et al., 2018), their inferior employment status may affect the formation and effect of their organizational identification even in the same organization and workplace. The categorization of permanent and temporary employees may lead to differences in organizational identification triggered by job security (Qin et al., 2021). Findings from the study by Cicellin, et al., (2022) emphasized the variations in perceptions of organizational support among different employment categories. The study underscores the importance of acknowledging these differences to tailor effective organizational strategies and interventions for diverse employee groups. Understanding these nuances is crucial for fostering a positive work environment and enhancing organizational performance.

H1: There is a significant difference in the levels of organizational identification, affective commitment, continuance commitment, normative commitment, employee engagement, and perceptions of organizational support between contract-of-service and regular employees.

Organizational Identity and Organizational Identification are concepts that emerged from different theories. The organizational support approach is developed based on the social exchange theory, social support theory, and reciprocity norm, while the organizational identity approach is derived from social identity theory (Zorlu et al., 2019). However, both approaches focus on the well-being of the organization and its members' well-being (Mael & Ashforth, 1992). Further, organizational support has been consistently found to be the strongest antecedent of affective commitment (Astuty et al., 2020; Yogalakshmi et al., 2020; Ullah et al., 2020). According to the organizational support theory, affective organizational commitment occurs when organizational support meets employees' socioemotional needs

and increases organizational identification with the organization. A strong affective commitment triggers a strong desire to stay in the organization (Ombanda et al., 2022), which in turn increases employee's identification with the organization (Allen et. al, 2017).

A study conducted by Culver et al. (2020) and Crucke et al. (2022) shows that employees who perceive a high level of organizational support feel greater satisfaction in what they do and, alongside, an obligation to reward the organization with more significant commitment. When employees identify strongly with their organization, they are more likely to interpret organizational support positively.

Afshari et al. (2020) concluded that organizational identity is positively linked to the development of organizational commitment. Similarly, the study of Zappalà et al. (2019) shows that organizational identification mediates affective, normative, and continuance commitment. Further, Organizational identification is a crucial link between perceived organizational support and employee engagement. When individuals identify strongly with their organization, they internalize its values, goals, and beliefs, leading to a sense of belonging and attachment. A strong identification in the organization provides employees with the meaning required for identity enactment, which, in turn, enhances their commitment to the organization (Afshari, 2023). This psychological attachment fosters a more profound commitment to the organization, positively influencing engagement in work-related activities.

Numerous studies affirm that employee engagement plays a pivotal role in both job satisfaction and the overall success of organizations, alongside factors such as organizational identity, support, and commitment (Mascarenhas et al., 2022). Correspondingly, Kurtessis et al. (2017) discovered a positive correlation between organizational support, employee engagement, and organizational commitment, even when considering organizational identification as a control variable. Additionally, the organizational support theory shows that when employees perceive their organization as concerned for their welfare and value their contribution, they will consciously identify themselves as members. A sense of self-identity that aligns with the organization will be fostered, allowing them to immerse themselves fully in their roles. This will reflect a higher level of engagement of the employees. Employee engagement is manifested as an energy or power that focuses on achieving organizational goals (Fidyah & Setiawati, 2020). In addition, Employees who care about their organization will enact their care by being more engaged in their jobs and work roles (Saks, 2022). Thus, it can be said that to achieve the organization's objectives, employees must develop a sense of engagement with their work.

The concepts behind the theories of social identity, self-presentation, and organizational support allowed Dai and Qin (2016) to conclude that organizational identification plays a mediating role in organizational support and employee engagement. Based on the above analysis, the following assumptions are put forward:

- H2a: Organizational Identification mediates the relationship between Organizational Support and Affective Commitment.
- H2b: Organizational Identification mediates the relationship between Organizational Support and Continuance Commitment.
- H2c: Organizational Identification mediates the relationship between Organizational Support and Normative Commitment.
- H2d: Organizational Identification mediates the relationship between Organizational Support and Employee Engagement.

This study is grounded in the Social Identity Theory of Tajfel and Turner (1979) and the Social Exchange Theory of Blau (1964). The Social Identity Theory posits that individuals' self-concept is influenced by their identification with a particular social group or organization. It is the extent to which employees define themselves based on their membership in the organization. On the other hand, the Social Exchange Theory proposes that reciprocity and mutual obligations govern social relationships.

Employees develop expectations about the support and resources they receive from the organization, which influence their attitudes and behaviors. Organizational support can be seen as a form of social exchange in which employees perceive the organization as reciprocating their efforts, leading to increased commitment and engagement.

3 RESEARCH METHODOLOGY

3.1 SAMPLE

The respondents are contract-of-service and regular non-teaching employees at MSU-IIT. A total of 477 non-teaching employees in MSU-IIT were identified as respondents of the research, comprised of 191 contract-of-service employees and 286 regular non-teaching employees.

Of the 477 respondents, the researcher obtained 172 responses from the online survey sent via Google Forms. There were 81 responses from contract-of-service employees and 91 responses from regular non-teaching employees. The respondents were comprised of 74 (43%) males, 94 (54.7%) females, and 4 (2.3%) who did not identify themselves. Table 1 presents the respondents' profiles.

Table 1. Biographical Profile of Respondents (n=172)

Variable	Category	Frequency	Percentage %
Gender	Male	74	43.02%
	Female	94	54.65%
	Neither of these	4	2.33%
Marital Status	Single	79	45.93%
	Married	88	51.16%
	Separated	3	1.74%
	Widowed	2	1.16%
Employment Status	Contract-of-Service	81	47.09%
	Regular	91	52.91%
Designation	Office Staff	168	97.67%
	Head of an Office	4	2.33%
Education	High School Graduate	4	2.33%
	College	135	78.49%
	Masters	32	18.60%
	Doctorate	1	0.58%
Number of Years Working in MSU-IIT	Less than 1 yr.	16	9.30%
	1-5 yrs.	65	37.79%
	6-15 yrs.	38	33.72%
	16-25 yrs.	20	9.30%
	More than 25 yrs.	17	9.88%

Sources: Author's research

3.2 DATA COLLECTION

The data was collected using a self-administered online survey form and was sent to the non-teaching employees of MSU-IIT for a convenient and prompt way of collecting responses. Data collection for this study primarily employed the survey method. Surveys allow standardization of procedures and instruments; ease of administration; suitability to tabulation and statistical analysis; and its large sample sizes facilitate sub-group analyses and comparisons (Burns & Bush, 2004).

The Data collection spanned four months, from September 2023 to January 2024, utilizing an online survey using Google Forms. The process was not without its challenges. Securing the participant's cooperation and maintaining data integrity proved difficult amidst varying schedules and technological limitations, especially for employees who are not computer literate. To address these, personalized communication strategies were employed, emphasizing the importance of the research and ensuring confidentiality. Quality control measures, such as regular data audits and validation checks, were implemented to mitigate errors and ensure accuracy. The challenges were overcome through diligent efforts and adaptability, facilitating robust and reliable data collection for analysis.

3.3 MEASURES

A preliminary examination of the data was performed, assessing the accuracy, presence of outliers, normal distribution, missing values, and multicollinearity across all variables. Subsequently, confirmatory factor analysis employing PLS-SEM was conducted to evaluate the psychometric properties of the scales utilized, focusing on assessing convergent and discriminant validity. The structural equation modeling of PLS-SEM was employed to validate the proposed model and evaluate the hypothesized relationships among the study's constructs.

Organizational support was measured by a 16-item scale adapted from Eisenberger et al., (1986). Employee engagement was measured using the UWES-9, which was adapted from the study of Schaufeli et al., (2006). Moreover, Organizational commitment was assessed using the revised version of Meyer et al, (1993), which measures commitment in terms of affective, continuance, and normative commitment. The OCQ is an 18-item scale that measures the extent to which an individual is committed to their organization. 6-item for affective commitment, 6-item for continuance commitment, and 6-item for normative commitment. Lastly, organizational identification was measured using a 6-item scale developed by Mael & Ashfort (1992) that measures how an individual identifies with their organization.

3.4 CONSTRUCT RELIABILITY AND CONVERGENT VALIDITY

After the data was gathered, a Confirmatory Factor Analysis (CFA) was conducted to test how well-observed variables present the construct and establish construct validity and reliability. It was performed to determine whether the items for each component of the main variables load satisfactorily. Items with weak factor loadings (less than 0.6) were excluded from the subsequent analysis.

Convergent validity is established when items in a particular measure converge to represent the underlying construct. The AVE is calculated as the mean of the squared loadings of each indicator associated with a construct. Statistically, convergent validity is established when the Average Variance Extracted (AVE) is >0.50 . Convergent validity was also established for each variable because the average variance extracted (AVE) value is greater than the minimum threshold limit of 0.50 (Fornell & Larcker, 1981).

Table 2 presents the confirmatory factor analysis results, detailing factor loadings, composite reliability (CR), and average variance extracted (AVE) for multiple constructs related to organizational behavior.

Affective Commitment: The items (AC1, AC3(R), AC4(R), AC5, AC6(R)) demonstrated strong factor loadings ranging from 0.734 to 0.805, indicating good item reliability. The composite reliability is robust at 0.871, and the AVE of 0.574 suggests adequate convergent validity.

Continuance Commitment: With only two items (CC1 and CC2), the factor loadings are very high (0.833 and 0.881), CR is 0.847, and AVE is impressive at 0.735, confirming both reliability and convergent validity.

Normative Commitment: Items NC4, NC5, and NC6 also show high loadings (0.822 to 0.893), with a CR of 0.899 and an AVE of 0.747, indicating excellent construct validity.

Employee Engagement: This construct has the highest number of items (EE2 through EE8), all showing high factor loadings (0.799 to 0.915). The CR is exceptionally high at 0.952, and the AVE is 0.738, supporting strong internal consistency and convergent validity.

Organizational Identity: Items OI1 through OI5 display factor loadings from 0.723 to 0.876, with a CR of 0.901 and an AVE of 0.646, demonstrating good measurement properties.

Organizational Support: It includes the most items (OS1, OS4, OS7, OS8, OS10, OS11, OS14, OS15, OS16), with factor loadings ranging from 0.796 to 0.888. A CR of 0.952 and an AVE of 0.690 indicate high reliability and adequate convergent validity.

These results indicate that each construct is well-represented by its items, showing both reliability and convergent validity across multiple dimensions of organizational behavior. The consistency of the high CR values across constructs indicates that the scales used are reliable for measuring each construct. The AVE values exceeding the threshold of 0.5 for most constructs further validate that a significant amount

of variance in the items is accounted for by their respective constructs, supporting their utility in organizational studies.

Table 2. Factor Loadings, Composite Reliability (CR), and Average Variance Extracted (AVE)

Construct	Item	Factor Loadings	Composite Reliability	AVE
Affective Commitment	AC1	0.745	0.871	0.574
	AC3	0.765		
	AC4	0.734		
	AC5	0.739		
	AC6	0.805		
Continuance Commitment	CC1	0.833	0.847	0.735
	CC2	0.881		
Normative Commitment	NC4	0.893	0.899	0.747
	NC5	0.822		
	NC6	0.877		
Employee Engagement	EE2	0.844	0.952	0.738
	EE3	0.894		
	EE4	0.915		
	EE5	0.892		
	EE6	0.860		
	EE7	0.801		
	EE8	0.799		
Organizational Identity	OI1	0.792	0.901	0.646
	OI2	0.723		
	OI3	0.757		
	OI4	0.859		
	OI4	0.876		
Organizational Support	OS1	0.827	0.952	0.690
	OS4	0.798		
	OS7	0.796		
	OS8	0.864		
	OS10	0.821		
	OS11	0.888		
	OS14	0.847		
	OS15	0.818		
OS16	0.810			

Sources: Author's research

4 RESULTS AND DISCUSSION

Literature on organizational relationships emphasizes the critical role of organizational identification and employee engagement in strengthening the work environment and improving outcomes. A robust organizational identification can help employees build a close sense of sharing in the organization's outcome and overcome unhappiness in their work. This strong bond with an organization emboldens employees to instigate actions that contribute to the organization's long-term success (Hui et al., 2020). When employees identify strongly with an organization, they stop worrying about job security (Younas et al., 2018), become more innovative when finding new ways to perform their tasks (Bednar et al., 2020; Nazir et al., 2019), and more willing to participate in challenging tasks and take more risks (Nazir et al., 2021).

Similarly, employee engagement is a positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption. Rather than a momentary and specific state, engagement refers to a more persistent and pervasive affective-cognitive state that is not focused on any particular object, event, individual, or behavior (De-la-Calle-Durán & Rodríguez-Sánchez, 2021). In addition, an engaged employee can help boost organizational performance (Pacquing, 2023). Grounded on SIT and SET, this

study advocates that employees who perceive greater organizational support are more likely to repay this favor of perceived organizational support through higher levels of engagement, commitment, and identification in the organization.

Table 3. Mean, Standard Deviation, Median, and Normality of Affective Commitment, Continuance Commitment, Normative Commitment, Employee Engagement, Organizational Identification, and Organizational Support

Variable	Mean	Standard Deviation	Median	Shapiro-Wilk	
				W	p-value
Affective Commitment (AC)	5.26	1.23	5.40	0.949	<.001
Continuance Commitment (CC)	4.80	1.40	5.00	0.962	<.001
Normative Commitment (NC)	5.47	1.21	5.67	0.930	<.001
Employee Engagement (EE)	5.56	1.11	5.86	0.938	<.001
Organizational Identification (OI)	5.58	1.16	5.80	0.942	<.001
Organizational Support (OS)	4.98	1.21	4.94	0.980	0.014

Sources: Author's research

Note: A p-value lower than 0.200 suggests a violation of the assumption of normality

Each variable's mean, standard deviation, and median reflect its central tendency and dispersion, indicating substantial engagement and commitment levels among the respondents. Specifically, the means and medians of these variables, notably high for Normative Commitment (Mean=5.47, Median=5.67) and Employee Engagement (Mean=5.56, Median=5.86), suggest strong positive perceptions among employees towards their organizational roles and affiliations. The higher standard deviations in Continuance Commitment (SD=1.40) indicate greater variability in employees' feelings about the costs associated with leaving the organization, possibly reflecting diverse personal and professional circumstances among the staff.

The significant results from the Shapiro-Wilk tests ($p < 0.001$ for most variables) imply non-normal distributions, suggesting that employee responses were not symmetrically distributed around the mean, often a sign of underlying groups or outliers in the data. This non-normality could be influenced by varying individual experiences or subgroup dynamics within the organization, necessitating careful consideration of these factors in further analysis. This also highlights the need for non-parametric statistical methods in subsequent analyses to accurately interpret the data's underlying patterns and relationships.

Table 4. Independent Samples T-Test

Construct		Statistic	p	Mean Difference
Affective Commitment (AC)	Mann-Whitney U	3333	0.279	-0.200
Continuance Commitment (NC)	Mann-Whitney U	3655	0.925	2.49e-6
Normative Commitment (NC)	Mann-Whitney U	3068	0.057	-0.333
Employee Engagement (EE)	Mann-Whitney U	3398	0.377	-0.143
Organizational Identification (OI)	Mann-Whitney U	3267	0.198	-0.200
Organizational Support (OS)	Mann-Whitney U	3594	0.779	-6.38e-5

Sources: Author's research

Note: $H_a \mu_{COS} \neq \mu_{Regular}$

Considering that the data is not normally distributed as shown in the Shapiro-Wilk Test of normality in Table 3, the comparison of the levels of organizational identification, affective commitment, continuance commitment, normative commitment, employee engagement, and perceptions of organizational support between contract of service and regular non-teaching employees was subjected to the non-parametric test, Mann-Whitney U. The results show that the p-values of the Mann-Whitney U statistics in Table 5 are greater than 0.05 on all factors.

This implies that there is no significant difference between the two groups regarding organizational identification, affective commitment, continuance commitment, normative commitment, employee engagement, and perceptions of organizational support. Hence, the study rejects H1.

The lack of statistical differences in perceptions of organizational support, affective commitment, continuance commitment, normative commitment, and employee engagement between contract-of-service and regular non-teaching employees at MSU-IIT might be explained by several factors:

- a. Organizational Culture: A strong, inclusive organizational culture could provide similar experiences and perceptions across different employee types.
- b. Equitable Treatment: The administration may implement policies that ensure all employees feel equally supported regardless of their contract type.
- c. Employee Engagement Initiatives: Effective engagement strategies might be uniformly applied across all employee groups, leading to similar levels of commitment and engagement.
- d. Shared Values and Goals: Both groups might share similar values and objectives, aligning their perceptions regardless of employment status.

These suggest that the university has managed to create an environment where differences in contract types do not significantly alter employee perceptions in these areas.

Understanding the differences between contract-of-service and regular non-teaching employees regarding the influence of Organizational Support on various commitment factors mediated by Organizational Identification is crucial for organizational management. It provides insights into how different employment arrangements impact employee perceptions and behaviors. Finding differences in these relationships can help develop organizational strategies more suited to improving employee engagement, commitment, and satisfaction.

Additionally, it can guide HR policies, training plans, and organizational culture projects, all of which will improve employee performance, retention, and overall effectiveness. Through this analysis, organizations may better address various employee groups' unique requirements and problems, resulting in a more welcoming and encouraging work environment.

Table 5 shows the comparative Effects of Organizational Support on Affective Commitment through Organizational Identification. For contract-of-service employees, Organizational Support (OS) significantly predicts Organizational Identification (OI) ($B = 0.692$, $\beta = 0.758$, $p < .001$), and OI significantly predicts Affective Commitment (AC) ($B = 0.301$, $\beta = 0.303$, $p = .006$). The direct effect of OS on AC is also significant ($B = 0.419$, $\beta = 0.462$, $p < .001$), as is the total effect ($B = 0.628$, $\beta = 0.691$, $p < .001$). The indirect effect of OS on AC through OI is significant ($B = 0.209$, $\beta = 0.230$, $p = .011$).

For regular non-teaching employees, the pattern is similar. OS significantly predicts OI ($B = 0.577$, $\beta = 0.572$, $p < .001$), OI significantly predicts AC ($B = 0.378$, $\beta = 0.416$, $p < .001$), and the direct effect of OS on AC is significant ($B = 0.301$, $\beta = 0.328$, $p = .003$). The total effect of OS on AC is also significant ($B = 0.519$, $\beta = 0.566$, $p < .001$), with a significant indirect effect through OI ($B = 0.218$, $\beta = 0.238$, $p = .006$). These results suggest that Organizational Identification is a significant mediator in the relationship between Organizational Support and Affective Commitment for both groups of employees, with slightly stronger effects observed among contract-of-service employees. Contract-of-Service employees and permanent employees may show differences in organizational identification. Consistent with De Cuyper et al. (2019) findings, in a hybrid employment context, there is a significant discrepancy between permanent and temporary employees in their situations and mindset, leading to significant differences in their identification with the organization.

Contract-of-service employees may need organizational identification to establish their sense of belonging and connection more than regular employees. Therefore, perceptions of genuine support should strengthen employees' sense of belongingness to the organization, thereby causing them to make organizational membership an essential part of their social identities. Such perceptions should also increase employees' sense of reciprocity toward their organizations, increasing their affective commitment (Zagenczyk et al., 2020). In addition, organizational identification was positively related to affective commitment (Zagenczyk et al., 2020) and the positive relationship between perceived organizational support and affective commitment for temporary and permanent workers (Cicellin et al., 2022).

Table 5. Comparative Effects of Organizational Support on Affective Commitment through Organizational Identification between Contract-of-Service and Regular Non-Teaching Employees

Path	Coefficients		Bootstrap Mean	Bootstrap Std. Dev.	t	p-values	2.50% CI	97.50% CI
Contract-of-Service Non-Teaching Employees								
	B	β						
OS -> OI	0.692	0.758	0.702	0.070	9.916	0.000	0.561	0.838
OI -> AC	0.301	0.303	0.298	0.110	2.728	0.006	0.069	0.514
OS -> AC (Direct Effect)	0.419	0.462	0.426	0.107	3.900	0.000	0.213	0.642
OS -> AC (Total Effect)	0.628	0.691	0.635	0.069	9.113	0.000	0.577	0.802
Indirect Effect	0.209	0.230	0.209	0.082	2.541	0.011	0.050	0.410
Regular Non-Teaching Employees								
OS -> OI	0.577	0.572	0.582	0.092	6.291	0.000	0.400	0.762
OI -> AC	0.378	0.416	0.396	0.102	3.701	0.000	0.207	0.606
OS -> AC (Direct Effect)	0.301	0.328	0.302	0.101	2.968	0.003	0.089	0.479
OS -> AC (Total Effect)	0.519	0.566	0.535	0.068	7.605	0.000	0.399	0.663
Indirect Effect	0.218	0.238	0.233	0.079	2.764	0.006	0.103	0.406

Sources: Author's research

The mediation analysis results in Table 6 indicate that for contract-of-service employees, Organizational Support (OS) strongly influences Organizational Identification (OI) ($B = 0.692, \beta = 0.758, p < .001$), which in turn significantly affects Continuance Commitment (CC) ($B = 0.366, \beta = 0.486, p = .004$). The direct effect of OS on CC is significant ($B = -0.027, \beta = -0.025, p < 0.909$), suggesting full OI mediation, as is the total effect ($B = 0.366, \beta = 0.344, p < .102$). The indirect effect is notable, with a total effect indicating a substantial combined influence of direct and indirect paths ($B = 0.393, \beta = 0.369, p = .005$).

For regular non-teaching employees, the pattern is similar. OS significantly influences OI ($B = 0.577, \beta = 0.572, p < .001$). However, the effect of OI on CC and the indirect effect is not statistically significant at the .05 level, indicating a weaker mediating role of OI. The direct effect of OS on CC ($B = 0.397, \beta = 0.308, p < .013$) is also not significant, but the total effect suggests other mediating factors may be at play. The direct effect of OS on CC is also not significant, but the total effect suggests other mediating factors may be at play. The findings highlight the importance of OI in the relationship between OS and continuance commitment for contract-of-service employees, emphasizing the potential differences in how these constructs interact across different employment types.

The results suggest that for contract-of-service employees, identification with the organization is critical in how they perceive the link between feeling supported and their decision to stay with the organization. According to social identity theory, with high organizational identification, employees are more inclined to define themselves based on their organizations and regard their organizations' goals as their own (Mael & Ashforth, 1992). Such self-definition would motivate people to carry out activities that support and protect the organization's interests (Ashforth & Mael, 1989).

Similarly, Eisenberger et al. (2020) suggest that organizational support theory invokes social exchange theory and self-enhancement processes to explain how these antecedents contribute to favorable attitudes and behaviors toward the organization. Further, POS should elicit the norm of reciprocity, leading to greater efforts on behalf of the organization because of perceived indebtedness or felt obligation and

expected reward. Organizational identification plays a crucial role in determining the level of continuance commitment to the organization for contract-of-service employees. In addition, the findings highlight the potential differences in how these concepts interact for various employment types. It suggests that contract-of-service employees might be more responsive to efforts that foster a sense of belonging within the organization than permanent employees, who may prioritize different factors when deciding to stay.

Regardless of the employment status, commitment is the comparative strength of an individual's identification and involvement in an organization supported by a strong trust and acceptance of the organization's goals and values (Rameshkumar, 2020). A committed employees also do their jobs better than less committed ones, since they participate in and think about the job more (Loan, 2020).

Table 6. Comparative Effects of Organizational Support on Continuance Commitment through Organizational Identification between Contract-of-Service and Regular Non-Teaching Employees

Path	Coefficients		Bootstrap Mean	Bootstrap Std. Dev.	t	p-values	2.50% CI	97.50% CI
Contract-of-Service Non-Teaching Employees								
	B	β						
OS -> OI	0.692	0.758	0.702	0.070	9.916	0.000	0.561	0.838
OI -> CC	0.568	0.486	0.576	0.200	2.844	0.004	0.133	0.932
OS -> CC (Direct Effect)	- 0.027	- -0.025	- -0.024	0.233	0.114	0.909	-0.460	0.465
OS -> CC (Total Effect)	0.366		0.378	0.136	2.697	0.007	0.102	0.635
Indirect Effect	0.393	0.369	0.402	0.141	2.779	0.005	0.094	0.673
Regular Non-Teaching Employees								
OS -> OI	0.577	0.572	0.582	0.092	6.291	0.000	0.400	0.762
OI -> CC	0.337	0.264	0.351	0.203	1.663	0.096	-0.004	0.696
OS -> CC (Direct Effect)	0.203	0.158	0.205	0.239	0.848	0.396	-0.181	0.572
OS -> CC (Total Effect)	0.397	0.308	0.409	0.160	2.477	0.013	0.135	0.665
Indirect Effect	0.194	0.151	0.204	0.125	1.552	0.121	-0.002	0.434

Sources: Author's research

Table 7 highlights the role of Organizational Identification (OI) as a mediator between Organizational Support (OS) and Normative Commitment (NC) differs between contract-of-service and regular non-teaching employees. For contract-of-service employees, OS significantly predicted OI (B = 0.692, p < .001), and the direct effect of OS on NC was significant (B = 0.51, p = .002). However, OI did not significantly predict NC (B = 0.253, p = .145), and the indirect effect of OS on NC through OI was not significant (B = 0.175, p = .157). For regular non-teaching employees, the model showed that OS significantly predicted OI (B = 0.577, p < .001), and OI significantly predicted NC (B = 0.549, p < .001).

The direct effect of OS on NC was also significant (B = 0.217, p = .007), with a notable indirect effect through OI (B = 0.317, p < .001). The total effect of OS on NC was significant for both groups, with B = 0.686 (p < .001) for contract-of-service employees and B = 0.534 (p < .001) for regular non-teaching employees. These results indicate that OI is a significant mediator for regular non-teaching employees, suggesting that employment status may influence how organizational support impacts normative commitment through organizational identification. The permanent employees' sense of identification with the organization amplifies the impact of feeling supported. In other words, Employees in full-time or permanent positions are more likely to develop a strong identification with the organization than those with temporary employment status. Further, employees with high organizational identity may be more inclined to show their recognition of all aspects of the organization, make all kinds of behaviors beneficial to the organization, and make decisions consistent with organizational goals (Lu, 2023).

In addition, temporary employees are left in the periphery, typically receive less supervision and support from organizations, and are associated with less employee trust and lower commitment compared

to permanent employees (Liu et.al, 2022, Imhof & Andresen, 2018; Swärd, 2016), who perceive strong support are more likely to see themselves as part of the organization, strengthening their feeling of obligation to stay and contribute to the organization.

Table 7. Comparative Effects of Organizational Support on Normative Commitment through Organizational Identification between Contract-of-Service and Regular Non-Teaching Employees

Path	Coefficients		Bootstrap Mean	Bootstrap Std. Dev.	t	p-values	2.50% CI	97.50% CI
Contract-of-Service Non-Teaching Employees								
	B	β						
OS -> OI	0.692	0.758	0.702	0.070	9.916	0.000	0.561	0.838
OI -> NC	0.253	0.23	0.255	0.174	1.458	0.145	-0.096	0.591
OS -> NC (Direct Effect)	0.510	0.508	0.513	0.168	3.047	0.002	0.184	0.838
OS -> NC (Total Effect)	0.686	0.682	0.692	0.091	7.567	0.000	0.512	0.869
Indirect Effect	0.175	0.174	0.179	0.124	1.417	0.157	-0.066	0.421
Regular Non-Teaching Employees								
OS -> OI	0.577	0.572	0.582	0.092	6.291	0.000	0.400	0.762
OI -> NC	0.549	0.580	0.56	0.098	5.606	0.000	0.372	0.753
OS -> NC (Direct Effect)	0.217	0.228	0.215	0.081	2.696	0.007	0.063	0.382
OS -> NC (Total Effect)	0.534	0.559	0.541	0.104	5.125	0.000	0.344	0.752
Indirect Effect	0.317	0.332	0.326	0.081	3.900	0.000	0.184	0.499

Sources: Author's research

Table 8 shows the relationship between Organizational Support (OS) and Employee Engagement (EE), with Organizational Identification (OI) as the mediator, which was explored for two distinct groups: contract-of-service and regular non-teaching employees. For contract-of-service employees, OS was found to be a strong predictor of OI (B = 0.692, p < .001), and OI had a significant effect on EE (B = 0.468, p = .001). A significant direct effect of OS on EE was observed (B = 0.407, p < .001). Similarly, for regular non-teaching employees, OS significantly predicted OI (B = 0.577, p < .001), and OI significantly influenced EE (B = 0.362, p = .002). The direct effect of OS on EE was significant (B = 0.361, p < .001), as was the total effect (B = 0.570, p < .001), and the total effect of OS on EE was notably strong (B = 0.731, p < .001). The mediation analysis revealed a significant indirect effect of OS on EE through OI (B = 0.324, p = .001).

Similarly, for regular non-teaching employees, OS significantly predicted OI (B = 0.577, p < .001), and OI significantly influenced EE (B = 0.362, p = .002). The direct effect of OS on EE was significant (B = 0.361, p < .001), as was the total effect (B = 0.570, p < .001). The indirect effect of OS on EE via OI was also significant (B = 0.209, p = .006).

The analysis indicates that OI significantly mediates the relationship between OS and EE for both groups. However, the strength of the relationships, as indicated by the effect sizes, suggests that the mediating effect of OI is more pronounced among contract-of-service employees due to their temporary employment status with the organization. They rely more heavily on their identification with the organization to reinforce their engagement than regular non-teaching employees. Temporary employees with fixed terms usually perceive high job insecurity, which concerns the perception of an involuntary and undesired change in the continuity of the work situation (Balz, 2017).

Consequently, it seems reasonable to assume that these employees cannot feel they are important members of the organization because they are worried about being excluded (Piccoli et al., 2017). Specifically, this occurs as a reaction to the perceived threat to the needs for belonging, inclusion, and recognition (Conroy et al., 2017). Conversely, the frustration with these needs sparks concerns about how individuals think of themselves as members of their organization (Liu et al., 2022). Therefore, employees'

sense of belonging to the organization makes them feel like an essential part of the organization (Abdullah et al., 2017; Nwanzu & Babalola, 2019). Social identity theory proposes that when employees have a strong relationship with their organization, they are motivated to do their best for the organization (Brown, 2017; Pan et al., 2019). In turn, enhances their level of engagement (Abdullah et al., 2017; Wang & Tseng, 2019). Therefore, employment status represents a contextual factor affecting employees' organizational identification and engagement from a social identity perspective.

Table 8. Comparative Effects of Organizational Support on Employee Engagement through Organizational Identification between Contract-of-Service and Regular Non-Teaching Employees

Path	Coefficients		Bootstrap Mean	Bootstrap Std. Dev.	t	p-values	2.50% CI	97.50% CI
Contract-of-Service Non-Teaching Employees								
	B	β						
OS -> OI	0.692	0.758	0.702	0.070	9.916	0.000	0.561	0.838
OI -> EE	0.468	0.455	0.477	0.140	3.343	0.001	0.19	0.719
OS -> EE (Direct Effect)	0.407	0.434	0.399	0.111	3.672	0.000	0.209	0.638
OS -> EE (Total Effect)	0.731	0.779	0.732	0.066	11.074	0.000	0.597	0.852
Indirect Effect	0.324	0.345	0.333	0.098	3.312	0.001	0.139	0.511
Regular Non-Teaching Employees								
OS -> OI	0.577	0.572	0.582	0.092	6.291	0.000	0.4	0.762
OI -> EE	0.362	0.414	0.371	0.114	3.166	0.002	0.149	0.585
OS -> EE (Direct Effect)	0.361	0.409	0.362	0.072	4.987	0.000	0.222	0.505
OS -> EE (Total Effect)	0.570	0.646	0.577	0.081	7.000	0.000	0.424	0.738
Indirect Effect	0.209	0.237	0.216	0.076	2.747	0.006	0.081	0.371

Sources: Author's research

5 CONCLUSIONS AND RECOMMENDATIONS

The study contributes to the limited literature in the Philippines focusing on organizational identification, organizational support, employee engagement, and organizational commitment among non-teaching employees in government higher educational institutions. Extracting from the findings, the researcher drew the following conclusion: The findings suggest that organizational support profoundly impacts employee engagement, with organizational identification as a critical mediator in this relationship. This study can be helpful to university administrators and human resource practitioners, emphasizing the importance of fostering a supportive workplace culture, enhancing employees' sense of identification with the organization, and ultimately nurturing higher levels of engagement among non-teaching employees. Through the lens of organizational identification, it becomes evident that the level of support employees feel from their organization directly influences their dedication to stay.

This study provides compelling evidence supporting the crucial role of OI as a mediator in shaping the complex dynamics between OS and OC. The results demonstrate that OI significantly mediates the relationship between OS and AC for both groups of employees, with contract-of-service employees exhibiting slightly stronger effects. Further, the study sheds light on the nuanced relationship of OS, OI, and CC, emphasizing the distinctive impact on contract-of-service employees. Notably, employment status is a critical factor influencing the interconnection between OS, OI, and NC among regular non-teaching employees. In addition, the findings highlight the need for a differentiated approach based on employment type when assessing the mediating effects of OI on the relationship between OS and EE. This insight holds significant implications for organizations striving to enhance employee commitment and engagement, urging a tailored understanding of these dynamics across diverse employee groups.

By strengthening organizational identification, organizations indirectly enhance organizational support, employee engagement, and commitment among their employees. Investing in activities that promote identification can lead to a more dedicated and engaged workforce, ultimately benefiting the organization's overall performance and fostering a positive organizational culture where everyone is recognized regardless of their employment status. Specifically, the beneficial contribution of the results of this study is as follows:

Workforce Management. Understanding the levels of organizational identification, employee engagement, and commitment can help administrators at the university and similar institutions devise tailored strategies that enhance workforce stability and satisfaction. Management can implement more effective policies and support systems by pinpointing the specific needs and perceptions of different employee groups.

Policy Development. Comparing contract-of-service and regular non-teaching employees' organizational perceptions and commitments will highlight the disparities and similarities in their work experiences. This can guide policymakers in creating equitable and supportive working conditions that cater to all employee categories, fostering a more inclusive work environment.

Mediating Role of Organizational Identification. Investigating organizational identification as a mediator opens new avenues for understanding how emotional and value-based connections to the workplace can buffer or amplify the impacts of organizational support. This insight is crucial for developing programs that strengthen identification with the institution, potentially leading to enhanced affective, continuance, and normative commitment, as well as employee engagement.

Differential Impacts. By examining the differences in effect sizes of organizational support's impact as mediated by organizational identification, the study sheds light on the nuanced ways that employment type (contract-of-service vs. regular employees) influences how support is perceived and its subsequent effects on employee attitudes and behaviors. This can assist in designing targeted interventions that address the unique challenges faced by different employee groups.

Academic Contribution. This research contributes to the existing literature on organizational behavior by providing empirical evidence on the relationship between organizational support, identification, engagement, and commitment. It fills a gap by focusing on non-teaching employees, an understudied group in organizational research.

Enhanced Employee Well-Being. Understanding the impact of organizational support on non-teaching employees can lead to interventions that improve their job satisfaction and mental health. A supportive work environment benefits the employees and contributes to a positive organizational culture.

In sum, this research offers valuable contributions to the fields of human resource management and organizational psychology by providing data-driven insights that can improve employee relations and organizational effectiveness in educational institutions.

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