

Article

The impact of perceived organizational support on employee engagement: the mediating role of job satisfaction among female teachers in Myanmar

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Abstract: Employee engagement is a critical aspect of organizational performance. This study examines the impact of perceived organizational support on employee engagement among female teachers in Myanmar, with the mediating analysis of job satisfaction. The research employs a quantitative approach and collects primary data from female teachers using a structured questionnaire. A total of 216 valid responses were obtained from female teachers, and the data were analyzed using statistical package for social science software (version 27) and the PROCESS macro. The results indicated that perceived organizational support has a significant positive effect on job satisfaction, and that job satisfaction ($\beta = 0.624$, $p < 0.001$). However, perceived organizational support does not have a significant positive effect on employee engagement ($\beta = 0.016$, $p > 0.05$). In contrast, job satisfaction significantly predicts employee engagement ($\beta = 0.381$, $p < 0.001$) and fully mediate the relationship between perceived organizational support and employee engagement, with a significant indirect effect of 0.238 (95% CI [0.103, 0.385]). The results offer practical implications for organizations and policymakers to design supportive workplace practices.

Keywords: perceived organizational support, job satisfaction, employee engagement, female teachers, Myanmar.

1. Introduction

In today's highly competitive environment, organizations face challenges in retaining productive employees and improving organizational effectiveness [1]. Employee engagement is a critical aspect for improving firm performance and innovation. Several studies across various contexts have shown that organizational support positively affects employee job satisfaction and engagement [2-4]. Engaged staff are willingness to invest their energy towards achieving company objectives by investing their efforts to accomplish assigned duties with a high level of achievement and reducing turnover rate. Business sectors try to promote employee engagement as a crucial aspect of achieving business goals and sustainable development.

An International Labor Organization (2024) report notes that the employment rate in Myanmar has declined and that several female workers have left the labor market [5]. According to the World Bank (2025a) report, the female labor force declined from 41.06% in 2023 to 40.95% in Myanmar [6]. The world average female labor force is 52.71% [7]. The traditional gender roles remain influential. Women are commonly expected to manage household responsibilities such as childcare, eldercare, and domestic chores while working full-time. The decline in female labor-force participation in Myanmar becomes a labor market concern and reflects broader workplace challenges affecting women's employment experience. Increased family caregiving responsibilities and limited organizational support discourage female from remaining fully engaged in the

workplace. Female teachers in Myanmar face struggles to balance their paid job and family issues, and consequently have challenges retaining their jobs and intend to leave their jobs before retirement age. However, empirical evidence from Myanmar is limited, and female teachers receive little attention in engagement studies, highlighting the necessity for contextually appropriate analysis. Although previous research described employee engagement in the hospitality, telecommunications, oil and gas, and online financial management industries, there is limited research in Myanmar. Analyzing how perceived organizational support affects job satisfaction and engagement among professional mothers can inform practical recommendations for HR managers, professionals, and employers seeking to promote HR practices and management strategies that enhance engagement, a vital factor in organizational development.

In Myanmar, traditional gender norms continue to assign women primary responsibility for household management and childcare, even when they are employed full-time. Female teachers with young children often experience a dual burden of professional responsibilities and unpaid caregiving work. Children under the age of ten generally require intensive parental care, supervision, and emotional support, increasing work-family demands and reducing the flexibility available to working mothers. Institutional supports including flexible work arrangements, childcare services and employee well-being programs remain limited in several educational institutions. These contextual challenges may reduce teachers' perceptions of organizational support, low job satisfaction and ultimately weaken employee engagement. Therefore, female teachers with young children become an important subgroup for investigating how organizational support contributes to positive workplace outcomes in Myanmar.

However, there is no scientific evidence in Myanmar. Few studies have identified the factors influencing employee engagement and its impact on organizational performance across sectors including telecom, oil and gas, and healthcare [8-9]. However, there is no specific gender analysis, and the percentage of the female labor force in Myanmar is noticeably lower than the global rate. This shows that analyzing female teachers' engagement is critical to understanding the factors that impact their satisfaction and engagement in Myanmar. This study addresses the gap in the literature and analyzes the impact of POS on female teachers' job satisfaction and engagement within a single framework.

1.1. Social exchange theory (SET)

Social exchange theory (SET) was developed by George Homans in the 1950s and is based on the concepts of organizational rewards, costs, and compassion provided by the organization [10]. SET is a significant theoretical framework for examining the employees' workplace behavior. Management experts use the concept of social exchange to promote employee motivation and develop employees' positive attitudes towards their jobs. Exchanging organizational norms serves as a guideline for workplace exchange procedures [11]. The theory posits that employment involves a reciprocal relationship among individuals' work and commitment, and the monetary and psychological benefits they receive in return. SET explains that POS can motivate individuals who perceive themselves as valued by their organization and exhibit commitment [12]. Organizational support refers to firms providing for employees' needs and reducing work-related stress. Female staff need various forms of organizational support to manage personal and professional tasks better and to improve their workplace satisfaction and retention.

SET posits that organizational support directly affects employee engagement and satisfaction at work [13]. Organizational supports can improve staff's positive attitudes towards the job and personal behavior, including job retention,

commitment, and engagement [14]. SET indicates that employees contribute their resources and commitment when the organization cares about their personal well-being and supports their individual needs [15]. When employees perceive organizational support, they are more likely to demonstrate their performance and dedication. Organizational support facilitates the development of workers' mindsets, habits, and talents required for employment [16]. When employees perceive those businesses support their professional development and recognize their performance, they become more engaged at work and increase their performance and productivity.

SET provides the theoretical foundation for the proposed research model by explaining how employees reciprocate favorable treatment received from their organization. According to SET, when employees perceive that their organization values their contributions and cares about their well-being, they feel an obligation to reciprocate through positive attitudes and behaviors. In this study, perceived organizational support represents the organizational resources provided to employees. This support is expected to generate positive psychological evaluations, reflected in higher job satisfaction. Satisfied workers are more likely to reflect higher engagement. This SET provides the basis for the hypothesized relationships among perceived organizational support, job satisfaction, and employee engagement.

1.2. Employee engagement

Employee engagement is a condition in which workers perceive that their job roles are meaningful and are motivated to invest their skills and efforts to achieve personal and professional goals [17]. Employee high level of performance, collaboration with teams, and developing innovative ideas are results of engagement [18]. Organizations with high engagement generally reduce turnover and improve workplace morale. Employee disengagement negatively impacts employees and organizations [3]. Disengagement creates significant financial costs for organizations, low productivity, and frequent mistakes that increase operational costs [19]. Furthermore, disengaged staff intend to leave job, and increasing turnover costs related to new recruitment, and training staff [20]. To measure employee engagement, Gallup uses 12 questions based on basic needs, individual contribution, teamwork, and growth, drawn from over one million employee interviews across thousands of organizations in multiple countries [21]. The question items are developed accordingly to four levels of workplace needs as Maslow's hierarchy model. Gallup reported that uncertainty and a lack of resources are the main factors in employee disengagement.

1.3. Perceived organizational support (POS)

Perceived organizational support (POS) refers to employees' perceptions of the organization, indicating the extent to which the organization appreciates workers' contributions and prioritizes their well-being [22]. When employees perceive that their organization supports, they are more likely to be motivated, committed, and engaged in their work [23]. POS links with positive outcomes including employee job satisfaction, reduce turnover, and improve performance [24]. Employees develop a sense of attachment to the organization and strive to use their utmost efforts to attain organizational objectives when they perceive organizational support. POS includes organization recognition, acknowledgment through praise programs, equitable treatment, career development opportunities, provision of resources to perform assigned tasks, and psychological security [17]. POS is believed to influence employee engagement, given the significant decline in the satisfaction index related to acknowledgment, recognition, and gratitude from the organization [25]. POS is considered crucial for fostering interaction between employees and the organizations in which they are employed.

However, low levels of organizational support can lead to employee disengagement, dissatisfaction, and turnover [26]. In modern working environment, remote business operations, flexible arrangements, and technology advancement can enhance the vital role of perceived organizational support. POS becomes fundamental issue for organizational long-term success, and employee engagement to improve business outcomes [27]. Perceived fair treatment can promote employee job satisfaction, and consequently reduce turnover rate, and improve engagement.

1.4. Employee job satisfaction

Job satisfaction refers to the degree of contentment and fulfillment individuals experience in their employment [28]. It is influenced by several workplace aspects as working environment, remuneration, duties, opportunities for growth and workplace communication. When employees feel their needs are met and organizations support them, including fair treatment, job autonomy, and work-life balance, they are satisfied with their work [29]. When employees are satisfied with their works, they are motivated, productive, and committed to organization. Employee job satisfaction is also the major factor of employee engagement [17]. Satisfied workers intent to stay at work more than dissatisfied workers. Satisfied employees invest energy, capabilities, and skills to improve their performance that enhance organizational success [30]. Previous study examined and approved the positive effect of employee job satisfaction on employee engagement [31]. For female employees, job satisfaction is crucial. When they are satisfied at work due to organizational support, a flexible work schedule, and a balance between family and work life, they engage in their work.

1.5. Conceptual framework

Previous studies provide mixed evidence regarding the relationships among perceived organizational support, employee engagement, and job satisfaction. POS has a direct and significant positive effect on employee engagement [32]. Previous author also described the positive significant influence of POS on the employee engagement and job satisfaction [33]. The researcher also noted the mediating effect of job satisfaction on the relationship between POS and engagement. POS positively affect female staff engagement, while POS has strong impact on male staff job satisfaction [34]. This showed that demographic factors may moderate the strength of relationships between POS, engagement, and job satisfaction. POS does not always directly influence employee engagement, although it significantly enhances job satisfaction, which in turn positively affects engagement [25]. This supports that job satisfaction performs as the positive mediator between POS and engagement. Previous studies have reported a positive impact of POS on employee engagement and job satisfaction [33-34]. According to these literatures, the following conceptual framework (**Figure 1**) is developed to analyze how POS impact on working mothers engagement, and the mediating effect of job satisfaction.

This study makes three important contributions to the literature. First, it extends the limited body of empirical research on perceived organizational support, job satisfaction, and employee engagement by providing evidence from female teachers with young children in Myanmar. Second, the study contributes to Social Exchange Theory by demonstrating that the relationship between perceived organizational support and employee engagement is fully mediated by job satisfaction. The findings suggests that employees' reciprocal responses to organizational support operate indirectly through positive work attitudes. Third, the study advances understanding of gendered workplace support by examining how traditional caregiving responsibilities and organizational support interact to influence workplace outcomes among female teachers. By focusing on working

mothers with young children, the study provides context-specific insights into employee engagement.

Although Social Exchange Theory describes that POS encourages employees to reciprocate through greater work engagement, the strength of this direct relationship may vary across organizational and cultural contexts. In Myanmar, female teachers with young children experience substantial work-family responsibilities, traditional gender expectations, and limited organizational support, which can reduce employees' engagement. Although previous studies mentioned the direct positive relationships between POS and employee engagement, this study also recognizes the possible indirect effect of through job satisfaction among female teachers in Myanmar.

H1: Perceived organizational support has a significant positive effect on employee job satisfaction.

H2: Perceived organizational support has a significant positive effect on employee engagement.

H3: Employee job satisfaction has a significant positive effect on employee engagement.

H4: Employee job satisfaction mediates the relationship between perceived organizational support and employee engagement.

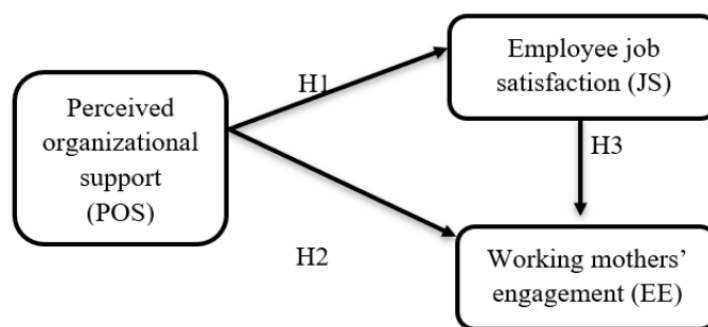


Figure 1. Conceptual framework of the study.

2. Materials and methods

The current study adopts a positivist research philosophy, which assumes that reality is objective and measurable through numerical data [35]. This approach is appropriate for examining the relationship between variables. This study, based on social exchange theory, examines how perceived organizational support affects employee engagement and the mediating role of job satisfaction. Thus, the research employs a deductive approach to test hypotheses using measurable variables and statistical analysis. Deductive approach examines the existing concepts through participants' experiences and perceptions [36]. The deductive research approach allows researchers to investigate relationships among variables and validate theoretical assumptions through statistical analysis. Quantitative research enables the collection of primary data from a large sample, allowing for precise measurement and statistical evaluation of relationships.

In this study, primary data are collected from female teachers in Myanmar using a structured questionnaire, ensuring consistency and reliability in responses. To ensure the reliability of responses, specific criteria are established. Participants must be women currently employed in public or private organizations and have at least 2 years of work experience, enabling them to understand workplace dynamics and human resource practices adequately. Moreover, participants must be mothers with at least one child under the age of ten, ensuring that they actively manage both professional and family responsibilities. Only full-time employees are included in this study. Young children typically place greater requires

intensive parental care and increase work-family responsibilities for working mothers. Full-time teachers with young children are appropriate to examine how organizational support influence employee engagement under the several family and work responsibilities. This study excluded teachers with older children, or without children, newly employed and part-time teachers because these groups may experience different levels of organizational support, job satisfaction, and engagement due to variations in family responsibilities and career stage.

Accurate data on the total number of female teachers in Myanmar are unavailable due to socio-cultural and political constraints [37]. Given an unknown population size, the study determines an appropriate sample size using Cochran's sample size formula, which is widely used in such studies [38]. To avoid potential sampling error, the sample size is calculated using a 95% confidence interval and a 5% margin of error [39]. For the pilot test, data were collected from 30 volunteer female teachers via an online questionnaire. The results of the pilot study show that 24 out of 30 participants responded (80% response rate). According to Cochran's formula and pilot survey results, the calculated minimum sample size for the current study is 246 female teachers from both the public and private education sectors in Myanmar. The research uses convenience sampling. Convenience sampling is a non-probability sampling method in which the researcher selects participants who are readily accessible [40]. Convenience sampling is appropriate because obtaining a comprehensive sampling frame of female teachers in Myanmar was not feasible. The education sectors have experienced significant disruptions due to political instability, and economic challenges. Several teachers were geographically dispersed, and institutional permission for participant recruitment was limited. Thus, an online questionnaire distributed through professional and educational networks provided that most practical and efficient approach for reaching eligible participants within the available time and resource constraints.

The primary data are collected using a self-reported questionnaire developed from the existing literature and adapted to the Myanmar context. The questionnaire is appropriate for this study due to its ease of access and ability to collect data from a large sample within a short period [40]. The questionnaire consists of four sections: demographic factors, perceived organizational support, job satisfaction, and employee engagement. Demographic factors are assessed using multiple-choice items, while other variables (perceived organizational support, job satisfaction and employee engagement) are measured using five-point Likert-scale items, with response options ranging from 1 = strongly disagree to 5 = strongly agree. Higher scores indicate higher levels of the corresponding construct. The data are collected using an online questionnaire. The online distribution enhances accessibility and convenience for participation. Ethical considerations are carefully addressed throughout the research process, and the study prioritizes informed consent, ensuring that participants are fully aware of the research purpose and how their data will be used. To protect participants' privacy, the questionnaire was completed anonymously, and no personally identifiable information, such as names, identification numbers, and email addresses was collected. All responses were treated as strictly confidential and were analyzed only in aggregate form for academic research purpose. Participation was entirely voluntary.

The collected data are analyzed using the Statistical Package for the Social Sciences (SPSS) version 27. Descriptive statistics, including means, standard deviations, and correlations, are used to summarize the data and examine relationships among variables [41]. Reliability analysis is also conducted to ensure the internal consistency of the measurement scales. To test the hypothesized relationships, regression analysis was performed using the

PROCESS macro developed by Hayes (2022). Specifically, Model 4 was used to examine the mediating role of job satisfaction in the relationship between perceived organizational support and employee engagement. A 95% confidence interval and a bootstrapping procedure with 5,000 resamples are used to assess the significance of the indirect effect and obtain a robust estimate for the mediation analysis.

3. Results

A total of 216 female teachers out of 246 (87.8%) participated in the study. A post hoc statistical power analysis was conducted using G*Power 3.1. Based on an effect size ($f^2 = 0.132$), a significant level of 0.05, two predictors, and a sample size of 216, the achieved power exceeded the recommended threshold of 0.80, indicating that the study was adequately powered to detect the observed effects.

The majority of respondents (40.3%) were aged between 35.1 and 40 years, followed by 33.8% who were aged 45.1 years and above. In terms of work experience, nearly half of the respondents (47.2%) have 5.1 to 8 years of experience, while 43.1% have 2 to 5 years of experience. Regarding the working sectors, 54.6% of respondents are employed in the private sector, while 45.4% work in the public sector (**Table 1**).

Table 1. Demographic characteristics of the respondents

Demographic factor		Frequency	%
Age	30 to 35 years	56	25.9
	35.1 to 40 years	87	40.3
	45.1 years and above	73	33.8
Working experience	2 to 5 years	93	43.1
	5.1 to 8 years	102	47.2
	8.1 years and above	21	9.7
Working sector	Public sector	98	45.4
	Private sector	118	54.6

Since all variables are measured using a self-administered questionnaire completed by the same respondents at a single point in time, Harman's single-factor test (**Table 2**) was conducted to assess the potential influence of common method bias. An unrotated principal component analysis including all measurement items extracted eight factors with eigenvalues greater than one. The first factor explained 26.66% of the total variance, which is substantially below the recommended threshold of 50%. Therefore, common method bias is unlikely to have materially affected the results of this study.

Table 2. Total variance explained by the extracted components in the principal component analysis (Harman's single-factor test)

Component	Total Variance Explained			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.531	26.660	26.660	8.531	26.660	26.660
2	5.493	17.165	43.825	5.493	17.165	43.825
3	2.767	8.647	52.471	2.767	8.647	52.471
4	1.800	5.626	58.097	1.800	5.626	58.097

Continued table:

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
5	1.438	4.495	62.592	1.438	4.495	62.592
6	1.264	3.950	66.542	1.264	3.950	66.542
7	1.119	3.497	70.040	1.119	3.497	70.040
8	1.002	3.132	73.171	1.002	3.132	73.171
9	0.808	2.524	75.695			
10	0.769	2.402	78.097			
11	0.674	2.108	80.205			
12	0.647	2.023	82.228			
13	0.622	1.943	84.171			
14	0.506	1.580	85.752			
15	0.494	1.542	87.294			
16	0.471	1.473	88.767			
17	0.413	1.290	90.057			
18	0.379	1.185	91.241			
19	0.358	1.119	92.360			
20	0.322	1.006	93.367			
21	0.310	0.968	94.334			
22	0.276	0.864	95.198			
23	0.243	0.759	95.957			
24	0.239	0.747	96.704			
25	0.228	0.712	97.416			
26	0.219	0.685	98.100			
27	0.185	0.579	98.680			
28	0.157	0.492	99.172			
29	0.106	0.331	99.503			
30	0.087	0.272	99.775			
31	0.072	0.225	100.000			
32	-3.966E-16	-1.239E-15	100.000			

Extraction Method: Principal Component Analysis.

Reliability analysis is conducted to assess the internal consistency of the measurement items using Cronbach's alpha. The results indicate that all variables demonstrate high reliability: perceived organizational support has a Cronbach's alpha of 0.861, job satisfaction has a Cronbach's alpha of 0.832, and employee engagement has a Cronbach's alpha of 0.871. These reliability scores exceed the acceptable threshold (0.7); thus, the applied measurement items are reliable (Table 3).

Table 3. Internal consistency reliability analysis of the study constructs

Variable	Cronbach's Alpha
Perceived Organizational Support	0.861
Job Satisfaction	0.832
Employee Engagement	0.871

Descriptive statistics are used to summarize the key characteristics of the study variables, including the mean, standard deviation, minimum, and maximum. The results indicate that employee engagement has a mean score of 3.7735 with

a standard deviation of 0.6308, suggesting a moderately high level of engagement among respondents. Perceived organizational support has the highest mean value of 4.0745, with a standard deviation of 0.6101, indicating that respondents generally perceive a high level of support from their organization. Job satisfaction has a mean of 4.0546 and a standard deviation of 0.5469, indicating a high level of satisfaction among employees with relatively low variability (**Table 4**).

Table 4. Descriptive statistics of employee engagement, perceived organizational support, and job satisfaction

Variable	Mean	Standard Deviation	Min	Max
Employee Engagement	3.7735	0.6308	1.33	5
Perceived Organizational Support	4.0745	0.6101	2.5	5
Job Satisfaction	4.0546	0.5469	2.5	5

Pearson correlation analysis is performed to examine relationships among employee engagement, perceived organizational support, and job satisfaction. The results indicate that perceived organizational support is positively correlated with employee job satisfaction and engagement ($r = 0.6958$ and 0.2454 , respectively). Moreover, job satisfaction has a positive correlation with employee engagement ($r = 0.3413$) (**Table 5**).

Table 5. Pearson correlation among employee engagement, perceived organizational support, and job satisfaction

Variable	Variable Intercorrelations (Pearson r)		
	EE	POS	JS
Employee Engagement (EE)	1	0.2454	0.3413
Perceived Organizational Support (POS)	0.2454	1	0.6958
Job Satisfaction (JS)	0.3413	0.6958	1

Pearson correlation analysis showed that POS was positively correlated with EE ($r = 0.2454$), indicating that teachers who perceived greater organizational support also tended to report higher engagement. POS also demonstrated a strong positive correlation with JS ($r = 0.6958$), while JS was moderately associated with EE ($r = 0.3413$). These correlations provide preliminary support for the proposed relationships among the study variables. However, correlation analysis reflects overall association between variables without accounting for the influence of other predictors. Therefore, regression and mediation analyses were conducted to determine whether POS exerted a unique direct effect on EE after controlling for JS.

PROCESS macro by Hayes (2022) is used to examine the hypothesized relationships between variables. The regression output (**Table 6**) presents the effect of perceived organizational support on job satisfaction. The results indicate that the model is statistically significant ($F = 200.8582$, $p < 0.001$). The model explains approximately 48.42% of the variance in job satisfaction ($R^2 = 0.4842$). The corresponding Cohen's f^2 was 0.94 ($0.4842 / 1 - 0.4842$), indicating a large practical effect according to Cohen's (1988) guidelines. This suggests that perceived organizational support has a statistically significant and substantial practical influence on job satisfaction. The regression coefficient for perceived organizational support is positive and significant ($\beta = 0.6238$, $p < 0.001$), indicating that a one-unit increase in perceived organizational support increases job satisfaction by 0.6238 units. The results describe that perceived organizational

support is a significant predictor of employee job satisfaction. The findings support hypothesis 1: “Perceived organizational support has a significant positive effect on employee job satisfaction”.

Table 6. Regression Analysis between Perceived organizational support and Job satisfaction

OUTCOME VARIABLE: Job satisfaction						
Model Summary						
R	R-sq	Adj R-sq	F	p	SEest	
0.6958	0.4842	0.4818	200.8582	< 0.001	0.3937	
	SS	df	MS			
Regress	31.1390	1.0000	31.1390			
Residual	33.1764	214.0000	0.1550			
Total	64.3154	215.0000	0.2991			
Model						
	coeff	se	t	p	LLCI	ULCI
constant	1.5130	0.1813	8.3445	< 0.001	1.1556	1.8705
POS	0.6238	0.0440	14.1724	< 0.001	0.5370	0.7105
Covariance matrix of regression parameter estimates:						
	constant	POS				
constant	0.0329	-0.0079				
POS	-0.0079	0.0019				

Prior to conducting the regression analysis, multicollinearity was assessed using tolerance and Variance Inflation Factor (VIF). The results showed that predictor (POS) had a VIF of 1.00 and a tolerance value of 1.00, which satisfy the recommended thresholds of $VIF < 5$ and $tolerance > 0.20$ [42]. The findings indicates that multicollinearity was not a concern, and the independent variable is sufficiently distinct for inclusion in the regression analysis.

Regression analysis (**Table 7**) is conducted to examine the effects of perceived organizational support and job satisfaction on employee engagement. The results indicate that the model is statistically significant ($F = 14.0566$, $p < 0.001$). The model can explain 11.66% of the variance in employee engagement ($R^2 = 0.1166$). Job satisfaction has a positive and significant effect on employee engagement ($\beta = 0.3831$, $p = 0.0003$), indicating that increasing employee job satisfaction can increase employee engagement. However, perceived organizational support has no significant effect on employee engagement ($\beta = 0.0159$, $p = 0.864$). The result does not support hypothesis 2: “Perceived organizational support has a significant positive effect on employee engagement”. However, the finding supports hypothesis 3: “Employee job satisfaction has a significant positive effect on employee engagement”.

Table 7. Regression Analysis between Perceived organizational support, Job satisfaction, and Employee engagement

OUTCOME VARIABLE: Employee Engagement					
Model Summary					
R	R-sq	Adj R-sq	F	p	SEest
0.3415	0.1166	0.1083	14.0566	< 0.001	0.5956
	SS	df	MS		

Continued table:

R	R-sq	Adj R-sq	F	p	SEest	
Regress	9.9738	2.0000	4.9869			
Residual	75.5663	213.0000	0.3548			
Total	85.5401	215.0000	0.3979			
Model						
	coeff	se	t	p	LLCI	ULCI
constant	2.1629	0.3158	6.8494	< 0.001	1.5405	2.7854
POS	0.0159	0.0927	0.1715	0.8640	-0.1668	0.1986
JS	0.3813	0.1034	3.6868	0.0003	0.1774	0.5851
Covariance matrix of regression parameter estimates:						
	constant	POS	JS			
constant	0.0997	-0.0080	-0.0162			
POS	-0.0080	0.0086	-0.0067			
JS	-0.0162	-0.0067	0.0107			

Table 8 presents the mediation analysis examining the indirect effect of perceived organizational support on employee engagement through job satisfaction, using the PROCESS macro. The results indicate that the direct effect of perceived organizational support on employee engagement is not statistically significant ($\beta = 0.0159$, $p = 0.864$). However, the indirect effect of perceived organizational support on employee engagement through job satisfaction is positive and statistically significant ($\beta = 0.2378$). The findings indicate that job satisfaction fully mediates the relationship between perceived organizational support and employee engagement. Thus, the results support hypothesis 4: “Employee job satisfaction mediates the relationship between perceived organizational support and employee engagement”.

Table 8. Direct and Indirect Effects of Perceived Organizational Support on Employee Engagement

DIRECT AND INDIRECT EFFECTS OF X ON Y					
Direct effect of X on Y					
Effect	se	t	p	LLCI	ULCI
0.0159	0.0927	0.1715	0.8640	-0.1668	0.1986
Indirect effect(s) of X on Y:					
	Effect	BootSE	BootLLCI	BootULCI	
JS	0.2378	0.0716	0.1032	0.3849	

4. Discussion

This study found that perceived organizational support has a strong and significant positive effect on job satisfaction. This result is consistent with previous studies [25], which suggest that when employee perceive that their organization values their contributions and cares about their well-being, they are more likely to experience higher job satisfaction. In the context of female teachers in Myanmar, this finding is particularly meaningful, as firm support such as flexible work arrangements, recognition, and communication can reduce work-family conflict and enhance job satisfaction. This aligns with social exchange theory, which posits that employee respond positively when organizations provide for their socio-emotional needs.

The results of this study confirm that job satisfaction has a significant positive effect on employee engagement. This finding aligns with previous

studies [31], which emphasize that satisfied employees are more motivated, committed, and willing to invest their efforts at work. According to the results, job satisfaction is a main driver of employee engagement among female teachers in Myanmar. When employees feel satisfied with their job roles and responsibilities, they are more likely to stay in their current jobs and demonstrate their engagement.

The current study presents that perceived organizational support does not have a significant effect on employee engagement. This finding is consistent with some studies [25] where the POS may not directly influence employee engagement. However, the current study's results contradict previous studies (32-33), which reported a direct positive relationship between POS and engagement. POS did not independently predict employee engagement once its influence on job satisfaction had been taken into account. Although POS showed a positive correlation with employee engagement, its direct regression coefficient became non-significant after job satisfaction was included in the model. This indicates that the influence of POS on employee engagement is transmitted primarily through job satisfaction rather than through a direct pathway. Therefore, job satisfaction fully absorbs predictive effect of perceived organizational support on employee engagement.

The mediation analysis using Hayes' PROCESS macro shows that job satisfaction fully mediates the relationship between perceived organizational support and employee engagement. This result provides a critical contribution to the literature by showing that organizational support has an indirect effect on employee engagement through improving job satisfaction. This supports the previous findings [33]. Although POS did not directly influence EE, this study's results can be theoretically explained using Social Exchange Theory and the unique socio-cultural and economic context of Myanmar.

SET suggests that employees respond organizational support when they perceived that the supports improve their personal and professional well-being, particularly in Western organizational settings. Previous studies have reported significant direct effect of POS on employee engagement. Organizational supports increase employee's emotional evaluation of their work, reflected in greater job satisfaction, which consequently motivates them to become more engaged. However, the present study found that POS had no significant direct effect on employee engagement after job satisfaction was included in the model. The findings suggest that the exchange mechanism proposed by SET operates differently within the socio-cultural and institutional context of Myanmar.

Although the regression model was statistically significant, it explained only 11.66% of the variance in employee engagement. This suggests that perceived organizational support and job satisfaction represent only part of the factors influencing engagement among female teachers in Myanmar. Employee engagement is a multidimensional construct that is shaped by a wide range of organizational, personal and contextual influences. In Myanmar, especially among female teachers, organizational support alone is insufficient to directly improve employee engagement due to factors as socio-cultural expectations, economic conditions, and family responsibilities. Traditional gender norms continue to assign women primary responsibility for childcare, household management, and family caregiving in addition to their professional roles. Thus, although organizational supports including flexible working schedule, supervisor support and recognition is appreciated, it may not directly improve employee job engagement. However, these supports can reduce the job-related stress and increase job satisfaction by creating favorable working environment, and psychological conditions that subsequently foster employee engagement.

The findings of full mediation suggests that job satisfaction is an additional

predictor of engagement and also represents the critical psychological pathway through which organizational support influences employee engagement. The findings support the female teachers in Myanmar, organizational support enhances employees' job satisfaction before stimulating engagement. This suggests that job satisfaction operates as a key psychological exchange mechanism linking organizational support to employee engagement. The results contribute to the literature by identifying the contextual conditions under which full mediation occurs, particularly in environments characterized by traditional gender roles.

The present study extends Social Exchange Theory by demonstrating that reciprocal employee behavior is not always an immediate response to perceived organizational support. Traditional applications of SET generally assume that employees directly reciprocate organizational support through greater commitment and engagement. However, the findings of this study reveal that among female teachers in Myanmar, organizational support does not directly increase employee engagement. However, organizational support enhances employee job satisfaction, which subsequently motivates them to become more engaged. Female teachers in Myanmar experience several socio-cultural and economic pressures, including traditional gender roles, and family caregiving responsibilities. Under these circumstances, organizational supports only may not sufficient to improve employee engagement because the employees prioritize job satisfaction. The contextual factors as traditional gender roles can weak the direct relationship between perceived organizational support and employee engagement while strengthening the mediating role of job satisfaction. Therefore, the exchange relationship proposed by SET should be viewed as the contingent upon contextual factors that shape employees' perceptions and responses to organizational support.

Although organizations provide supports including recognition, supervisor assistance, flexible working schedule, and professional development, female teachers in Myanmar take family responsibilities, childcare, and household management. These responsibilities are deeply rooted in traditional gender norms, which expect women to fulfil both professional and family roles simultaneously. In Myanmar, female teachers have also experienced economic uncertainty, and increasing workload associated with political instability. Under these conditions, female teachers perceived organizational support as the primary reducing factor of job-related stress instead of motivating factor of engagement. As a result, organizational support improves job satisfaction which enhance employee engagement. While Social Exchange Theory suggests that employees respond to organizational support through reciprocal positive behaviors, the present findings indicate that the reciprocity process is shaped by contextual conditions.

The findings provide implications for organizations and human resource managers. Educational organizations should prioritize human resource management practices that improve teachers' job satisfaction and consequently, employee engagement. Practical initiatives include flexible working arrangements, supervising, peer-support programs, recognitions, remote work, childcare support, and maternity benefits, to improve job satisfaction and, consequently, engagement. This study found that job satisfaction fully mediates the relationship between perceived organizational support and engagement, these initiatives should be designed to enhance female teachers' job satisfaction with their working environment. Educational institutions should regularly evaluate the effectiveness of these initiatives through evidence-based human resource metrics such as annual employee satisfaction surveys, engagement questionnaires, and participation in professional development practices.

The findings of this study have important implications for policymakers seeking to improve teacher well-being in Myanmar. Perceived organizational support enhances employee engagement indirectly through job satisfaction, thus,

the educational policy makers should encourage institutions to establish supportive working environment that promote female teachers' job satisfaction. The Ministry of Education, government policy and other educational development organizations should corporate to develop national guidelines to support educational leadership, teacher's recognition, and professional development opportunities that contribute teachers' job satisfaction, and engagement.

5. Conclusion

The findings show that perceived organizational support has a significant positive effect on job satisfaction, indicating that employees who feel valued and supported by their organizations are more likely to report higher satisfaction. Moreover, job satisfaction has a significant, direct effect on employee engagement, suggesting that satisfied workers are more motivated and committed at work. However, the study finds that perceived organizational support has no significant direct impact on employee engagement. Although the POS has no direct effect on employee engagement, it has an indirect effect on engagement through job satisfaction. This indicates that organizational support enhances employees' job satisfaction, which in turn improves employee engagement. Therefore, employee job satisfaction is a crucial aspect of employee engagement.

This study has several limitations that should be considered when interpreting the findings. First, the study used a non-probability convenience sampling technique, which may limit the representatives of the sample, and reduce the generalizability of the findings to all female teachers in Myanmar. Further studies should use probability sampling methods such as stratified random sampling to obtain more representative sample across different educational sectors and geographical regions. Second, this study employed a cross-sectional quantitative research design, which limits the ability to establish causal relationships among variables. Although the proposed mediating model is theoretically supported, future studies should employ longitudinal or experimental research designs to better examine causal relationships over time. Third, although the achieved sample size of 216 respondents was adequate for the statistical analyses conducted, it was slightly lower than the planned sample size, which may reduce statistical precision, and the generalizability of the findings. Future research should recruit larger samples from multiple educational settings. The study limits the variables to perceived organizational support and job satisfaction to measure employee engagement. Future studies should develop more comprehensive models for employee engagement by incorporating additional organizational and behavioral factors such as work-life balance, leadership, and individual factors including age, marital status, and teaching experience to understand how different employee groups respond to organizational support and engagement.

In current study, the participants are female teachers; thus, the sample does not fully represent the broader population. The findings may not be generalizable to male teachers, employees in other educational sectors. Future research should examine whether the relationships identified in this study remain consistent across different occupations, genders, and cultural contexts. Primary data are collected using a self-reported questionnaire and lack in-depth information on respondents' experiences and perceptions. Further studies should use additional data collection methods, such as observation and interviews, to obtain more precise data on how perceived organizational support and job satisfaction affect employee engagement. Future studies should employ a three-wave longitudinal panel survey design to better establish the temporal ordering of perceived organizational support, job satisfaction, and employee engagement. Moreover, future studies should conduct multi-group comparative analyses to examine whether mediation mechanism differs across male and female teachers, different educational levels, and public and private educational sectors. Mixed-method

research designs combining quantitative and qualitative in-depth interview would provide a more comprehensive results into how organizational support influence teachers' satisfaction and engagement in Myanmar.

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