

## **Support that Sustains: The Mediating Role of Work Well-Being in Shaping Faculty Learning Goal Orientation**

**Rajlaxmi Garg<sup>1</sup>, D.D. Bedia<sup>2</sup>**

<sup>1</sup>Research Scholar, FMS, Pt. JNIBM, Samrat Vikramaditya Vishvidhyalay, Ujjain (M.P.)

<sup>2</sup>Professor, FMS, Pt. JNIBM, Samrat Vikramaditya Vishvidhyalay, Ujjain (M.P.)

### **Abstract**

The study draws insights from organisational support theory and goal orientation theory to investigate the mediating effect of work well-being in the relationship between perceived organisational support and learning goal orientation. Data was collected from 406 full-time faculty members from higher education institution of India and structural equation modeling was employed for data analysis. The findings show that the faculty members who perceived organizational support displayed enhanced learning goal orientation and significant work-related well-being. The research established that work well-being functioned as a partial mediator between organizational support and learning orientation. The findings reveal that organizations that provide support to their employees help faculty members improve their well-being while developing a learning-oriented mindset. The results provide significant implications for higher education institutions that seek to enhance teaching standards, strengthen faculty development and build their ability to meet future demands.

**Keywords:** Perceived Organisational Support (POS), Learning Goal Orientation (LGO), Work Well-Being, Higher Education Faculty, Organisational Support Theory,

### **1 Introduction**

The ever-evolving landscape of higher education in India expects faculty members to not only impart knowledge but also to be engaged in quality research, carry out administrative tasks and continuously update skills, thus contributing to organisational and personal excellence. These challenging and dynamic environments create psychological and personal pressure on faculties, thus indicating the critical role of organisational support in their well-being and learning motivation. The educational system requires its teachers to demonstrate creative thinking and research capabilities while providing high-quality teaching services because their professional development depends on their willingness to learn new things and update their skills. Learning Goal Orientation (LGO) defines the motivational construct that drives individuals to their work since it measures the willingness to develop skills and complete tasks and base their learning needs more than their performance capacity. The three-factor model of learning goal orientation comprises of learning orientation, performance-prove orientation and performance-avoid orientation (Vandewalle, 1997). Employees working in organisations with strong LGO culture, exhibit high levels of motivation, adaptability and creativity thus contributing towards the collective goals. (Annosi et al., 2020, Lee & Paunova, 2017). The positive outcomes of LGO have significant impact on personal and organisational factors, thus contributing to individual satisfaction and organisational growth. Empirical studies further show that LGO strengthens innovative behavior when employees feel psychologically safe, suggesting that organisational climate moderates its effects (Kooij & Zacher, 2016).

LGO though an individual factor, is significantly influenced by POS. When employees feel supported and valued, they engage in upskilling and learning. Research indicates that leadership support which is ethical, increases innovative behaviour of the employees through better psychosocial well-being (Ali Jufri et al., 2025; Eisenberger et al., 1986). Simultaneously, the strategic leadership styles and high-quality supervisor support increase the employee engagement in Indian higher education with a significant impact (Khan et al., 2025). Collectively, these results indicate that the main elements of supporting, principled, and structured leadership practices play a central role in promoting innovation, well-being, and involvement in knowledge-intensive environments (Ali Jufri et al., 2025; Khan et al., 2025). This adds to organizational support arguments whereby, when leaders and institutions

invest in the welfare of the employees, the employees would give back to the company by being more engaged and showing learning oriented, proactive and innovative behaviors (Annosi et al., 2020, Eisenberger et al., 1986; Rhoades & Eisenberger, 2002).

Recent research also points out that motivation to learn is not absolute; organisational conditions shape it. Mylona & Mihail (2018) show that employees' motivation to learn and develop skills in public organizations depends on their perception of supervisor support, which they interpret as organizational support (POS), thus confirming that workplaces that provide support for workers help them achieve their learning goals. Van Woerkom et al. (2023) claim that senior employees maintain their learning attitude and growth motives when organizations deliver extensive developmental opportunities while they understand the value of their long-term contributions. The research results show that organizational support serves as a vital element which enables faculty members to sustain their motivation for learning in an academic setting where their teaching, research, and service duties create competing priorities. The concept of Perceived Organizational Support (POS) shows how employees believe their organization values their work and maintains their well-being which has become a major research topic since Eisenberger et al. (1986) introduced the concept. The study shows that organizations that provide high Perceived Organizational Support (POS) to employees will experience higher levels of employee commitment and organizational citizenship behavior and work satisfaction because POS functions as an essential component of Organizational Support Theory (Eisenberger et al., 1986). The subsequent research expanded this concept through the addition of psychological contract and demonstrated its positive relationship with commitment and satisfaction and performance across different groups (Kurtessis et al., 2017). Organization's support strengthens their workers' psychological capital while decreasing burnout (Walters & Raybould, 2007) and increases mental health (Viot & Benraiss-Noailles 2024; Liu et al., 2013). Diener (1984, 1994) provides a foundational conceptualisation of subjective well-being, comprising positive and negative affect and life satisfaction, and argues that social and organisational conditions shape well-being. Zheng et al. (2015) here apply this to the organisational level, creating a theoretical model on the scale of employee well-being that demonstrates that supportive work practices positively affect well-being. Cropanzano et al. (2002) demonstrate that psychological well-being is positively related to job performance, while Tarus & Schreurs (2009) and Warr & Nielsen (2018) provide evidence at the organisational level that higher well-being is associated with better organisational performance. Empirical studies also in this sector link POS directly to well-being matter. Caesens et al. (2016) show that POS predicts higher weekly well-being, suggesting that the process support contemporaneously influences the emotional states. Gulzar et al. (2020) and Nthebe et al. (2016) demonstrate that conditions such as rewards and organisational support, are associated with POS, which further promote employee well-being in banking and educational management contexts. Setyoko and Kurniasih (2022) further show that POS, together with organisational virtuousness, enhances both employee well-being and performance in nonprofit organisations. In the higher education context, Sha et al. (2022) examined that in university teachers' emotional intelligence and emotional regulation strategies are positively associated with subjective well-being, highlighting the importance of emotional regulation strategies as faculty-specific pathways to well-being. Despite these advances, less is known about how POS shapes LGO and how well-being mediates this relationship among higher education faculty. Existing work shows that POS and learning-oriented motivation are positively related (Mylona & Mihail, 2018; Van Woerkom et al., 2023) and that POS is associated with well-being (Caesens et al., 2016; Viot & Benraiss-Noailles 2024; Akhtar et al., 2017; Suazo & Turnley, 2010). However, relatively few studies explicitly test a mediated model that includes POS, work well-being, and learning goal orientation. Theoretical frameworks such as Goal Orientation Theory (Dweck & Leggett, 1988) and Organisational Support Theory (Eisenberger et al., 1986; Kurtessis et al., 2017) provide a strong foundation for expecting such a path. When organisations signal that they value employees' well-being and growth, faculty are more likely to experience higher work-related well-being, which in turn supports learning-oriented goals rather than defensive or purely performance-driven ones. By incorporating literature on goal orientation, organisational support, and work-related well-being, the current study will elucidate how organisational climate is translated into learning-oriented motivation among faculty members of higher institutions of learning and provide practical implications for organisational policies that would enhance support, well-being, and learning.

Altogether, it is possible to say that perceived organisational support, work well-being, and learning goal orientation are closely interdependent in knowledge-intensive environments, including higher education. POS does not only encourage employee engagement and flourishing, but also the motivation of employees to continue learning and acquiring new skills, which suggests that support can be a wider source of well-being and growth-oriented behaviour. Simultaneously, research on the learning goal orientation demonstrates that in case people feel sufficient resources and positive affect at work, they are better positioned to pursue learning-oriented goals and continue to work in the conditions of difficulty and apply the newly developed skills to practice in their occupations. In the case of faculty members who work under the ongoing pressures to be innovative in both teaching and research, such constellation means that favourable organisational climates can be translated into greater work well-being, which in turn can support a robust learning goal orientation and enable the efficient transfer of learning into classroom and scholarly practice. These overlapping findings give a strong reason to consider POS, work well-being, and LGO as one model especially in the higher education setting where institutional support, psychological resources, and continuous professional learning all have a pivotal role in long term academic effectiveness.

## **2 Review of literature**

The social cognitive model of motivation by Dweck and Leggett (1988) provides a substantial premise: that people's implicit beliefs about ability malleability, combined with the goals they set when challenged, can be systematically differentiated among resilient, adaptive, and helpless avoiders. This model offers insight into why people with similar capabilities can differ so radically in their interactions with learning opportunities and identifies learning-oriented goals as an important lever for maintaining effort and performance when compelled to do so. This understanding is operationalised in the work domain goals orientation instrument developed by Vandewalle (1997), which describes the organisational context in which learning, proving, and avoiding orientations are distinct dimensions that can be measured reliably and correlated with performance and learning behaviour. Extending this logic across the life span, Kooij and Zacher (2016) show that learning goal orientation and attitudes tend to decline with age. They have evidence to support the view that perceived remaining time at work and the centrality of work in their lives moderate the negative age effect on learning motivation, suggesting that older workers can continue to engage in growth-oriented work when they perceive they have adequate time and meaningfulness in their occupational roles. Van Woerkom et al. (2023) elaborate on this viewpoint by pointing out that the current methodological approaches to understanding growth motives and learning have methodological limitations because most of the current measures are subject to formal education and, therefore, may underestimate the informal, self-directed learning that older workers tend to participate in. The overall thrust of this body of work is that the simplistic, peak-then-decline approach to learning motivation is wrong, and that more complex, age-inclusive notions of growth and learning should be considered in the development of human resources. Kooij and Zacher (2016) demonstrate that learning goal orientation predicts workplace innovation through their research which shows that workers who pursue knowledge do better creative work when they operate in environments with psychological security. Workers require a secure environment which enables them to take risks and present their innovative ideas in order to establish an innovation system that promotes learning. The research of this perspective shows that individual basis drive together with workplace safety can contribute to better innovative results. Eisenberger et al. (1986) first described POS as the grade to which employees think the organisation values their work and cares about their well-being. Ahmed & Nawaz (2015) conducted a literature study about POS which showed that justice and growth opportunities and supportive leadership functions as the main indicators which predict POS because it improves employee satisfaction, commitment and work performance. The research extends the previous study by examining how Organizational Virtuousness (Ahmed et al., 2018) and Emotional Intelligence (Akhtar et al., 2017) create their effects through Perceived Organizational Support which leads to well-being and employee engagement to improve performance and reduce turnover. The studies have shown that employees who perceive organizational support (POS) experience protection against burnout and health problems and depressive symptoms especially in high-stress jobs found in correctional facilities and frontline hospitality work because positive work environments and strong social support systems

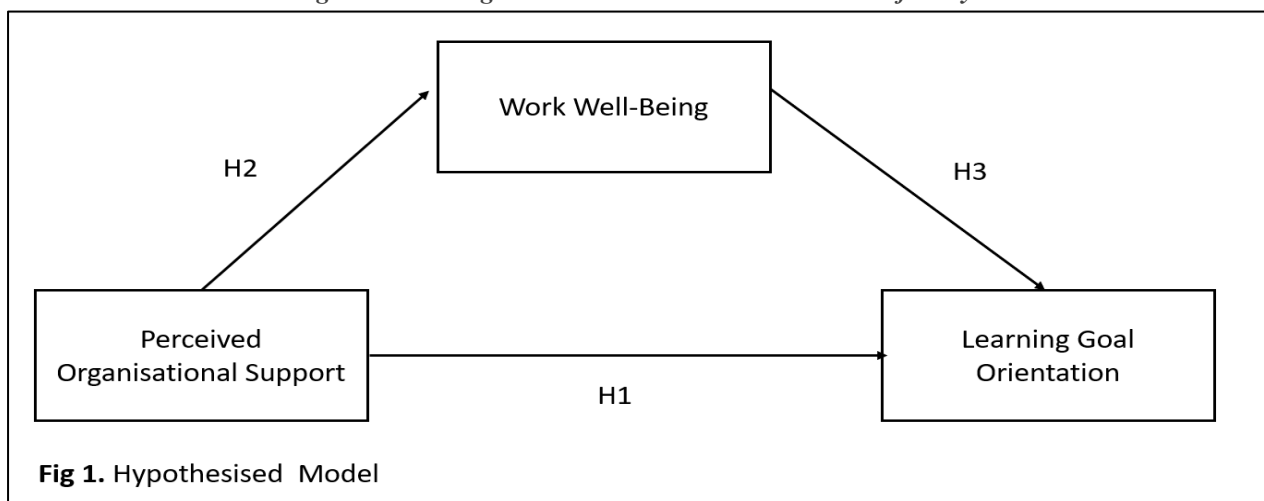
offer additional benefits (Caesens et al., 2016; Arnold & Dupre, 2012; Liu et al., 2013; Gulzar et al., 2020; Walters & Raybould, 2007). The research demonstrates that POS functions as a continuous psychological asset which helps people manage stress and achieve health benefits throughout their lives instead of being a temporary phenomenon. The research about subjective and psychological well-being shows that employees need organizational support because their internal states affect their work performance as both organizational factors and their internal states determine their performance.

Diener's (1984, 1994) work defines subjective well-being as a multidimensional construct involving life satisfaction, positive affect, and relatively low negative affect. It basically demonstrates that the process can be reliably measured as well as linked to life circumstances, temperament as well as social relationships. Zheng et al., 2015 used this reasoning and developed a multidimensional concept of employee well-being that basically incorporates life well-being, psychological well-being and work well-being. Drawing on this foundation, Wright & Cropanzano (2004) and Wright et al. (2002) revisit the "happy productive worker" hypothesis, finding that both subjective well-being and psychological well-being are positively associated with job performance, and that happier employees are more likely to exert discretionary effort and demonstrate higher functioning. Tarus and Schreurs (2009) also indicate that individual-level effects accumulate at the organisational level, whereby organisations with high collective well-being also report high performance. Warr and Nielsen (2018) describe the connection between well-being and performance through their research on combined existing knowledge. The study demonstrates that job design and social support and organizational justice functions as factors which enhance employee well-being and subsequently improves their motivation and learning and innovative abilities. Altogether, the studies converge on the conclusion that people's goal orientations and growth motives influence how they approach learning and challenge. However, the full manifestation of this approach is predetermined by favourable organisational and supervisor situations, leading to the emergence of perceived organisational and supervisor support. In turn, POS bolster well-being, protecting employees' mental and physical health and enhancing performance and innovation. This network of constructs is connected: implicit theories of ability, goal orientation, perceived support, and well-being provide a sound theoretical and empirical basis for developing organisations with motivated, resilient, and productive workforces throughout the life span. So based upon this literature, the following hypotheses have been proposed and hypothesised model is presented in Fig.1.

*H1: Perceived organisational support will be positively related to learning goal orientation among higher education faculty members.*

*H2: Perceived organisational support will be positively related to well-being among higher education faculty members.*

*H3: Work well-being will mediate the relationship between perceived organisational support and learning goal orientation among higher education faculty members.*



**Fig 1. Hypothesised Model**

**Research Methodology****3.1 Participants and procedure**

The data for present study were collected from full-time faculty members of higher education institutions of India. Multi-stage convenience sampling technique was used to include selected cities from five geographical zones (North, South, West, Central, East), covering major institutional types (private, public, autonomous) and categories (university, institute, deemed university). Data was collected from respondents who were available and willing to participate in the survey, thus justifying the use of convenience sampling method. Data was gathered by both online and offline method. Respondents were informed about volunteer participation and that their responses will be kept anonymous and confidential. More than 600 respondents were contacted to participate in survey. Out of which 450 responses were returned. After thorough screening, 406 questionnaires were found to be complete and suitable for analysis, which fulfills the minimum requirement to verify data normality (Hair et al. 2010). Table 1 shows the demographic details of 406 respondents. Most of the people who answered the survey are younger: 44.33% are under 35 years of age and 32.51% are between 35 and 45 years. There are 18.72% of faculty members between the ages of 45 and 55, and 4.43% of faculty members are 55 years old or older. The sample is almost evenly split between men and women, with women making up a small majority (53.69%) and men making up a small minority (46.31%).

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

<b>Variables</b>	<b>Frequency</b>	<b>%</b>
<b>Age</b>		
Less than 35 years	180	44.33%
35-45 years	132	32.51%
45-55 years	76	18.72%
More than 55 years	18	4.43%
<b>Gender</b>		
Male	188	46.31%
Female	218	53.69%
<b>Field of Teaching</b>		
Engineering and Technology	84	20.69%
Management	151	37.19%
Humanities, Arts and Social Sciences	67	16.50%
Sciences	20	4.93%
Commerce	68	16.75%
Others	16	3.94%
<b>Current Designation</b>		
Assistant Professor	311	76.60%
Associate Professor	60	14.78%
Professor	35	8.62%
<b>Years of Teaching Experience</b>		

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less than 1 year	45	11.08%
1–5 years	130	32.02%
6–10 years	55	13.55%
11–15 years	69	17.00%
16–20 years	53	13.05%
More than 20 years	54	13.30%
<b>Type of Institution</b>		
Private	247	60.84%
Public	88	21.67%
Autonomous	71	17.49%
<b>Category of Institution</b>		
University	145	35.71%
Institute	221	54.43%
Deemed University	40	9.85%
<b>Total</b>	<b>406</b>	<b>100.00%</b>

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This means that the study has done a good job of representing both genders. The study group is made up of 37.19% of people who teach management, 20.69% of people who teach engineering and technology, 16.75% of people who teach commerce, 16.50% of people whose academic discipline is humanities, arts and social sciences, 4.93% of people are employed in sciences, and 3.94% of people belong to other discipline.

The most common classification among respondents is assistant professors, with 76.60%, Associate Professor are 14.78%, and 8.62% are professors. Further the data revealed that faculty members with less than one year of experience account for 11.08%, whereas the largest segment has 1-5 years' experience (32.02%), followed by 11-15 years' experience (17.00%), 6-10 years (13.55%), more than 20 years (13.30%), and 16-20 years (13.05%). The spread of this will provoke reactionary opinions among early-career, mid-career, and senior faculty members.

The sample is dominated by the private institution (60.84%), followed by the public institution (21.67%) and the autonomous institution (17.49%). Regarding the institutional category, the highest number is of Institutions (54.43%), followed by universities (35.71%) and Deemed Universities (9.85%). The sample population in here covers five major zones of India, with the South Zone which accounting for the largest share (28.08%). There are Central (23.15%), West (18.23%), East (17.98%), and North (12.56%), which provide sufficient geographical diversity throughout the scope of the study.

### **3.2 Measures**

To evaluate the variables in our study, we used selected items from well-established scales, which have been designed and validated by renowned researchers in their respective fields. Perceived organizational support was assessed through the items adapted from Eisenberger et al. (1997). A sample item for perceived organisation support is "My organisation cares about my opinions." The alpha coefficient (internal consistency) of the scale was recorded 0.882 for this study. Work well-being was assessed from the items adapted from Zheng et al. (2015). A sample item includes "I am satisfied with my work responsibilities". The Cronbach alpha value (internal consistency) of the scale was recorded 0.86 for this study. The Learning Goal Orientation (LGO) was evaluated by the items adapted from Work Domain Goal Instrument developed by VandeWalle (1997). A sample item

consists of “I am open to taking on challenging tasks to learn new things”. The scale reported a strong reliability score of 0.805 for this study.

### **3.3 Common Method biasness**

Before assessing the reliability and validity of the constructs through a measurement model, the presence of common method variance (CMV) must be examined within the collected data. CMV refers to variance that is associated with measurement methods as compared to the construct of measurement representation (Podsakoff et al., 2003). The effect of CMV was evaluated using the Harman single-factor test (Podsakoff et al., 2003). Exploratory factor analysis (EFA) was conducted under the Harman single-factor test (Harman 1976), where it was found that the first factor accounts for less than 50% of the total variance, which confirms the absence of CMV. These results indicate that in this model common method bias (CMB) is not present.

## **4. Data Analysis and Results**

### **4.1 Means and Correlations**

Table 2 shows the discriminant validity matrix, inter-construct correlations, standard deviations, and means. Fornell and Larcker (1981) criteria were taken into consideration in evaluating the discriminant validity of the conceptual model. Table 3 depicts that the square roots of AVE are higher than off-diagonal factors in corresponding rows and columns. The AVE square root of POS (0.777) exceeds its correlations with Work Well-Being (0.417) and Learning Goal Orientation (0.290). Similarly, Work Well-Being (0.824) exceeds its correlation with Learning Goal Orientation (0.441), and Learning Goal Orientation (0.764) exceeds both. This goes to affirm that the constructs are empirically different. These values are higher than 0.50 to prove the convergent validity (Fornell and Larcker 1981). All three inter-construct correlations are positive and statistically significant at the  $p < 0.001$  level. POS and Work Well-Being show a moderate positive correlation ( $r = 0.417$ ), suggesting that employees who perceive stronger organisational support tend to report higher work well-being. POS and Learning Goal Orientation show a relatively weaker but still significant correlation ( $r = 0.290$ ), indicating a modest relationship between organisational support and employees' orientation toward learning. Work Well-Being and Learning Goal Orientation exhibit a moderate correlation ( $r = 0.441$ ), reflecting that greater well-being is meaningfully associated with higher learning motivation. The mean scores indicate that respondents rated Learning Goal Orientation highest ( $M = 4.083$ ,  $SD = 0.594$ ), followed by Work Well-Being ( $M = 3.685$ ,  $SD = 0.722$ ), and Perceived Organisational Support lowest ( $M = 3.288$ ,  $SD = 0.849$ ). The study revealed that participants exhibited a greater variety of responses to organizational support compared to the other two constructs evaluated. The standardized deviation of POS was higher because the variable changed more from one measurement to the next matter.

### **4.2 Measurement Model**

The reliability and validity is assessed in the measurement model through four main aspects, namely factor loading, internal consistency, convergent and discriminant validity. The factor loading value represents the degree of relationship of each item with the latent variables. Each item should have a loading value greater than 0.6 as recommended by Chin (1998a). Table 3 depicts that loading values of each item range from (0.685 -0.852) which is more than the recommended threshold value. Internal consistency of the instrument is assessed through Cronbach's alpha ( $\alpha$ ) and composite reliability (CR). Value greater than 0.70 indicates an acceptable value for Cronbach's alpha and composite reliability as recommended by Henseler et al. (2009). Table 3 depicts the value of Cronbach's alpha ( $\alpha$ ) lies between (0.805-0.882) and composite reliability value lies between (0.807-0.884), thus indicating the instrument has significant reliability. Average Variance Extracted (AVE) was used to assess convergent validity. The required value must be higher than 0.50 as recommended by the Fornell-Lacker (1981). POS recorded an AVE of 0.604, Work Well-Being achieved 0.679, and Learning Goal Orientation returned 0.584. The three values are above the minimum, indicating that each construct measures a significant portion of the variance created by its indicators and thus demonstrates optimal convergent validity among the measurement model constructs. The CFA model is presented in Fig. 2.

**Table 2. Correlation Matrix and Discriminant Validity (Fornell and Larcker criterion)**

<i>Variables</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>Mean</i>	<i>SD</i>
<i>Perceived Organisational Support</i>	<b>0.777</b>			3.288	0.849
<i>Work Well-being</i>	0.417***	<b>0.824</b>		3.685	0.722
<i>Learning Goal Orientation</i>	0.290***	0.441***	<b>0.764</b>	4.083	0.594

*Significance of Correlations: \* p < 0.050; \*\* p < 0.010; \*\*\* p < 0.001*

**Table 3. Assessment of reliability and validity**

<b>Instrument/Items and constructs</b>	<b>Loadings</b>	<b>(α)</b>	<b>CR</b>	<b>AVE</b>
<b>Perceived Organisational Support</b>				
POS1	0.798	0.882	0.884	0.604
POS2	0.775			
POS3	0.767			
POS4	0.740			
POS5	0.804			
<b>Work Well-Being</b>				
WWB1	0.852	0.863	0.864	0.679
WWB2	0.822			
WWB3	0.798			
<b>Learning Goal Orientation</b>				
LGO1	0.685	0.805	0.807	0.584
LGO2	0.793			
LGO3	0.808			

*Notes: POS – Perceived Organisation Support, WWB – Work Well-Being and LGO - Learning Goal Orientation, CR – Composite Reliability, AVE- Average Variance Extracted.*

### 4.3 Structural Model Assessment

CFA was conducted using AMOS to assess the measurement model. The model fit was evaluated based on the criteria recommended by Hu and Bentler (1999). The results indicated a good fit to the data, with (CMIN/DF=2.02, CFI=0.98, SRMR=0.04, and RMSEA=0.05). These values fall within the acceptable thresholds, suggesting that the proposed model adequately represents the underlying data structure. (See table 4)

Fig. 2 CFA Model

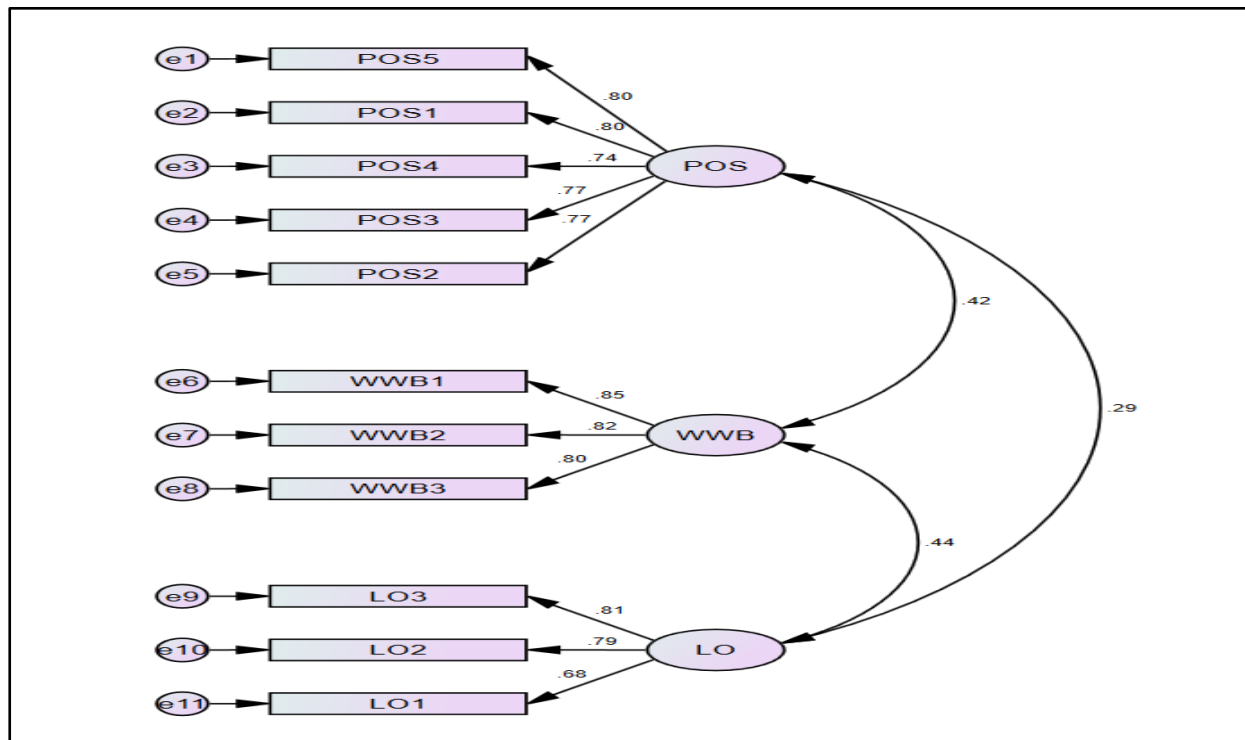


Table 4. Model Fit Indices

Measure	CMIN	DF	CMIN/DF	CFI	SRMR	RMSEA	<i>P</i> -Close
Estimate	82.817	41	2.02	0.98	0.04	0.05	0.47
Threshold	--	--	Between 1 and 3	>0.95	<0.08	<0.06	>0.05
Interpretation	--	--	Excellent	Excellent	Excellent	Excellent	Excellent

4.4 Hypothesis Testing

Table 5 displays the overall findings from the mediation study which examined the role of Work Well-Being (WWB) as the mediating variable between Perceived Organizational Support (POS) and Learning Goal Orientation (LGO). The total effect of POS on LO demonstrates a positive relationship which shows that POS creates a significant impact on faculties learning goal orientation before considering the influence of work well-being. The results show that Perceived Organizational Support (POS) has a positive influence on Learning Goal Orientation ( $\beta=0.254, t=5.287, p<0.01$ ). Therefore, providing support for hypothesis H1. Further, we investigated three direct path relationships and found that all of them showed statistically meaningful results. First, POS positively predicts work well-being ( $\beta = 0.366, SE = 0.046, t = 7.917, p < 0.01$ ), suggesting that employees who perceive stronger organisational support report higher levels of work well-being, thus supporting hypothesis H2. Second, work well-being significantly predicts learning goal orientation ( $\beta = 0.325, SE = 0.049, t = 6.616, p = 0.01$ ), indicating that greater well-being is associated with a stronger orientation toward learning goals. Third, the direct effect of POS on LO after introducing WWB as a mediator remains significant ( $\beta = 0.135, SE = 0.049, t = 2.748, p < 0.01$ ). The indirect outcome of POS on LO through WWB is positive and significant ( $\beta = 0.119, SE = 0.023, CI = 0.077-0.168$ ), confirming statistically significant partial mediation, thus supporting hypothesis H3.

Table 5. Results of Direct and Indirect Effect

Relationship	Effect ( $\beta$ )	SE	t-statistics	p-values	Results
POS $\rightarrow$ LO (total effect)	0.254	0.048	5.287	0.000	Significant
POS $\rightarrow$ WWB (direct)	0.366	0.046	7.917	0.000	Significant
WWB $\rightarrow$ LO (direct)	0.325	0.049	6.616	0.000	Significant
POS $\rightarrow$ LO (direct)	0.135	0.049	2.748	0.006	Direct effect significant

Indirect relationship	Effect ( $\beta$ )	SE	LLCI	ULCI	Results
POS $\rightarrow$ WWB $\rightarrow$ LO	0.119	0.023	0.077	0.168	Partial Mediation Significant

***R-square – 0.156 and Adjusted R-square – 0.152***

*Source: Authors own*

**Notes:** POS – Perceived Organisation Support, WWB – Work Well-Being and LO - Learning Goal Orientation. LLCI = Lower-level confidence interval; ULCI = Upper-level confidence interval.

**5. Discussion & Conclusion**

The study examined the extent to which Perceived Organisational Support (POS) influenced Learning Goal Orientation (LGO) among higher education faculty in India and tested whether Work Well-being (WWB) mediated this relationship. The motivation for the study arose from organisational support frameworks, and stronger engagement in learning and growth-oriented behaviours. The results provided a logical account of the interdependence among organisational support, employee well-being, and goal orientation in this case, and the findings were consistent with the with previous research in organisational behaviour. The correlation matrix revealed positive, statistically significant associations among all three constructs, consistent with earlier research linking organisational support to both well-being and learning-related motivations. Faculty who reported higher levels of POS also reported higher levels of WWB, and those with greater well-being tended to orient themselves more strongly toward learning goals. The relatively modest correlation between POS and LO, compared with the stronger links between POS, WWB, and LO, suggested that the relationship between organisational support and learning orientation was partly channeled through employees' psychological states. These patterns echoed earlier findings that perceived organisational support is associated with better work-related well-being and engagement, which, in turn, facilitates learning motivation (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002; Zheng et al., 2015). In a similar vein, the observation that higher well-being was associated with stronger learning goal orientation resonates with the "happy productive worker" line of work (Wright & Cropanzano, 2004; Wright et al., 2002), which has shown that positive psychological states tend to enhance employees' willingness to engage in discretionary, growth activities such as learning and innovation. The study confirmed that employees who received organizational support exhibited enhanced learning outcomes through direct and indirect benefits resulting from their improved workplace well-being. The overall effect of POS on LGO was statistically significant because organizational support helped faculties develop learning-oriented mindsets. The direct effect of POS on LGO diminished as WWB now serves as a mediating factor. The research showed that higher education teachers' learning goal orientation was strongly influenced by their perceived organizational support, which required work well-being to act as a partial mediator between these two factors. The study results show that organizations must establish supportive environments that include HR policies that recognize faculty contributions while bringing psychological advantages to faculty members because such actions will develop a learning-

oriented culture that enhances teaching quality and professional growth and institutional flexibility in higher education.

## **6. Implications**

This study contributes to Organisational Support Theory and Goal Orientation Theory by demonstrating that Perceived Organisational Support (POS) not only influences well-being but also fosters learning goal orientation, aligning with the recent findings that POS fosters engagement and learning (Mori et al., 2024). Earlier research has mostly focused on individual traits responsible for learning motivation, but this study highlights the role of organisational factors and psychological factors in shaping LGO. Additionally, the study brings forth the mediating role of work well-being strengthening the recent research indicating the role of organisational support in enchaining employee well-being and driving positive work outcome (Saputra et al., 2023).

By studying the integration of these constructs, the study provides an important mechanism linking organisational resources to personal learning and development outcomes.

The study results also bring several practical implications for higher education institutions looking forward to enhance faculty motivation and developing a competitive edge. Strengthening POS not only improves organisational outcomes but also enhances learning-related behaviour (Tripathi & Kalia 2024). Thus, implementing welfare policies, recognitions and professional development opportunities can significantly improve learning and upskilling orientation. Further work well-being can be achieved by providing positive work environment and balancing work-load thus providing opportunities for self-development. Thus, organisational support and well-being initiatives can be seen as important factors that can support Indian higher education landscape by enhancing faculty development and institutional effectiveness

## **7. Limitations and future research directions**

The current study offers numerous avenues for subsequent research. This research was cross-sectional in nature whereas a longitudinal design could monitor variations in perceived organizational support, well-being, and learning goal orientation over the extended time period. Future research can enhance the model by incorporating additional variables such as organizational fairness, leadership style, and job demands influencing the POS-well-being-learning relationship within institutions. Further the quantitative design offered little understanding of the subtle experiences of the faculty on organisational support and well-being. The qualitative or mixed-method methods would enhance the insight into how institutional culture and personal perceptions contribute to motivation towards learning and development.

## **Declarations**

**Conflict of interest** All authors declare that they have no conflicts of interest.

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