

Relationship of Perceived Organizational Support with Secondary School Teachers' Performance

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Abstract

The major purpose of this correlational study was to analyse the relationship of perceived organizational support with secondary school teachers' performance. The population of the study consisted of secondary school teachers working in Punjab. The researchers used convenience sampling technique. The study was survey in techniques thus two questionnaires namely POSI and TPES were used to collect the data. The collected data were tabulated and analysed through SPSS version 20. The results showed that the perceived organizational support has significant relationship with teachers' performance. The researchers recommended that organization should provide support to the teachers so that teachers' performance may be enhanced positively.

Keywords: Organizational support, secondary schools, teachers' performance

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Introduction

Organizational support refers to fulfilling social, emotional and economic needs of individuals (Bilgin & Demirer, 2012; Kim, Eisenberger, & Baik, 2016). It includes numerous mentoring activities like educating, guidance and counseling, individuals' retention and protection and creating a friendly working environment (Baranik, Roling, Com, & Eby, 2010). In the views of Rhoads and Eisenberger (2002) employees perceive more support if all these facilities and benefits are provided to them voluntarily without external pressure. Likewise, Chiang and Hsieh (2012) argued that employees perceived support when the organization cares about their wellbeing. Similarly, Chinomona and Sandada (2014) stated that organizational support is about employees' beliefs, to provide assistance in challenging situations and forgive their honest mistakes. It may be summarized that organizational support may include providing promotion opportunities, incentives and other fringe benefits, opportunities for enhancing academic and professional qualification, and arranging seminars, workshops and conferences that enrich the employees with updated knowledge (Amin, 2013). In addition, Bilgin and Demirer (2012) and Ahmed, Nawaz, Muhammad, Ali, and Islam, (2015) described that organizational support involves, employees' recognition, employees' training, job retention, fairness in rewards and promotion and favorable working conditions. Inshort, these facts emphasize that voluntarily care of teachers is an indicator of organizational support. The major factors which contributed to organizational support are fairness, supervisor support, organizational rewards and working condition.

Fairness

It is universally recognized that fairness is a useful element to attain organizational goals (Ambrose, 2002). According to Colquitt, Conlon, Wesson, Porter and Ng (2001), fairness in an organization influences workers' attitudes and behaviors. Similarly, Ambrose, Seabright, and Schminke, (2002) stated that negligence of fairness predicts negative effects within the organizational environment. In the same way, Hollensbe, Khazanchi and Masterson (2008) stated that fairness may involve supervisors' support, managerial traits, procedural justice, reduction in turnover, supervisor flexibility, organizational diversity and equality in promotion opportunities. Inshort, Hollensbe, Khazanchi, and Masterson (2008) argued that individuals are more responsible to perform if they perceive fair treatment by organization.

Supervisor Support

The supervisor is a navigator of any organization. As an organizational agent, supervisor constructs a bridge among personnel and higher management and has responsibilities to lead and assist the employees (Ahmed, Ismail, Amin, Ramzan, & Khan, 2012; Kim, Hur, Moon, & Jun, 2017). According to Eisenberger, Armeli, Rexwinkel, Lynch, and Rhoades (2001) supervisors have multifaceted obligations along with reporting and evaluation of employees performance. Therefore, considerations of supervisor play a significant role in organizational success.

Organizational Rewards and Working Conditions

Organizational rewards and working conditions have significant roles in employees' performance. It has been empirically demonstrated that an individual's performance is associated with rewards and working conditions (Eisenberger & Stinglhamber, 2011). Rhoades and Eisenberger (2002) stated that individuals' contributions are associated with organizational support. Moreover, favorable working conditions ensure the effectiveness in completing organizational tasks. Timely and fair rewards and job conditions have great influence on organizational support (Ahmed, Ismail, Amin, Ramzan, & Khan, 2012). These rewards and job conditions may contain recognition, pay, promotion, job security, autonomy, role stressor and training (Allen, Armstrong, Reid, & Riemenschneider, 2008; Lam, Peng, Wong, & Lau, 2017).

In this globalized world, organizational support is an important element of employees' performance (Noblet & Rodwell, 2009). It is a reality that organizational support is an indicator of employees' job satisfaction and their work performance. Miao (2011) and Karatepe and Aga (2016) stated that there is positive relationship between organizational support and work performance. Similarly, the study of Way, Sturman and Raab (2010) showed a relationship between organizational support and job performance. The empirical evidence rectified this idea that organizational support provides a sense of satisfaction to employees. Because satisfied individuals are more diligent and committed towards organizational goals. Employees also contribute in extra-role activities which are beneficial both for the individual as well as for the organization (Bowling, 2010; Nazir & Jamid 2017).

Teacher's Performance

Teaching is an ambitious, imaginative, and aspiring profession. It requires an artistic component to accomplish predetermined educational goals. Thus, the evaluation of the teaching and learning process demands high standard system. Literature on teachers' performance revealed, those teachers who are professionally trained and well equipped with the newest technology, meet highest level of performance (Sarita & Tomer, 2004). A self-motivated and active teacher ensures vigorous teaching. Content delivery is not the only obligation of a teaching. It also includes moral development of pupils. In this regard, Medly and Shannon (1994) proposed that teachers' performance is the actions of teacher which he/she perform within the working hours (Riley & Nuttall, 2017; Stronge & Tucker, 2017). There are some characteristics of teachers' performance which are described by different theorists. As Khojastemehr and Takrimi (2009) described traits of effective teachers include personal traits, communication skills, instructional strategies, and knowledge. Similarly, Stronge (2010) proposed seven essential skills of a competent teacher: professional knowledge, instructional planning, instructional delivery,

assessment for learning, learning environment, professionalism, and students' progress which provide a baseline to assessing his/her performance. GOP (2012) revealed six key elements of teacher's performance; power of expression, knowledge of work, analytical ability, supervision and guidance, ability to take decisions and work output and quality.

Power of Expression

Power of expression is one's ability to influence others. As Zaleznik and Kets de Vries (1975) described that it is the capability to have effect on others' behavior by speech. Speech is a powerful weapon which is more influential than a sword. Speech not only comprises the clear meanings and sound of words but also demonstrates the melody of our sensation and joy of emotions (Gulen, 2007). In teaching process, teacher should change pitch and tone of voice during lecture. It is assumed that teachers who comprehensively deliver their lectures hold the keen interest of students. Thus, an efficacious teacher should possess the abilities of voice projection.

Knowledge of Work

All professions over the globe needs specific knowledge, skills, and apprehensions. Teachers' knowledge of work includes numerous elements such as mastery over content, training and information of educational code and instructional planning and delivery of content (Millerson, 1964). According to Scheerens (2010) acquisition of knowledge and skills are not adequate but teachers should be updated with newest developments.

Decision Making

Decision making is the keen interest of teacher's professional life. A teacher makes several decisions for fruitful teaching learning process. These decisions may include setting goals, selection of content, evaluation techniques, time management and instructional decision. If the desired learning outcomes will be attained, teachers rely on their decisions, on contrary to, decisions should be revised (Shahzad, 2014).

Supervision and Guidance

An efficacious teacher is just like a beacon in nightfall. It is an inherent part of teaching learning procedure. Comprehensive attainment of learning objectives needs a virtuous supervision. It is also helpful for teachers' professional development. It is evident from various researches that students require guidelines in different circumstances and a proficient teacher always willing to help their pupils in selection of subjects, in home assignments, in psychological and emotional problems and learning difficulties (Gybers, Norman, Patricia, & Henderson, 2002).

Analytical Ability

Analytical ability is concerned with logical reasoning and critical thinking to knowledge which extract more meaningful information from it. It is a significant element of teachers' performance (Zottman, George, Fisher, & Schrader, 2010). In the views of Berliner (1988) more experienced and proficient teacher may identify, comprehend and use their knowledge to solve classroom problems.

Work Output and Quality

Quality principles are the soul of teaching. Several studies have identified the quality based model of teaching (Latzgo, 1997; Stodinger, 1996). In order to seek perfection in teaching profession, it is necessary to re-orient, re-form and re-draft the course of teacher. Only a knowledgeable and trained teacher is able to assure the quality education.

Objective of the study

The purpose of the study was to investigate the relationship of perceived organizational support with secondary school teachers' performance of Sahiwal division Punjab Pakistan.

Hypothesis

The Hypothesis of the study was:

Ho1: There is no significant relationship between organizational support and teachers' performance at secondary schools.

Research Methodology

The study was quantitative in nature and a survey technique was used for data collection. The population of the study consisted of public sector secondary school teachers of Punjab province. The population of the study covered 9 divisions (36 districts) of the province of Punjab. Therefore, it was not easy for researchers to approach the entire population. Thus the researchers conveniently selected Sahiwal Division (three districts, Sahiwal, Okara and Furthermore, four secondary school teachers from each school were conveniently selected. The details of sample (selected schools and SSTs) were as under:

Table 1

Picture of Selected Sample

Districts	Gender	Rural (SSTs)	Urban (SSTs)	Total Schools& (SSTs)
Sahiwal	Male	4 (16)	4 (16)	8 (32)
	Female	4 (16)	4 (16)	8(32)
Okara	Male	4 (16)	4 (16)	8 (32)
	Female	4 (16)	4 (16)	8 (32)
Pakpattan	Male	4 (16)	4 (16)	8 (32)
	Female	4 (16)	4 (16)	8 (32)
Total Schools & Teachers		24 (96)	24 (96)	48 (192)

The present study contains one independent and one dependent variable. The independent variable is organizational support which was measured by the Perceived Organizational Support Inventory (*POSI*; Eiesnberger, Huntington, & Sowa, 1986). The dependent variable was teachers' performance which was measured through Teachers' Performance Evaluation Scale (*TPES*; Shehzad & Farooqi, 2015). Researchers personally visited the concerned schools. After the completion of this procedure, the data were analyzed and tabulated through SPSS 20.

Data Analysis

Ho1 There is no significant relationship between organizational support and teachers' performance at secondary school level.

Table 2

Relationship of Organizational Support with Teachers' Performance

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	<i>r-value</i>	<i>Sig.</i>
Organizational Support	192	4.18	.421	.269**	$p < .001$
Teachers' performance	192	3.44	.368		

**Correlation is significant at the 0.01 level (2-tailed).

The table 2 indicates that correlation between organizational support and teachers' performance is significant ($r = 0.269^{**}$ & $p = 0.000 < 0.01$). Therefore, the null hypothesis, "there is no significant relationship between organizational support and secondary school teachers' performance" is rejected. Hence it is concluded that there is a significant relationship between organizational support and teachers' performance.

Table 3

Factors wise Relationship of Organizational Support and Teachers' Performance

Teachers' Performance	Factors of Organizational Support					
	Fairness in Org. Support		Supervisor's Support		Org. Rewards & Job Satisfaction	
	<i>r-value</i>	<i>Sig.</i>	<i>r-value</i>	<i>Sig.</i>	<i>r-value</i>	<i>Sig.</i>
Power of Expression	.177**	.002	.104	.072	.167**	.004
Knowledge of Work	.075	.195	.307**	.000	.340**	.000
Analytical Ability	.006	.921	.195**	.005	.266**	.000
Supervision & Guidance	.026	.654	.239**	.000	.316**	.000
Ability to take decision	.057	.324	.270**	.000	.300**	.000
Work Output	.065	.260	.213**	.000	.286**	.000

**Correlation is significant at the .01 level (2-tailed).

Table 3 shows that there is a significant positive relationship of fairness in organizational support ($r = 0.177^{**}$ & $p = 0.002 < 0.01$), no relationship of supervisor's support ($r = 0.104^{**}$ & $p = 0.072 > 0.01$) and significant positive relationship in organizational reward and job conditions ($r = 0.167^{**}$ & $p = .004 > .01$) with the factor power of expression of teachers' performance. Similarly, the factor of organizational support "fairness in organizational support" ($r = .075$ & $p = 0.195 > 0.01$) has no

significant relationship with the factor knowledge of work of teacher performance. While the factors, supervisor’s support ($r=0.307^{**}$ & $p = 0.000 < 0.01$) and organizational reward and job conditions ($r=0.340^{**}$ & $p = 0.000 < 0.01$) are significantly correlated with the factor knowledge of work of teachers’ performance. It is also found that the factors of organizational support “fairness in organizational support” ($r= 0.006$ & $p = 0.921 > 0.01$) and supervisor’s support ($r=0.195^{**}$ & $p = 0.005 > 0.01$) both have no significant relationship with the factor “analytical ability” of teacher performance. Only the factor “organizational reward and job conditions” ($r=0.226^{**}$ & $p = 0.000 < 0.01$) is significantly correlated with the factor “analytical ability” of teachers performance.

The analysis of above table also shows that the factor of organizational support “fairness in organizational support” ($r= 0.026$ & $p = 0.654 > 0.01$) is not significantly correlated with the factor “supervision and guidance” of teachers’ performance. On the other hand, the factors “supervisor’s support” ($r=0.239^{**}$ & $p = 0.000 < 0.01$) and “organizational reward and job conditions” ($r=0.316^{**}$ & $p = 0.000 < 0.01$) both have significant relationship with the factor supervision and guidance of teachers’ performance. It is also found that the factors “fairness in organizational support” ($r= .057$ & $p = 0.324 > 0.01$) is not significantly correlated with the factor “ability to take decision” of teachers’ performance. On the other hand, the factors “supervisor’s support” ($r=0.270^{**}$ & $p = 0.000 < 0.01$) and “organizational reward and job conditions” ($r=0.300^{**}$ & $p = 0.000 < 0.01$) has significant relationship with the factor “ability to take decision” of teachers’ performance. It is investigated that factor of organizational support, “fairness in organizational support” ($r= 0.065$ & $p = 0.260 > 0.01$) is not significantly correlated with the factor “work output” of teachers’ performance. On the other hand, the factors “supervisor’s support” ($r=0.213^{**}$ & $p = 0.000 < 0.01$) and “organizational reward and job conditions” ($r=0.286^{**}$ & $p = 0.000 < 0.01$) has significant relationship with the factor “work output” of teachers’ performance. The following pictorial diagram depicts a short summary of all above description. Figure1 describes the strength of underlying factors with the factors of dependent variable.

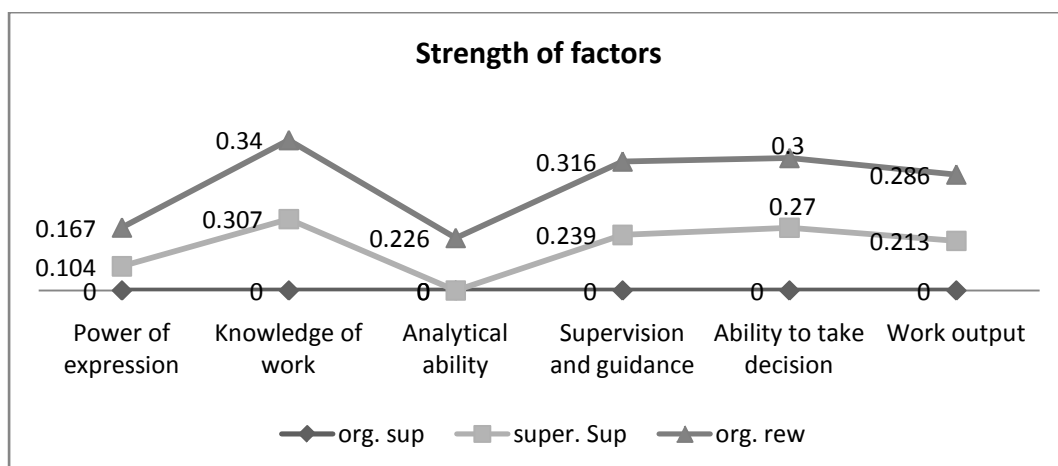


Fig 1

Discussion

It is concluded that there exists a significant relationship between organizational support, and teachers' performance. Overall teachers performed better when they experience organizational support by the institute and higher authorities. The results of the study are in line with results of Miao (2011); Way, Sturman and Raab (2010) showed that there is association between organizational support and job performance. It means that organizational support has a strong association with teachers' performance. The results of study are also according to the ground realities and current situation of the secondary schools. The empirical evidences across the globe endorse the results of the study at hand. The researchers Chinomona and Sandada, (2014) reported in their study that organizational support positively effect teachers' job satisfaction and job performance. Moreover, the study of Guan, Sun, Hou, Zhao, Luan and Fan (2014) revealed that perceived organizational support positively associated with teachers' performance and job satisfaction. In the same way, it was inferred by Afzali, Motahari and Shirkouhi (2014) that organizational support is psychological phenomenon which positively influence teachers' performance. Thus, it may be summarized that it is common view of researchers throughout the globe that organizational support has association with teachers' performance.

Conclusions and Recommendations

Organizational support has significant relationship with teachers' performance. The factor fairness in organizational support has significant positive relationship with power of expression while organizational reward and job conditions has significant relationship with power of expression while supervisor's support has no relationship with power of expression. The factor fairness (organizational support) has positive relationship with the factor knowledge work of teacher performance. On the other hand, supervisor's support and organizational reward and job conditions are significantly correlated with the factor knowledge of work of teachers' performance. In the same way it was concluded that factor fairness and supervisor's support have no relationship with analytical ability while organizational reward and job conditions are significantly co-related with analytical ability. Similarly, fairness in organizational support has a relationship with supervision and guidance while supervisor's support and organizational reward and job conditions both have significant relationship with the factor supervision and guidance of teachers' performance. Fairness factor of organizational support has an association with ability to take decisions while supervisor support and organizational rewards and job condition have significant association with ability to take decisions. It was concluded that fairness has an association with work output while supervisor's support and organizational reward and job conditions has significant association with the factor work output of teachers' performance. The researchers recommended that organizations should provide support to the teachers in terms of fairness in appraisal, job evaluation, promotions, supervisory support, rewards and job satisfaction so that teachers' performance may be enhanced positively.

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