

RELATIONSHIP OF PERCEIVED ORGANIZATIONAL SUPPORT WITH SECONDARY SCHOOL TEACHERS' ORGANIZATIONAL COMMITMENT 'A CORRELATIONAL STUDY'

Muhammad Tahir Farooq PhD. Scholar, Institute of Education and Research, University of the Punjab, Lahore, Corresponding email: tahirfarooqrajoka1998@gmail.com

Prof. Dr. Mumtaz Akhter

Prof., Dean, Department of Education, University of Management and Technology, Lahore.

Abstract

The major purpose of this correlational study was to analyze the relationship of perceived organizational support with secondary school teachers' Organizational Commitment. The population of the study consisted of secondary school teachers working in Punjab. The researcher used multistage random sampling technique. The study was survey in techniques thus two questionnaires namely POS and OC 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 moderate relationship with Organizational Commitment. The researcher recommended that organization may provide support to the teachers so that teachers' Organizational Commitment may be enhanced positively.

Keywords: perceived Organizational support, secondary schools, teachers' Organizational Commitment

Introduction

Individuals' social, emotional, and economic needs are met through organizational support (Kim, Eisenberger, & Baik, 2016; Bilgin & Demirer, 2012). It entails a variety of mentoring activities such as education, guidance, and counselling, as well as the retention and protection of employees and the creation of a pleasant working environment (Baranik, Roling, Com, & Eby, 2010). Employees perceive higher support if all of these facilities and perks are supplied to them voluntarily and without external pressure (Rhoads & Eisenberger, 2002). Employees experience support when the organization cares about their well-being (Chiang & Hsieh, 2012). Similarly, according to Chinomona and Sandada (2014), organizational support is about employees' convictions, their willingness to help in difficult situations, and their willingness to forgive their honest mistakes. Perceived organizational support can be summarized as offering advancement possibilities, incentives, and other benefits, opportunities to improve academic and professional qualifications, and organizing seminars, workshops, and conferences to provide staff with current information (Amin, 2013).

Furthermore, organizational support is stated as employee recognition, employee training, job retention, fairness in awards and promotions, and favourable working conditions. It shows that voluntarily caring for teachers is a sign of organizational support. Fairness, supervisor support, organizational rewards and working conditions are the primary variables that may contribute to organizational support (Bilgin & Demirer, (2012); Ahmed, Nawaz, Muhammad, Ali, & Islam, 2015).

Fairness

Fairness is widely acknowledged as an important component in achieving organizational objectives (Ambrose, 2002). Fairness in the workplace effects workers' attitudes and behaviours (Colquitt, Conlon, Wesson, Porter, & Ng, 2001). Similarly, Ambrose, Seabright, and Schminke (2002) found that a lack of justice in the workplace predicts unfavourable consequences. Fairness, according to Hollensbe, Khazanchi, and Masterson (2008) may include supervisory assistance, management qualities, procedural

justice, reduced turnover, supervisor flexibility, organizational diversity, and equitable opportunity for promotion. In summary, Hollensbe, Khazanchi, and Masterson (2008) claimed that people are more likely to work well if they believe they are treated fairly by their employers.

Supervisor Support

Any organization's navigator is the supervisor. Supervisors serve as organizational agents, bridging the gap between employees and upper management, and they are responsible for leading and assisting staff (Ahmed, Ismail, Amin, Ramzan, & Khan, 2012; Kim, Hur, Moon, & Jun, 2017). Supervisors have a variety of responsibilities, including reporting and evaluating staff performance. As a result, supervisory concerns play a key role in organizational effectiveness (Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001).

Organizational Rewards and Working Conditions

Employee commitment and performance is influenced by organizational rewards and working environment. It has been empirically proven that a person's performance is linked to their rewards and working environment (Eisenberger & Stinglhamber, 2011). Individual contributions are linked to organizational support (Rhoades & Eisenberger, 2002). Furthermore, suitable working environments ensure the efficiency with which organizational duties are completed. Organizational support is greatly influenced by timely and equitable rewards and working conditions (Ahmed, Ismail, Amin, Ramzan, & Khan, 2012). Recognition, compensation, promotion, job stability, autonomy, role stressor, and training are examples of rewards and employment conditions (Allen, Armstrong, Reid, & Riemenschneider, 2008; Lam, Peng, Wong, & Lau, 2017).

Organizational support is a critical component of employee effectiveness in today's globalized society (Noblet & Rodwell, 2009). Organizational support is, without a doubt, a predictor of employee job satisfaction and performance. According to Miao (2011) and Karatepe and Aga (2016), there is a link between organizational support and job commitment. Similarly, Way, Sturman, and Raab (2010) discovered a link between organizational support and job performance in their research. The empirical evidence refuted the notion that organizational support leads to employee satisfaction. Because pleased employees are more dedicated to the organization's objectives. Employees also participate in extra-curricular activities that benefit both the individual and the organization (Bowling, 2010; Nazir & Jamid, 2017).

Organizational commitment

To quantify organizational commitment, Meyer and Allen (1991) created a three-component conceptualization model. They asserted that organizational commitment is a psychological condition. They argued in favour of commitment as a psychological condition that categorizes an employee's relationship with his or her employer and influences his or her decision to stay or depart (Meyer & Allen, 1991). They identified three types of organizational commitment: affective commitment, continuous commitment, and normative commitment. Affective commitment is defined as a person's desire to stay in an organization, whereas continuous commitment is defined as a person's necessity to work in an organization. After Meyer and Allen, three components of organizational commitment (affective, continuous, and normative) were explored by several researchers (Dunham, Grube, & Castaneda, 1994; Wainaina, 2015; Khan, Nawaz, & Khan, 2013; Bohorquez, 2014; Naqvi & Bashir, 2011; Jaros, 2007).

Affective commitment

Employees' emotional relationship to their organization is known as affective commitment. Affective organizational commitment, according to Meyer and Allen (1991), is

defined as employees' emotional attachment, identification, and involvement in the organization and its goals. It is defined as a feeling of belonging to an organization, and it functions as strong relationships between individuals and organizations (Demirel & Goc, 2013). Employees' emotional attachment, identity, and involvement in the organization and its aims is referred to as affective commitment (Davoudi & Fartash, 2012). Employees are more likely to stay with an organization if they are emotionally attached in it (O'Reilly & Chatman, 1986; Allen & Meyer, 1990). Members that are emotionally invested in the organization stay because of their personal relationships as well as the organization's goals and principles (Beck & Wilson, 2000). Committed employees have a strong desire to stay members of a specific organization and are content to work there (Khan, Nawaz, & Khan, 2013).

Continuous commitment

Employees' willingness to stay in an organization due to personal investment in the form of non-transferable social investment (close relationships and ties with other employees), economic ventures (pension, skill and experience, career investment) that are unique to a particular organization, and substantial cost of leaving and joining other organizations is referred to as continuous commitment (Adekola, 2012). The willingness of individuals to stay in the organization because of personal investment is referred to as continuous commitment. Non-transferable assets include things like unique job talents, working relationships, and retirement benefits (Dunham et al., 1994). In their work on continuous commitment, Demirel and Goc (2013) quoted Becker (1960), who defined continuous commitment as "a sort of commitment that emerges as a result of the cost that must be paid by the individual who discontinues his or her activities from the organization." He goes on to say that two elements contribute to long-term commitment: one is an individual's involvement in the organization and his impression of a lack of options.

Normative commitment

Feelings of obligation for a specific organization are referred to as normative commitment. Employees are compelled to stay in the organization because they feel obligated to do so (Khan et al, 2013). Normative commitment refers to the employee receiving benefits from an organization in exchange for his thanks and respect for the organization. For example, if an organization invests in employee training and skill development, the employees will feel obligated to contribute to the organization and stay working there (Khan et al, 2013). Employees' emotions of responsibility for the organization is normative commitment (Allen & Meyer, 1991).

Objective of the study

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

Hypothesis

The Hypothesis of the study was:

H₀₁: There is no significant relationship between perceived organizational support and teachers' Organizational Commitment 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.

The sample was selected by using multi stage random sampling technique. Punjab province was categorized into three geographic zones of Punjab as: A= Northern, B = Central, C = Southern by using cluster sampling.

There are 4 districts (Attock, Chakwal, Jhelum, Rawalpindi) in part A, 22 in part B (Chiniot, Faisalabad, Jhang, Toba Tek Singh, Gujranwala, Gujrat, Hafizabad, Mandi Bahauddin, Narowal, Sialkot, Lahore, Nankana Sahib, Qasur, Sheikhpura, Khanewal, Lodhran, Okara, Pakpattan, Sahiwal, Bhakkar, Khushab, Mianwali, Sargodha) and 9 in part C (Bahawalnagar, Bahawalpur, Rahim Yar Khan, Dera Ghazi Khan, Layyah, Muzaffargarh, Rajanpur, Multan, Vehari). At the first stage 1 district (Attock) from part A, 5 districts (Chiniot, Faisalabad, Hafizabad, Okara, Sheikhpura) from part B and 3 districts (Bahawalnagar, Bahawalpur, Multan) from part C were selected by using proportionate stratified random sampling technique. In this way nine districts were constituted for data collection. While at second stage 17 (09 male and 08 female) schools from part A, 83 (42 male and 41 female) schools from part B, 50 (25 male and 25 female) schools from part C were selected by using proportionate stratified random sampling technique. At last stage 04 teachers were selected from each school through simple random sampling technique without replacement method.

Table 1 *Sample of the Study*

Categories of Punjab	No. of Districts	Selected District	Selected Boys Schools	Selected Girls Schools	Total Selected Schools	Male Teacher Selected	Female Teacher Selected	Total Selected Teachers
A	04	1	09	08	17	36	32	68
B	23	5	42	41	83	168	164	332
C	09	3	25	25	50	100	100	200
Total	36	9	76	74	150	304	296	600

Perceived Organizational Support Scale (POS) developed by Robert Eiesnberger and Robin Huntington (1986) was adapted by researcher. The coefficient of reliability of POS was 0.852. While second scale OC was developed by Muhammad, (2019) was adopted to measure the organizational commitment of secondary school teachers. Coefficient of reliability of OC was 0.780. Teachers Self efficacy Scale (SE) developed by Albert Bandura was adapted to measure the self-efficacy of secondary school teachers. The coefficient of reliability of SE was 0.825.

Data Analysis

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

Table 2

Relationship of perceived Organizational Support with Teachers' Organizational Commitment

Variables	N	M	SD	r-value	Sig.
perceived Organizational Support	600	4.18	.421	.415	p<.000
Organizational Commitment	600	3.44	.368		

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

The table 2 indicates that correlation between organizational support and teachers’ Organizational Commitment is significant ($r = 0.415^{**}$ & $p = 0.000 < 0.01$). Therefore, the null hypothesis, “there is no significant relationship between organizational support and secondary school teachers’ Organizational Commitment” is rejected. Hence it is concluded that there is a significant relationship between organizational support and teachers’ Organizational Commitment.

Table 3

Factors wise Relationship of Organizational Support and Teachers’ Organizational Commitment

Teachers’ Organizational Commitment	Factors of Organizational Support					
	Org. Rewards in Org. Support		Fairness in Org. Support		Supervisor’s Support	
	r-value	Sig.	r-value	Sig.	r-value	Sig.
Affective Commitment	.298	.000	.221	.000	.227	.000
Continuous Commitment	.238	.000	.174	.000	.165	.000
Normative Commitment	.360	.000	.291	.000	.409	.000

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

Table 3 shows that there is a significant positive but weak relationship of organizational reward in organizational support ($r= 0.298$ & $p = 0.000$), significant positive relationship of Fairness ($r=0.221$ & $p = 0.000$) and significant positive relationship of supervisor’s support ($r=0.227$ & $p = 0.000$) with the factor Affective Commitment of teachers’ Organizational Commitment.

Similarly, the factor of organizational support “organizational rewards ($r= .238$ & $p = 0.000$) has weak positive significant relationship with the factor Continuous Commitment of teacher Organizational Commitment. While the factors, Fairness ($r=0.174$ & $p = 0.000$) and supervisor’s support ($r=0.165$ & $p = 0.000$) are significantly correlated with the factor Continuous Commitment of teachers’ Organizational Commitment.

It is also found that the factor organizational rewards in organizational support” ($r= 0.360$ & $p = 0.000$) has medium positive significant relationship with the Normative Commitment and Fairness ($r=0.291$ & $p = 0.000$) has weak significant relationship with the factor “Normative Commitment” of teacher Organizational Commitment. Supervisory support” ($r=0.409$ & $p = 0.000$) is significantly correlated as medium positive with the factor “Normative Commitment” of teachers Organizational Commitment.

Discussion

It is concluded that there exists a significant relationship between perceived organizational support and teachers' Organizational Commitment. 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 Ozdevecioglu's (2003); Way, Nartgun-Sezgin and Kalay's (2014) showed that there is relationship between organizational support and Organizational Commitment. It means that organizational support has a strong association with teachers' Organizational Commitment. 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 Egriboyun's (2014) reported in their study that organizational support positively affect teachers' Organizational Commitment. Moreover, the study of Guan, Sun, Hou, Zhao, Luan and Fan (2014) revealed that perceived organizational support positively associated with teachers' Organizational Commitment. In the same way, it was inferred by Aslan, Agiroglu-Bakir (2014) that organizational support is psychological phenomenon which positively influence teachers' Organizational Commitment. Thus, it may be summarized that it is common view of researchers throughout the globe that organizational support has relationship with teachers' Organizational Commitment.

Conclusions and Recommendations

Perceived organizational support has positive moderate relationship with teachers' Organizational Commitment. All three factors (organizational rewards, fairness and supervisory support) in perceived organizational support have positive weak relationship with Affective Commitment and Continuous Commitment.

In the same way it was concluded that factor organizational reward and supervisor's support have positive moderate relationship with Normative Commitment while fairness has weak positive correlation with Normative Commitment. 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' Organizational Commitment may be enhanced positively.

References

- Adekola, B. (2012). The impact of organizational commitment on job satisfaction: a study of employees at Nigerian universities. *International Journal of Human Resource Studies*, 2(2). DOI: 10.5296/ijhrs.v2i2.1740.
- Ahmed, I., Ismail, W. K. W., Amin, S. M., Ramzan, M., & Khan, M. K. (2012). Theorizing antecedents of perceived organizational support: A literature review approach. *Middle-East Journal of Scientific Research*, 12(5), 692-698.
- Ahmed, I., Nawaz, M., Ali, G., & Islam, T. (2015). Perceived organizational support and its outcomes: A meta-analysis of latest available literature. *Management Research Review*, 38(6), 627-639.
- Allen, M. W., Armstrong, D. J., Reid, M. F., & Riemenschneider, C. K. (2008). Factors impacting the perceived organizational support of IT employees. *Information & Management*, 45(8), 556-563.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology*, 63, 1-18.

- Ambrose, M. L. (2002). Contemporary justice research: A new look at familiar questions. *Organizational Behavior and Human Decision Processes*, 89(1), 803-812.
- Ambrose, M. L., Seabright, M. A., & Schminke, M. (2002). Sabotage in the workplace: The role of organizational injustice. *Organizational Behavior and Human Decision Processes*, 89(1), 947-965.
- Amin, S. S. S. (2013). The impact of organizational support for career development and supervisory support on employee performance: An empirical study from Pakistani academic sector. *European Journal of Business Management*, 5(5), 194-207.
- Baranik, L. E., Roling, E. A., & Eby, L. T. (2010). Why does mentoring work? The role of perceived organizational support. *Journal of Vocational Behaviour*, 76(3), 366-373.
- Beck, N.M. & Wilson, J.H. (2000). Development of affective organizational commitment: A cross-sequential examination of change with tenure. *Journal of Vocational Behavior*. 56, 114-136.
- Becker, H. S. (1960). Notes on the concept of commitment. *American Journal of Sociology*, 66 (1), 32-40.
- Bilgin, N., & Demirer, H. (2012). The examination of the relationship among organizational support, affective commitment and job satisfaction of hotel employees. *Procedia-Social and Behavioural Sciences*, 51, 470-473
- Bohórquez, N. (2014). Organizational commitment and leadership in higher education institutions. *Civilizing business and economy*, 5 (9).
- Bowling, N. A. (2010). Effects of job satisfaction and consequences on extra-role behaviours. *Journal of Business Psychology*, 25, 119-130.
- Chiang, C.F., & Hsieh, T. S. (2012). The impact of perceived organisational support and psychological empowerment on job performance. *The Mediating Effects of Organisational Citizenship Behaviour*, 31(1), 180-190.
- Chinomona. R. & Sandada, M. (2014). Organizational support and its influence on teachers job satisfaction and job performance in Limpopo Province of South Africa. *Mediterranean Journal of Social Sciences*, 5(9), 208-214.
- Colquitt, J. A. (2001). On the dimensionality of organizational justice: A construct validation of a measure. *Journal of Applied Psychology*, 86(3), 386.
- Davoudi, S.M.M., & Fartash, K. (2012). The impact of knowledge sharing on organizational commitment of employees: Case study of Iranian manufacturing companies. *Pacific Business Review International*, 5 (2), 1-10.
- Demirel, Y., & Goc K. (2013, April). Impact of organizational commitment on knowledge sharing. Paper presented in the 1st Annual International Interdisciplinary Conference, (Azores) Portugal.
- Demirel, Y., & Goc K. (2013, April). Impact of organizational commitment on knowledge sharing. Paper presented in the 1st Annual International Interdisciplinary Conference, (Azores) Portugal.
- Dunham, R. B., Grube, J. A., & Castaneda, M. B. (1994). Organizational commitment. The utility of an integrative definition. *Journal of Applied Psychology*, 79(3), 370-380.
- Eisenberger, R., & Stinglhamber, F. (2011). Perceived organizational support: Fostering enthusiastic and productive employees. Washington, DC: American Psychological Association Books. doi:10.1037/12318-000.
- Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P. D., & Rhoades, L. (2001). Reciprocation of perceived organizational support. *Journal of Applied Psychology*, 86(1), 42-51
- Hollensbe, E. C., Khazanchi, S., & Masterson, S. S. (2008). How do I assess if my supervisor and organization are fair? Identifying the rules underlying entity-based justice perceptions. *Academy of Management Journal*, 51(6), 1099-1116.
- Jaros, S. (2009). Meyer and Allen model of organizational commitment: Measurement issues. *The Icfai Journal of Organizational Behavior*, 6(4), 7-25.
- Karatepe, O. M., & Aga, M. (2016). The effects of organization mission fulfillment and perceived organizational support on job performance: The mediating role of work engagement. *International Journal of Bank Marketing*, 34(3), 368-387.
- Khan, I., Nawaz, A., & Khan, M.S. (2013). Determining the organizational commitment of academicians in public sector universities of developing countries like Pakistan. *International Journal of Academic Research in Accounting, Finance and Management Sciences*. 3 (1), 280-289.
- Kim, H. J., Hur, W. M., Moon, T. W., & Jun, J. K. (2017). Is all support equal? The moderating effects of supervisor, coworker, and organizational support on the link between emotional labor and job performance. *BRQ Business Research Quarterly*, 20(2), 124-136.
- Kim, K. Y., Eisenberger, R., & Baik, K. (2016). Perceived organizational support and affective organizational commitment: Moderating influence of perceived organizational

- competence. *Journal of Organizational Behavior*, 37(4), 558-583.
- Lam, L. W., Peng, K. Z., Wong, C. S., & Lau, D. C. (2017). Is more feedback seeking always better? Leader-member exchange moderates the relationship between feedback-seeking behavior and performance. *Journal of Management*, 43(7), 2195- 2217.
- Meyer, J. P. & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resources Management Review*, 1 (1), 61-89.
- Meyer, J. P. & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resources Management Review*, 1 (1), 61-89.
- Miao, R. T. (2011). Perceived organizational support, job satisfaction, task performance and organizational citizenship behavior in China. *Journal of Behavioral and Applied Management*, 12(2), 105-127.
- Naqvi, S. M. M. A., & Bashir, S. (2011). IT-expert retention through organizational commitment: A study of public sector information technology professionals in Pakistan. *Applied Computing and Informatics*, 11, 60–75.
- Nazir, O., & Islam, JamidUl. (2017). Enhancing organizational commitment and employee performance through employee engagement: An empirical check. *South Asian Journal of Business Studies*, 6(1), 98-114.
- Noblet, A. J., & Rodwell, J. J. (2009). Identifying the predictors of employee health and satisfaction in an NPM environment: Testing a comprehensive and non-linear demand-control-supportmodel. *PublicManagement Review*, 11(5), 663-683.
- O'Reily, C. A., & Chatman, J. (1986). Organizational commitment and psychological attachment: The effects of compliance, identification and internalization on prosocial behavior. *Journal of Applied Psychology*, 71, 361-378.
- Organizational Behavior and Human Decision Processes*, 89(1), 803-812.
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698-714.
- Wainaina, L. W. (2015). *Determinants of organizational Commitment Among academic Staff in Kenya's Public and Private Universities*. Jomo Kenyatta University of Agriculture and Technology.
- Way, S. A., Sturman, M. C., & Raab, C. (2010). What matters more: Contrasting the effects of job satisfaction and services climate on hotel food and beverage managers' job performance. *Cornell Hospitality Quarterly*, 51(3), 379-397.