

Impact of Perceived Organizational Support on University Teachers' Job Performance

Shakila Malik^{*}, Rahim Khan[†]

Abstract

The main objective of the study was to find out the impact of perceived organizational support (POS) on university teachers' job performance (JP). Good performance is one of the crucial aspects for faculty effectiveness in developing countries like Pakistan. Social exchange theory was taken as a theoretical background for the study which based on exchange relationship among employees-employer link. Quantitative research design using two adapted questionnaires were selected. Research population consisted of 3345 faculty members; 500 was sample size out of which responses of 429 responders were analyzed. Frequency distribution, descriptive statistics and linear regression model were used for statistical analysis using SPSS-23 version. Findings of the research outlined that POS has significant and positive impact on university teachers' Job Performance. So, universities may assist the faculty by providing special help (on need bases), procedural justices, good salary packages, appreciation of contribution, welfare, and recognition. Limitations and implications of the study for management education are also examined.

Keywords: perceived organizational support, POS, job performance, JP, university teachers.

Introduction

Highly committed, motivated, innovated and productive faculty is considered the central source of universities which make difference under the educational setup. Thus, it is necessary for universities to introduced effective mechanism through which teacher' performance may be enhanced. The purpose of this study was to gain a better understanding of the "impact of perceived organizational commitment on university teachers' job performance of Khyber Pakhtunkhwa, Pakistan". Higher education is imparted through universities under the umbrella of Higher Education Commission of Pakistan. This education is imparted via public or private universities. Usually, faculty chose the university based on organizational support which is provided by the university. Infected university support is perceived with the eye of faculty which is called perceived organizational support. Previously, Eisenberger et al., (1986), introduced the main assumption of perceived organizational support

^{*}Head Mistress, Ph.D., Elementary and Secondary Education Peshawar

[†]Rahim Khan, Assistant Prof Qurtuba University of science & information Technology

which has been extensively studied in literature, assuming that workers believe that they are valued and contributed by the organization (Rhoades & Eisenberger, 2002). Meanwhile, Ahmed & Nawaz, (2015), also reported that faculty do better when they perceive good organizational support. Furthermore, the background of perceived organizational support can be traced back in social exchange theory (Blau, 1964), assuming that humans consider cost against benefits when forming relationships in social context. It also enhances faculty perceptions to be obligated to the organization, in addition with the belief that good job performance may be observed by the way of good support. Meanwhile, faculty performance is also one of the major indicators which may be affected by perceived university support.

Furthermore, Eder & Eisenberger, (2008), reports that faculty orientation towards job performance is shaped by the way of addressing them by employers. Employees' welfare and performance at work is strongly affected by organizational support provided by the institution which is the notion of perceived organizational theory (Darolia et al., 2010). All of known, that teacher good performance is the main feature of achieving the university accomplishment. If the university wants to produce constructive and quality products in today's challenging and competitive setup, it is necessary to take in consideration the current issue in educational setup which may enhance the teachers' quality and better job performance. Meanwhile, it is also vital to explore comparison among public and private faculty perception of organizational support (POS) and job performance (JP). The above discussions provided a base for the current study and thus the authors selected the phenomenon which was to explore "impact of perceived organizational support on university teachers' effectiveness".

Objectives of the Study

The main objectives of this study are given below:

- a) To ascertain impact of perceived organizational support on the university teachers' job performance.
- b) To find out significant difference between public and private university teachers' perceived organizational support.
- c) To find out significant difference between public and private university teachers' job performance.

Literature Review

Perceived organizational support (POS)

The central theme of perceived organizational support has been studied a lot previously but not with understanding that until the eighties this concept has not been recognized formally. As reported by (Zagenczyk et

al., 2010), when the proper definition was not quantified by researchers, the notion of perceived organizational support exists in literature of management for nearly seventy years. Addition to, when this theory is applied on human then it drives different meaning to different individuals due to many factors for this reason, no universal definition might be accepted with reference to POS.

For the first time (Eder & Eisenberger, 2008; Eisenberger et al., 1986), introduced this concept that Universally, workers have the assumption that they are valued by the employers and their welfare are considered by them. Meanwhile, (Allen et al., 2008), also reported that when employees' are considered by the organization they seems to be more dedicated and committed. Similarly, Erdogan & Enders, (2007), emphasized "as the degree to which an individual believes that they are cared and valued by the organization, is referred to perceived organizational support. To sum-up, majority of the researchers are agreed with the statement that it is the employees' perception that the organization will consider them.

Job Performance (JP)

Teachers' job performance (JP) is considered a crucial and important variable in organizational structure. When employees accept certain job assignments and agree to perform them regularly, is considered as job performance. Previously teachers' performance was measured as fundamental variable by (Hanif, 2010). He explored the link between job performance, self-efficacy and teachers job stress among female secondary school teachers. Job performance is defined by (Jamal, 2007), the ability of an individuals' to do the assigned tasks successfully using available workplace resources. They should have a sense of responsibility for finalizing them successfully (Hettiararchchi & Jayarathna, 2014).

Perceived Organizational Support and Job Performance

Previously, positive and significant association among perceive organizational support and job performance has been explored (Salanova et al., 2011). Employees' POS shows their internal emotions of feeling about the organizational care. Employees having high feeling of POS, assumed that the organization will assist them when the needed. If employees personally feel respected, cared for and identified, they reciprocate by enhancing good performance, cooperation and helping others. This enhances their level of satisfaction, job performance and organizational commitment (Aselage & Eisenberger, 2003; Rhoades & Eisenberger, 2002). In university setup, if faculty find conducive

environment. In return, they will be conscious about the university matters and demonstrate excellent job performance.

As (Sabir et al., 2021), tried to find out that how employee performance in information technology (IT) firms is affected by POS, with reference to compare employees of Saudi Arabia and Pakistan. They evaluated the impact of POS on performance of workers of Pakistani and Saudi Arabian faculty members and find out that organizational support is significant elements because once job proficiency and effectiveness may be enhanced via good organizational support. If the university want to optimal performance and sustainable advantage from faculty then high support, rigorous leadership and emotional bond is necessary to provide. Thus, ASTUTY & Udin, (2020), also significant impact of perceived organizational support on job performance of employees.

Different strategies to develop private university teachers performance in West Sumatra is explored by (Ridwan et al., 2020). The use various parameters to study the phenomenon i.e., organizational commitment, organizational citizenship behaviors and perceived organizational support. They explored that perceived organizational support positively and significantly effect faculty performance and behaviors. According to (Ridwan et al., 2020), that for good job performance, it is vital to facilitate employees properly in advance. Furthermore, depression and work stress might be reduced through positive support. Thereof, they viewed that although employee performance may not be improved directly via perceived organizational support, but the main source to reduce stress.

Conceptual Framework

The assumed conceptual model is given below.

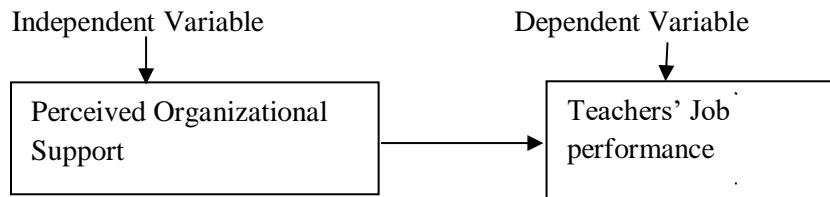


Figure 1: Conceptual Framework

Hypotheses

H₁: There is significant impact of perceived organizational support on teachers' job performance.

H₂: There is significant difference between public and private university teachers perceived organizational support.

H₃: There is significant difference between public and private university teachers' job performance.

Research Methodology

Research philosophy was positivism. Quantitative research design using two adapted questionnaires were selected. Based on nature of the research 3,345 faculty members (both public and private university of KPK) were taken as population. Research was being constructed in five major District of Khyber Pakhtunkhwa, Pakistan (District Charsadda, District Peshawar, District Swabi, District Nowshera and Mardan). Universities were selected through convenience sampling technique while teachers were chosen through stratified random sampling technique. Sample size were 500 subjects, total 500 questionnaire were distributed among faculty out of which 429 were analyzed to reach the findings. Research tools were validated through face validity (supervisor), content validity (educational experts) and construct validity (Kmo and Bartlett's 'test), on the other side Cronbach alpha test were applied to check the reliability during pilot study. Generally, main purpose of pilot study is to check out the validity and reliability of the tool and the items those items are eliminated from the study which have low value of validity and reliability (Cohen et al., 2017; In, 2017). SPSS- 23 version was used to analyze the data. For this purpose, different statistical tools were applied for statistical analysis i.e., frequency distribution, linear regression analysis, descriptive statistics and independent sample- t test.

Data Analysis and Findings

For validation of the instruments used in current research, EFA was carried out and the details for each variable is discussed below. Factorial Analysis of Perceived Organizational Support

Table1

KMO and Bartlett's Sphericity (BS) analysis for perceived organizational support (POS)

IV	KMO	BS
POS	0.68	.000
Predictor variable (POS)		

Table 2*Principal Component analysis for Perceived organizational Support*

Component	CA value	Component	CA value	Component	CA value	Component	CA value
Item 1	0.81	Item 10	0.74	Item 19	0.81	Item 28	0.70
Item 2	0.72	Item 11	0.70	Item 20	0.73	Item 29	0.68
Item 3	0.85	Item 12	0.66	Item 21	0.88	Item 30	0.72
Item 4	0.61	Item 13	0.73	Item 22	0.71	Item 31	0.81
Item 5	0.70	Item 14	0.86	Item 23	0.77	Item 32	0.89
Item 6	0.77	Item 15	0.82	Item 24	0.75	Item 33	0.77
Item 7	0.76	Item 16	0.82	Item 25	0.80	Item 34	0.81
Item 8	0.71	Item 17	0.72	Item 26	0.72	Item 35	0.75
Item 9	0.75	Item 18	0.68	Item 27	0.81	Item 36	0.81

Principle component analysis of (POS)

The table1 and 2, outlined the factor loading matrix components or matrix of perceived organization support (POS). The original scale developed by (Eisenberger et al., 1986) was used by the researches. Acceptable value for factor loading are viewed is ≥ 0.5 (Field, 2013; Kimberlin & Winterstein, 2008). Hence, as cleared from details, the value of all responses is more than 0.5 which verified that the scale is valid to measure the perception of faculty members perceived organizational support.

*Factorial Analysis of Job performance***Table 3** *KMO and Bartlett's Sphericity (BS) analysis for Job Performance (JP)*

DV	KMO	BS value
J P	0.76	< .001

*Outcomes variable (JP)***Table 4***Principal Component analysis (Job Performance)*

Component	CA value	Component	CA value	Component	CA value
1	0.72	6	0.62	11	0.82
2	0.84	7	0.74	12	0.72
3	0.73	8	0.81	13	0.66
4	0.82	9	0.89	14	0.71

5	0.67	10	0.71	15	0.65
---	------	----	------	----	------

Principle component analysis of (JP)

The above tables 3 and 4, indicated that entire items related to the study variable are at acceptable range which proved proper inter-correlation of question in research. In addition, the sample size for research analysis was also to be considered adequate as denoted by the *KMO* test value of $>.05$.

Perceived organizational support and job performance: regression analysis

Linear regression model was used for data analysis. Following tables indicates the result of data.

Table 5

Perceived organizational support and job performance: Model summary of regression analysis

Regression for POS and JP	
R	0.324 ^a
R ²	0.105
Adj.R ²	0.103
Std. Error	0.947
Sig. Value	0.000

Predictor: (Constant) POS

The above table 5, explained that the explanatory variable (POS) explains 10.5 % variation in teachers' job performance (DV), as denoted by the R² value. This variation is significant, as determined by the P-value of < 0.001 .

Table 6

Model summary of ANOVA Statistic for Perceived Organizational Support and Job Performance

ANOVA Model			
	Regression	Residual	total
Square Sums	45.017	382.983	428.000
Df	1	427	428
Mean Square	45.017	0.897	
F	50.191		
Sig	0.000 ^b		

DV: JP

Predictor (Constant): POS

The ANOVA statistics of perceived organizational support and faculty performance are given in table, 6. Furthermore, F value of 50.191 with p-value of < 0.001 explained that the model is statistically significant.

Table 7

Model summary of Coefficient Statistic for Perceived Organizational Support and Job Performance

Coefficient statistic Model	
	POS
Unstandardized Beta	0.324
Standard Error	0.046
T-value	7.043
Sig. Value	0.000

DV: Job Performance

In the above table 7, evident from the values of un-standard beta (0.324), t-value (7.043) and, P-value (< 0.001), showed that positive change in teachers' job performance might bring by Perceived organizational support at universities. Therefore, a positive and significant impact of POS on teachers' JP is observed by the researchers in the current study.

Perceived Organizational Support and Job Performance: result of independent sample-t test for comparison

Table 8

University teachers' perception of Perceived Organizational Support (POS) at public versus private universities

University teachers' perception of Perceived Organizational Support (POS) (both public and private university)						
University	N	Mean	Mean difference	SD	Sig. Value	t-value
Public	249	3.07	0.201	.43	.000	4.03
Private	180	3.57	0.301	.61		3.17

Note: *p < 0.001

Significance difference was found by the researchers from independent sample t-test results (table 8) which signified that private

university teachers have high perceived organizational support then public faculty as also denoted by P-value < 0.001.

Table 9

University teachers' perception of Job Performance (JP): (public versus private university)

University teachers' perception of Job Performance (JP) (both public and private university)						
University	N	Mean	Mean Diff	SD	Sig.	t-value
Public	249	3.07	0.431	.534	.001	2.23
Private	180	3.80	0.261	.854		3.57

Note: *p ≥ 0.001

Significance difference was found by the authors from the result of independent sample-t test (Table 9) which signified that private university teachers (M = 3.80) were given the opinion to showed better job performance than faculty working in private universities (3.07) as also denoted by p-value = 0.001.

Summary, Discission, Conclusion and Recommendation

Summary

To sum up it may be said that teacher's job performance has been significantly and positively affected by perceived organizational support (R^2 -value = 0.105 T- value = 7.043 and P-value = 0.000) thereof, if organization want to effective performance, it is prerequisite on the behalf of university to present robust strategies for teachers based on their socio-emotional needs.

Discussion

On the basis of demographic variable description of variables (both independent and dependent variables) showed high mean value for female faculty from both public and private universities which assuming that female perceived more patience, enthusiasm and high commitment level then male. Although Controverse results were given by (Sittar, 2020), who reported that male university perform better as compared to female.

Results of statistical analysis outlined significant and positive impact of POS on teachers' JP of Khyber-Pakhtunkhwa, Pakistan. Although the R^2 value is less, however, similar findings with lesser R^2 value have been reported previously, whereas study conducted by Darolia et al., (2010), on skilled workers in Iran explained 15% of variance in job

performance by perceived organizational support. This means that the teachers have more tendency to do good if they feel good support and encouraged by officials such as the educational managers, in return, they felt more obligation (improve the job performance). A number of studies declared the fact and found similar result with the current study (Hanif, 2010).

Conclusion

As a conclusion it could be said the relevant variables are discussed in the light of previous research. The study outlined that faculty job performance has been positively and significantly affected by perceived organizational support. Furthermore, study proved that Perceived Organizational Support as a main indicator which may enhance faculty job performance.

Recommendations

The researchers made the following recommendation based on study's findings

- i. Employers may assist the faculty members by providing special help (on need bases), procedural justices, good salary packages, appreciation of contribution, thinking about welfare, and recognizing them in the universities
- ii. It is recommended that to keep high level of commitment among faculty member, it is most significant to provide pleasant environment in functional system based on justice, equity, learning resources, basic facilities, merit base promotion, adequate supervision, better compensation packages, and cordial relations
- iii. promotion, health care or residential benefits, increments (tangible benefits) and prestige, recognition, value and respect (intangible benefits) should be given to enhance teachers' motivation level (intrinsic and extrinsic). It was recommended that teachers award and additional correspondences, like promotion to senior position, housing and medical allowances are the indicators of faculty job satisfaction which leads to more enthusiasm and low intention to leave
- iv. Moral integrity, forgiveness, courtesy, fairness, shared value system, trust, organizational comprehension (strategic plan, all the layout of any organization operational activities) and Managerial/supervisory support is recommended to reduce TI

- v. A better policy may be adopted by the universities to cope with the stress of the faculty by introducing flexible job description, sense of responsibility, administrative tasks, autonomous obligations, optimism, culminating negative criticism and attitude

References

- Ahmed, I., & Nawaz, M. M. (2015). Antecedents and outcomes of perceived organizational support: A literature survey approach. *Journal of Management Development*.
- 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.
- Aselage, J., & Eisenberger, R. (2003). Perceived organizational support and psychological contracts: A theoretical integration. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 24(5), 491–509.
- ASTUTY, I., & Udin, U. (2020). The effect of perceived organizational support and transformational leadership on affective commitment and employee performance. *The Journal of Asian Finance, Economics, and Business*, 7(10), 401–411.
- Blau, P. M. (1964). Social exchange theory. Retrieved September, 3(2007), 62. Cohen, L., Manion, L., & Morrison, K. (2017). Validity and reliability. In *Research methods in education* (pp. 245–284). Routledge.
- Darolia, C. R., Kumari, P., & Darolia, S. (2010). Perceived organizational support, work motivation, and organizational commitment as determinants of job performance. *Journal of the Indian Academy of Applied Psychology*.
- Eder, P., & Eisenberger, R. (2008). Perceived organizational support: Reducing the negative influence of coworker withdrawal behavior. *Journal of Management*, 34(1), 55–68.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500.
- Erdogan, B., & Enders, J. (2007). Support from the top: Supervisors' perceived organizational support as a moderator of leader-member exchange to satisfaction and performance relationships. *Journal of Applied Psychology*, 92(2), 321.
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. sage.

- Hanif, R. (2010). Role of self efficacy in teacher stress and job performance of women school teachers. *ISPA Colloquim (ISPA)*. Retrieved January, 2, 2012.
- Hettiararchchi, H. A. H., & Jayarathna, S. (2014). The effect of employee work related attitudes on employee job performance: A study of tertiary and vocational education sector in Sri Lanka. *IOSR Journal of Business and Management*, 16(4), 74–83.
- In, J. (2017). Introduction of a pilot study. *Korean Journal of Anesthesiology*, 70(6), 601–605.
- Jamal, M. (2007). Type-A behavior in a multinational organization: A study of two countries. *Stress and Health: Journal of the International Society for the Investigation of Stress*, 23(2), 101–109.
- Kimberlin, C. L., & Winterstein, A. G. (2008). Validity and reliability of measurement instruments used in research. *American Journal of Health-System Pharmacy*, 65(23), 2276–2284.
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698.
- Ridwan, M., Mulyani, S. R., & Ali, H. (2020). Improving employee performance through perceived organizational support, organizational commitment and organizational citizenship behavior. *Systematic Reviews in Pharmacy*, 11(12).
- Sabir, I., Ali, I., Majid, M. B., Sabir, N., Mehmood, H., Rehman, A. U., & Nawaz, F. (2021). Impact of perceived organizational support on employee performance in IT firms—a comparison among Pakistan and Saudi Arabia. *International Journal of Organizational Analysis*.
- Salanova, M., Lorente, L., Chambel, M. J., & Martínez, I. M. (2011). Linking transformational leadership to nurses' extra-role performance: The mediating role of self-efficacy and work engagement. *Journal of Advanced Nursing*, 67(10), 2256–2266.
- Sittar, K. (2020). Relationship of Work Engagements and Job Performance of University Teachers. *Bulletin of Education and Research*, 42(1), 167–183.
- Zagenczyk, T. J., Scott, K. D., Gibney, R., Murrell, A. J., & Thatcher, J. B. (2010). Social influence and perceived organizational support: A social networks analysis. *Organizational Behavior and Human Decision Processes*, 111(2), 127–138.