Relationship of Perceived Organizational Support with Secondary School Teacher Performance

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A B S T R A C T

The main purpose of the study was explored the relationship of perceived organizational support with secondary school teacher performance. The main objective of the study was to find the relationship of perceived organizational support with secondary school teacher performance. The study was quantitative in nature and Peearson Product Movement Method was used to explore the relationship between two variables. The population of the study was secondary schools of District Sheikhupura. All the teachers of secondary schools of district Sheikhupura according to their demographic characteristics were taken as the sample. All the teachers of male and female public schools were selected as sample from each tehsil. At second phase using simple random sampling technique sample (n=250) was selected. Self-developed questionnaire was used to collect the data. For analysis of data, inferential statistics were used. Pearson   Product Movement Method was applied to analyze the data. The findings of the study was that there was moderate positive significant relation exist between organizational support and job performance.

Introduction

Organizational support is the degree to which employees believe that their organization values their contributions and cares about their well-being and fulfils socioemotional needs**.** In literature, it alludes to satisfying the social, profound and monetary requirements of people. It incorporates various coaching exercises like instructing, direction and guiding, people's maintenance and insurance and establishing a cordial work space (Farooqi, Ahmed, & Ashiq, 2019). In the perspectives of representatives see more support for assuming this multitude of offices and advantages are given to them willfully without outside pressure.

Similarly, literature affirmed that workers saw support when the association thinks often about their prosperity. Also, expressed that OS is about representatives' convictions, to give help with testing circumstances and pardon their innocent missteps (Sudibjo & Manihuruk, 2022). It very well might be summed up that OS might incorporate giving advancement open doors, motivations and other incidental advantages, open doors for improving teachers and expert capability, and orchestrating classes, studios and meetings that enhance the representatives with refreshed information (Abdulaziz, Bashir, & Alfalih, 2022).

The studies conducted by Roger, 2022 also portrayed that OS includes, representatives' acknowledgement, workers' preparation, work maintenance, decency in remunerations and advancement and great working circumstances. In short, these realities stress that the willful care of instructors is a sign of OS. The central point added to OS is reasonableness, manager support, organizational rewards and working condition (Rogers, 2022).

The reviewed literature on Perceived Organizational support (POS) brings large outcomes for the organization and suggested a positive relationship between perceived Organizational support and employee Performance in an organization. As indicated by the teacher responsibility is estimated with four aspects including the obligation to the profession, obligation to instruct, obligation to work-group and obligation to school/establishment. (Abdulaziz et al., 2022). The world concedes nature of instruction is joined with the nature of teachers. Quality teachers gave quality instruction to understudies. For job effective and quality, the teacher needs improvement in their profession. This improvement can bring through various ways like arrangement of preparing at various stages and effective enlistment. Organizational support alludes to satisfying the social, close-to-home and monetary necessities of people (Turan Dalli & Sezgin, 2022).

Teaching is an inventive profession. It requires an imaginative part to achieve foreordained instructive objectives. Accordingly, the assessment of the instructing and educational experience requests an exclusive requirement framework. Writing on teachers' performance uncovered, those teachers who are professionally prepared and exceptional with the most current innovation, meet the most elevated level of performance. A self-spurred and dynamic teacher guarantees a fiery education. Content conveyance isn't the main commitment of instructing (Gokuladas & Baby Sam, 2022).

Teacher performance (TP) relies upon the representative's conditions. The main thing is to focus fair and square representative pressure emerging from work. High feelings of anxiety will decrease teacher performance. Be that as it may, work pressure as job equivocalness isn't connected with teacher performance. Notwithstanding work pressure being the main calculate connection to teacher performance and OS is additionally the focal point of organizational consideration in moulding ideal teacher performance. POS want to further develop teacher performance. Furthermore, the OS that representatives feel can likewise lessen work pressure. Nonetheless, there are additionally people who say that the presence of Organizational support has not had the option to lessen representative work pressure. Another concentrate likewise referenced that perceived Organizational support isn't connected with work pressure. In this situation, there are still irregularities in the aftereffects of past examinations connected with perceived Organizational support, work pressure, and teacher performance. This study means to fill the holes in past exploration and look at the perceived Organizational support model for teacher performance through work pressure (Xu & Yang, 2021). Organizational rewards and working circumstances play critical parts in teachers' performance. It has been experimentally exhibited that a teacher's performance is related to remunerations and working circumstances. expressed that people's commitments are related to the organization. Additionally, great working circumstances guarantee the viability of getting done with organizational responsibilities. (Ateş & Ünal, 2021).

There are a few qualities of teachers' performance which are portrayed by various scholars. As depicted qualities of compelling teachers incorporate individual characteristics, relational abilities, informative methodologies, and information. Likewise, proposed seven fundamental abilities of a skilful teacher: professional information, educational preparation, educational conveyance, evaluation for getting the hang of, learning climate, professionalism, and understudies' advancement which give a standard to surveying his/her performance (Basbeth, Saufi, & Sudharmin, 2021). The vital components of a teacher's performance; are a force of articulation, information on work, insightful capacity, oversight and direction, capacity to take choices and work results and quality (Purwanto, 2020)

As indicated the teacher's responsibility is estimated with four aspects including the obligation to the profession, obligation to instruct, obligation to work-group and obligation to the school/establishment. The world concedes nature of instruction is joined with the nature of teachers. Quality teachers gave quality instruction to understudies. For job effective and quality, the teacher needs improvement in their profession. This improvement can bring through various ways like arrangement of preparing at various stages and effective enlistment. Organizational support alludes to satisfying the social, close-to-home and monetary necessities of people (Bogler & Nir, 2012).

It incorporates various teaching exercises like instructing, direction and guiding, people's maintenance and insurance and establishing a cordial work space. Representatives perceived support when the association thinks often about their prosperity. Essentially, expressed that OS is about representatives' convictions, to give help with testing circumstances and pardon their innocent slip-ups. It could be summed up that OS might incorporate giving advancement open doors, impetuses and other incidental advantages, open doors for improving scholar and professional capability, and orchestrating courses, studios and gatherings that enhance the workers with refreshed information (Bogler & Nir, 2012). What's more, portrayed that OS includes, representatives' acknowledgment, workers' preparation, work maintenance, decency in remunerations and advancement and positive working circumstances. To put it plainly, these realities accentuate that intentionally care of teachers is a sign of Organizational support (Bogler & Nir, 2012;

DAĞLI & Kalkan, 2021).

In Pakistan Organizational support and teachers performance the study conducted by Farooqi (2016) indicated the positive relation with both discussed variables. Additionally, great working circumstances guarantee the viability in getting done with organizational responsibilities. Convenient and fair rewards and occupation conditions have an incredible impact on OS. These prizes and occupation conditions might contain acknowledgement, pay, advancement, employer stability, independence, job stressor and preparing (Jameel, Mahmood, & J Jwmaa, 2020).

Statement of the Problem

This research is based on the statement that to find a "Relationship of perceived Organizational support with secondary school teacher's performance". The assumed factor that effects teacher performance is perceived Organizational support. Teachers believe in the school caring for their hard-work and giving importance to their contributions to the school to make them better performers this study will talk about the results of the relationship between perceived Organizational support and secondary school teachers' performance.

Objectives of the Study

Following were the objective of the research

1. To determine the relationship between perceived Organizational support and secondary school teacher's performance.

Research method and procedure

This study was quantitative in nature, correlation was used to know the relationship between organizational support with secondary school teacher's performance. The correlation research is used to explore the nature of relationship between the different groups of variables. The population of the study was secondary schools of District Sheikhupura. All the teachers of secondary schools of district Sheikhupura according to their demographic characteristics were taken as the sample. All the teachers of male and female public schools were selected as sample from each tehsil. At second phase using simple random sampling technique sample (n=250) was selected. And data was collected through simple random technique and it was analyzed through SPSS.

Instrumentation

Then data was collected through questionnaire. Questionnaire was comprised on 20 items. Items was close ended in nature. Questionnaire have two parts to determine the relationship between perceived Organizational support with secondary school teacher's performance.

Data Analysis

The data was analyzed by using SPSS (Statistical Package for Social Sciences). Inferential statistics, Pearson Product Movement Method was used to check the relationship between self-concept and student's academic achievement.

Results

Table

Relationship between job performance and organizational support and its first dimension employee wellbeing.

Variables	N	r-value	Sig.
Employee wellbeing and job performance	250	.307	.000

Table shows the results of Pearson Product moment correlation test which was performed to identify the relationship between job performance and employee wellbeing. The first dimension of wellbeing was showed weak positive correlation with job performance. The *r*- value shows that there was weak positive relationship $r = .307$ at $p < .05$ between the two variables. It means positive significant relationship exists between job performance and employee wellbeing.

Table

Relationship between job performance and organizational support and its second dimension Failer truest

Variables	N	r-value	Sig.
Failer truest and job performance	250	.385	.000

Table shows the results of Pearson Product moment correlation test which was performed to identify the relationship between job performance and employee failer truest. The second dimension of failer truest

was showed moderate positive correlation with job performance. The *r*- value shows that there was weak positive relationship $r = .385$ at $p < .05$ between the two variables. It means positive significant relationship exists between job performance and failer truest.

Table

Relationship between job performance and organizational support and its third dimension Risk taking

Variables	N	r-value	Sig.
Risk taking and job performance	250	.258	.000

Table shows the results of Pearson Product moment correlation test which was performed to identify the relationship between job performance and employee Risk taking. The third dimension of Risk taking was showed weak positive correlation with job performance. The *r*- value shows that there was weak positive relationship $r = .258$ at $p < .05$ between the two variables. It means positive significant relationship exists between job performance and Risk taking

Table

Relationship between job performance and organizational support and its fourth dimension job satisfaction

Variables	N	r-value	Sig.
Job performance and Job satisfaction	250	.235	.000

Table shows the results of Pearson Product moment correlation test which was performed to identify the relationship between job performance and Job satisfaction. The third dimension of Job satisfaction was showed weak positive correlation with job performance. The *r*- value shows that there was weak positive relationship $r = .235$ at $p < .05$ between the two variables. It means positive significant relationship exists between job performance and Job satisfaction

Table

Relationship between job performance and organizational support

Variables	N	r-value	Sig.
	250	.462	.000

Table shows the results of Pearson Product moment correlation test which was performed to identify the relationship between job performance and organizational support. Study was showed moderate positive correlation with organizational support and job performance. The *r*- value shows that there was moderate positive relationship $r = .235$ at $p < .05$ between the two variables. It means positive significant relationship exists between job performance and organizational support.

Discussion & Conclusion

Organizational support has a significant impact on teacher performance. The factor fairness in organizational support has a substantial positive connection with power of expression, while organizational reward and job conditions have a strong relation with power of expression but no relationship with supervisor's support. The factor fairness (organizational support) is related to the factor knowledge creation of teacher performance in a positive way. On the other hand, the factor understanding of work of teachers' performance is significantly correlated with supervisor support, organizational reward, and job conditions.

Similarly, it was determined that factor fairness and supervisor support have no relationship with analytical ability, whereas organizational reward and job conditions have a significant relationship with analytical ability. Similarly, fairness in organizational support is related to supervision and guidance, while supervisor support, organizational reward, and job conditions are all related to the factor supervision and guidance of teachers' performance. The fairness factor of organizational support has an association with decision-making ability, whereas supervisor support, organizational rewards, and job condition have a significant association with decision-making ability. It was concluded that fairness has a relationship with work output, whereas supervisor support, organizational reward, and job conditions have a significant relationship with the factor work output of teachers' performance. The researchers recommended that the organization support teachers in order to be fair in appraisal, job assessment, promotions, supervisory support, rewards, and job satisfaction in order to improve teachers' performance.

Further research in these areas of restriction can be conducted to confirm the findings of this study and to add empirical knowledge about the factors that can influence teacher performance through

organizational support. The following are some ideas for future research: Although the study found a direct link between various organizational culture and support system components and teacher performance, the relative strength of the connections could not be determined. In determining organizational commitment, how strong is principal instructional leadership practice compared to organizational culture? Furthermore, future research that employs a quantitative or mixed method study may reveal the interactive effect between teacher productivity and strategic culture to determine whether or not there is a causal relationship.

Secondary school districts should include dimensions of organizational leadership practices in teacher training programs such as promoting shared organizational mission, vision, and goals, fostering positive school climate, and effective management of school instructional programs. Such training programs should also emphasize the importance of a collaborative culture and teacher leadership support. Again, the need to remind teachers that their leadership practices in these areas do influence teacher performance is central to this.

The ability of organisational administration to include teachers in the process of creating mission and vision statements increased organisational commitment and buy-in from teachers. As a result, it is recommended that teachers be involved in the process of developing their secondary school's mission/vision/goals, as well as in periodic review of the same, so that new teachers can participate and feel a sense of ownership.

The third recommendation is for secondary school administrators to advantageously promote and foster a culture of support, collaboration, and teamwork at their institutions. Principals have a significant influence on school culture (Hofstede, 1983; Sahin, 2011b) and can be helpful in actively engaging staff individuals in the process of promoting this type of culture at the school. Educators who collaborate have numerous opportunities to share and expand their knowledge, as well as develop a positive attitude as a result of their experience (Hartigan, 2014). In educational settings, a culture that emphasises the value of care, assistance, collaboration, and teamwork may motivate teachers to dedicate to their school's organisational goals.

The fourth recommendation is that teachers be given opportunities to assess their principals' level of support as well as the prevalent school culture in their schools. Individuals serving as principals should understand that their dominant leadership style is directly related to organizational commitment and teacher performance.

Recommendations

Based on the result of the study given were the recommendation of the study:

1. Based on these quantitative findings there should be future study by using mixed method design.
2. In order to attain more contextual results there should be a grounded theory approach.
3. There should be an organizational policy regarding perceived organisational support.
4. Teachers should be encouraged for getting organizational benefits.
5. The school education department must ensure the organizational structure. And a healthy organizational climate must be offered to all teachers of the school.
6. There must be new indicators of perceived organizational support included in the scale and tested using factor analysis.

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