

## IMPACT OF PERCEIVED ORGANIZATIONAL SUPPORT ON UNIVERSITY TEACHERS' EFFECTIVENESS

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### ABSTRACT

*This study aimed to explore the impact of perceived organizational support (POS) on university teachers' effectiveness, which is considered as an important phenomenon for the development of employee's well-being at work. Effectiveness was measured from the of teachers' motivation based on self-determination theory. Data was collected through questionnaire from 429 teachers from public & private universities of Pakistan. Random sampling technique was used. The collected data were analyzed through SPSS-23 using linear regression analysis. Results indicated that POS has significant and positive impact on university teachers' effectiveness. Implications for management educational practice and limitations of the study are discussed.*

**Keywords:** Perceived Organization Teachers Motivation, University teachers, Peshawar, Kyber Pakhtukhwa, and Pakistan.

### 1. INTRODUCTION

One of the most important factors to make a difference under the working conditions of the educational environment is a committed, productive, highly motivated and innovative human resource in educational world. With the increase demand of education, there is a need for organizations to address the motivational aspect of employees. The success, survival and competing power of organizations depend on the motivated members, supporting their individual developments and ensure their participations. The purpose of this study is to gain a better understanding of the impact of perceived organizational commitment on university teachers' effectiveness of Khyber Pakhtunkhwa, Pakistan. Perceived organizational support (POS), refers to the degree to which employees believe their work organization values their contributions and cares about their wellbeing (Eisenberger et al. 1986; Rhoades and Eisenberger 2002). Organizational support also invokes social exchange theory according to which Perceived Organization Support should elicit the norm of reciprocity (social exchange theory Blau, 1964), leading to a felt obligation to help the organization, as well as the expectation that increased teachers' motivation on behalf of the university. Employees use their judgments of perceived organizational support to estimate their effort-outcome expectancy & motivated to do better. The demonstrations of gratitude weather it is moral or tangible promote the development of feelings of approval, esteem and affiliation towards the organization.

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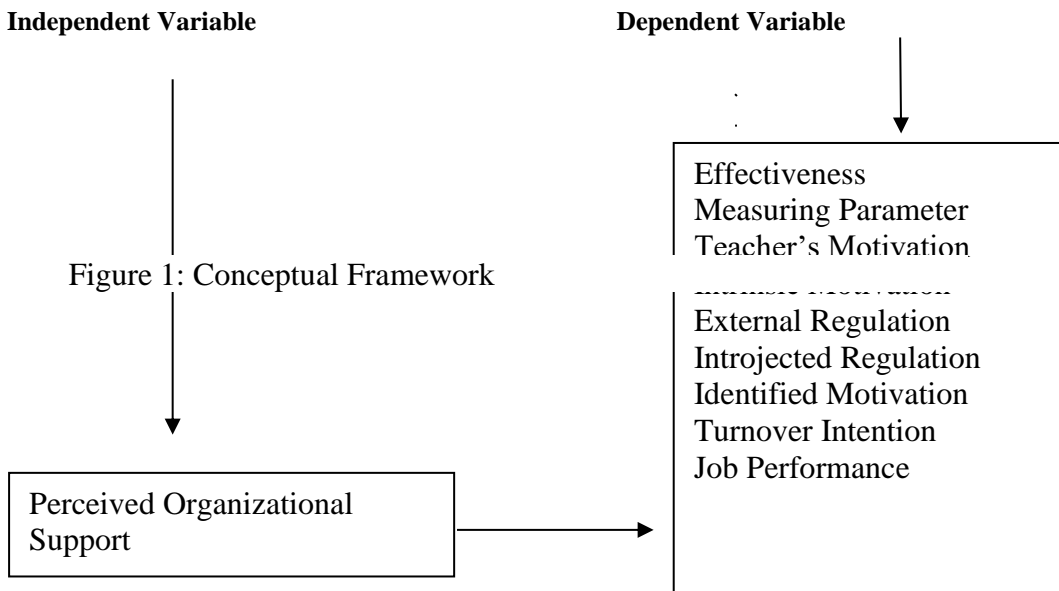
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As twenty years ago (Ryan & Deci, 2000), defined extrinsic & intrinsic motivation. Different work was done on the field rapidly and these two major types of motivation has become the area of interest of researcher's, particularly within the framework of self-determination theory (SDT; Ryan & Deci, 2017), a comprehensive theory of wellness & human development, including a solid implication in the field of education. Self-Determinant theory has the central part of behavioristic approaches, which try to control & shape motivation from external, Inherent motivational inclinations of humans for learning and growing is the major concern of STD, and how they might be properly supported. In this brief review of POS grounded from SDT, we discuss the current nature of the study, its practical utility, and its future directions both as a framework for social science to increase POS to motivate teacher to do in an efficient way, and tried to laid a solid foundation for policies and practice in education of 21 century.

**1.2 Problem Statement & Rational**

Limited research is found on POS in organization structure in Pakistani context that why the researchers tried to conduct this to strength the literature regarding perceived organization support. Thereof, proceeding from pas researches done on POS, the present study aimed to discover the impact of POS (Eisgenberger, 1986) on university teaches' effectiveness from the perspective of their motivational level based on self-determinant theory (Ryan & Deci, 2000). Assumed conceptual model is give bellow.

**Conceptual Frame Work**



The main objectives of this study are given below

- a) To find out impact of organizational support on the effectiveness of universities Teachers.
- b) To determine impact of organizational support on teachers' motivation
- c) To examines impact of organizational support on teachers' intrinsic motivation
- d) To examines impact of organizational support on teachers' external regulation motivation
- e) To examines impact of organizational support on teachers' introjected regulation
- f) To examines impact of organizational support on teachers' identified regulation
- g) To find out significant difference between public & private university teacher regarding teacher's' motivation.

### 1.3 Hypotheses

H<sup>1</sup> There is significant impact of perceived organizational support on teachers' motivation

H<sup>2</sup> There is significant impact of perceived organizational support on teachers' intrinsic motivation

H<sup>3</sup> There is significant impact of perceived organizational support on external regulation

H<sup>4</sup> There is significant impact of perceived organizational support on teachers' introjected regulation

H<sup>5</sup> There is significant impact of perceived organizational support on teachers' identified regulation

H<sup>6</sup> There is significant difference between public & private university teacher regarding teacher's' motivation.

## 2 METHODOLOGY

The study is descriptive in nature. Quantitative design was followed using 5-point scale. The population of this research included public & private sector university teachers (2146). Study was being done on university teachers in Khyber Pakhtunkhwa. All public & private universities of District Peshawar, District Charsada, District Mardan, District Sawabi & district Noshehra constitutes the population. Sample of the study was comprised of 500 respondents (teachers). Data was collected through random sampling technique. Participants were contacted directly and adapted questionnaires were distributed accordingly among them. Participants were given ample time to fill the Questionnaire. About 500 Questionnaires were distributed among faculty members. The Questionnaire contains 37 items. 50 university teachers were selected for pilot study. The purpose of pilot study and modification of the questionnaires was to check the reliability and validity of data and if found any confusion might be removed (Cohen, L., Manion, L., & Morrison, K. 2017). Pilot testing is done in order to be ready for any type of criticisms from responders and further recommendations from experts (In, J.,2017). Data from all the respondents were gathered and analyzed through SPSS-23 using linear regression analysis.

### 3 Results

The data obtained were checked using linear regression statistics to check the association between perceived organizational support and teachers' motivation and are given below.

#### 3.1 Regression Statistics for POS and TM

**Table3.1; Model Summary of Regression for POS & TM**

Regression for POS and TM	
R	.789 <sup>a</sup>
R <sup>2</sup>	.622
Adj.R <sup>2</sup>	.621
Std. Error	.915
Sig. Value	.000

Predictors (Constant): POS

In the above table, 3.1 that the explanatory variable (POS) explains 62.2 % variation in teacher's motivation (DV), as denoted by the R<sup>2</sup> value. This variation is significant, as determined by the P-value of <0.001.

**Table 3.2; Model Summary of ANOVA Statistic for POS and TM**

ANOVA Model			
	Regression	Residual	total
Square Sums	266.216	161.781	428.000
Df	1	427	428
Mean Square	266.216	.379	
F	702.627		
Sig	.000 <sup>b</sup>		

DV: TM

Predictor (Constant): POS

The result of ANOVA statistics of POS & TM outlining in the above table, 3.2 that the model is statistically significant as denoted by F value of 702.267 with P- value of < 0.001.

**Table3.3; Model Summary of Coefficient Statistics Statistic for POS and TM**

Coeffect statistic Model	
	POS
Unstandardized Beta	1.488
Standard Error	.056
T-value	26.571
Sig. Value	.000

DV: Teacher Motivation

Evident from the values of un-standard beta (1.488), T-value (26.571) and, P-value

(<0.001), shows (table, 3.3) that positive change in teacher's motivation might bring by POS. Therefore, a positive and significant impact of perceived organizational support (POS) on teachers' motivation is observed by the researcher.

### 3.2; Regression Statistics for POS and Int Motivation

**Table 3.4; Model Summary of Regression for POS & Int M**

Regression for POS and Int M	
R	.604 <sup>a</sup>
R <sup>2</sup>	.365
Adj.R <sup>2</sup>	.363
Std. Error	.798
Sig. Value	.000

Predictor (Constant): POS

In the above table, 3.4 that the explanatory variable (POS) explains 36.5 % variation in teacher's intrinsic motivation (DV), as denoted by the R<sup>2</sup> value. This variation is significant, as determined by the P-value of <0.001.

**Table 3.5; Model Summary of ANOVA Statistic for POS and Int M**

ANOVA Model			
	Regression	Residual	total
Square Sums	155.289	270.711	426.000
Df	1	427	428
Mean Square	155.289	.637	
F	243.795		
Sig	.000 <sup>b</sup>		

DV: Int M

Predictor (Constant): POS

The result of ANOVA statistics of POS & Int M outlining by table, 3.5 that the model is statistically significant as denoted by F value of 243.795 with P- value of < 0.001.

**Table 3.6; Model Summary of Coefficient Statistics Statistic for POS and Int M**

Coeffect statistic Model	
	POS
Unstandardized Beta	0.604
Standard Error	0.039
T-value	15.487
Sig. Value	0.000

DV: Intrinsic Motivation

Evident from the values of un-standard beta (.604), T-value (15.487) and, P-value (<0.001), shows that positive change in teacher's intrinsic motivation might bring by POS. Therefore, a positive and significant impact of perceived organizational support (POS) on teachers' intrinsic motivation is observed in this study.

### 3.3 Regression Statistics for POS and Ext R

**Table 3.7 Model Summary of Regression for POS & Ext R**

Regression for POS and Ext R	
R	0.341 <sup>a</sup>
R <sup>2</sup>	0.186
Adj.R <sup>2</sup>	0.185
Std. Error	1.000
Sig. Value	0.000

Predictors (Constant): POS

In the above table (3.7) explains that the explanatory variable (POS) explains 18.6 % variation in teacher's external regulation (DV), as denoted by the R<sup>2</sup> value. This variation is significant, as determined by the P-value of <0.001.

**Table 3.8; Model Summary of ANOVA Statistic for POS and Ext R**

ANOVA Model			
	Regression	Residual	total
Square Sums	8.898	419.103	428.000
Df	1	427	428
Mean Square	8.898	0.982	
F	9.066		
Sig	0.000 <sup>b</sup>		

DV: Ext R

Predictor (Constant): POS

Table 3.8, shows the result of ANOVA statistics of POS & Ext R & outlining that the model is statistically significant as denoted by F value of 9.066 with P- value of < 0.001.

**Table3.9; Model summary of Coefficient Statistics Statistic for POS and Ext R**

Coeffect Statistic Model	
	POS
Unstandardized Beta	0.564
Standard Error	0.048
T-value	11.75
Sig. Value	0.000

DV: External Regulation

In the above table 3.9, evident from the values of un-standard beta (0.564), T-value (11.75) and, P-value (<0.001), shows that positive change in teacher's external regulation might bring by POS. Therefore, a positive and significant impact of perceived organizational support (POS) on teachers' external regulation is observed by the researcher.

### 3.4 Regression Statistics for Perceived Organizational Support and Intro Regulation

**Table 3.10; Model summary of regression for POS & Intro R**

Regression for POS and Intro R	
R	0.543 <sup>a</sup>
R <sup>2</sup>	0.295
Adj.R <sup>2</sup>	0.295
Std. Error	0.988
Sig. Value	0.000

Predictors (Constant): POS

The above table 3.10, explains that the explanatory variable (POS) explains 29.5 % variation in teacher's introjected regulation (DV), as denoted by the R<sup>2</sup> value. This variation is significant, as determined by the P-value of <0.001.

**Table 3.11; Model Summary of ANOVA Statistic for Perceived Organizational Support and Introjected Regulation**

ANOVA Model			
	Regression	Residual	total
Square Sums	10.988	417.012	428.000
Df	1	427	428
Mean Square	10.988	.977	
F	11.251		
Sig	.001 <sup>b</sup>		

DV: Intro R

Predictor (Constant): POS

Table 3.11, shows the result of ANOVA statistics of POS & Introjected Regulation outlining that the model is statistically significant as denoted by F value of 11.251 with P- value of < 0.001.

**Table 3.12; Model Summary of Coefficient Statistics Statistic for Perceived Organizational Support and Introjected Regulation**

Coeffect Statistic Model	
	POS
Unstandardized Beta	0.586
Standard Error	0.039
T-value	15.025
Sig. Value	0.000

DV: Introjected Regulation

In the above table 3.12, evident from the values of un-standard beta (0.586), T-value (15.025) and, P-value (<0.001), shows that positive change in teacher's

introyected regulation might bring by POS. Therefore, a positive and significant impact of perceived organizational support (POS) on teachers' introyected regulation is observed by the researcher.

### 3.5; Regression Statistics for Perceived Organizational Support and Identified Regulation

**Table 3.13; Model summary of regression for Perceived Organizational Support and Identified Regulation**

Regression for POS and Ident R	
R	.586 <sup>a</sup>
R <sup>2</sup>	.344
Adj.R <sup>2</sup>	.342
Std. Error	.811
Sig. Value	.000

Predictors (Constant): POS

The above table 3.13, explains that the explanatory variable (POS) explains 34.4 % variation in teacher's identified R (DV), as denoted by the R<sup>2</sup> value. This variation is significant, as determined by the P-value of <0.001.

**Table 3.14; Model summary of ANOVA Statistic for Perceived Organizational Support and Identified Regulation**

ANOVA Model			
	Regression	Residual	Total
Square Sums	146.354	279.646	426.000
Df	1	427	428
Mean Square	146.354	0.658	
F	222.425		
Sig	0.000 <sup>b</sup>		

DV: Ident R

Predictor (Constant): POS

Table 3.14, shows the result of ANOVA statistics of POS & Identified Regulation outlining that the model is statistically significant as denoted by F value of 222.425 with P- value of < 0.001.

**Table 3.15; Model summary of Coefficient Statistics Statistic for Perceived Organizational Support and Identified Regulation**

Coeffect Statistic Model	
	POS
Unstandardized Beta	0.586
Standard Error	0.039



T-value	15.025
Sig. Value	0.000

DV: Identified Regulation

In the above table 3.15, evident from the values of un-standard beta (.586), T-value (15.025) and, P-value (<0.001), shows that positive change in teacher's identified regulation might bring by POS at universities. Therefore, a positive and significant impact of perceived organizational support (POS) on teachers' identified regulation is observed by the researcher in the current study.

### 3.6 Independent Sample Test Results

In this section the researcher make effort to examine whether there is significant difference between public and private faculty member with reference to teacher motivation.

**Table 3.16; Comparison between public and private teacher's regarding teacher's Motivation (TM)**

Significant differences between public and private university teacher's regarding teacher's motivation.

University	N	Mean	Mean Diff	SD	Sig.	T-value
Public	249	3.12	0.25	.765	.056	2.967
Private	180	2.89	0.36	1.098		2.43

Note: \*p > 0.001

Meanwhile, it is also observed by the researcher from the result of the independent sample t-test (Table 3.16) which signifies that with reference to the public & private sector universities no significant difference is found (p-value = 0.056). However, the p-value is trending towards significance. It may be imparted that the level of motivation for public sector teachers was comparing high.

### SUMMARY

These analyses provide evidence that Perceived Organizational Support has positive and significant impact on university teachers' motivation and based on statistical evidence it was found that for constructive mechanism may use by the universities to strength teachers' effectiveness at work. Less difference was found by the authors in public and private university teachers' motivation as a result of POS. The results also support that Perceived Organizational Support is related to teachers' level of motivation through social exchange and norm of reciprocity.

### DISCUSSION

The main purpose of the present study was to advance understanding about an indicator of well-being at work, such as teachers' motivation is perceived as crucial aspect for smooth running of the organization. But the question arises here that how cane be motivated teacher at work, thereof research proved that POS is one of the central indicators to upraise TM for better performance. Perceived organizational support was

proved to be related significantly to teacher motivation. The study result is consistent with the latest study of Ompok, C. C., & Teo, L. (2021), who stated that basic lack of facilities and infrastructure are the factor which may affect teaching effectiveness thus organization must support the teacher in this case. Teacher motivation is the product of many inter-related features. Some teachers are always more motivated and some are less motivated. Motivation varies between the teachers because of different background and environmental factors (POS). University teachers have the desire to be effective, explore new ideas and try to involve in professional task if they find the pleasant working setup. As known by all, people are always active by nature and try to bring good changes in the environment in order to be successful. Somehow, if the individual is not parallel with the environment, he or she will be hindered from achieving success and be less motivated which will reduce their job effectiveness. Further, as noted by Dzubay, D. (2001), motivation cannot be controlled or commanded into being. Motivation is a complex human dynamic that might inspire the being to do good and more. The study revealed that perceived organizational support has significant relationship on teacher motivation. Furthermore, significant difference was also found by the researcher and observed that public university teacher is more motivated to the work instead of private sectors. Perhaps, the reason may be organizational support (supervisors support, fairness, justice, job security & recognition etc.) in examined universities in Pakistan. Similarly, Eldahamsheh, Dahamsheh, Alsalaiteh, & Jaradat (2021), reported better motivation in public sector due to high intrinsic motivation. This means perceived organizational support is crucial to maintain or strengthen the university teacher's motivation. Reduction in perceived organizational support will contribute to the reduction of the teacher personal motivation. Continuous and deliberate support from the educational management will strengthen teachers' motivation. As Eisenberger et al., (1986), once the organization or employer fulfilled the employee expectation that their organization are concern and value their contribution; the employees will be motivated to perform their assigned task more effectively.

## CONCLUSION

Predictions based on perceived organization support processes involving social exchange, were generally successful in accounting for contributions of fairness, quality teaching, work performance and working conditions in term of their employee's teacher motivation to POS, as well as the relationship of POS with employees' positive orientation toward the organizations, subjective well-being, and behaviors helpful to the organization. Taken as a whole, the results suggest that POS plays a central role in the employee-organization relationship (Makanjee, Hartzel, & Uys, I. L. 2006) and has important implications for improving employees' well-being and favorable orientation toward the organization.

## RECOMMENDATIONS

Teachers' motivation may be assessed through high level of work engagement and intrinsic motivation. In order to make positive point of view of the teachers regarding the organizational effectiveness, incentive like promotion, health care or residential

benefits, increments in the form of tangible benefits and prestige, recognition, value and respect in the form of intangible benefits should be given. Through these strategies teachers' motivational level (intrinsic & extrinsic) can be enhanced.

Accordingly, the employer must show positive reaction towards the teachers' full involvement and good affairs. Actually, reinforcing and strengthening the desirable behaviors of teachers at work is definitely achieved by the way of stimulating the feelings of curiosity, showing them way forward, as well as provision of autonomy.

However, some time it happens that repeated task may cause of boredom, demotivation and a lack of enthusiasm. Thus, it is requisite for universities to maintain the interest & curiosity of teachers by giving creative & innovative task, appropriate management style, effective communication at all levels, sufficient training agendas, opportunities for growth, advance feedback system, and variability in task for good results. Therefore, it may be said that organization's vision, mission and daily practices is directly affluence by teachers' motivation which is affected by variety of factors at job. Nevertheless, motivation of teachers might be foster with the blend of both spiritual & physical stimulation.

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