Perceived Organizational Support and its Relationship with Institutional Commitment; Evidence from Higher Education Academic Staff

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Abstract: The objective of this study is to investigate the relationship between perceived organizational support and organizational commitment of teachers who are working in educational institutes of Pakistan and teaching intermediate or degree classes. The sample size of this study was 232 teachers from different degree colleges of Pakistan. A self administered questionnaire has been used as data collection technique. It consisted two main parts: first part was related to perceive organizational support and second main part related to organizational commitment which was also divided in four sub parts (Commitment to teaching profession, Commitment to teaching, Commitment to team work, commitment to institutes). Pearson's co-relation coefficient test was used for analyzing the relationship between variables through SPSS 16.0. Results exposed that association between organizational commitment of employees and perceived organizational support is positive. The policy implications for managers are also discussed.

Key words: Perceived Organizational Support · Commitment to teaching profession · Commitment to teaching · Commitment to team work · Commitment to institutes · Higher Education

INTRODUCTION

Due to public awareness organizational structure was converted from bureaucratic to supportive which [1] creates supportive and cooperative environment. The reason is that organizations emphasized on central team work and left hierarchal structure. So employees tend to work inter-dependent for achieving organizational goals [2]. [3] suggested that employees' positive perception regarding support from higher authorities make them bound to fulfill the objectives of their organizations. Supportive administrative policies are attractive and competitive in hiring skilled and valuable workers. Organizational leaders recommend skilled workers those are supportive for competitive advantage [4, 5, 6].

The current study has also been designed to re-explore whether relationship between perceived organizational supports and organizational commitment exists or not in Pakistan higher educational sector? This study will be a significant contribution for higher educational institutes of Pakistan specifically and helpful making policies. The objective of this study is to solve the problems of organizational commitment of employees considering the perceived organizational support as an important contributor.

Literature Review: Different studies showed that Perceived Organizational Support (POS) brings large outcomes for organization. [7] and [8] suggested positive relationship between POS and commitment of employees with organization. According to Shore's finding organizational support is positively associated with effective commitment and job involvement and little relationship with continuous commitment.

Social exchange theory suggested that employment is exchange of loyalty and efforts with monetary and social rewards [9]. POS creates obligations for employees about the welfare of organizations. Researcher reveled that high level of POS for employees leads to more commitment with organization and more satisfy from job [10]. Social support theory suggested positive relation between POS and employees behavior. POS creates sense of obligation individually to repay their obligations to the organizations [11, 12].

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Both theories (Social exchange and Social support) suggested that favorable behavior of employees, sense of belonging with feeling of obligation and welfare about the organizations are outcomes by providing organizational support.

Owing to globalization, business has been completely changed. It is promoting the highly competitive environment among the multinational companies (MNCs) [13, 14]. To survive in such environment and to get success in their business it requires for MNCs and to change them according to this environment and meet the requirements, like operations and activities in which the employee's perform. Adequate support is requisite for effective performance at the work place for the employees [15]. POS is at which extent employees believe about their organization that their contribution having values and care about well being. POS brings desire results on employees' performance and well being [16].

[17] Checked the relationship of POS with affective commitment (AC) and performance of employees, collected the data from hourly employees (n=422) and managerial level employees (n=109). In their study they found, that when higher level of support is provided to the employees then in return employees show the greater affective attachment with the organization and their performance.

[18] in their research POS worked as a mediated role in the relationship between favorable work experience and AC (affective commitment). For this study they collected the data from university records through random sampling. Their respondents were 438 alumni. The ages of respondents were 25 years to 60 years. The university was located in Eastern States. In this research they found, POS played a mediated role between the relationship favorable work experience and AC. POS relates positively with AC by mediated with organizational reward, supervisor reward and procedural justice. In their second study they found the direction of the association between POS and AC. They collected the data for this study from employees who were working for electronic and appliance sales organizations located in Northern United States. For this purpose they collected data from two samples, two years sample (n=333) and three years sample (n=266). They found that POS and AC are closely related with each other and also proved their study that POS leads to AC. In their third study they examined relationship between employee's voluntary turnover and POS. In this regard they collected the data from two different organizations i.e. (retail sales organization and poultry and feed

processing plant). For examining this relationship they used hierarchical logistic regression. They found that POS and turnover intentions have negative relationship between them through AC. These studies suggested that POS and favorable work experience operating in organization, increases AC and decreases turnover intentions.

According to [19] Force that binds an individual to a course of action of relevance to one or more target is called OC. Commitment is "psychological attachment" [20] or "psychological bound" [21]. In education, commitment of teachers with institutes and with students play important role in nation building. [22] Suggested that commitment is crucial factor which influence the efforts of teachers and performance of the students. In teachers commitment involved commitment with institute, with students, with continuous carriers, with professional knowledge and with their field [23]. Researcher described that teacher's commitment is important factor which influenced the success of the educators.

According to [24] teacher's commitment measured with four dimensions including commitment to profession, commitment to teaching, commitment to work-team and commitment to school/institute. World admits quality of education is attached with quality of teachers. Quality teachers provided quality education to students. For an efficient and quality teacher needs improvement in their profession. This improvement can bring through different ways like provision of training at different stages and efficient recruitment [25, 26, 27]. [28] suggested that characteristics of teacher as their personality, their techniques, their tools, their strategies and practices brings better results of overall performance of organization. [29] Conducted a study and collected data from 367 managers and employees. They examined relation between OC and outcome of motivation, performance of job and wish to quite the organization. Researcher reveled that OC was strong forecaster of these areas. [30] Examined relationship between teacher commitment with institutes, their empowerment, commitment with profession and institutional citizenship behavior. Researcher suggested that status, self-efficacy and professional growth are predictor of professional and organizational commitment.

[31] Examines the problem of organizational commitment in NSW police service in institutional context. For this study they used the questionnaire and sent it to the eligible staff to the police service. HRM (hierarchal multiple regression) is used for analysis. Through HRM
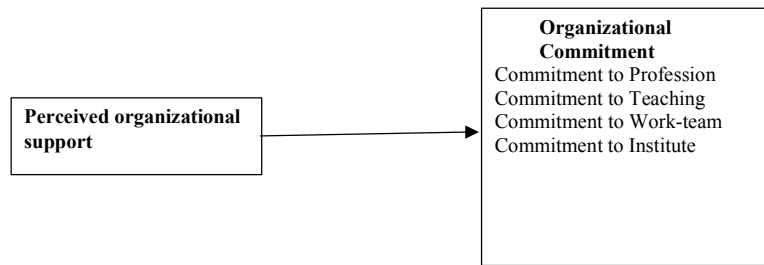
Fig. 2.1: Research Model

analysis it is found that higher level of POS predict significantly higher level of affirmative commitment within NWS police service. Lower level of POS predicts lower level of organizational commitment. In their study higher level of POS estimated significantly higher level of NC (normative commitment) and AC (affirmative commitment). Their study also showed that perceived organizational support did not significantly estimate the CC (continuous commitment). Therefore higher level of organizational support will strengthen the employee commitment with the organization.

On the base of social exchange theory POS is social exchange between employee and employer, employer requires organizational commitments, loyalties and their efforts. In exchange employees needed social reward and material commodities [32]. [33] Suggests that every person has reciprocity values and norms in their relationship. It is very common for the employer that they value their employees due to their contribution and loyalty with the organization. Employees who are committed at their work place they show high performance, reduced in absenteeism and low rate of quitting job [34, 35, 36].

Researchers discussed that support of organization was the important factor which increased the performance of employees with the help of neutralizing stressor [37]. According to [38] POS changes the employee's actions about the organization; POS include true and fair reaction about the employee's illness, performance, their mistakes, fair salary and give the favorable environment for doing their job. POS raises the expectancy of employees as well as affective attachment and less absenteeism because employees know that they will receive great reward after meeting the organizational goals. Organizational commitment and absenteeism is the result of social exchange process, without exchanging negatively co-related with them and not brings the desired results for organization. [39] Found the relationship between perceived organizational support and dimensions of commitment (Affective, Continuous and Normative).

They collected the data from HR and G manager from five star and chain hotel of Bodrum, Turkey. In their research they used liner regression and mediating technique for analyzing their data. They found positive relationship of POS with all dimensions of commitment.

MATERIALS AND METHODS

Correlation study is used for this research to assess the association between POS and OC. Correlation study is conducted in the natural environment with minimal researcher influence with normal routine at workplace. Data has been collected using questionnaire without changing the environment of the organization. Co-relational study is done in the non-contrived setting in the natural environment within organization. Individuals are used as unit of analysis for investigation the relationship between independent and dependent variables. Cross-sectional study (one shot) conducted in this study because data collected from individual just once over a period of time.

All the teachers who are currently teaching in different government colleges and are responsible to teach Intermediate, Bachelor and Master degree classes selected as population of this study. The respondents who were readily available and willing to provide data selected as sample and 300 questionnaires were distributed. Teachers returned 240 (80% response rate) questionnaires out of 300 with 232 were useable and 8 responses were rejected due to improper filling. Teacher response is measured on 5 point Liker type scales (Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, strongly Disagree=5). POS has been measured using 8 items by adopting questionnaire of [40]. In this study survey the word "supervisor" is used instead of "manger". According to [41] Force that binds an individual to a course of action of relevance to one or more target is called OC. OC were measured with 27 items. In this study four dimensions were used to measuring OC.

These are: Commitment to Profession, Commitment to Teaching Commitment to Team-work and Commitment to School [42]. Word "institute" is used in place of "school". Perceived organizational support is independent variable and organizational commitment is dependent variables.

RESULTS

The results are presented in the following section.

Perceived Organizational Support: Table 4.1 showed response of respondents regarding perceived organizational support which showed that 24.6% respondents were agreed and 48.7% disagreed about this statement that "My supervisor does not care for me at all" (Q1 in questionnaire) while 26.7% were neutral in their respond.26.8% respondents were agreed and 48.7% disagreed about this statement that "Even if I do my best, my supervisor does not pay attention to me" (Question 2 in questionnaire) while 24.6% were neutral in their respond.52.6% respondents were agreed and 16.0% disagreed about this statement that "My supervisor cares for my job satisfaction" (Question 3 in questionnaire) while 31.5% were neutral in their respond.28.1% respondents were agreed and 43.1% disagreed about this statement that "My supervisor ignores all my complaints" (Question 4 in questionnaire) while 28.9% were neutral in their respond.

23.7% respondents were agreed and 48.3% disagreed about this statement that "My supervisor does not appreciate my actions at all" (Question 5 in questionnaire) while 28.0% were neutral in their respond.64.6% respondents were agreed and 9.1% disagreed about this statement that "My supervisor cares for my contribution to institute" (Question 6 in questionnaire) while 26.3% were neutral in their respond.60.4% respondents were agreed and 9.0% disagreed about this statement that "My institute supervisor is really interested in my well being" (Question 7 in questionnaire) while 30.6% were neutral in their respond.60.4% respondents were agreed and 8.2% disagreed about this statement that "My supervisor is proud of my accomplishments" (Question 8 in questionnaire) while 31.5% were neutral in their respond.

Organizational Commitment: T.4.2 showed response of respondents regarding first dimension "Commitment to teaching profession" of organizational commitment.4.5% respondents were disagreed and 91.1% agreed with this statement that "I'm proud to tell other that I work as a teacher" (Question 9 in questionnaire) while 3.4% respondents were neutral in their respond.4.3% respondents were disagreed and 87.1% agreed with this statement that "Teaching is ideal job for me" (Question 10 in questionnaire) while 8.6% respondents were neutral in their respond. In the response of "I want to get an important position in teaching"(Question 11 in questionnaire) 91.4% respondents were agreed and 2.2% disagreed while 6.5% were neutral in their respond.

Table 4.2 showed 65.1% respondents were agreed and 9.9% disagreed about this statement that "I can continue teaching even if I do not have to work for a living" (Question 12 in questionnaire) while 25% were neutral in their respond.88% respondents were agreed and 5.6% disagreed about this statement that "Teaching values are superior to other work values"(Question 13 in questionnaire) while 6.5% were neutral in their respond.81.5% respondents were agreed and 4.8% disagreed about this statement that "Choosing teaching as a profession was the best decision I made in my life"(Question 14 in questionnaire) while 13.8% were neutral in their respond.

Table 4.3 showed response of respondents regarding second dimension "Commitment to teaching" of organizational commitment. 68.5% respondents were agreed and 13.3% disagreed about this statement that "Ispend time for my students outside class hours" (Question 15 in questionnaire) while 18.1% were neutral in their respond.79.3% respondents were agreed and 6.5% disagreed about this statement that "Iput additional effort to make my less successful learners more successful"(Question 16 in questionnaire) while 14.2% were neutral in their respond.47.4% respondents were agreed and 22.9% disagreed about this statement that "I try to learn about my student's family life"(Question 17 in questionnaire) while 29.7% were neutral in their respond.

Table 4.3 showed 90.5% respondents were agreed and 3.4% disagreed about this statement that "I try to do my best at institute by putting my best effort for teaching"(Question 18 in questionnaire) while 6.0% were neutral in their respond.72.8% respondents were agreed and 11.2% disagreed about this statement that "I do not need any other force to be punctual for class hours"(Question 19 in questionnaire) while 15.9% were neutral in their respond.90.5% respondents were agreed and 1.7% disagreed about this statement that "I do not need any other force to be punctual for class hours" (Question 20 in questionnaire) while 7.8% were neutral in

Table 4.1: Perceived Organizational Support

	Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
S.D	53	22.8	44	19.00	9	3.90	33	14.20	35	15.10	2	.90	4	1.70	4	1.70
D	60	25.9	69	29.70	28	12.10	67	28.90	77	33.20	19	8.20	17	7.30	15	6.50
N	62	26.7	57	24.60	73	31.50	67	28.90	65	28.00	61	26.30	71	30.60	73	31.50
A	39	16.8	44	19.00	81	34.90	44	19.00	43	18.50	117	50.40	93	40.10	96	41.40
S.A	18	7.8	18	7.80	41	17.70	21	9.10	12	5.20	33	14.20	47	20.30	44	19.00

F=Frequency, %= Frequency in percentage S.D=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, S.A=Strongly Agree

Table 4.2: Commitment to Teaching Profession

	Q9		Q10		Q11		Q12		Q13		Q14	
	F	%	F	%	F	%	F	%	F	%	F	%
S.D	5	2.2	2	.9	3	1.3	8	3.4	3	1.3	2	.9
D	3	1.3	8	3.4	2	.9	15	6.5	10	4.3	9	3.9
N	8	3.4	20	8.6	15	6.5	58	25.0	15	6.5	32	13.8
A	51	22.0	65	28.0	63	27.2	81	34.9	83	35.8	87	37.5
S.A	165	71.1	137	59.1	149	64.2	70	30.2	121	52.2	102	44.0

F=Frequency, %= Frequency in percentage S.D=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, S.A=Strongly Agree

Table 4.3: Commitment to Teaching

	Q15		Q16		Q17		Q18		Q19		Q20		Q21	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
S.D	8	3.4	5	2.2	25	10.8	4	1.7	8	3.4	1	.4	4	1.7
D	23	9.9	10	4.3	28	12.1	4	1.7	18	7.8	3	1.3	10	4.3
N	42	18.1	33	14.2	69	29.7	14	6.0	37	15.9	18	7.8	46	19.8
A	103	44.4	101	43.5	81	34.9	93	40.1	81	34.9	93	40.1	105	45.3
S.A	56	24.1	83	35.8	29	12.5	117	50.4	88	37.9	117	50.4	67	28.9

F=Frequency, %= Frequency in percentage S.D=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, S.A=Strongly Agree

Table 4.4: Commitment to Team Work

	Q22		Q23		Q24		Q25		Q26		Q27	
	F	%	F	%	F	%	F	%	F	%	F	%
S.D	2	.9	10	4.3	4	1.7	5	2.2	3	1.3	25	10.8
D	14	6.0	38	16.4	20	8.6	12	5.2	9	3.9	31	13.4
N	55	23.7	74	31.9	70	30.2	49	21.1	45	19.4	94	40.5
A	92	39.7	77	33.2	92	39.7	109	47.0	102	44.0	52	22.4
S.A	69	29.7	33	14.2	46	19.8	57	24.6	73	31.5	30	12.9

F=Frequency, %= Frequency in percentage S.D=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, S.A=Strongly Agree

Table 4.5: Commitment to Institute

	Q28		Q29		Q30		Q31		Q32		Q33		Q34		Q35	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
S.D	4	1.7	4	1.7	5	2.2	2	.9	5	2.2	31	13.4	10	4.3	19	8.2
D	10	4.3	21	9.1	21	9.1	14	6.0	10	4.3	36	15.5	35	15.1	45	19.4
N	59	25.4	61	26.3	52	22.4	52	22.4	35	15.1	66	28.4	88	37.9	88	37.9
A	83	35.8	81	34.9	92	39.7	108	46.6	103	44.4	71	30.6	69	29.7	60	25.9
S.A	76	32.8	65	28.0	62	26.7	56	24.1	79	34.1	28	12.1	30	12.9	20	8.6

F=Frequency, %= Frequency in percentage S.D=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, S.A=Strongly Agree

Table 4.6: Correlations

		POS	CTP	CT	CWT	CI	OC
POS	Pearson Correlation	1					
	Sig. (2-tailed)						
CTP	Pearson Correlation	.168*	1				
	Sig. (2-tailed)	.010					
CT	Pearson Correlation	.261**	.465**	1			
	Sig. (2-tailed)	.000	.000				
CWT	Pearson Correlation	.453**	.394**	.398**	1		
	Sig. (2-tailed)	.000	.000	.000			
CI	Pearson Correlation	.453**	.408**	.345**	.501**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
OC	Pearson Correlation	.453**	.736**	.728**	.759**	.777**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	

*. Correlation is significant at the 0.05 level (2-tailed).

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

POS=Perceived organizational commitment, CTP=Commitment to Teaching Profession, CT=Commitment to Teaching, CWT=Commitment to work-team, CI=Commitment to Institute, OC=Organizational Commitment

their respond.74.2% respondents were agreed and 6.0% disagreed about this statement that "When I left behind my schedule, I try to make additional lessons"(Question 21 in questionnaire) while 19.8% were neutral in their respond.

Table 4.4 showed response of respondents regarding third dimension "Commitment to team work" of organizational commitment. 69.4% respondents were agreed and 6.9% disagreed about this statement that "Iam a close friend of my colleagues" (Question 22 in questionnaire) while 23.7% were neutral in their respond.47.4% respondents were agreed and 20.7% disagreed about this statement that "Ispend time with my colleagues outside institute"(Question 23 in questionnaire) while 31.9% were neutral in their respond.59.5% respondents were agreed and 10.3% disagreed about this statement that "Ispend time with my colleagues outside institute" (Question 24 in questionnaire) while 30.2% were neutral in their respond.

Table 4.4 showed 71.6% respondents were agreed and 7.4% disagreed about this statement that "Iam proud to talk about my colleagues to others" (Question 25 in questionnaire) while 21.1% were neutral in their respond.75.5% respondents were agreed and 5.2% disagreed about this statement that "I like being with my colleagues in break time"(Question 26 in questionnaire) while 19.4% were neutral in their respond.35.3% respondents were agreed and 24.2% disagreed about this statement that "I do not approve the quality of the relationships at this institute" (Question 27 in questionnaire) while 40.5% were neutral in their respond.

Table 4.5 showed response of respondents regarding fourth dimension "Commitment to institute"

of organizational commitment. 68.6% respondents were agreed and 6.0% disagreed about this statement that "I am proud of this institute"(Question 28 in questionnaire) while 6.0% were neutral in their respond.62.9% respondents were agreed and 10.8% disagreed about this statement that "This institute is the best when compared to others"(Question 29 in questionnaire) while 26.3%1 were neutral in their respond.66.4% respondents were agreed and 11.3% disagreed about this statement that "This institute encourages me to try harder for my job"(Question 30 in questionnaire) while 22.4% were neutral in their respond.

Table 4.5 showed 70.7% respondents were agreed and 6.9% disagreed about this statement that "I do more than I asked for this institute" (Question 31 in questionnaire) while 22.4% were neutral in their respond.78.5% respondents were agreed and 6.5% disagreed about this statement that "I really care for the future of this institute"(Question 32 in questionnaire) while 15.1% were neutral in their respond.42.7% respondents were agreed and 28.9% disagreed about this statement that "I can change the subject that I teach even it is not according to my interest just to keep working here" (Question 33 in questionnaire) while 28.4% were neutral in their respond.42.6% respondents were agreed and 19.4% disagreed about this statement that "I do not approve of the attitude of the management towards teachers"(Question 34 in questionnaire) while 37.9% were neutral in their respond.34.5% respondents were agreed and 27.6% disagreed about this statement that "I do not approve of the quality of the relationships at this institute"(Question 35 in questionnaire) while 37.9% were neutral in their respond.

Table 4.6 shows correlations between perceived organizational and dimension of organizational commitment (Commitment to teaching profession, Commitment to teaching, Commitment to work team and Commitment to institutes). This table shows that relationship between POS and CTP at (r= 0.168 p<0.05), relationship between POS and CT at (r=0.261 p<0.01), relationship between POS and CWT at (r=0.453 p<0.01) and relationship between POS and CI at (r=0.453 p<0.01).T.4.6 also shows correlation between perceived organizational support and organizational commitment at (r=0.453 p<0.01) at 10% level of significant.

CONCLUSION

According to this study there is positive relationship exists between perceived organizational support and all dimensions of organizational commitment. Thus relationship between perceived organizational support and organizational support exists positive at (r= 0.453 p<0.01) according to previous studies. In Pakistani higher educational institutes, when organizational support provided to teachers in response teachers are more committed with their institutes. This study suggested that teachers are required favorable environment at their workplace for achieving organizational goals.

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