Impact Of Perceived Organizational Support On Job Satisfaction: An Empirical Study On Private School Teacher's Alliance In Telengana

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ABSTRACT: *IN any organization, the employees are decisive voters for its survival and success. This enlightens that it is the major task of the top management to increase employees' perception of organization support to make them more engaged and satisfied which gestures an organization with good health (Sahar Hassan, 2017). Regardless of technological progress, human resources are the major wealth for organizations (Tourani et.al, 2016). A perceived employee of organizational support will reside with his/her employer in shaping organizational effectiveness with his/her effective commitment in the job. The present learning was a demeanor to measure the degree of private school teachers with perceived organizational support and its impact on job satisfaction. The primary data was collected from 300 respondents of 5 private secondary schools purposively. The analyses of the data indicate that job satisfaction was at higher grades among the employees who perceive the support provided by their organization. The findings of the study divulge that the teachers who recognized the perceived support providing by their organization will increase the level of job satisfaction on elevated scale.*
KEYWORDS: *Perceived Organizational Support, job satisfaction, organizational effectiveness.*

I.   INTRODUCTION

Being open to novelty and unvarying transformations in teaching profession, and the age required market developments in a specific employment area; to cope with changes required by their profession, the teachers should have trust and peace in the place they work. In this milieu, one of the factors allowing teachers to acclimatize to changes in their heights of organizational commitment which can be defined as employees' allegiance to an organizational goals and objectives (Nayir, F. 2012). Achieving the school's aims at the desired level can be done only if teachers adopt school's objectives and values. For this reason, teachers should be supported to fulfill the school's objectives. Factors like teachers' job satisfaction, organizational justice, organizational rewards and organizational support play an important role in teachers' organizational commitment. We can say that teachers' perception of organizational has a significant influence, especially on their level of organizational commitment and job satisfaction as well. Teachers, who believe they are supported by school management, co-workers, students, and students' parents, will feel confidence and peace. If a teacher's feelings about the value and importance of herself develop, her contribution and commitment to the school will also increase. For this reason, it is thought that the relationship between the teacher's perception of organizational support, organizational commitment and job satisfaction is important.

II.   REVIEW OF LITERATURE:

For an existence and survival of an organization human resources are most operating tools and their commitment towards their organization plays a vital job for the success of an organization. Many studies found relationships between organizational commitment and employee's behavior and attitude at work place (Porter *et al.,* 1974 and 1976; Koch and Steers, 1978; and Angle and Perry, 1981). Employee with perceived yearning to linger with and persist working for the organization, he/she is employed can be stated as organizational commitment and it implies his/her keenness to keep hold with organization, and to continue helping the organization by providing the best possible products/services to its consumers for the betterment of the organization and other colleagues. Employees' commitment towards their organization is greatly prejudiced by their Perceived Organizational Support (POS) and Job Satisfaction (JS) (Yoon and Thye, 1999). Meyer (1997) opines that "organizational commitment echoes fidelity and readiness to work toward organizational objectives that have been identified by the organization".

Organizational support theory (Eisenberg *et al.*, 1986; Shore and Shore, 1995; and Rhoades and Eisenberg, 2002) holds a reciprocal point of view about the relationship between organization and its employee—mutual perception between employee and organization influences each other. This theory states that employees of any organization have different socio-emotional needs to fulfill. They also want the feedback of their contributions to the organization. If any organization does accordingly, it creates a positive perception among the employees about their organization, and they think their organization is supportive to them. Such POS would increase the employees' felt obligation towards their organization to fulfill

its objectives, their affective commitment to the organization, and their expectation that improved performance would be rewarded. Rhoades and Eisenberg (2002) in their meta analysis found that three categories of favorable treatments—fairness of treatment, supervisor support, and reward and job conditions are positively correlated with POS, which eventually influence the organizational outcome behavior, such as performance, absenteeism, and turnover. In short, "POS is an experience-based attribute concerning the benevolent or malevolent intent of the organization policies, norms, procedures, and actions as they affect employees" (Eisenberg *et al.*, 2001). Studies have shown that employees with greater co-worker and supervisor support perceived more organizational support compared to those without (Yoon and Lim, 1999). Wayne *et al.* (1997) in their study found a positive correlation between POS and affective commitment. Shore and Tetrick (1991), utilizing Survey of Perceived Organizational Support (SPOS), found POS was positively and significantly correlated with both organizational commitment and JS.

JS has been defined as "a congenial poignant situation ensuing from the assessment of one's profession" (Brief and Weiss, 2001); "an affective reply to one's job" (Weiss, 2002) and an attitude towards job. Weiss (2002) argued that JS is an attitude and researchers should clearly discriminate its bits and pieces of cognitive estimations which impinge on the beliefs and behaviors. This definition suggests that we form attitudes towards our job by taking into account our feelings, beliefs, and behaviors. The interactive effect among absenteeism, organizational commitment and JS was examined by Sagie (1998) on municipality official workers of Israel. From the study it was found that JS and organizational commitment were positively correlated. It was concluded that workers who are strongly committed to the organization or highly satisfied with their jobs show up at the work more often than those with weak commitment and low JS. In another study, conducted on mid-Atlantic area insurance company employees, it was found that a moderate to highly positive correlation existed between JS and organizational commitment (Schappe, 1998). Yoon and Thye (1999) found that JS and POS were both positively correlated with organizational commitment, and also positively correlated with each other, and both are of equal importance in the development of organizational commitment of workers. Many studies reveal the influences of organizational commitment on organization's overall outcome. Somers (1995) found that affective commitment greatly influences employee's absenteeism and turn over. Employee turnover leads to skilled employee shortage and affects organization's outcome. Affective commitment, in particular, "has been associated with positive organizational outcome such as improved retention, attendance, self reports of performance, and objective measures of supervisor ratings of employee's performance, as well as indicators of improved operational costs and sales" (Meyer and Allen, 1991). A positive relationship among profit sharing, JS and commitment were also found in the study of Florkowski and Schuster (1992). In their study Baugh and Roberts (1994) found that those employees who were committed to both their organization and profession had high levels of job performance.

III. OBJECTIVES OF THE STUDY
The objectives of the present study are:

1. To test the type of relationship between male and female respondents' perceptions towards the statement "impact of perceived organizational support on job satisfaction".

2. To test the significant difference between the respondents' of varied education levels and experiences towards the statement "impact of perceived organizational support on job satisfaction".

IV. HYPOTHESES OF THE STUDY
Taking into consideration the above objectives and literature review, the following hypotheses' was originated:
H_{1a}: There is a positive relationship among the perceptions of school teachers both male and female towards the statement "impact of perceived organizational support on job satisfaction".

H_{1b}: There is no significant difference among the perceptions of school teachers of diversified experience towards the statement "impact of perceived organizational support on job satisfaction".

H_{1c}: There is no significant difference among the perceptions of school teachers of diversified education levels towards the statement "impact of perceived organizational support on job satisfaction".

V. RESEARCH METHODOLOGY

Selection of Population: The teaching alliance working in the leading private schools from the Khammam City were selected as the population size for the current study. **Selection of Sample:** A non-probability sampling technique named "Purposive Sampling Method" has been applied in selecting a sample based on the characteristics of population and objective of the study.

Defining the Sample Size: The sample comprised of 300 secondary level school teachers of Khammam City. Purposive sampling technique was applied from 10 secondary level private schools in Khammam which are in leading with academics and rankings. Initially, 400 survey questionnaires were scattered to collect primary data. Among the 400 questionnaires, by not including the derisory and inapt response sheets the final sample size has been fixed to 300.

STATISTICAL TECHNIQUES

The Karl Pearson's Correlation Co-efficient is used to test the type of relationship among the respondents with respect to their gender and marital status towards statement "impact of perceived organizational support on job satisfaction". The ANOVA One-Way Classification has been applied to test the significant differences between the range of respondents' education and experience towards the same above mentioned statement.

VI. RESULTS & DISCUSSION

The above framed hypotheses dealt with the common statement that "perceived employee with organizational support will contribute his/her work with high organizational commitment and thus gains job satisfaction". Those hypotheses were tested by Karl Pearson's Correlation Coefficient and Anova One Way Classification using MS Excel 2007. The testing procedures and analyses were structured in the following tables with detailed analyses and elucidations.

Analysis – 1: To test the type of relationship among male and female teachers (respondents) with their perceptions towards the statement "impact of perceived organizational support on job satisfaction".

Table-1: shows the type of relationship among male and female teachers working in private schools and their perceptions.

S.NO	QUESTION	CORRELATION (r)	TYPE
1	My school strongly considers my goals and values	0.88	positive
2	My school cares about my opinions and well being	0.91	positive
3	My school considers my best interests when it makes decisions that affect me.	0.97	positive
4	My school takes pride in my accomplishments at work.	0.83	positive
5	My school would notice if I did the best job possible.	0.87	positive
6	If given the opportunity, my school would never take unfair advantage of me.	0.94	positive
7	My school is willing to help me if I need a special favor.	0.95	positive

8	My school would consider any complaint from me.	0.87	positive
9	My school values my contributions to its well-being.	0.97	positive
10	My school would never hire someone to replace me even at a lower salary.	0.87	positive
11	My school would grant a reasonable request for a change in my working conditions.	0.88	positive
12	My school shows concern for me.	0.90	positive

Analysis – 2: To test the significant differences among the teachers (respondents) of varied experience with their perceptions towards the statement "impact of perceived organizational support on job satisfaction".

Table-2: shows the significance difference between various experienced teachers working in private schools and their perceptions.

S.NO	QUESTION	F-CAL	F-CRIT	H0 acc/rej
1	My school strongly considers my goals and values	5.26	3.49	rejected
2	My school cares about my opinions and well being	0.99	3.49	accepted
3	My school considers my best interests when it makes decisions that affect me.	0.87	3.49	accepted
4	My school takes pride in my accomplishments at work.	1.02	3.49	accepted
5	My school would notice if I did the best job possible.	1.00	3.49	accepted
6	If given the opportunity, my school would never take unfair advantage of me.	1.11	3.49	accepted
7	My school is willing to help me if I need a special favor.	0.73	3.49	accepted
8	My school would consider any complaint from me.	1.05	3.49	accepted
9	My school values my contributions to its well-being.	0.99	3.49	accepted
10	My school would never hire someone to replace me even at a lower salary.	0.89	3.49	accepted
11	My school would grant a reasonable request for a change in my working conditions.	4.43	3.49	rejected
12	My school shows concern for me.	0.57	3.49	Accepted

Analysis – 3: To test the significant differences among the teachers (respondents) of varied qualifications with their perceptions towards the statement "impact of perceived organizational support on job satisfaction".

Table-3: shows the significance difference between the teachers of different qualifications working in private schools and their perceptions.

S.NO	QUESTION	F-CAL	F-CRIT	H0 acc/rej
1	My school strongly considers my goals and values	2.54	3.49	accepted
2	My school cares about my opinions and well being	2.20	3.49	accepted
3	My school considers my best interests when it makes decisions that affect me.	1.44	3.49	accepted
4	My school takes pride in my accomplishments at work.	2.86	3.49	accepted
5	My school would notice if I did the best job possible.	2.56	3.49	accepted

6	If given the opportunity, my school would never take unfair advantage of me.	3.32	3.49	accepted
7	My school is willing to help me if I need a special favor.	5.62	3.49	rejected
8	My school would consider any complaint from me.	3.06	3.49	accepted
9	My school values my contributions to its well-being.	2.66	3.49	accepted
10	My school would never hire someone to replace me even at a lower salary.	4.35	3.49	rejected
11	My school would grant a reasonable request for a change in my working conditions.	2.70	3.49	accepted
12	My school shows concern for me.	1.73	3.49	accepted

VII.   FINDINGS OF THE STUDY

The above analysis narrates that, the private school teachers working in Khammam city are mostly aware of the concepts and the relationship between perceived organizational support and job satisfaction. Also, the results of the study reflect the positive image among the private school teachers on their school managements in most of the cases. But, in few situations there are few difference found among the respondents with respect to their socio-demographic factors like gender, age, and qualification. From the analysis, it was observed that the male and female teachers are opining in a similar way about the support giving by their organizational which leads them to taste the sweetness of job satisfaction. But, teachers of various experience levels exhibited few differences in their opinions towards the factors like "My school strongly considers my goals and values", and "My school would grant a reasonable request for a change in my working conditions." From the third phase of analysis with respect to the respondents qualifications, it was observed that the teaching alliance of various qualifications are not having significant differences in the majority of aspects, but there is difference highlighted among the respondents towards the factors "My school is willing to help me if I need a special favor", and My school would never hire someone to replace me even at a lower salary.

VIII.   CONCLUSION

Though in the present study, in few circumstances it was found that the private secondary school teachers' retorts in their perception towards the impact on perceived organizational support on their job satisfaction, it does not diverge in their perceptions on the role of perceived organization support in their job satisfaction. The final result of the study shows that the private school teaching fraternity accepts and conveys that the perceived

organizational support in private schools lays a positive impact on job satisfaction. So, a future research can be conducted on exploring the nature of POS and to compare and understand the relationship between organizational commitment and job satisfaction with perceived organizational support. And even, the research can be go for an extension of comparing the same between the private and public school teachers.

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