

THE IMPACT OF PERCEIVED ORGANIZATIONAL SUPPORT ON JOB PERFORMANCE: THE MEDIATING ROLE OF ORGANIZATIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS IN KHYBER PAKHTUNKHWA, PAKISTAN

Hina Nawaz

M.Phil. scholar, Institute of Education and Research Kohat University of Science and Technology, KUST, Kohat

Email; waqasnawaz666@gmail.com

Dr. Muhammad Nisar

Lecturer, Institute of Education and Research Kohat University of Science and Technology, KUST, Kohat

Email; nisarkust74@kust.edu.pk

Dr. Muhammad Naseer Ud Din

Professor, Institute of Education and Research Kohat University of Science and Technology, KUST, Kohat

Email; dr.naseeruddin@kust.edu.pk

Dr. Shah Jehan Lecturer

Correspondence Author

Institute of Education and Research Kohat University of Science and Technology, KUST, Kohat

Email; dr.shahjehan@kust.edu.pk

Abstract

This research paper will examine the correlation between the perceived organizational support, organizational commitment and job performance of female secondary school teachers in Kohat, Khyber Pakhtunkhwa, Pakistan. Based on a mediation model and Social Exchange Theory, the research focuses on direct and indirect impacts. An experimental, cross-sectional study was used, where 200 teachers were surveyed through standardized questionnaires. Analysis was done using Structural Equation Modeling (SEM). The results indicate that perceived organizational support has a significant impact on organizational commitment and job performance. Job performance is also positively impacted by an organization commitment. Moreover, perceived organizational support is also related to job performance in part through organizational commitment. The findings emphasize the relevance of the supportive organizational practices on the improvement of teacher commitment and performance in the public sector schools.

Keywords: *perceived organizational support, organizational commitment, job performance, teachers, SEM*

Introduction

Improving Workforce Performance has now emerged as a strategic concern in the modern organizational settings, especially in knowledge based industries like education. Schools are very dependent on the human capital whereby the performance of teachers has a direct impact on student performance and the success of the institution. In this respect, organizational treatment perceptions of employees are also important in determining their work related attitudes and behaviors. One of them, Perceived Organizational Support (POS), has become a key construct in

this field, which refers to the conviction that employees have in their organization to appreciate their efforts and be interested in their well-being (Eisenberger et al., 1986; Kurtessis et al., 2017). Recent research shows that POS contributes to a conducive work environment, psychological well-being, and increased job performance and organizational results (Ahmed et al., 2022; Rhoades and Eisenberger, 2002).

The POS theoretical basis is anchored on the Social Exchange Theory which asserts that employee-organization relations are founded on mutual exchange (Blau, 1964). When workers believe that organizational support is high, they have a sense of duty to respond positively with positive work attitudes and behaviors, such as greater commitment and improved job performance (Cropanzano et al., 2017; Eisenberger et al., 2001). This mutual process emphasizes the necessity of studying both immediate and indirect routes in which POS has an impact on employee performance.

Organizational commitment, especially affective commitment, or the emotional attachment, identification, and involvement of employees with the organization, is one of the most important attitudinal results of POS (Meyer and Allen, 1991). Organizational commitment has been extensively known to be an important factor that determines the performance of employees. Highly committed employees tend to make an additional effort and show greater engagement and positively influence organizational objectives (Meyer et al., 2002; Nazir and Islam, 2017). According to empirical data, POS is one of the strongest predictors of organizational commitment, and supportive organizational practices can promote trust and belongingness and long-term commitment in employees (Kurtessis et al., 2017; Lee and Peccei, 2007).

On the other hand, job performance is a multidimensional construct that involves task performance, contextual performance and adaptive performance (Borman and Motowidlo, 1997). Teachers job performance in the education context encompasses their performance in terms of instructional performance, classroom performance and their performance in terms of school development. Studies show that organizational variables, especially support systems, are a key to improved performance of the teachers (Collie et al., 2018). Empirical research has shown that employees that report increased organizational support can perform better at work because of their greater motivation, job satisfaction, and psychological well-being (Ahmed et al., 2022; Karatepe, 2015).

Although there is significant evidence on the existence of direct relationships between POS, organizational commitment and job performance, the recent literature notes that it is imperative to understand the mechanisms underlying these relationships. The organizational commitment has been found to be an important mediating variable that describes the relationship between POS and the enhancement of job performance. The Social Exchange Theory states that supportive organizational practices enhance employees emotional attachment, which, consequently, encourages them to do better (Cropanzano et al., 2017). This has been supported by empirical studies based on Structural Equation Modeling (SEM) that organizational commitment mediate the relationship between POS and job performance where the relationships are partial or complete depending on the contextual factors (Nazir and Islam, 2017; Roketta, 2002).

Nevertheless, the results of the literature are not completely similar. Other studies have found high mediation effects whereas others have found only partial, or no-significant mediation, indicating that there are contextual differences (Ahmed et al., 2022; Karatepe, 2015). Such discrepancies reveal the necessity of additional empirical research, especially in areas that have received insufficient research such as education sector in developing nations.

Over the past few years, researchers have paid more attention to the effects of organizational support on employee attitudes and performance within governmental organizations, where the resource shortage and administration issues are common (Caesens et al., 2016). Workload strain, insufficient resources and institutional support are some of the problems that teachers in educational institutions, particularly in developing countries, normally encounter and this can impair their commitment and performance. In this regard, it is even more important to understand the role of POS to enhance educational outcomes.

Secondary education is an important human capital sector in Pakistan especially in Khyber Pakhtunkhwa. Nonetheless, there is a dearth of empirical studies that focus on the interaction between perceived organizational support, organizational commitment, and job performance of secondary school teachers in this region. The available literature has mostly been done in corporate or industrial environments and as such, limiting the extrapolation of the results to educational institutions. This gap highlights the necessity of contextual studies that will deal with the peculiarities of problems of teachers in state sector schools.

Therefore, the present study aims to fill this gap by examining the relationship between perceived organizational support and organizational commitment, assessing the impact of POS and organizational commitment on job performance, and investigating the mediating role of organizational commitment in the relationship between POS and job performance among secondary school teachers in Khyber Pakhtunkhwa, Pakistan. This research paper can add to the existing literature and bring some practical implications to policymakers and educational leaders on how to improve the performance of their teachers by using some organizational supportive practices.

Research Gap

Despite the fact that previous studies have formed meaningful relationships between perceived organizational support (POS), organizational commitment and job performance, a number of gaps exist. First, the majority of studies highlight direct effects, little focus has been given to organizational commitment as a mediating variable, and results about mediation are inconclusive (Kurtessis et al., 2017; Nazir and Islam, 2017). Second, the current literature is mostly focused on the corporate and industrial worlds, and the education sphere and teachers, in particular, are underrepresented, as their workplace environment is quite different (Collie et al., 2018). Third, no context-specific evidence is available in Pakistan, particularly in Khyber Pakhtunkhwa where the institutional problems might have some effect on these relations. Thus, this paper fills these gaps by exploring a mediation model of POS, organizational commitment and job performance among secondary school teachers through a SEM approach.

Research Objectives

1. To examine the relationship between perceived organizational support and organizational commitment.
2. To assess the impact of perceived organizational support and organizational commitment on job performance.
3. To investigate the mediating role of organizational commitment between perceived organizational support and job performance.

Research Questions

1. What is the relationship between perceived organizational support and organizational commitment?

2. What is the impact of perceived organizational support and organizational commitment on job performance?
3. Does organizational commitment mediate the relationship between perceived organizational support and job performance?

Hypotheses

H1: Perceived organizational support positively influences organizational commitment.

H2: Perceived organizational support positively influences job performance.

H3: Organizational commitment positively influences job performance.

H4: Organizational commitment mediates the relationship between perceived organizational support and job performance.

Research Methodology

Research Design

The research design used in this study was quantitative and cross-sectional to test the relationships between perceived organizational support, organizational commitment and job performance with the mediating effect of organizational commitment in between. The survey technique was used to gather information on secondary school teachers. Population and Sample The target population was secondary and higher secondary schools in government girls secondary schools in District Kohat, Khyber Pakhtunkhwa of teachers who were females. Targeting female schools also provided consistency in the context and tackled the problem of underrepresentation of female teachers in organizational studies. The guidelines of Krejcie and Morgan (1970) were used to establish a sample. A convenience sampling method was used to select 200 female teachers based on the feasibility and access, as it is deemed suitable in educational research when there are access limitations (Etikan et al., 2016). Structural Equation Modeling (SEM) was suitable to analyze the chosen sample size. Data Collection Instrument The information was gathered using a structured questionnaire comprising of three standardized scales: • Perceived Organizational Support (POS): Based on Eisenberger et al. (1986) • Organizational commitment (OC): modified version of Meyer and Allen (1991). • Job Performance (JP): Revised of Borman and Motowidlo (1997) Everything was measured on the five-point Likert scale of 1 (Strongly Disagree) to 5 (Strongly Agree). The content validity of the questionnaire was checked by specialists in education and management. Data Collection Procedure Information was gathered by personally visiting the chosen schools having received the formal permission of school administration. Anonymity and confidentiality were assured to the respondents and participation was voluntary. Questionnaires filled in were filtered to ensure completeness then analyzed. Data Analysis Techniques The SPSS and Structural Equation Modeling (SEM) were used to analyze data with Smart PLS/AMOS. The analysis was done in two steps:

Descriptive Statistics:

To describe demographic variables and distributions of variables.

Inferential Analysis:

- o Correlation to investigate relationships.

- o SEM in order to test both direct and indirect (mediating) effects.

Hypotheses were assessed using path coefficients (β), t-values and p-values. The mediation analysis was performed according to the procedure suggested by Hair et al. (2019) in order to identify the indirect impact of organizational commitment. Ethical Considerations There were high ethical standards. The participants were made aware of the objective of the study and their consent

was taken before collecting the data. Data were utilized on research purpose only, and there was confidentiality and anonymity.

Results and Analysis

Descriptive Statistics

Table 1

Descriptive Statistics of Study Variables (N = 200)

Variable	Mean	SD
Perceived Organizational Support	3.72	0.64
Organizational Commitment	3.65	0.59
Job Performance	3.81	0.57

Interpretation:

The mean scores indicate moderately high levels of perceived organizational support, organizational commitment, and job performance among female teachers. This suggests a generally positive perception of institutional support and work engagement in the sampled schools.

Correlation Analysis

Table 2

Pearson Correlation Matrix

Variable	1	2	3
1. POS	1		
2. OC	.58**	1	
3. JP	.49**	.55**	1

Note: $p < .01$

Interpretation:

Perceived organizational support shows a strong positive correlation with organizational commitment ($r = .58, p < .01$) and a moderate positive correlation with job performance ($r = .49, p < .01$). Organizational commitment is also significantly related to job performance ($r = .55, p < .01$), providing initial support for the hypothesized relationships.

Measurement Model (Reliability and Validity)

Table 3

Reliability and Convergent Validity

Construct	Cronbach's Alpha	Composite Reliability (CR)	AVE
POS	0.88	0.91	0.63
OC	0.86	0.90	0.61
JP	0.85	0.89	0.59

Interpretation:

All constructs demonstrate acceptable reliability ($\alpha > 0.70$; $CR > 0.70$) and convergent validity ($AVE > 0.50$), indicating that the measurement model is satisfactory for further analysis (Hair et al., 2019).

Structural Model (Hypotheses Testing)

Table 4

Path Coefficients and Hypotheses Testing

Hypothesis	Path	β	t-value	p-value	Decision
H1	POS \rightarrow OC	0.58	8.72	.000	Supported
H2	POS \rightarrow JP	0.27	3.45	.001	Supported
H3	OC \rightarrow JP	0.41	5.96	.000	Supported

Interpretation:

Perceived organizational support has a significant positive effect on organizational commitment ($\beta = 0.58$, $p < .001$) and job performance ($\beta = 0.27$, $p < .01$). Organizational commitment also significantly predicts job performance ($\beta = 0.41$, $p < .001$). Thus, H1, H2, and H3 are supported.

Mediation Analysis

Table 5

Mediating Effect of Organizational Commitment

Path	Indirect Effect (β)	t-value	p-value	Mediation Type
POS \rightarrow OC \rightarrow JP	0.24	4.89	.000	Partial Mediation

Interpretation:

The indirect effect of perceived organizational support on job performance through organizational commitment is significant ($\beta = 0.24$, $p < .001$). Since both the direct and indirect effects are significant, organizational commitment partially mediates the relationship between POS and job performance. Therefore, H4 is supported.

Model Summary

Table 6

Coefficient of Determination (R^2)

Endogenous Variable	R^2
Organizational Commitment	0.34
Job Performance	0.46

Interpretation:

Perceived organizational support explains 34% of the variance in organizational commitment, while POS and organizational commitment together explain 46% of the variance in job performance. These values indicate a moderate explanatory power of the model.

Overall Summary of Findings

The results confirm that:

- Perceived organizational support significantly enhances organizational commitment and job performance
- Organizational commitment significantly improves job performance
- Organizational commitment partially mediates the relationship between POS and job performance

These findings support the assumptions of Social Exchange Theory, indicating that when teachers perceive greater support from their institutions, they develop stronger commitment, which in turn leads to improved performance.

Discussion

The current research investigated how perceived organizational support (POS) influences job performance and organizational commitment (OC) was the mediating variable amongst the female secondary school teachers in Kohat. The results are solid empirical evidence to the model offered and correspond to the Social Exchange Theory (Blau, 1964) and Organizational Support Theory (Eisenberger et al., 1986).

To begin with, the findings showed that POS positively influences the organization commitment significantly, which means that the more teachers feel that the institution supports them, the more they become emotionally attached to their institutions. This observation can be compared to previous research (Kurtessis et al., 2017; Nazir and Islam, 2017), according to which positive organizational climates promote trust, loyalty, and commitment.

Second, it was identified that POS directly and significantly influenced job performance, and supportive practices like recognition, fair treatment and professional support can facilitate the effectiveness of teachers. This finding confirms previous studies (Ahmed et al., 2022; Karatepe, 2015), which emphasize the fact that employees feel appreciated by their company, which leads to greater motivation and improved performance.

Third, job performance was considerably affected by organizational commitment, which proved that committed teachers are more engaged, responsible, and are ready to make additional efforts. This observation is consistent with Meyer et al. (2002) who state that affective commitment is a powerful predictor of performance outcomes.

Above all, the research validated that organizational commitment partly mediates the correlation between POS and job performance. It means that although POS directly increases performance, it also indirectly increases performance, as it is a factor that increases emotional attachment of teachers to their organization. This finding is also in line with mediation-based research (Nazir and Islam, 2017), yet it also helps to eliminate discrepancies in previous studies by proving the partial mediation in the school setting.

These results are especially important in the context of Khyber Pakhtunkhwa where teachers have limited resources and face administrative issues. The findings indicate that perceived support by the school administration can be transformative, particularly in a restrictive setting to enhance commitment and performance.

Conclusion

This paper concludes that organizational commitment and job performance of female secondary school teachers is a critical determination of perceived organizational support. Organizational commitment does not only have a direct beneficial impact on job performance, but is also a primary mediating variable with the help of which organizational support is converted into better results.

The results point to the fact that the creation of a favorable organizational culture is vital to enhancing emotional attachment and professional performance of teachers. The research adds to the body of literature in the context of empirical data gathered in the education sector of Khyber Pakhtunkhwa, Pakistan, and substantiating a mediation model with the help of SEM.

Recommendations

According to the results, the following recommendations can be made:

- **School administrations.** School administrations need to intensify organizational support practices e.g. recognition of the efforts of the teachers, equal distribution of the workload,

and offering of the teaching resources because they have a direct impact on both the commitment and performance.

- The policies must be directed to enhance teacher/administration relationships since the positive relations that exist between the teachers and the administration make them feel that they belong hence, enhancing their job performance.
- **Training programs:** School leaders should be taught supportive leadership behaviors, which will help them to provide a motivational and inclusive workplace.
- Educational authorities ought to develop interventions that improve organizational commitment e.g. career development opportunities and professional growth initiatives since commitment is an important mediating factor in enhancing performance.

Conclusions:

Psychological and organizational factors are some of the aspects that the policy reforms of the future should take into account, rather than structural changes alone, to enhance teacher performance in the public sector schools.

References

- Ahmed, I., Ismail, W. K. W., Amin, S. M., & Nawaz, M. M. (2022). Perceived organizational support and job performance: The mediating role of organizational commitment. *Journal of Organizational Effectiveness*, 9(2), 215–230.
- Blau, P. M. (1964). *Exchange and power in social life*. Wiley.
- Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10(2), 99–109.
- Caesens, G., Stinglhamber, F., & Luypaert, G. (2016). The impact of perceived organizational support on employees' well-being. *Journal of Personnel Psychology*, 15(4), 190–200.
- Collie, R. J., Shapka, J. D., & Perry, N. E. (2018). School climate and teacher well-being: The mediating role of commitment. *Teaching and Teacher Education*, 70, 1–11.
- Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V. (2017). Social exchange theory: A critical review. *Journal of Management*, 43(2), 479–516.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500–507.
- Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P. D., & Rhoades, L. (2001). Reciprocation of perceived organizational support. *Journal of Applied Psychology*, 86(1), 42–51.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2019). *A primer on partial least squares structural equation modeling (PLS-SEM)* (2nd ed.). Sage.
- Karatepe, O. M. (2015). High-performance work practices and hotel employee performance. *International Journal of Contemporary Hospitality Management*, 27(8), 1839–1863.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.
- Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2017). Perceived organizational support: A meta-analytic evaluation. *Journal of Management*, 43(6), 1854–1884.

- Lee, J., & Peccei, R. (2007). Perceived organizational support and affective commitment. *Journal of Organizational Behavior*, 28(6), 661–685.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61–89.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment. *Journal of Vocational Behavior*, 61(1), 20–52.
- Nazir, O., & Islam, J. U. (2017). Enhancing organizational commitment and employee performance. *Employee Relations*, 39(7), 1–17.
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review. *Journal of Applied Psychology*, 87(4), 698–714.
- Riketta, M. (2002). Attitudinal organizational commitment and job performance. *Journal of Organizational Behavior*, 23(3), 257–266.