Surveying the Status of Perceived Organizational Support and Its Relationship with Organizational Effectiveness in the Education Office of Kermanshah Province

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ABSTRACT

The present study aims at surveying the status of perceived organizational support and its relationship with organizational effectiveness in the Education Office in Kermanshah Province. Statistical population includes all personnel who 183 subjects were selected as the sample by using random stratified- relative sampling. Two standard questionnaires of organizational support and organizational effectiveness were used to collect data. Content validity and face validity was used to obtain the validity of the questionnaires. Reliability coefficient calculated was 0.755 and 0.968, respectively. Descriptive and inferential statistics methods including Kolmogorov-Smirnov test, the Pearson correlation coefficient, t-test and multivariable regression analysis were used to analyze data. Results showed that the extent of perceived organizational support and organizational effectiveness is less than the average. Moreover, perceived organizational support had the highest influence on multiple regressions, which 27% of the changes in organizational support is defined by perceived organizational support and perceived organizational support shares 52%. Thus, there is a significant and positive relationship between perceived organizational support and organizational effectiveness.
KEYWORDS: perceived organizational support, organizational effectiveness, Education Office of Kermanshah Province.

INTRODUCTION AND PROBLEM STATEMENT

Undoubtedly, one of the fundamental missions of human resource management is to maintain capable personnel and support these spiritual capitals. Since maintenance measures are supplement for other measures and processes of human resource management, without adequate attention to organizational support of capable personnel, the results of management would not be so remarkable, even though the recruitment, selection, appointment and other personnel's actions are needed to be perfectly done. Moreover, the field that has a high-ranked importance in organizational psychology is a perceived organizational support and generalized feelings and beliefs, in which the organization respects cooperation, help, and supports its members and cares about their future and bliss. This concept was first introduced by Eisenberger, Hutchison, Huntington, and Sowa. Then, researchers performed vast researches about its aspects and its relationship with other variables. Perceived organizational support refers to personnel's belief about the extent to which the organization respects corporation, healthy, and welfare (Eisenberger et al., 1986, p. 506). Eisenberger et al. (2001) stated that perceived organizational support is affected by the policies which preaches healthy, happiness, success feeling, positive cooperation and organization's goals. In the today world, firms invest vast recourses in perceived organizational support. Many facts confirm that the programs of personnel support were uncharacteristic in the past decade (Riggle et al., 2009). Personnel exchange their effort and commitment for fiscal benefits, satisfaction of emotional and social feelings such as credit, etc. (Dc Coninck, 2010). Researchers consider perceived organizational support as the emergence of the theory of social exchange. In fact, social exchange is a psychological core hidden in perceived organizational support (Cho & Treadway, 2011). The theory forms a large proportion of sociology and social psychology and is one of the most important paradigms in order to perceive personnel's behavior (Baxti, Torabi & Qolipoor, 2012). According to Allen

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(2008), perceived organizational support is an exchangeable commitment based on which passion, effort and commitment is combined with social and material fees. Perceiving management support may help to increase emotional loyalty through fulfilling social and emotional needs such as emotional dependence and support (Fu et al., 2009). Moreover, perceived organizational support refers to person's general belief about the fact that organization will respect his efforts and care about his bliss and welfare (Haji Karimi et al., 2012).

Moreover, nowadays, most of the requirements and services of a society is provided by different organizations, which all need to review organizational effectiveness to continue their activities. Experts define organizational effectiveness as the extent to which the goal is achieved (Hoy & Miskel, 2008; Daft, 2012). Draker (1964) defines organizational effectiveness as a correct way of doing work and considers it as an organization's success key (Alaqeh Band, 2011, p. 24). Rabbins refers to both procedures and results in defining organizational effectiveness (Rabbins, 2011, p. 38). Yung (2007) defines organizational effectiveness as the results of management effectiveness and executive performance. According to Yukl, by organizational effectiveness is meant the extent to which an organization is survived, its mission is performed, and its suitable benefits, fiscal resources and beneficial values are maintained. He also added that organizational effectiveness depends on three primary executive factors that include: 1) constant efficacy and procedure 2) human resources and 3) adapting to the strange world (Yukl, 2008). In the other word, effectiveness is an extent to which an organization realizes its goals (Zheng, 2009, p. 766). There is no simple and guaranteed scale to assess organizational effectiveness (Daft, 2013, p. 76). A suitable way to better understanding of organizational effectiveness is to survey it in four general approaches. These approaches can be applied for all small and large, and state-ruled and non-state-ruled organizations (Moqimi & Ramezan, 2011, A, p. 24). These approaches include: 1) the approach of goal realization, which insists on realization of goal 2) the approach of resource absorption, which refers to the tools and facilities to reach goal (Rabbins, 2012, p. 39), 3) the approach of internal procedures in which organizations continue their activities using minimum of effort (Moqimi & Ramezan, 2011, A, p. 24) and 4) the approach of strategic benefiters based on which by organizational effectiveness is meant unifying individuals, groups, and institutes on which organization performance continuance is depended (Ibid, p. 76). Generally, by organizational effectiveness is meant to perceive different organizational perspectives, structural aspects of organizations and design an organization in the ways that reach to high performance and execution (Daft, Murphy & Willmott, 2010, p. 21). It should be noted about the study's subject that people in organizations play their role as organization's active members and feel bliss and satisfaction. Moreover, some others seek to obtain suitable opportunities in order to profit required and enough training to play their role perfectly. Those personnel who experience a vast extent of perceived organizational support will feel that they should play their role according to suitable behaviors and attitudes in order to their performance seek their suitable organization's benefits, then return the favor of organizational support. Perceived organizational support will increase efficacy, colleagues' help, development of organization, emotional organizational commitment, and civil behavior as Lamastro (2002) indicated. The studies about management skills show that empowerment of personnel forms an important part of management and organizational effectiveness. Analysis of the control and power in organizations shows that sharing personnel in control and power will increase effectiveness of an organization (Abdollahi, 2006). In industrial, management and organizational psychology, empowerment increases individuals' right to make a decision in their job's environment, which brings a high benefit for the organization (Towman, 2010, p. 641). As a result, empowerment leads to reducing stress, reducing absence then to reducing transportation (Avoilo, 2004, p. 941). Chen et al. (2010) and Silong & Samah (2011) in their study confirmed the effect of perceived organizational support on civil organizational behavior. Chiang and Tsung-Sheng (2012) in a research surveyed the effect of perceived organizational support and psychological empowerment on job performance. The results showed that perceived organizational support and psychological empowerment cannot lonely effect on job performance. Riggle et al. (2009) in a supra-analytical research showed that perceived organizational support severely increases the extent of commitment and participation in an organization and enhances job performance of personnel in an organization. The study of Asgari et al. (2013) revealed that positive effect of psychological empowerment on knowledge creation is confirmed. Johnsin (2004) concluded that empowerment leads to accepting more responsibilities by personnel, as a result, it leads to expecting more fees and pensions and lack of this situation will effect on the relationship between personnel empowerment and organizational commitment. The studies performed on effectiveness show that organizations seek some factors that increase their effectiveness in the today's competitive world in order to succeed each other. Rahimi, Norozi and Sariolqalam (2012) in a study entitled surveying the relationship between multiple intelligences of managers and organizational effectiveness concluded that there is a positive and significant relationship between multiple intelligences of managers and organizational effectiveness. In another study performed by Azizi Fatah Abadi (2012) entitled the relationship between emotional intelligence and the extent of organizational effectiveness showed that the extent of managers and executives'

organizational effectiveness of Lorestan province is more than the average. The results of Manzoor's study (2012) indicate that there is a positive and significant relationship between personnel motivation and organizational effectiveness. In another study performed by Hassani and Sameri (2010) aiming at surveying and analyzing the effectiveness of Guidance schools in Uromieh province concluded that the status of the schools' organizational effectiveness is in a high level. So, regarding to the high importance of the subject, the research aims at surveying the status of empowerment and perceived organizational support and its relationship with organizational effectiveness in the Education Office of Kermanshah province.

Research hypotheses

Main hypothesis: there is a relationship between perceived organizational support and organizational effectiveness in the Education Office of Kermanshah Province.

Secondary hypothesis

First hypothesis; there is a relationship between perceived organizational support and organizational effectiveness in the Education Office of Kermanshah Province.

METHODOLOGY

The study is a descriptive research performed through correlational-survey method. Statistical population includes all personnel of the Education Office in Kermanshah province, which 401 subjects (41 female and 360 male) were selected in the year 2013. Then, 200 subjects were selected based on random stratified-relative sampling as the sample due to Krejcie and Morgan's table. But, 183 subjects (153 male and 30 female) were selected as the final sample after passing the questionnaires. Two standard questionnaires were selected to collect data: 1) the questionnaire of organizational support; this questionnaire having 36 items was designed by Eisenberger, then, its reliability was obtained 89% by Zaki by using Cronbach's alpha; 2) the questionnaire of organizational effectiveness; this questionnaire has been taken from Harrison (2008). It has 43 items containing the components of educational guidance, clear mission, disciplined environment, and high-leveled expectations, controlling and surveying continuous progress, most opportunities for learning and involving society. Content validity and face validity were used to obtain the validity of the questionnaires. Calculated reliability coefficients were 0.755 and 0.968, respectively. Descriptive statistics methods such as frequency, percentage, mean, standard deviation and inferential statistics methods such as Pearson correlation coefficient and stepwise regression analysis were used to analyze data by using statistical software.

Findings

Pre-assumptions for using parametric statistical tests

Table 1; results of Kolmogorov-Smirnov test for the normality of data distribution

Variable		Sig level	Z value	Numbers
Perceived organizational support		0.184	1.09	183
Organizational Effectiveness	Educational Guidance	0.087	1.25	183
	Clear Mission	0.109	1.20	183
	disciplined environment	0.175	1.10	183
	high-leveled expectations	0.167	1.11	183
	controlling and surveying educational progress	0.128	1.17	183
	most opportunities for learning	0.054	1.34	183
	Involving society	0.281	0.98	183
	Organizational Effectiveness	0.773	0.66	183

According to the results of Kolmogorov-Smirnov test in the table 1, it can be said that the distribution of the variables (and their sub-scales) of perceived organizational support and organizational effectiveness is normal since significance level of all the values of Z is more than 0.05 (p>0.05). Thus, it can be concluded that parametric tests can be used to analyze questions and research hypotheses.

Research question: how is the status of perceived organizational support and organizational effectiveness in the Education Office of Kermanshah province?

Table 2; status of perceived organizational support and organizational effectiveness

Variables		Observed Mean	SD	Statistical Mean	Value of t	Degree of Freedom	Sig Level
Perceived organizational support		3.80	0.52	4	5.03	182	0.000
Organizational effectiveness		2.86	0.66	3	2.70	182	0.008
Components Of Organizational Effectiveness	Educational leadership	3	0.80	3	0.046	182	0.964
	Clear mission	2.99	0.77	3	0.81	182	0.935
	Disciplined environment	2.93	0.83	3	1.12	182	0.264
	High-leveled expectations	3.02	0.74	3	0.37	182	0.706
	Controlling educational progress	2.80	0.80	3	3.27	182	0.001
	Most opportunities for learning	2.53	0.84	3	7.47	182	0.000
	Involving family and society	2.75	0.88	3	3.80	182	0.000

* is significant at the level of 5%. ** is significant at the level of 1%.

According to the data of the table 2, the mean of perceived organizational support in the Education Office in Kermanshah province is 3.80 and standard deviation is 0.52, which is less than the average (4). Thus, the extent of perceived organizational support is less than the average. Finally, the mean of organizational effectiveness is 2.86 and standard deviation is 0.66, which the mean of the components of educational leadership, clear mission, disciplined environment, and high-leveled expectations is normal. But, the mean of controlling and surveying progress is 2.80, most opportunities for learning is 2.53 and the component of involving parents and society is 2.75 and standard deviation of 0.80, 0.84, and 0.88, respectively, which are less than the average (3). Thus, with confidence level of 995, it can be concluded that the extent of effectiveness in the Office is less than the average. The most effectiveness is in the component of high-leveled expectations and the least is in the component of most opportunities for learning.

The main hypothesis: there is a relationship between perceived organizational support and organizational effectiveness in the Education Office in Kermanshah Province.

Table 3: multiple regression analysis of the effect of organizational support on organizational effectiveness

Model		Correlation Coefficient of R	R Square		Adjusted R square		
The relationship between perceived organizational support and organizational effectiveness	perceived organizational support	0.523	0.274		0.270		
Model		B	The mean for SD	Beta	t		Sig level
Constant value		0.349	0.308		1.132		0.259
perceived organizational support		0.662	0.080	0.523	8.258		0.000

Multivariable regression analysis was performed to survey the effect of organizational support on organizational effectiveness in the Education Office in Kermanshah province. At first, the variable of organizational effectiveness was considered as the main variable and the variable of organizational support as pre-hypothesized variable. Then, by using stepwise regression we found that the variable of organizational support had the most effect on multiple regressions and was entered into the model. Thus, the results of table 3 show that 27% of the changes in organizational effectiveness are defined by perceived organizational support. Perceived organizational support

shares 52% of the changes. The final results of multivariate regression analysis and the coefficient of effective variable in the model is shown in below. The final model is as following; perceived organizational support 0.662=organizational effectiveness.

Hypothesis 1; there is a relationship between perceived organizational support and organizational effectiveness in the Education Office in Kermanshah Province.

Table 5: correlation coefficient for perceived organizational support and organizational effectiveness

Variable	Number	correlation coefficient	Sig level
the relationship between perceived organizational support and organizational effectiveness	183	0.172	0.020

According to table 5, there is a positive and significant relationship between perceived organizational support and organizational effectiveness in the Education Office in Kermanshah Province with confidence level of 99% due to the correlation and significance level (p=0.000 & r=0.523). In the other word, as the extent of personnel's perceived organizational support is increased, their effectiveness will be increased and vice versa. Thus, 27% of the variance of organizational effectiveness can be predicted through the scores of perceived organizational support.

Conclusion

The present study aims at surveying the status of perceived organizational support and its relationship with organizational effectiveness in the Education Office of Kermanshah Province. Results showed that the extent of perceived organizational support and organizational effectiveness is less than the average, which are in accord with the study's findings of Azizi Fatah Abad (2012), Hassani and Sameri (2010), Zaki (2010). The hypothesis's findings show that there is a relationship between perceived organizational support and organizational effectiveness in the Education Office in Kermanshah Province. The study's findings of Zaki (2006), Bordbar (2012), Keramati and Hamzeh Loee (2012) are also in accord with these results. By perceived organizational support is meant generalized feelings and beliefs, which the organization respects cooperation, help, and supports its members and cares about their future and bliss. Regarding to this issue, people in organizations play their role as organization's active member and feel bliss and satisfaction. Perceived organizational support will increase efficacy, colleagues help, development of organization, emotional organizational commitment, and civil behavior (Lamastro, 2002).

Moreover, the theory of organizational support explains that managers' suitable behavior will increase perceived organizational support, which makes personnel to help the organization to reach its goals. As a result, it causes motivation and increases effectiveness (Bogler & Somitch, 2004), which is in accord with the study's results of Halpern (2005), Konsezac et al. (2005), and Moqali et al. (2009).

Regarding to the results, it can be recommended that experts of empowerment should consider delegation, cooperative management and appreciation as the programs of empowerment. Delegation is applied through creating self-controlled groups and denoting decision-making power. This action will make personnel feel that they are owners of the organization. As a result, it will lead to expecting responsibilities and to enhancing confidence. Teaching personnel for corporation and group-working is an important issue for empowerment and effectiveness. Thus, it is recommended to consider development of humanity resources. This effect should also be considered in other organs and institutes and the mutual relationship between empowerment and other factors such as organizational improvement, performance, job satisfaction, etc. in different organizations. Even if the result of the study is in accord with other studies' results, the researcher has had some barriers and restrictions. The study merely does focus on the human forces and does not consider human qualities such as education level, experience, and capabilities. Also, the most important restriction was the subjects' concern about assessment. Although ….before responding the questionnaires, the subjects were still concerned about their assessment and tried to show the situation better than what they are. Only the personnel of the Education Office of Kermanshah province were assessed due to time restrictions. Thus, personnel of other similar organs should be assessed through comparative method in order to complete the study's findings.

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