Examining the Relationship of Social Support with Organizational Improvement and Organizational Effectiveness among Elementary School Teachers

Abdulwahab Pourghaz, Hossein Jenaabadi and Aliasghar Rahmandoost
Department of Educational Sciences, Faculty of Educational Sciences and Psychology,
University of Sistan and Baluchestan, Zahedan, Iran

Abstract: This study aimed to examine the relationship of social support with organizational improvement and organizational effectiveness. Given the objective of the current study, this was a descriptive study following a correlational design. The statistical population included all elementary school teachers in district 1 of Zahedan. The sample size was 297 individuals (242 female and 55 male teachers) whom were selected using the stratified random sampling method. The data collection tools were the Social Support Questionnaire, the Organizational Improvement Scale and the Organizational Effectiveness Inventory (Parsons's AGIL paradigm). To analyze the obtained data, the one-sample t-test, Pearson correlation coefficient, linear regression analysis, F-test and independent t-test were applied. The results of this study indicated that the statuses of social support, organizational improvement and organizational effectiveness among the teachers were desirable. Moreover, social support and organizational improvement were significantly and positively related and social support was significantly and positively correlated with subscales of organizational effectiveness. In addition, social support was able to predict 1.6% of the variance in organizational improvement and 2.9% of the variance in organizational effectiveness.

Key words: Social support, organizational improvement, organizational effectiveness, independent, design

INTRODUCTION

One of the most important conditions required for increasing the effective organizational performance is providing human resources. Meanwhile, social support can be considered as a significant psychological factor in a workplace that affects the performance of human resources. The main value of organizational development is making positive, sustainable and efficient changes which aid individuals, teams and organizations to be able to realize their full potentials and actively participate in the success of the institution (Torkzadeh and Sabaghian, 2006). Another fundamental concept in every organization is effectiveness. Effectiveness is conceptualized through applying four different approaches. First, the goal-attainment approach in which the effectiveness is considered in terms of achieving organizational objectives and ultimate outcomes for realizing which the organization has emerged. Second, the system resource approach in which the organizational effectiveness is defined based on the ability to obtain inputs, use and process them, generate outputs and maintain the stability and sustainability of the organization. Third is the strategic constituencies approach based on which the organizational effectiveness is defined as the ability to fulfill the demands of those constituencies in the organization's surrounding environment which are required to maintain the stability of the organization. Fourth, the competing values approach which asserts that the organizational effectiveness requires the recognition of all fundamental variables affecting the performance of the organization and the method of relating these variables to each other (Robbins, 1999).

Effectiveness ensures the organizational health and paves the way for realizing organizational goals. This important goal can be realized through creating continuous improvements, decreasing the level of internal inconsistency and increasing an organization's competence to be positively compatible with the current and future conditions and the environment and to respond to the requirements (Torkzadeh and Sabaghian, 2006). In Sistan and Baluchestan Province, paying attention to the education system seems essential, since the education system there needs to improve its

---

Corresponding Author: Abdulwahab Pourghaz, Department of Educational Sciences,
Faculty of Educational Sciences and Psychology, University of Sistan and Baluchestan, Zehadan, Iran

education quality standards to reach those used in large cities. Moreover, given the unique cultural context and bilingual students living in this province, the importance of paying attention to the education system has doubled. Due to the significance of the issue and the population under study, the present study sought to answer the following question: Is social support significantly related to organizational improvement and organizational effectiveness among the elementary school teachers working in district 1 of Zahedan?

The results of a study conducted to examine the relationship between managers' social support and teachers' work ethic by Kord (2015) indicated that social support affected the teachers' work ethic. A study entitled "Examining the Impact of Social Support on Social Health of Female-Headed Households in Tehran" carried out by Hosseini *et al.* (2010) demonstrated that the more the level of social support, the higher the level of social health. Additionally, Asgari *et al.* (2013) conducted a study to investigate the relationship of personality traits and social support with job satisfaction among female teachers in Ahvaz and showed that social support was significantly and positively correlated with job satisfaction among the female teachers. Therefore, an increase in the level of social support improves the level of job satisfaction among the female teachers.

In another study, Koshazadeh *et al.* (2012) examined the effects of trust in managers on organizational strategic thinking and its role in improving organizational performance through teaching organizational commitment and indicated that trust in the senior managers predicted 0.67% of the variance in organizational strategic thinking and organizational strategic thinking predicted 0.40% of the variance in organizational commitment and 0.56% of the variance in organizational performance improvements. In addition, organizational commitment predicted 0.21% of the variance in organizational performance improvements.

In another study, Ardalan, Eskandari and Gilani investigated the relationship among knowledge leadership, organizational intelligence and organizational effectiveness and demonstrated that the statuses of knowledge leadership, organizational intelligence and organizational effectiveness were better than the average. Moreover, knowledge leadership and organizational intelligence were significantly and positively related to organizational effectiveness and subscales of knowledge leadership and organizational intelligence were able to predict organizational effectiveness. Gholami (2015) carried out a study to examine the relationship of organizational support with teachers' self-efficacy and schools' organizational effectiveness and demonstrated

that social support was significantly and positively related to schools' organizational effectiveness. In the same line, a study conducted by Arbabi (2014) to examine the relationship of organizational confidence and political behaviors of employees with organizational effectiveness of governmental organizations in Iranshahr indicated that organizational effectiveness was significantly and positively correlated with organizational confidence. Additionally, there was a significant and positive correlation between political behaviors and organizational effectiveness.

The results of a study carried out by Dolan *et al.* (2008) demonstrated that the lower the level of support factors in the working environment, the lower the level of health and quality of work life. In addition, Kirsten (2008) showed that social support can be considered as a significant psychological factor in the working environment which increasingly affects the employees' productivity. This means that social support is positively and directly related to productivity. In another study conducted by Marin and Ramirez (2005), the results indicated that the nurses who perceived more social support from their supervisors showed better levels of job performance and experienced lower levels of occupational stress and job burnout compared to those who did not have enough social support.

In a study carried out on the role of academic culture in improving faculty members by Freedman (1979), the results indicated that academic culture was effective in improving faculty members and improving faculty members resulted in improving the organization. Poister (2010) examined the relationship between strategic thinking and organizational performance and concluded that strategic thinking was significantly and positively related to organizational performance.

Chin (2009) investigated the correlations between knowledge management and administrative effectiveness of general affairs office in the elementary schools in Taoyuan county and indicated a significant and positive correlation between knowledge management processes and organizational effectiveness. Moreover, knowledge management was able to predict organizational effectiveness. In another study, Manzoor (2012) examined the impact of employees' motivation on organizational effectiveness in Pakistan and concluded that there was a significant and positive relationship between employees' motivation and organizational effectiveness. Lakshman conducted a study on organizational knowledge and indicated a positive and significant relationship between knowledge management and organizational effectiveness.

MATERIALS AND METHODS

The method of this study was descriptive following a correlational design. Statistical population, statistical sample and method of sampling: the statistical population included all elementary school teachers working in district 1 of Zahedan whom were 1273 individuals. Among these people, 297 individuals were selected based on the Morgan's table using the stratified random sampling method.

Data collection tools: In the current study, the data collection tools were three questionnaires which are as follows. The 24-item social support questionnaire which is scored based on a Likert-type scale. The 31-item organizational improvement scale that aims to examine the effective managerial skills and organizational improvement in an organization and is scored using a 5-point Likert-type scale. The 28-item Organizational Effectiveness Inventory (Parsons's AGIL paradigm) which included 4 subscales, i.e., innovation/compliance, organizational commitment/target acquisition, job satisfaction/unity and organizational health (spirit)/maintaining the patterns. Each of these subscales includes 7 items. The validity of these questionnaires were all confirmed by the supervisor and advisor of this study.

Reliability of the questionnaires on social support, organizational improvement and organizational effectiveness: The reliability of the questionnaires on social support, organizational improvement and organizational effectiveness conducted on a sample of 50 individuals was respectively 0.87, 0.91 and 0.96. Moreover, the reliability of subscales of the Organizational Effectiveness Scale including innovation, organizational commitment, job satisfaction and maintaining the patterns was respectively 0.88, 0.85, 0.85 and 0.86.

RESULTS AND DISCUSSION

How are the statuses of social support, organizational improvement and organizational effectiveness among the elementary school teachers?: To answer this question, the one-sample t-test was applied. The results of analyzing the data is presented in Table 1.

The results presented in Table 1 indicate that social support with a mean of 80.94 and a standard deviation of 14.05 (t = 25.68; p<0.01), organizational improvement with a mean of 92.25 and a standard deviation of

Table 1: The results of the one-sample t-test conducted to examine the statuses of social support, organizational improvement and organizational effectiveness among the elementary school teachers

Variables	Mean	SD	t-value	df	t-value	Sig.
Social support	80.94	14.05	60.0	296	25.68	0.000
Organizational improvement	92.25	19.93	77.5	296	12.76	0.000
Organizational effectiveness	88.67	22.05	70.0	296	14.58	0.000

19.93 (t = 12.27; p<0.01) and organizational effectiveness with a mean of 88.67 and a standard deviation of 22.05 (t = 14.58; p<0.01) are all greater than the considered criterion means that are respectively 60, 77.5 and 70 for social support, organizational improvement and organizational effectiveness and these differences are statistically significant at the 99% confidence level. Therefore, it can be stated that the statuses of social support, organizational improvement and organizational effectiveness among the teachers are all better than the average and are desirable. Is social support significantly and positively related to organizational improvement and organizational effectiveness?. The results demonstrated in Table 2 show that social support is significantly and positively related to organizational improvement at the 95% confidence level (p = 0.05; r = 0.126). Therefore, social support improves organizational improvement; however, this relationship is not strong. Moreover, social support is significantly and positively correlated with organizational effectiveness at the 99% confidence level (p = 0.05; r = 0.170) and it is significantly and positively related to compliance (r = 0.165), unity (r = 0.158) and maintaining the patterns (r = 0.161) at the 99% confidence level (p<0.01) however, a significant and positive relationship is found between target acquisition and social support at the 95% confidence level (p<0.05; r = 0.142). Therefore, improving social support enhances the level of organizational effectiveness; however, this relationship is at a moderate level.

Is social support able to predict organizational improvement?: To answer this question, the stepwise regression analysis was used. The results are presented in Table 3. The results presented in Table 3 indicate that social support with a correlation coefficient of 0.126 is able to predict 1.6% of the variance in organizational improvement among the teachers. Moreover, the results show that social support with a beta coefficient of 0.126 is significant at the 95% confidence level. Therefore, it can be mentioned that social support is significantly able to predict organizational improvement; however, this does not yield a strong prediction.

Is social support able to predict organizational effectiveness?: To answer this question, the stepwise regression analysis was used. The results are presented

Table 2: The results of the correlation coefficient of social support with organizational improvement and organizational effectiveness among the elementary school teachers

Variables	Organizational improvement	Compliance	Target acquisition	Unity	Maintaining the patterns	Organizational effectiveness
Social support						
R	0.126	0.165	0.142	0.158	0.161	0.170
Sig.	0.029	0.004	0.014	0.007	0.005	0.003
N	297.000	7.000	7.000	7.000	7.000	28.000

Table 3: The results of the regression analysis conducted to predict organizational improvement via social support

Pattern/variable	r	R^2	ADJR	SE	B	β	F-value	Sig.
Social support	0.126	0.016	0.013	13.97	72.72	0.126	4.79	0.029

Table 4: The results of the regression analysis conducted to predict organizational effectiveness via social support

Pattern/variable	r	R^2	ADJR	SE	B	β	F-value	Sig.
Social support	0.170	0.029	0.026	13.87	71.36	0.170	8.74	0.003

Table 4. The results presented in Table 4 indicate that social support with a correlation coefficient of 0.170 is able to predict 2.9% of the variance in organizational effectiveness among the teachers. Moreover, the results show that social support with a beta coefficient of 0.170 is significant at the 95% confidence level. Therefore, it can be mentioned that social support is significantly able to predict organizational effectiveness.

The present study aimed to examine the relationship of social support with organizational improvement and organizational effectiveness among the elementary school teachers in district 1 of Zahedan. The statistical population included all elementary school teachers in district 1 of Zahedan whom were 1273 individuals. Among these people, 297 male and female teachers were selected based on the Morgan's table using the stratified random sampling method. To examine the variables under study, three questionnaires on social support, organizational improvement and organizational effectiveness (Parsons's AGIL paradigm) were used. About 81.5% of the sample under study (242 individuals) were females and the other 18.5% (55 individuals) were males. Considering the work experience of the respondents, 54.5% of them (162 individuals) had 21-30 years of work experience, 29.6% of the respondents (88 individuals) had 11-20 years of work experience and 15.8% of them (47 individuals) had 1-10 years of work experience. About 183 individuals (61.6%) had a BA degree, 86 individuals (29%) had an associate degree and 28 individuals (9.4%) had a MA degree. The results obtained from this study indicated that the statuses of social support, organizational improvement and organizational effectiveness among the teachers were better than the average. Moreover, social support was significantly and positively related to organizational improvement and organizational effectiveness. Additionally, the results demonstrated that social support was able to predict organizational improvement and organizational effectiveness. These results are in line with the results obtained from studies conducted by Kord (2015) and Arbabi (2014). In addition,

the results related to the status of organizational improvement was not consistent with the results obtained from a study carried out by Atabaki *et al.* (2015). Examining the relationship of social support with organizational improvement and organizational effectiveness among the elementary school teachers and investigating the ability of social support in predicting organizational improvement and organizational effectiveness indicated that social support was significantly and positively related to organizational improvement and organizational effectiveness. This means that the more the teachers' social support, the more their organizational improvement and organizational effectiveness. Moreover, social support, with a regression coefficient of 0.126 was able to predict 1.6% of the variance in organizational improvement and social support, with a regression coefficient of 0.170 was able to predict 2.9% of the variance in organizational effectiveness. These results are in line with the results of studies conducted by Hosseini *et al.* (2010), Asgari *et al.* (2013) and Kirsten (2008). Investigating the relationship between social support and organizational effectiveness showed that social support was significantly and positively related to organizational effectiveness. This finding is consistent with the results obtained from studies carried out by Gholami (2015), Arbabi (2014), Chin (2009) and Atabaki *et al.* (2015) which indicated that the variables considered in these studies were significantly and positively related to organizational effectiveness and that social support was able to predict organizational effectiveness. In the current study, five different dimensions of social support, including emotional support, instrumental support, appraisal support, informational support and social network support were examined.

CONCLUSION

Overall, the results related to social support indicated that subscales of social support positively affected

organizational improvement and organizational effectiveness. Given the available literature on the impact of social support on other variables, the most important result of the current study was that it confirmed the positive effects of social support on organizational improvement and organizational effectiveness.

REFERENCES

Arbabi, M., 2014. The relationship of organizational confidence and political behaviors of employees with organizational effectiveness in governmental organizations in Iranshahr. MA Thesis, Faculty of Educational Sciences and Psychology, University of Sistan and Baluchestan, Zahedan, Iran.

Asgari, P., F. Naderi and K. Heikal, 2013. The relationship of personality traits and social support with job satisfaction among female teachers in Ahvaz. J. Women Culture, 4: 74-76.

Atabaki, M., M.T.I. Glehpardsari and A. Rabiee, 2015. Provide a strategic framework for training and organizational reform in the ministry of cooperatives, labor and social welfare. Q. J. Training Dev. Hum. Resour., 2: 53-70.

Chin, T.C.H., 2009. A study of the correlations between the knowledge management and the administrative effectiveness of general affairs office in the elementary schools in Taoyuan County. MA Thesis, National Taiwan University of Science Education, Taipei, Taiwan.

Dolan, S.L., S. Garcia, C. Cabezas and S.S. Tzafrir, 2008. Predictors of quality of work and poor health among primary health-care personnel in Catalonia: Evidence based on cross-sectional, retrospective and longitudinal design. Intl. J. Health Care Qual. Assur., 21: 203-218.

Freedman, M., 1979. Academic Culture and Faculty Development. Montaigne Press, California, USA.

Gholami, M.R., 2015. Examining the relationship of organizational support with teachers self-efficacy and schools organizational effectiveness. MA Thesis, Faculty of Educational Sciences and Psychology, University of Sistan and Baluchestan, Zahedan, Iran.

Hosseini H., S.A. Bekandeh and M. Taghipour, 2010. Examining the impact of social support on social health of female-headed households. J. Social Res., 3: 139-158.

Kirsten, W., 2008. Health and productivity management in Europe. Int. J. Workplace Health Manage., 1: 136-144.

Kord, H., 2015. Examining the relationship between managers social support and teachers work ethic. MA Thesis, Faculty of Educational Sciences and Psychology, University of Sistan and Baluchestan, Zahedan, Iran.

Koshazadeh, S.A., F. Rahimnia and R.H. Afkhami, 2012. The effects of trust in managers on organizational strategic thinking and its role in improving organizational performance through teaching organizational commitment in higher education. J. N. Approaches Educ. Administration, 3: 170-181.

Manzoor, Q.A., 2012. Impact of employees motivation on organizational effectiveness. Bus. Manage. Strategy, 3: 1-12.

Marin, M.A. and M.G. Ramirez, 2005. Social support and emotional exhaustion among hospital nursing staff. Eur. J. Psychiatry, 19: 96-106.

Poister, T.H., 2010. The future of strategic planning in the public sector: Linking strategic management and performance. Public Administration Rev., 70: 246-254.

Robbins, S.P., 1999. Organizational Theory (Structure and Design). Saffar Publication, Tehran, Iran.

Torkzadeh, J. and Z. Sabaghian, 2006. Organizational development in the current situation concept nature and territory. J. Manage., 20: 112-133.