

IMPACT OF PERCEIVED ORGANIZATIONAL SUPPORT ON JOB INVOLVEMENT OF PUBLIC SCHOOL TEACHERS

ARIEL P. TUAZON

Faculty, Polytechnic University of the Philippines, Philippines

ABSTRACT

Dedication and job involvement among public school teachers heavily depend on their perceptions that they are fully supported by their organization. For highly involved teachers, their jobs seem inexorably connected to the satisfaction that they can derive from performing their job duties effectively. As such, the study aimed to determine the level of perceived organization support felt by public school teachers and its impact on their job involvement. The study employed descriptive method of research through questionnaire survey and participated in by one hundred forty-five (145) public school teachers. The simple mean and the Goodman and Kruskal's Gamma Correlation were utilized in the investigation.

Results of the study indicated that the public school teachers perceive organizational support provided by the schools. They highly manifest job involvement. Furthermore, there is a significant relationship between perceived organizational support and job involvement of the teachers. The school administrators take steps to support their teachers and effectively communicate that support to them resulting in teachers who are highly involved and strongly committed, and who are willing to "go the extra mile" for their students and their schools. As such, the study suggests that the organizational support should be given according to the needs, desires and expectations of the teachers; implement policies, work processes and reward system that lead to increased job involvement; and discover and provide organizational resources that individual teacher values.

KEYWORDS: *Perceived Organizational Support (Pos), Job Involvement, Public School Teacher, Commitment*

Original Article

Received: May 17, 2016; **Accepted:** Jun 01, 2016; **Published:** Jun 14, 2016; **Paper Id.:** IJESRJUN201611