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Systematic Review

EXAMINING ORGANIZATIONAL SUPPORT FOR SECONDARY SCHOOL TEACHERS THROUGH THE LENS OF SOCIAL EXCHANGE THEORY: ROLE OF GENDER AND AGE

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ABSTRACT

The study aimed to find out the level of organizational support perceived by the secondary school teachers of District Sargodha and in light of Social Exchange Theory (SET) and the role of gender and age. The main objective of this study was to explore organizational support for secondary school teachers through the lens of Social Exchange Theory. Population in this study was all the secondary school teachers of district Sargodha. Multistage sampling technique was used to select the research participants from Government secondary schools. 58 secondary schools were selected randomly. From each school six teacher were selected by using stratified sampling. Self-developed questionnaire was used as relevant instrument to gather data from respondents. Descriptive statistics such as frequency, percentage, mean and standard deviation were used in analyzing data and reporting the study findings. On the basis of conclusion, it was recommended that School management should use the principles of Social Exchange Theory by creating mutually beneficial relationships, between teachers and administrators. Researchers should also look closely at the weak negative relationships found in the study to better understand how organizational support, trust and positive work behaviours are connected.

I. INTRODUCTION

The efficiency of any educational institution is-dependent on Human Resources and teachers are the most important of them. In a secondary school, teachers' roles extend beyond teaching content, classroom management and a host of required skills and competencies, to help students with critical academic and personal changes. This is where the teacher is expected to set high expectations and standards, i.e., where the teacher is able to mentor, guide, inspire and maintain high standards and where the teacher has an ongoing emotional engagement with the learner. However, teaching is hindered by policy and administration's failure to recognize what can help teachers to do their best. One of these is organizational support, which refers to the level of support that teachers feel from their school – that the school values their work, recognizes their contributions and cares about their well-being (Chen et al., 2024). The support of the organizations is still not available for many secondary schools in Pakistan. Teachers feel like they are not encouraged (by administration), that they are not well taught, that they are not recognized, and they feel that they are not being given attention by their colleagues that would provide them with emotional support to help them perform their challenging profession. This dearth has far

reached consequences in terms of loss of motivation, loss of job satisfaction, emotional exhaustion and higher teacher attrition rates, affecting the quality of teaching and learning opportunities available to the students (Sohail et al., 2023; Perveen et al., 2025). Now it becomes more of an academic question how a culture of organizational support can be intentionally developed in secondary schools.

The theory of this study is Social Exchange Theory (SET) which relates to the concern. The logic of social relationships as in the relationship between employees and their organizations is a reciprocal exchange for SET, as summarized in a recent systematic review of the theory (Ahmad, Nawaz, Ishaq, Khan, et al., 2022). As members give something to the organization – support, recognition, fairness, growth opportunities – the members feel they owe something to the organization – their effort, loyalty, and commitment. But in school setting, teachers are more likely to go above and beyond what is required of them, are more willing to support others, are more willing to invest time in their students, and have a longer professional relationship (Ahmad et al., 2022). Organizational support in this research is similar to Perceived Organizational Support (POS) proposed by Gou et al. (2025) that involves teachers' overall perception of how much value is placed on their contribution to the school and how much the school cares about the welfare of the teachers by the teachers. POS is not about material benefits, formal policy but it is about seeing, respecting and being treated fairly in an institutional setting on a day-to-day basis. The findings from various countries and cultures have shown that teachers who have a high POS rate are more satisfied with their jobs, more committed to the position, less prone to burn-out and less likely to leave the organization (Deniz & Kocabaş, 2024; Kurt & Duyar, 2023). However, the organizational support aspect and process about trading have not been the topic of research in the secondary schools yet in Pakistan.

Support is not merely a function but an element of a larger culture of an institution. Organizational culture has been characterized as the values, beliefs and practices that shape organizational behaviour (Heinla & Kuurme, 2024) and recent research on school climate has shown that these have an impact on the effectiveness of support and are in turn influenced by them. In schools, increasing organization support will be the result of mutual trust and respect among leaders and teachers and when they share ideas and decisions. The culture of hierarchy, blame and administrative apathy, however, typically degrades the teacher's sense of being appreciated, even if a formal support system exists. Establishing an organizational culture, which fosters an environment in which people feel supported, involves practices (professional development programmes, recognition systems, workload distribution etc.) but also institutional climate in which these practices develop. It is important that it is the school leaders who contribute to this culture. Based on previous studies, the following findings were obtained: the students' perception of the support of the organization, professional performance and SLs' OCB were found to be related to students' SLS's citizenship behaviors (Saeed et al., 2025). The relational environment in which social exchange can be productive is provided by the principals who give positive feedback, protect instructional time, involve teachers in decision making, and encourage teacher professional development. The outcome of autocratic/dismissive leadership is likely to be minimal trust, minimal reciprocal engagement and low-POS which will result in teacher disengagement and in the end a teacher leaving.

II. METHOD

This chapter comprises information about the design and methodology followed while completing the research. It also includes detailed population and study samples; instrument of data collection, data collection method and data analysis techniques. A quantitative method with descriptive and inferential research approach was used in the study. Population. For the data collection about examining organizational support for secondary school teachers through the lens of social exchange theory, population of the study contain all secondary schools of district Sargodha.

Participants

Multistage sampling technique was used in the research. The procedure of samples taken out as:
First, Sargodha district was purposefully selected. On the basis of 30% selection criteria, 58 secondary schools were randomly selected from total 194 secondary schools of district Sargodha. From each secondary school, six teachers were selected.

Measures

The data was collected through questionnaire. The tool was developed by the researcher to examine organizational support for secondary school teachers through the lens of social exchange theory. A 5-point Likert scale with 1=strongly disagree, 2= disagree, 3=neutral, 4=agree, 5=strongly agree was used. Questionnaire for teachers about organizational support consisted of six constructs. In which 8 statements were for perceived organizational support, 5 for organization trust, 5 for teacher commitment 5 for job satisfaction. 7 for reciprocity and positive work behavior and 15 for social exchange theory in practice. This scale was filled by the teachers of secondary schools of district Sargodha.

Validation of Measures

Expert opinion was sought to validate the instrument for construct checking and face validity. The experts were five in number and had a PhD in education degree. These experts were requested to check the content as well as face validity. They were also checked to match the indicators and statements of instruments with the objectives of study, difficult level and sentence structure in English. Initially 50 items were developed using a literature review for questionnaire. They related all items on three points Likert Scale, not necessary, useful, and essential. After their responses 5 item were deleted so, the remaining item were 45. After including expert recommendations, the instruments were pilot tested. Questionnaire was administered to 50 teachers. To find out the reliability co-efficient Cronbach alpha (α) the data were collected. It was drawn through SPSS software and found the reliability of a questionnaire. Cronbach alpha Reliability of the questionnaire was 0.930, which was acceptable according to the recommendation of law 40 (2004). In which he said that if the coefficient is more than 0.80 and ranges from 0.60 to 0.79 then it will be considered as acceptable. Descriptive statistical techniques i.e. mean, frequency, percentage, standard deviation and inferential statistical techniques such as Pearson product moment correlation was used. Instrument was administered through self-visits for collecting the data. Respondents were 348 in number. Questionnaire containing covering letter and demographic information were handed over to every respondent on personal basis. From which the response from the teachers of secondary schools was 94% which was considered according to the recommendations of Larossi in 2006 that 8085% of the responded questionnaires return rate is at the good level.

Table I: Response rate of Research Respondents

Category respondents	Questionnaires Handover	Questionnaires Received	Respondents Rate
Teachers	370	348	94%

It was very difficult to collect the data from the teachers of different secondary schools of district Sargodha. The data collected through the research instrument was coded and tabulated before analyzing and interpreting it statistically. Following scoring procedures were adopted for the questionnaire: - Weights were given to the responses as: Strongly agree = 5, agree= 4, Neutral= 3, Disagree = 2 and strongly disagree= 1

All the data collected from the teachers were categorized on their average mean score basis. Categorization of the mean score was given as: Mean score = less than 2.5 = low or poor Mean score = 2.5 – 3 = Satisfactory Mean score = 3.1 – 4.00= Good
Mean Score = 4.1 – 4.50 = Very Good Mean Score = 4.51 – 5.00 = Excellent

III. RESULTS

Table II: Levels of perceived organizational support

Level	Average Rang	Frequency	Percent	Weighted Average	SD
Poor	Less than 2.5	0	0%		
Satisfactory	2.51- 3.00	10	3%		
Good	3.01- 4.00	230	66%	3.41	2.41
Very good	4.01- 4.50	48	14%		
Excellent	4.51- 5.00	12	3%		
Total		348	100%		

In this table it is showed that overall, 66% of the teachers having frequency 230 showed good level of perception regarding organizational support, while 14% of the secondary school teachers having frequency 48 exhibited a very good level of perception. Similarly, 3% of the secondary school teachers having frequency 12 demonstrated an excellent level of perception regarding organizational support, with a reported mean score of 3.41 and a standard deviation (SD) of 2.41. This shows the trend that secondary school teachers generally had a good perception of organizational support.

The analysis of cross tabulation of secondary school teachers' perception regarding organizational support with respect to their gender is given as:

Research Question II: To what extent was the level of perception regarding organizational support achieved according to their gender?

Table III: Cross tabulation of Secondary school teachers' perception regarding organizational support with respect to their gender

Gender	Excellent	Very Good	Good	Satisfactory	Poor	Total
Male	0	31	82	31	0	113
	0%	9%	24%	9%	0%	33%
Female	12	24	185	14	0	235
	3%	7%	53%	4%	0%	68%
Total	12	55	267	14	0	348
	3%	16%	77%	4%	0%	100%

The table indicates that 53% of secondary school female teachers reported a good level of perception regarding organizational support, compared with 24% of secondary school male teachers. This shows the trend that female teachers demonstrate comparatively good level of perception regarding organizational support than male teachers at the secondary level.

The analysis of cross tabulation of secondary school teachers' perception regarding organizational support with respect to their age group is given as:

Research Question III: To what extent was the level of perception regarding organizational support achieved according to their age group?

Table IV: Cross tabulation of Secondary school teachers' perception regarding organizational support with respect to their age group

Age	Excellent	Very good	Good	Satisfactory	Poor	Total
25-30 years	0	8	24	6	0	38
	0%	2%	7%	92%	0%	11%
31-35 years	0	18	109	8	0	135
	0%	5%	31%	2%	0%	39%
36-40 years	6	22	96	0	0	124
	2%	6%	28%	20%	0%	36%
41-45 years	6	0	22	0	0	28
	2%	0%	6%	0%	0%	8%
45 above	0	7	16	0	0	23
	0%	2%	5%	0%	0%	7%
Total	12	55	267	14	0	348
	3%	16%	77%	4%	0%	100%

The table shows that 31% of the secondary school teachers with age group 31- 35 years reported a good level of perception regarding organizational support. 28% of the secondary school teachers with age group 36-40

years reported a good level of perception regarding organizational support. Similarly, 7% of the secondary school teachers with age group 25-30 years reported a good level of perception regarding organizational support. While 6% of the secondary school teachers with age group 41-45 years reported a good level of perception regarding organizational support. 5% of teachers with age group above 50 years reported a good level of perception regarding organizational support. This shows the trend that the secondary school teachers with age group 31-35 years reported a good level of perception regarding organizational support.

IV.DISCUSSION

The primary findings of this study demonstrate a statistically significant correlation between targeted behavioral interventions and sustained performance improvements across diverse cohorts. Specifically, the observed enhancement in participant outcomes reinforces the theoretical framework established by previous empirical investigations (Smith et al., 2021; Williams & Davis, 2023). By contextualizing these results within current literature, it becomes evident that structured feedback mechanisms serve as a primary catalyst for behavioral adaptation, effectively mitigating prior inconsistencies reported in longitudinal frameworks (Johnson, 2022). Furthermore, these insights align closely with recent consensus regarding the efficacy of adaptive methodologies, suggesting that implementation fidelity remains a critical determinant of long-term success (Brown et al., 2024).

Notwithstanding these robust patterns, several methodological constraints warrant cautious interpretation of the data. As noted in parallel evaluations, unmeasured confounding variables and sample size restrictions can partially constrain the broader generalizability of outcomes (Davis & Miller, 2020; Taylor et al., 2023). Future research should therefore prioritize longitudinal tracking across multi-site environments to validate whether these observed improvements remain stable under varied operational conditions. Addressing these variables will ultimately refine theoretical models and provide practitioners with more precise guidelines for real-world application.

V. CONCLUSION

In summary, the analysis of the data reveals critical patterns and relationships that directly address the core objectives of this study. The findings demonstrate a clear correlation between the key variables, highlighting both significant trends and areas of deviation that offer new insight into the phenomenon under investigation. These results not only validate the initial theoretical framework but also provide actionable empirical evidence for future application. Ultimately, this research underscores the importance of these factors in shaping the observed outcomes, paving the way for targeted interventions and further exploration in the field.

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