



THE RELATIONSHIP BETWEEN PERCEIVED ORGANIZATIONAL
SUPPORT, WELL-BEING AND JOB PERFORMANCE: WITH WORK
ATTITUDES AS A MEDIATORS – BASED ON PRIMARY SCHOOL
TEACHERS IN CHANGHUA COUNTY, TAIWAN AREA

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Abstract

Based on the concept of occupational health psychology, the purpose of this study is to explore the relationships between well-being, and job performance, and perceived organizational support and well-being. In addition, considering individual differences in work attitudes, job satisfaction, and organizational commitment a were also selected and examined as possible mediating factors. The methodology of this study research was mainly a questionnaire survey. And Eventually, 477 valid samples were obtained produced. Each questionnaire was completed by the targeted teachers at from public elementary schools in Changhuwa County, Taiwan. Regression analysis and hierarchical regression analysis revealed shows that perceived organizational support has positive influence on well-being, whereas well-being also has positively affected influence on job performance. Moreover, well-being mediated the relationship

between perceived organizational support and job performance, whereas work attitude mediated the relationship between perceived organizational support and well-being, and also mediates the relationship between well-being and job performance. Consequently, to put these findings into managerial practices, we suggest that it is important for school administrative units should pay close attention to the teachers well-being of teachers, as well as their job performance. By means of designing a Appropriate welfare systems or group activities can be designed in organizations to enhance the teachers' perception of degree of organizational support that teachers perceive, the teachers' well-being, and moreover, their consequently their job performance would be improved as well. The results would benefit both teachers and the administration. Additionally, to positively increase the degree of job satisfaction and organizational commitment would reinforce the relationship between well-being and job performance.

Key words: well-being, job performance, perceived organizational support, job satisfaction, organizational commitment, work attitude

Introduction

Psychologist Sir Frederic Charles Bartlett discovered that well-being improves the job performance of employees by 10% to 25% and that the happiness and well-being of individuals are positively correlated with their productivity and income. Warr (2007) indicated that the sources of well-being are multifaceted, including psychological traits and the subjective perception of individuals and their environment. Warr divided the external environmental dimensions affecting well-being into 12 factors, which can be used to evaluate happiness at work. These factors are opportunity for personal control, opportunity for skill use and acquisition, externally generated goals, variety, environmental clarity, contact with others, availability of money, physical security, valued social position, supportive supervision, career outlook, and equity. This indicates that work environment exerts a strong effect on well-being.

A work environment affects the feelings and attitude of its workers and thus influencing their job performance. Related research was first performed

by McGregor (1960) and Maslow (1970), who proposed human-based management. Subsequently, humanist thinking became increasingly prevalent in the field of organizational behavior. In addition to examining the job performance of employees, scholars began to explore whether employee behavior was affected by their feelings, attitude, and well-being. The relevant studies have determined that perceived organizational support positively affects job performance (Searle, Bright, & Bochner, 2001), job satisfaction positively affects job performance (Herzberg, 1959), and employees with higher organizational commitment demonstrate more favorable job performance (Steers, 1977). Such findings led to employees no longer being considered tools for achieving organizational goals. In recent years, the number of studies on well-being and work-related variables has gradually

increased. In addition to investigating the sources of well-being (Argyle, 1987), scholars have begun to evaluate the effect of well-being on job performance (Wright & Cropanzano, 2000) and attitude (Chang, 2008).

The research objectives of the present study were as follows:

1. To explore the relationship between the well-being and job performance of teachers.
2. To determine the relationship between the organizational commitment and well-being of teachers.
3. To evaluate the mediating effect of well-being on the relationship between perceived organizational support and job performance.
4. To explore the moderating effect of job satisfaction on the relationship between well-being and job performance.
5. To determine the moderating effect of organizational commitment on the relationship between well-being and job performance.

This study aimed to achieve these five goals through empirical research on occupational health psychology. The research participants and scope were as follows.

Research Participants

Structured questionnaire was distributed to teachers employed at public primary schools in Chunghwa County, Taiwan. Part-time teachers and those teaching in private primary schools were excluded.

Research Content

A questionnaire was employed to explore the relationship between the perceived organizational support, well-being, and job performance of teachers. After referencing related studies and selecting work attitude as a moderating variable, this study employed sex, age, marital status, children, years of teaching experience, educational background, current job title, student grade, school size, school location, and number of students in the homeroom class as independent variables. Teachers' well-being and job performance were used as dependent variables. The aim was to understand the well-being and job performance of primary school teachers in Changhua County as well as the differences in their well-being and job performance under different background variables. In addition, the relationship between their well-being and job performance was explored.

Literature Review

From the perspective of occupational health management, this study identified the association between employee mental health and management practice, and this association was then used as the basis for discussing the relationship between well-being and job performance.

Well-Being

Connotations of Well-Being.

In the 1970s, well-being and happiness began to receive the attention of Western scholars. Related topics have been explored using numerous terms, including happiness, objective well-being, subjective well-being, and life

satisfaction. These terms refer to individuals' subjective perception of their well-being, including their life satisfaction and an overall evaluation of positive and negative emotions (Wu, 2003). Diener, Lucas, and Richard (1999) noted that subjective well-being is frequently called happiness.

Theories Related to Well-Being

Need Satisfaction Orientation.

Scholars who have used the need satisfaction orientation to explore well-being have posited that well-being originates from the satisfaction of individuals' needs. Unhappiness occurs when the needs of individuals are not met for an extended period. Both conscious and subconscious needs should be met. The theories related to need satisfaction are described as follows:

A. Telic Theory

This theory assumes that individuals have internally hidden needs that serve as the basis of their behavior. Well-being occurs when these needs are satisfied. Omodei and Wearing (1990) asserted that well-being originates from the fulfillment of goals.

B. Pleasure and Pain Theory

Scholars who support this theory posit that happiness and sadness originate from the same source. Well-being and pain are interrelated and thus cannot be discussed independently. Individuals who have not experienced sadness cannot appreciate happiness. When an individual experiences sadness for an extended period because of unsatisfied needs, they experience a

particularly strong sense of happiness when their needs or goals are fulfilled.

C. Activity Theory

This theory maintains that participation in social activities is the main source of well-being. This perspective can be extended to human relationships and focuses on individuals' performance in an activity rather than their goals. Specifically, this theory emphasizes the participation process instead of the outcome of that participation. Thoits (1982) asserted that participation in any meaningful, healthy activity facilitates the fulfillment of an individual's mental needs, including the needs for companionship and leisure. Social support that is provided and shared by members of society can also improve the spiritual health, psychological adaptation, and well-being of individuals.

Personal Trait Orientation.

Discussion of well-being from the perspective of personal traits indicates that well-being is based on the viewpoints adopted by individuals toward events and objects. Differences in personal traits cause individuals to exhibit differing feelings. The personal trait-related theories are described in the following.

A. Associationist Theory

When an individual's cognition has a positivity bias, the individual adopts a positive attitude when interpreting an event and is more likely to experience well-being. Diener (1984) asserted that people with higher levels of well-being have a memory network with well-being at its core. When an

event occurs in this network, the extraction of data from the memory network induces a greater feeling of well-being.

B. Trait Theory

McCrae and Costa (1991) proposed a new trait theory and maintained that well-being is a stable trait. Individuals who possess this trait may have physiological mechanisms that can easily elicit a sense of happiness, or the trait may be innate or genetically inherited. The trait may also be acquired through learning (Veenhoven, 1994).

Interpretation Orientation.

Scholars who have explored well-being by using the interpretation orientation assert that well-being originates from individuals' life experience, values, relationships with others, or comparisons with their life goals (Rim, 1993). This theory involves three basic assumptions (Veenhoven, 1991). First, well-being is a product of comparison. Second, the standard of comparison changes with the scenario. Third, the standard of comparison is selected and developed by the individual.

Dynamic Equilibrium Orientation.

Theories related to this orientation are based on the dynamic equilibrium model. These theories posit that well-being is affected by not only long-term stable personal traits but also recent positive and negative life events. Table 2.1 compiles the various research orientations regarding well-being.

Relationship between Perceived Organizational Support and Well-Being

The sources of well-being are described in Section 2. External environmental factors affecting well-being include social support acquired from strong interpersonal relationships. Social support can improve individuals' sense of belonging and confidence, satisfy their social needs, and provide a buffer or protective effect when individuals are exposed to negative stimuli (Cohen & Wills, 1985). Cobb (1976) defined social support as capable of helping individuals believe that they are loved, cared for, respected, valuable, and a member of a community.

Relationship between Perceived Organizational Support and Job Performance

One study reported that perceived organizational support was positively correlated with affective commitment and job performance (Eisenberger, Fasolo, & Davis-LaMastro, 1990), and one reason for this was that employees' felt obligated toward their organization. Eisenberger, Armeli, Rexwinkel, Lynch, and Rhoades (2001) indicated that obligation mediates the relationships of perceived organizational support with affective commitment, in-role behavior, and extra-role behavior. Specifically, when perceived organizational support is higher, employees have a certain level of obligation to the organization; hence, their affective commitment to the organization is higher, and they demonstrate more favorable job performance and organizational citizenship behavior.

Definition of Job Satisfaction

Job satisfaction refers to the positive feeling or sense of satisfaction

experienced by individuals during their work. The concept was first proposed by Hoppock (1935) in his book Job Satisfaction as individuals' overall subjective perspective on their job. The

concept combines physiological and psychological satisfaction with environmental factors. Job satisfaction is a comprehensive psychological status.

Table 2.1. Research orientations regarding well-being

Thinking mode	Research orientation	Core discourse	Advantage	Limitation
Bottom-up	Need satisfaction	Well-being originates from a sense of satisfaction elicited through the fulfillment of goals.	The logic of life goal formulation and goal integration is emphasized.	The perspective cannot explain why some people have traits that enable them to more easily experience well-being.
Top-down	Personal trait	Traits, cognition, memory, and restriction theories are used to explain the generation of well-being.	Why some people are more likely to experience well-being is explained.	This perspective overlooks the role of life events in eliciting well-being.
Integrative	Interpretation	Well-being is a result of comparison with standards.	The effects of both personal traits and life events on well-being are accounted for.	When an individual begins to adopt a comparison standard is not explained, nor is how individuals select comparison standards.
Integrative	Dynamic equilibrium	Well-being is a dynamic equilibrium that is affected by both personal traits and real-life events.	This perspective changes the previous assumption that well-being originates from a single factor.	Related empirical research has been unable to identify the relationship between personal traits and life events.

Source: Data were compiled by the researchers of the present study.

Relationship between Job Satisfaction and Job Performance

Porter and Lawler (1968) used expectation theory as a basis and combined the discourses of various scholars to propose an incentive model in which satisfaction and performance are depicted as being in a circular relationship.

Relationship between Well-Being and Job Performance

Happy individuals are better at identifying opportunities in their work environment. Additionally, they are more outgoing, more likely to help others, and more confident and optimistic. Flexibility in interpersonal relationships enables happy individuals to demonstrate higher performance (Cropanzano & Wright, 2001). A study conducted by Staw and Barsade (1993) indicated that students with higher levels of well-being were usually decision makers, had more desirable interpersonal relationships, and acquired higher evaluation scores. A longitudinal study conducted by Staw, Sutton, and Pelled (1994) indicated that the evaluation scores and salary of employees with high levels of well-being were higher than those of employees with low levels of well-being.

Research Methods and Hypotheses

This study targeted public primary school teachers in Changhua County. A questionnaire was distributed to 500 representative individuals, and 477 valid questionnaires were returned, yielding a valid return rate of 95.4%.

Research Hypotheses

- H1: Demographic variables affect well-being.
- H2: Demographic variables affect perceived organizational support.
- H3: Demographic variables affect work attitude.
- H4: Perceived organizational support and well-being are significantly and positively related.
- H5: Well-being and job performance are significantly and positively related.
- H6: Well-being mediates the relationship between perceived organizational support and job performance.
- H7: Work attitude mediates the relationship between perceived organizational support and well-being.
- H8: Work attitude mediates the relationship between well-being and job performance.

Results and Conclusion

Regression analysis was performed and revealed that the demographic variables did not significantly affect well-being. Consequently, H1 was rejected. By contrast, the effect of the demographic variables on perceived organizational support was significant ($F = 4.711, p < 0.001$). Therefore, H2 was supported. The effect of the demographic variables on work attitude was nonsignificant. Therefore, H3 was rejected.

Research Framework

Figure 3.1. Displays the research framework.

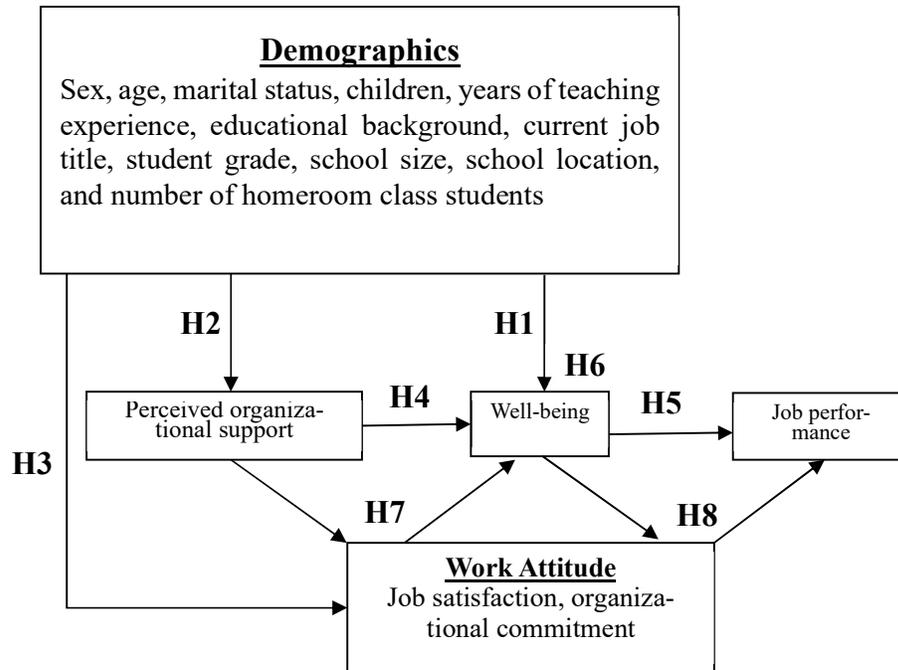


Figure 3.1. Research Framework

According to the regression analysis on well-being, the effect of perceived organizational support on well-being was significant ($\beta = 0.446, p < 0.001$). Therefore, H4 was supported, indicating that the more the teachers perceived that their organization supported them and cared about them, the greater was their well-being.

According to the regression analysis on job performance, the effect of well-being on job performance was significant ($\beta = 0.448, p < 0.001$). Therefore, H5 was supported, indicating that individuals with higher levels of well-

being demonstrate more favorable job performance.

Hierarchical regression revealed that perceived organizational support significantly affected job performance ($\beta = 0.295, p < 0.001$) and well-being ($\beta = 0.446, p < 0.001$). Incorporating perceived organizational support and well-being into the regression model resulted in the effect of perceived organizational support on job performance being notably weakened, with β decreasing to 0.120 ($p < 0.01$), whereas the effect of well-being on job performance remained significant ($\beta =$

0.394, $p < 0.001$). Therefore, H6 was supported.

Hierarchical regression also revealed that perceived organizational support significantly affected well-being ($\beta = 0.446$, $p < 0.001$) and work attitude ($\beta = 0.638$, $p < 0.001$). Incorporating perceived organizational support and work attitude into the regression model resulted in the effect of perceived organizational support on well-being being notably weakened, with β decreasing to 0.158 ($p < 0.01$), whereas the effect of work attitude on well-being remained significant ($\beta = 0.451$, $p < 0.001$). Therefore, H7 was supported.

Well-being was discovered to significantly affect job performance ($\beta = 0.448$, $p < 0.001$) and work attitude ($\beta = 0.552$, $p < 0.001$). Incorporating well-being and work attitude into the

regression model resulted in the effect of well-being on job performance being notably weakened, with β decreasing to 2.45 ($p < 0.001$), whereas the effect of work attitude on job performance remained significant ($\beta = 0.368$, $p < 0.001$). Therefore, H8 was supported. Table 4.1 compiles the validation results for all hypotheses.

According to the literature review, well-being is an individual's subjective overall evaluation of their life. The results of this study verified that when public primary school teachers in Changhua County were highly satisfied with their quality of life and emotionally positive, their job performance was higher. Nevertheless, work and the workplace constitute only a portion of everyday life; hence, primary school teachers with similar levels of well-being also demonstrated different

Table 4.1. Compilation of validation results

Hypotheses	Validation
H1: Demographic variables affect well-being.	Rejected
H2: Demographic variables affect perceived organizational support.	Supported
H3: Demographic variables affect work attitude.	Rejected
H4: Perceived organizational support and well-being are significantly and positively related.	Supported
H5: Well-being and job performance are significantly and positively related.	Supported
H6: Well-being mediates the relationship between perceived organizational support and job performance.	Supported
H7: Work attitude mediates the relationship between perceived organizational support and well-being.	Supported
H8: Work attitude mediates the relationship between well-being and job performance.	Supported

levels of job performance because of the differences in their work attitude and

psychological motivation. Specifically, when the primary school teachers were

satisfied with their work, liked and were loyal to their organizations, and were therefore willing to work hard, the positive relationship between well-being and job performance was enhanced. The teachers could thus more easily perform well.

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