AN EXAMINATION OF PHYSICAL EDUCATION TEACHERS' PERCEPTIONS OF ORGANIZATIONAL SUPPORT

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ABSTRACT

This study was conducted to determine physical education teachers' perception levels of organizational support and to evaluate them in terms of various variables. The population of the research consists of physical education teachers in Erzurum province, and the sample group consists of 391 physical education teachers, 273 of whom are male and 118 are female. "Personal Information Form" developed by the researcher was used to determine the demographic variables of the participants, and "Perceived Organizational Support Scale," which consists of 3 sub-dimensions and 28 items developed by Nayır (2013) and is a 5-point Likert-type scale, was used to determine physical education teachers' perceptions of organizational support. In the study, frequency analysis was used to determine the demographic characteristics of the participants, descriptive tests were used to determine the means of perceived organizational support levels and sub-dimensions, independent samples t-tests were used to compare perceived organizational support levels according to gender and administrative position, one-way ANOVA tests were used to compare perceived organizational support levels according to age, staff title status, professional service years, and institutional service years, and Tukey Test was used to determine which group the differences originated from. In the study, it was found that male participants had higher perceived organizational support levels in the sub-dimensions of organizational rewards and job conditions (X=3,01±1,28) compared to female participants (X=2,57±1,29), and the perceived organizational support level was higher in the sub-dimension of organizational justice for those without administrative duties (X=3,16±1,29) compared to those with administrative duties (X=2,70±1,28).

Keywords: Perceived Organizational Support, Physical Education and Sport, Teachers.

INTRODUCTION

The concept of perceived organizational support was developed through studies conducted by Eisenberger et al. (1986) and conceptualized as the appreciation and care shown by the organization they work for towards their employees' contributions and wellbeing (Eisenberger et al. 1986; Rhoades & Eisenberger 2002). According to the organizational support theory developed by Eisenberger et al. (1986), the development of perceived organizational support is backed by the tendency of employees to attribute human-like qualities to their organizations (Rhoades & Eisenberger 2002).

According to organizational support theory, employees evaluate the organization within the context of human characteristics (Aselage & Eisenberger, 2002; Wayne et al., 1997). Activities performed by organization representatives (managers) are not directly attributed to the representatives, but are interpreted as a sign of the organization's purpose. Behind this type of personalization of the organization lies the belief that the organization has legal, moral, and financial responsibilities in the activities carried out by the representatives. This responsibility is manifested through organizational policies, norms, and culture that provide continuity and predict role behaviors. With the personalization of the organization, employees evaluate positive or negative behaviors performed by representatives as indicators of the goodness or badness of the organization (Rhoades & Eisenberger, 2002). In employees' perception of organizational support, the messages given explicitly or implicitly by the organization's management in their practices, expressions, and policies; their fairness, communications, approvals, appreciations, and value perceptions of employees with their managers and other colleagues; job security, rewards, working conditions, and autonomies play a significant role (Eisenberger et al., 2014; Kurtessis et al., 2017).

As researchers also pointed out (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002), employees gain impressions about their institutions depending on the adequacy of the resources provided by their organizations within the scope of organizational support theory and how much they are valued as individuals by the organization. An individual expects rewards in return for high performance provided to the organization, believing that the organization will extend a helping hand during difficult times like organizational change (Cullen et al., 2014).

There are three important factors affecting the perception of organizational support: organizational justice, manager support, and organizational rewards and working conditions. Niehoff & Moorman (1993) stated that the fairness of the procedures carried out in the institution and the fair distribution of resources lead to the birth of the dimension of distributive justice. The platform created by distributive justice awakens the idea in employees that the efforts put forth will be rewarded under equal conditions. In this context, the dimensions of organizational justice can be explained along the axis of social exchange. Andrews & Kacmar (2001) stated that individuals who are rewarded by the institution develop a perception related to their wellbeing being important to the organization, and in this direction, their perceptions of organizational support develop (Doğru, 2016).

Another significant precursor that lays the groundwork for the formation of employees' perceptions of organizational support is managerial support. Researchers (Rhoades et al., 2001) emphasized that a manager, as a representative of the institution, valuing employee suggestions and ideas creates a positive impact on employees' perception of support; they pointed out that this effect leads employees to exert more effort towards institutional goals (Doğru, 2016).

Researchers (Allen et al., 2003; Rhoades & Eisenberger, 2002; Liu, 2004) stated that employees develop a perception about how fair the wage policy is by comparing the wage they receive in return for their efforts with other employees with similar experience and performance levels. Fair wage payment creates a positive impact on perceived organizational support. Material and moral rewards expected to be obtained from the institution, impartial and fair evaluation of the performance demonstrated by employees by the management, access to information and provision of development opportunities are other factors that have a positive impact on perceived organizational support (Doğru, 2016).

Determining factors causing role-related stress such as promotion, autonomy, job security, appreciation, wage payment, training, organization size are among human resources practices. Human resource practices that value employee efforts and invest in employees indicate a supportive organization, and these practices also characterize the tendency of the institution to establish or maintain a social exchange relationship with the employee (Allen, Shore & Griffeth, 2003).

Caring for employee welfare and wellbeing by the organization brings along many positive organizational behaviors. Perceived organizational support causes individuals to tend to demonstrate higher levels of performance towards achieving organizational goals (Eisenberger et al., 1986). Studies conducted towards perceived organizational support revealed that the concept has an impact on job satisfaction and absenteeism (Eisenberger et al., 1986; Eisenberger et al., 1997; Shore & Tetrick, 1991), organizational commitment (Gakovic & Tetrick, 2003; Eisenberger et al., 1986; Rhoades et al., 2001), feeling of obligation, organizational identification (Edwards, 2009), organizational citizenship behavior, employee performance (Chen et al., 2009; Eisenberger et al., 1986), job withdrawal behavior, intention to leave the job (Dawley et al., 2010), job attachment and stress (Stamper & Johlke, 2003; Karaalioğlu, 2019).

Physical education teachers need various sports equipment to conduct their classes more efficiently. Especially, receiving in-kind and cash support from the administration is among the important factors for student athletes to be successful in local, group, semi-final, and Turkey Championship competitions. In addition, the institution having a fair organizational structure, the fair distribution of working conditions and rewards, the perception level formed that physical education teachers are supported by the institution can affect their performance levels. Accordingly, this research was conducted with the aim of investigating the perceptions of organizational support of physical education teachers and developing suggestions based on the results.

METHOD

Population and Sample of the Research

The population of the research consists of physical education teachers in the city of Erzurum, while the sample group consists of a total of 391 physical education teachers, 273 of whom are male and 118 are female.

Model of the Research

In this study, which was conducted to examine the perceptions of organizational support among physical education teachers in terms of various variables, the correlational survey method was used. The correlational survey model is a survey approach that aims to determine the presence of co-variation between two or more variables. In the correlational survey model, it is tried to determine whether the variables change together; if there is a change, how it happens (Karasar, 2011).

Data Collection Tools

In the study, a "Personal Information Form" created by the researchers was used to determine the demographic variables of the participants; to determine the organizational support perceptions of physical education teachers, a 5-point Likert type "Perceived Organizational Support Scale" consisting of a total of 3 sub-dimensions and 28 items: organizational justice (1-14), management support (15-21), organizational rewards and working conditions (22-28), developed by Nayır (2013) was used. The analysis of the obtained data was done in a statistical program.

Analysis of the Data

In the study, a frequency analysis was used to determine the demographic characteristics of the participants, a descriptive test to determine the averages related to the level of organizational support perception and sub-dimensions; T-Test in independent variables to compare the levels of organizational support perception according to gender, education level, and administrative duty status; a One-Way Anova Test was used to compare perceptions of organizational support according to age, title, professional service periods, and institutional service periods, and a Tukey Test was applied to determine which group the differences originated from.

Ethics Committee Permission

In the data collection documents, the participants were explained about the study. They were informed that the data to be obtained from their answers would only be used for academic purposes and their participation was voluntary. Before the data collection process, necessary permissions were obtained from Atatürk University Faculty of Sport Sciences Ethics Committee on 26.04.2023 (Ethics committee decision no: E-2300134647).

FINDINGS

In this part of the study, the findings of the demographic characteristics of the participants, the averages of their perception levels of organizational support and their sub-dimensions, and the comparison of the organizational support perception levels of the participants according to gender, age, staff title status, administrative duty status, professional and institutional service periods are included.

Table 1. Demographic Variables

		N	%
Gender	Male	273	69,8
	Female	118	30,2
Age	30 Age and Under	37	9,5
	31-35 Ages	71	18,2
	36-40 Ages	74	18,9
	41-45 Ages	54	13,8
	46-50 Ages	63	16,1
	51 Age and Over	92	23,5
Staff Title Statu	Paid Teacher	26	6,6
	Contract Teacher	158	40,4
	Permanent Teacher	207	53,0
Administrative Duty	Yes	44	11,3
	No	347	88,7
Professional Service Period	Less than 1 Year	35	9,0
	1-5 Years	57	14,6
	6-10 Years	74	18,9
	11-15 Years	52	13,3
	16 Years and Above	173	44,2
Corporate Service Period	Less than 1 Year	41	10,5
	1-5 Years	117	29,9
	6-10 Years	82	21,0
	11-15 Years	52	13,3
	16 Years and Above	99	25,3
	TOTAL	**391**	**100**

When examining the demographic characteristics of the participants, 273 individuals (69,8%), are male, and 118 individuals (30,2%), are female; in terms of age, 37 individuals (9,5%) are 30 years and younger, 71 individuals (18,2%) are aged 31-35, 74 individuals (18,9%) are aged 36-40, 54 individuals (13,8%) are aged 41-45, 63 individuals (16,1%) are aged 46-50, and 92 individuals (23,5%) are over 51 years old; according to staff title status, 26 individuals (6,6%) are paid teachers, 125 individuals (40,4%) are contracted teachers, and 207 individuals (53%) are permanent teachers; regarding administrative duties, 44 individuals (11,3%) have administrative duties, and 347 individuals (88,7%) do not have administrative duties; in terms of professional service duration, 74 individuals (18,9%) have less than 1 year, 38 individuals (9.7%) have 1-5 years, 74 individuals (26,1%) have 6-10 years, 52 individuals (13,3%) have 11-15 years, and 173 individuals (44,2%) have 16 years and above; for institutional service duration, 41 individuals (10,5%) have less than 1 year, 117 individuals (29,9%) have 1-5 years, 82 individuals (21,0%) have 6-10 years, 52 individuals (13,3%) have 11-15 years, and 99 individuals (25,3%) have 16 years and above.

Table 2. General Averages of Participants' Perception of Organizational Support Levels

Scale and Sub-Dimensions	N	Min.	Max.	X	Sd
Organizational Justice Sub-Dimension	391	1	5	3,11	1,29
Management Support Sub-Dimension	391	1	5	3,58	1,26
Organizational Rewards and Business Conditions Sub-Dimension	391	1	5	2,88	1,30
General Perception of Organizational Support	**391**	**1**	**5**	**3,21**	**1,25**

When the scores participants received from the organizational support scale are examined; in the sub-dimension of organizational justice (X=3,11±1,29), the average is "Medium Level", in the sub-dimension of management support (X=3,58±1,26), the average is "High Level", in the sub-dimension of organizational rewards and working conditions (X=2,88±1,30), the average is "Medium Level" and in the general total of perceived organizational support (X=3,21±1,25), the average is "Medium Level".

Table 3. Examination of Participants' Perceptions of Organizational Support by Gender

Scale and Sub-Dimensions	Gender	N	X	Sd	t	p
Organizational Justice Sub-Dimension	Male	273	3,14	1,26	,675	,483
	Female	118	3,04	1,38		
Management Support Sub-Dimension	Male	273	3,66	1,17	1,848	,066
	Female	118	3,38	1,43		
Organizational Rewards and Business Conditions Sub-Dimension	Male	273	3,01	1,28	3,086	,002*
	Female	118	2,57	1,29		
General Perception of Organizational Support	Male	273	3,28	1,21	1,671	,096
	Female	118	3,05	1,33		

*: p<0,05

As a result of comparing participants' perceptions of organizational support according to gender, no significant differences were found in the sub-dimensions of organizational justice (p=,483), management support (p=,066) and overall perceived organizational support (p=,096) (p>0,05); in the sub-dimension of organizational rewards and working conditions (p=,002), significant differences were found (p<0,05). According to the results obtained, it was found that in the sub-dimension of organizational rewards and working conditions, male participants (X=3,01±1,28) had a higher level than female participants (X=2,57±1,29).

Table 4. Examining the Perceptions of Organizational Support According to the Ages of the Participants

Scale and Sub-Dimensions	Age	N	X	Sd	F	p	Diff.
Organizational Justice Sub-Dimension	A) 30 Age and Under	37	3,58	1,27	1,605	,158	-
	B) 31-35 Age	71	3,05	1,26			
	C) 36-40 Ages	74	2,93	1,40			
	D) 41-45 Ages	54	3,20	1,25			
	E) 46-50 Ages	63	3,22	1,44			
	F) 51 Age and Over	92	2,97	1,13			
Management Support Sub-Dimension	A) 30 Age and Under	37	4,13	0,94	3,092	,009*	A>F
	B) 31-35 Age	71	3,46	1,18			
	C) 36-40 Ages	74	3,44	1,46			
	D) 41-45 Ages	54	3,88	1,14			
	E) 46-50 Ages	63	3,63	1,24			
	F) 51 Age and Over	92	3,34	1,26			

		N	X	Sd	F	p	Diff.
Organizational Rewards and Business Conditions Sub-Dimension	A) 30 Age and Under	37	3,16	1,30	1,998	,078	-
	B) 31-35 Age	71	2,81	1,18			
	C) 36-40 Ages	74	2,68	1,30			
	D) 41-45 Ages	54	3,07	1,22			
	E) 46-50 Ages	63	3,15	1,40			
	F) 51 Age and Over	92	2,67	1,32			
General Organizational Support Scale	A) 30 Age and Under	37	3,72	1,18	2,339	,041*	A>F
	B) 31-35 Age	71	3,11	1,21			
	C) 36-40 Ages	74	3,06	1,37			
	D) 41-45 Ages	54	3,33	1,15			
	E) 46-50 Ages	63	3,39	1,32			
	F) 51 Age and Over	92	3,03	1,15			

*: p<0,05

As a result of comparing participants' perceptions of organizational support according to their ages, no significant differences were found in the sub-dimensions of organizational justice (p=,158) and organizational rewards and working conditions (p=,078) (p>0,05); in the sub-dimension of management support (p=,009) and overall perceived organizational support (p=,041), significant differences were found (p<0,05).

According to the results obtained, in the management support sub-dimension, participants in the age group of 30 and under (X=4,13±0,94) had a higher level compared to participants in the age group of 51 and over (X=3,34±1,26); In the overall perception of organizational support, participants in the age group of 30 and under (X=3,72±1,18) had a higher level compared to participants in the age group of 51 and over (X=3,03±1,15).

Table 4. Examination of Participants' Perceptions of Organizational Support by Staff Title Status

Scale and Sub-Dimensions	Staff Title Statu	N	X	Sd	F	p	Diff.
Organizational Justice Sub-Dimension	A) Paid Teacher	26	2,85	1,38	9,221	,000*	C> B,D
	B) Contract Teacher	158	3,15	1,07			
	C) Permanent Teacher	207	3,43	1,43			
Management Support Sub-Dimension	A) Paid Teacher	26	3,13	1,42	5,237	,006*	C>A
	B) Contract Teacher	158	3,39	1,09			
	C) Permanent Teacher	207	3,81	1,33			
Organizational Rewards and Business Conditions Sub-Dimension	A) Paid Teacher	26	2,67	1,28	6,136	,002*	C>A
	B) Contract Teacher	158	2,96	1,19			
	C) Permanent Teacher	207	3,14	1,35			
General Organizational Support Scale	A) Paid Teacher	26	2,97	1,32	9,182	,000*	C>A
	B) Contract Teacher	158	3,38	1,03			
	C) Permanent Teacher	207	3,51	1,34			

*: p<0.05

As a result of comparing the participants' perceptions of organizational support according to their staff title status, no significant differences were found in the sub-dimensions of organizational justice (p=,000), management support (p=,006), and organizational rewards and working conditions (p=,002), and in overall perceived organizational support (p=,000) (p<0,05).

When the results obtained are examined, in the sub-dimension of organizational justice, permanent teachers (X=3,43±1,43) had a higher level compared to contracted (X=3,15±1,07) and paid teachers (X=2,82±1,38); in the

sub-dimension of management support, permanent teachers (X=3,81±1,33) had a higher level compared to paid teachers (X=3,13±1,42); in the sub-dimension of organizational rewards and working conditions, permanent teachers (X=3,14±1,35) had a higher level compared to paid teachers (X=2.67±1.28); and in the general level of organizational support, permanent teachers (X=3,51±1,34) had a higher level compared to paid teachers (X=2,97±1,32).

Table 6. Examination of the Perceptions of Organizational Support According to the Administrative Duties of the Participants

Scale and Sub-Dimensions	Administrative Duty	N	X	Sd	t	p
Organizational Justice Sub-Dimension	Yes	44	2,70	1,28	-2,223	,027*
	No	347	3,16	1,29		
Management Support Sub-Dimension	Yes	44	3,40	1,31	-,971	,332
	No	347	3,60	1,25		
Organizational Rewards and Business Conditions Sub-Dimension	Yes	44	2,50	1,13	-2,074	,039*
	No	347	2,93	1,31		
General Perception of Organizational Support	Yes	44	2,93	1,22	-1,623	,105
	No	347	3,25	1,25		

*: p<0,05

As a result of comparing participants' perceptions of organizational support according to their administrative duties, no significant differences were found in the sub-dimension of management support (p=,332) and overall perceived organizational support (p=,105) (p>0,05); significant differences were found in the sub-dimensions of organizational justice (p=,027) and organizational rewards and working conditions (p=,039) (p<0,05).

According to the results obtained; in the sub-dimension of organizational justice, participants without administrative duties (X=3,16±1,29) had a higher level compared to those with administrative duties (X=2,70±1,28); in the sub-dimension of organizational rewards and working conditions, participants without administrative duties (X=2,93±1,31) had a higher level compared to those with administrative duties (X=2,50±1,13).

Table 7. Examination of Participants' Perceptions of Organizational Support by Period of Professional Service

Scale	Professional Service Period	N	X	Sd	F	p	Diff.
Organizational Justice Sub-Dimension	A) Less than 1 Year	35	3,22	1,22	1,341	,254	-
	B) 1-5 Years	57	3,42	1,30			
	C) 6-10 Years	74	3,00	1,37			
	D) 11-15 Years	52	2,92	1,38			
	E) 16 Years and Above	173	3,08	1,24			
Management Support Sub-Dimension	A) Less than 1 Year	35	3,71	1,07	2,201	,068	-
	B) 1-5 Years	57	3,98	1,21			
	C) 6-10 Years	74	3,36	1,36			
	D) 11-15 Years	52	3,50	1,29			
	E) 16 Years and Above	173	3,54	1,24			
Organizational Rewards and Business Conditions Sub-Dimension	A) Less than 1 Year	35	3,02	1,12	,459	,766	-
	B) 1-5 Years	57	2,94	1,21			
	C) 6-10 Years	74	2,78	1,44			
	D) 11-15 Years	52	2,73	1,17			
	E) 16 Years and Above	173	2,91	1,34			

General Organizational Support Scale	A) Less than 1 Year	35	3,31	1,20			
	B) 1-5 Years	57	3,47	1,35			
	C) 6-10 Years	74	3,05	1,37	,980	,418	-
	D) 11-15 Years	52	3,19	1,15			
	E) 16 Years and Above	173	3,19	1,20			

*: p<0,05

As a result of comparing participants' perceptions of organizational support according to their professional service periods, no significant differences were found in the sub-dimensions of organizational justice (p=,254), management support (p=,068), and organizational rewards and working conditions (p=,766), and in overall perceived organizational support (p=,418) (p>0,05).

Table 8. Examination of Participants' Perceptions of Organizational Support by Period of Institutional Service

Scale	Institutional Service Period	N	X	Sd	F	p	Diff.
Organizational Justice Sub-Dimension	A) Less than 1 Year	41	2,95	1,36			
	B) 1-5 Years	117	3,31	1,28			
	C) 6-10 Years	82	3,30	1,19	3,833	,005*	B,C>D
	D) 11-15 Years	52	2,55	1,40			
	E) 16 Years and Above	99	3,07	1,23			
Management Support Sub-Dimension	A) Less than 1 Year	41	3,53	1,32			
	B) 1-5 Years	117	3,76	1,26			
	C) 6-10 Years	82	3,73	1,23	2,705	,083	-
	D) 11-15 Years	52	3,30	1,42			
	E) 16 Years and Above	99	3,40	1,13			
Organizational Rewards and Business Conditions Sub-Dimension	A) Less than 1 Year	41	2,70	1,28			
	B) 1-5 Years	117	2,91	1,20			
	C) 6-10 Years	82	3,21	1,28	2,427	,047*	C>D
	D) 11-15 Years	52	2,57	1,37			
	E) 16 Years and Above	99	2,79	1,36			
General Organizational Support Scale	A) Less than 1 Year	41	3,01	1,34			
	B) 1-5 Years	117	3,31	1,28			
	C) 6-10 Years	82	3,48	1,18	2,333	,055	-
	D) 11-15 Years	52	2,90	1,23			
	E) 16 Years and Above	99	3,14	1,19			

*: p<0,05

As a result of comparing participants' perceptions of organizational support according to their institutional service durations, no significant differences were found in the sub-dimension of management support (p=,083) and overall perceived organizational support (p=,005) (p>0,05); significant differences were found in the sub-dimensions of organizational justice (p=,083) and organizational rewards and working conditions (p=,055) (p<0,05).

According to the results obtained; in the sub-dimension of organizational justice, those who have a professional service period of 1-5 years (X=3,31±1,28) and 6-10 years (X=3,30±1,19) had a higher level compared to those who have 11-15 years (X=2,55±1,40); in the sub-dimension of organizational rewards and working conditions, those who have 6-10 years (X=3,21±1,28) had a higher level compared to those who have 11-15 years (X=2,57±1,37)

CONCLUSION and DISCUSSION

This study, conducted to examine the level of organizational support in schools where physical education teachers work, has found that the perceptions of organizational justice of physical education teachers are at a moderate level, the perceptions of management support are at a "High Level", and the perceptions of the distribution of organizational rewards and work conditions are at a "Moderate Level", and the overall organizational support perceptions are also at a "Moderate Level". Upon examining these results, it is believed that the moderate level of organizational support could have a negative impact on productivity and performance. Physical education teachers need material and financial support for their classes, which are practical in nature, and for participation in sports organizations. In this context, providing fair practices in school management and material and financial support is crucial for conducting physical education classes, which are very important for the physical, mental, and social development of students, in a better environment and for teachers to be more productive and effective. The fact that the participants' perceptions of organizational support are at a moderate level may be due to the limited availability of these supports.

When studies examining the impact of perceived organizational support on employees are reviewed, a study conducted by Yuksel (2006) found that employees with an inclination to leave the job had a lower perception of organizational support than those without such an inclination. Therefore, it is revealed that the perception of organizational support increases organizational commitment and reduces departures. Based on the norm of reciprocity, the perception of organizational support should create a sense of obligation to care for the welfare of the organization (Eisenberger et al., 2001). The obligation to convert interest into care (Foa & Foa, 1980) should increase the emotional attachment of employees to the personalized organization. The perception of organizational support should also increase emotional commitment by meeting socio-emotional needs such as closeness and emotional support (Armeli et al., 1998; Eisenberger et al., 1986). In a study conducted by Simsek et al. (2008), the feeling of burnout and desensitization decreases in institutions where the level of perceived organizational support is high. The personal achievements of academics who perceive high organizational support increase. In a study conducted by Nayir (2011), it was determined that the perceptions of organizational support of teachers vary according to school size and school type variables in terms of organizational justice, management support, and organizational rewards and work conditions.

Employees who perceive a high level of organizational support feel that the organization is willing to provide assistance when they need job or life support. Employees feel personally respected, valued, and recognized, and in return, foster diligent cooperation, identification, performance, respect, and reciprocity among workers. This can boost employee performance. It can be concluded that perceived organizational support affects employee performance (Ridwan et al., 2020).

Comparing participants' perceptions of organizational support by gender, no significant differences were found in overall organizational support perception levels between groups. When the results obtained are examined, it can be said that male and female participants have similar levels of perception of organizational support and that

the gender variable does not have an effect on the perception of organizational support. In the literature, no significant difference was found between organizational support and gender in the studies conducted by Erkol (2015) and Egriboyun (2013) on teachers serving in secondary schools, by Kalagan (2009) on research assistants, and by Gul (2010). The findings in the studies are parallel to this research. There are also studies that yielded opposite results (Derinbay, 2011; Ilisen, 2017; Polat, 2018; Turan, 2021). In related studies, according to Ilisen (2017), there was a significant difference between female and male teachers in terms of the level of perception of organizational support. Considering the ordinal values, it was observed that female teachers perceived more organizational support than male teachers. The findings in the studies contradict this research.

When comparing the levels of perceived organizational support according to participants' ages, significant differences were found in overall perceived organizational support levels between groups. Examining the results, it was determined that participants in the 30 and under age group had higher levels of organizational support compared to participants in the 51 and over age group. The perception of organizational support being higher in younger teachers compared to older ones could be due to the good facilities of the schools where the young participants work, a positive perception of management decisions and practices, a positive perception illusion arising from inexperience due to being new to the profession, low levels of emotional labor related to their institutions due to being new to the profession, and this situation may stem from lower expectation levels. Reviewing the literature, studies conducted by Gökduman (2012), Süzerler (2013), Hatipoğlu (2015) and Özek (2016) on teachers have determined that age has an impact on teachers' perceptions of organizational support. The findings in the studies are parallel to this research. According to the results of the studies conducted by Altun (2010), Yüksel (2009), and Taşkın (2016), they have determined that the age variable does not affect teachers' perceptions of organizational support. The findings in the studies contradict this research.

Comparing participants' perceptions of organizational support by position titles, significant differences were found in the overall levels of perceived organizational support between groups. When the results were examined, it can be said that tenured teachers have a higher level of perception of organizational support compared to paid teachers. It is thought that the position title or status affects organizational support and perception of organizational support. The reason for tenured teachers having higher levels of organizational support perception compared to paid teachers could be due to the security provided by the tenure, being influential in decisions made, demonstrating a more active attitude in requesting in-kind and cash aid from their schools, being more persistent in these requests and getting a response, and at the most general level, it could stem from the idea that the security provided by the tenure increases the support they will receive from their institutions.

RECOMMENDATIONS

The findings suggest that the presence of mid-level feathered support bands may potentially signify detrimental impacts on a team's efficiency and performance. The necessity for physical education courses to be hands-on is evident; moreover, there may be a requirement for tangible, financial, and emotional resources to facilitate participation in these courses and associated sports events. The incorporation of these elements, which hold

paramount significance for students' mental and social development, underscores the need for equitable and effective school management to optimize the execution of physical education classes. The provision of both in-kind and monetary assistance is undeniably critical.

In consideration of these aspects, school leadership can adopt strategies that ensure the necessary tangible and financial support for teachers. A critical matter of concern is the equitable and uniform allocation of resources among all teachers within the institution. In the process of implementing these measures, the administration should engage in continual communication with teachers, discerning their expectations, requirements, and necessities, which in turn will enhance their sense of institutional support. Thus, physical education teachers can function more effectively and efficiently, thereby improving the caliber of their service.

This investigation was executed with the intent of ascertaining the degree of perceived organizational support among physical education teachers. To better understand the implications of perceived organizational support on teachers, further comprehensive and detailed investigations could be undertaken by researchers.

ETHICAL TEXT

"In this article, the journal writing rules, publication principles, research and publication ethics, and journal ethical rules were followed. The responsibility belongs to the author (s) for any violations that may arise regarding the article. "

Necessary permissions were obtained from Atatürk University Faculty of Sport Sciences Ethics Committee on 26.04.2023 (Ethics committee decision no: E-2300134647).

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