

Effects of Social and Organizational Support on the Satisfaction of International Students and Career Commitment

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Abstract: Perceived organizational support and perceived social support affect individual performance. Their influence may or may not be the same depending on the situation. This study describes the different effects of perceived organizational support and perceived social support on organizational satisfaction and social life satisfaction. Furthermore, it proves that perceived organizational support and perceived social support enhance the organizational (school) satisfaction and social life (life of studying abroad) satisfaction of international students. On addition, through this process, they also increase the career commitment of students. This paper identifies the importance of perceived organizational support and perceived social support necessary to improve the international students' performance, and explain the impact and relevance of their different satisfactions. Through this, this article proposes ways to improve the performance of international students and the discriminatory relevance of perceptions of different objects.

Keywords: Perceived organizational support, perceived social support, career commitment, satisfaction

1. Introduction

Perceived support means that the organization or society in which individuals belongs is supporting themselves [1, 2]. An individual can be a member of a particular society, and at the same time belong to a specific organization. Individuals can recognize both organizational and social support at the same time. Organizational support and social support can have a positive impact on individual performance. The impact of organizational and social support on the performance may or may not be the same. This study explains the differential impact of organizational and social support on satisfaction, which is the performance-related variable of the members.

The subjects of this study are international students, who perceive the organization's support and the impact of social support while in the country. The performance-related variables of international students were set to satisfaction with school and satisfaction with studying abroad. Furthermore, this study proves that students who are satisfied with school and studying abroad can be more committed to their career after returning home. This paper will emphasize the importance of perceived support for improving the satisfaction of students studying abroad. Furthermore, for the successful study abroad experience, this study proposes different roles between school and life satisfaction to improve the career commitment. In addition, this research emphasizes the importance of satisfaction with studying abroad and schools for a successful study abroad life that will enhance the career commitment of international students in a global context. The effects of perceived support will be explained as a way to improve them. The purpose of this study is to explain the influence of factors necessary for the successful study abroad experience of students, and to explain the differentiating influence of different objects (organization and society) on different effects (school and life).

2. Literature review

Perceived organizational support (POS) can be explained by the organization's interest in member contributions and welfare. First, POS recognizes that the organization considers the degree to which the members themselves contribute to the organization. Second, this refers to the workers' perceptions of the extent to which the organization cares and supports the welfare [1,3]. POS is an individual perception of the degree to which an organization is immersed in workers [4]. Members have a positive attitude toward the organization when they recognize organization is committed to supporting their well-being. Perceived social support (PSS) is the degree to which the support, feedback and information that an individual want is received by friends and family [5]. PSS in schools arises from family, peers, and teachers, and has a positive effect on student interest, motivation, school adaptation, academic performance, capability, and achievement [6].

3. Satisfaction

Traditionally, satisfaction with the organization can be described as the individual's comprehensive satisfaction with the organization itself, organizational structure and policies [7]. For example, workers can be satisfied with their

workplace since it can be said that a positive emotional state arise from the evaluation of the workplace [8, 9]. Organizational satisfaction is a member's personal attitude towards the work environment and the organization as a whole [10,28]. Therefore, school satisfaction (SS) can be said to be the students' positive attitudes or feelings toward school. This SS is a specific positive attitude towards the school and the educational experiences [11].

Life satisfaction is a comprehensive evaluation of a person's quality of life according to specific criteria, and consists of cognitive judgmental processes about life [12]. Life satisfaction is personal evaluation about one's environment. An individual who perceives satisfaction with life considers life closer to one's own ideals. These individuals are satisfied with their lives and think there is nothing to change, and they think their living conditions are good. In addition, these people perceive that they have gotten important things they want in life [13]. Therefore, satisfaction with the life of studying abroad (SLSA) is a comprehensive evaluation of one's studying abroad experience, and it can be seen to the extent that international students meet their own ideology, are satisfied with their lives, and get important things while living abroad.

4. Perceived support and satisfaction

POS has a positive role in improving performance such as satisfaction and commitment [14]. When the POS is high, the social and emotional needs of the members are satisfied. They consider themselves to be properly evaluated and recognized. In this case, the members think that the profit or loss of the organization is their own profit or loss. This internalization makes people more satisfied and committed in the organization [1]. On the other hand, when the POS is low, the members have the fear that the organization will exploit them. Thus, they will reduce efforts to improve business performance [3]. POS encourages members to increase their interest and loyalty as well as have a positive attitude toward the organization [15]. Hence, POS will inspire positive attitudes toward organizations such as schools and society. In this regard, the hypotheses about the effects of POS on SS and SLSA were established as follows:

H1. POS will have a positive effect on SS.

H2. POS will have a positive impact on SLSA.

Similar to POS, life satisfaction is closely related to satisfaction with organizations in their life. People who are socially recognized and supported are more likely to have a more positive attitude towards their society and organization. PSS will be more recognizable to members when social networking, such as smooth communication, operates positively. A positive attitude towards social networking can improve one's life satisfaction [12]. When an individual is satisfied with oneself, this person will be more satisfied with the organization one belongs to. Based on this relevance, the following hypotheses were established:

H3. PSS will have a positive impact on SS.

H4. PSS will have a positive impact on SLSA.

5. Career commitment

People feel committed to personal purpose for individual career development. Career commitment (CC) specifically means the people's motivation to work hard to achieve their careers. CC begins with the idea that people see careers as one of the most important elements in life. Workers with CC are contemplating what they can achieve in their jobs, and are successful and proud of their careers [16]. CC refers to a specific attitude towards the individual profession, job, or vocation [17]. A person with a high CC represents a high level of motivation and expectations in one's organization. They also are more satisfied, and motivated to work and have a higher commitment to organizations [18].

Members with a high level of POS become more satisfied with their organizations [19], and this attitude of satisfaction increases the behavior of commitment [20]. Members who are satisfied with a particular organization are more motivated and tend to continue developing themselves. These members regard their organization as a structure that can meet social and psychological needs and, not simply a means of making money [21, 22]. More satisfied members act for more goals and more actively participate in organizational activities than those who feel less satisfied [23]. This process will result in more commitment to their career due to satisfaction. Based on this relevance, the following hypotheses were established:

H5. SS will mediate the relationship between POS and CC.

H6. SLSA will mediate the relationship between POS and CC.

H7. SS will mediate the relationship between PSS and CC.

H8. SLSA will mediate the relationship between PSS and CC.

6. Measurement and Participants

All items in this study were measured on a Likert 7-point scale. First, POS was measured by 4 items such as “This school would not ignore complaints from me” and “My school really cares about my well-being” [4]. Second, PSS was measured by 8 items, including, “Tell you that they appreciate your efforts”, “Encourage you to do well” [6]. SS was measured by 6 items, involves “I enjoy being a student on this campus”, “I feel comfortable at this university” [11]. SLSA was measure by 4 items, including “I am satisfied with my life”, “In most ways my life is close to my ideal” [12]. CC was measured by 6 items such as “The ambitions in my life mainly have to do with my career”, “I think that I should have a successful career” [16].

Data was collected from 164 Chinese international students studying in Korea. In terms of gender, there were 58 males (35.4%) and 106 females (64.6 %). In terms of age, 43 were 18-20 (26.2 %), 112 were 21-24 (68.3%), and 9 were older than 25 (5.5%). In regards to their length of employment, 14 had worked for less than 1 year (7.3 %), 62 had worked 1–5 years (32.5 %), 59 had worked 5–10 years (30.9 %), and 56. In regards to their length of study, 60 had studied for less than 1 year(36.5%), 74 had studied 1-2 years (45.1%) and 30 had studied more 2 years(18.4%)

7. Analysis

Results of the exploratory factor analysis(EFA) with vari-max rotation, confirmatory factor analysis(CFA), and reliability are present in table (1). Each variable has a significant validity and sufficient reliability.

Table 1 Results of EFA, CFA and reliability

Cronbach' alpha		Component KMO=.938(sig=.000)				
		1	2	3	4	5
.974	SS1	.204	.798	.315	.167	.260
	SS2	.227	.836	.314	.194	.188
	SS3	.244	.827	.302	.104	.223
	SS4	.237	.768	.272	.223	.307
	SS5	.248	.823	.214	.239	.211
	SS6	.185	.822	.269	.229	.255
	POS	.305	.235	.231	.803	.142
	POS	.348	.248	.163	.840	.178
.959	POS	.327	.260	.228	.806	.197
	POS	.383	.195	.202	.740	.294
.973	PSS	.875	.084	.246	.186	.116
	PSS	.859	.112	.221	.249	.091
	PSS	.859	.141	.190	.276	.096
	PSS	.869	.160	.191	.230	.129
	PSS	.805	.250	.191	.152	.215
	PSS	.800	.274	.238	.146	.204
	PSS	.803	.298	.190	.195	.194
	PSS	.768	.277	.230	.215	.257
.953	CC1	.202	.338	.743	.165	.273
	CC2	.220	.278	.739	.252	.326
	CC3	.242	.276	.797	.158	.164
	CC4	.280	.204	.825	.149	.092
	CC5	.219	.279	.797	.171	.182
	CC6	.326	.262	.756	.105	.194
.934	SLS	.217	.264	.241	.194	.797
	SLS	.199	.306	.231	.181	.820

	SLS	.188	.291	.209	.198	.790
	SLS	.312	.348	.314	.173	.660
Total		6.893	6.893	5.379	4.892	3.456
% of Variance		24.616	24.61	19.210	17.472	12.342
Cumulative %		24.616	24.61	43.826	61.298	73.639
$X^2(p)= 562.092$, $X^2/df=1.762$, $RMSEA=.068$, $TLI=.954$, $CFI=.961$, $IFI=.962$, $PNFI=.773$, $PGFI=.641$						

Table (2) shows correlations among variables. All variables have significant relationship.

Table 2. Results of Correlations					
	POS	PSS	SS	SLSA	CC
POS	-				
PSS	.658**	-			
SS	.593**	.561**	-		
SLSA	.583**	.553**	.685**	-	
CC	.569**	.597**	.680**	.632**	-

Figure (1) indicates the relevance of variables by structural equation model. The fit index of this model is as follows. $X^2(p)= 673.670$, $X^2/df= 2.112$, $TLI=.933$, $CFI=.944$, $IFI=.944$, $PNFI=.759$, $PGFI=.623$. As a result, it has been shown that POS has significant effects on SS(.44) and SLSA(.37). Hence, hypotheses 1 and 2 were supported. Also, PSS has significant effects on SS (.23), and SLSA (.18). Thus, hypotheses, 3 and 4 were also supported.

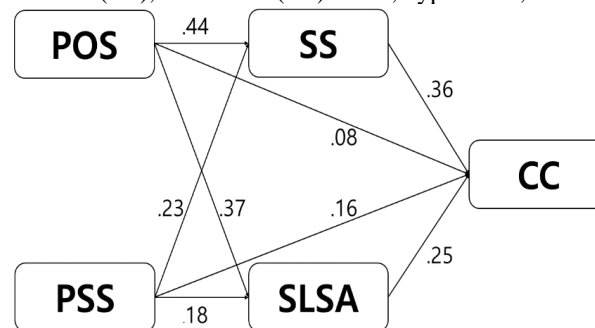


Figure 1. Result of structural equation model

In addition, the mediation effect was verified through regression analysis and Sobel test. Table (3) indicates results of mediating effect of SS, and Table (4) showed mediating effect of SLSA. In Table (3), effect of POS was decreased ($\beta=.569$ to $\beta=.255$), and SS has significant effect ($\beta=.530$). Also, in Table (4), effect of POS was decreased ($\beta=.569$ to $\beta=.303$), and SS has significant effect ($\beta=.456$). These results mean that in the relationship between POS and CC, both SS and SLSA have a partial mediating effect. The Sobel test results also showed a significant mediating effect. Therefore, hypotheses 5 and 6 were adopted.

Table 3. Mediating effects of SS between POS and CC

	step 1			step 2		
	β	t	sig	β	t	sig
POS	.569	8.796	.000	.255	3.696	.000
SS				.530	7.691	.000
$R^2(\text{Adj- } R^2)$.323(.319)			.505(.499)		
$\Delta R^2(\text{Adj- } R^2)$	-			.182(.180)		
F	77.364(sig=.000)			82.138(sig=.000)		
Sobel test				7.305 ($p<.001$)		

Table 4. Mediating effects of SLSA between POS and CC

	step 1	step 2
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	β	t	sig	β	t	sig
POS	.569	8.796	.000	.303	4.255	.000
SLSA				.456	6.394	.000
R^2 (Adj- R^2)	.323(.319)			.460(.454)		
ΔR^2 (Adj-	-			.137(.135)		
F	77.364(sig=.000)			68.644(sig=.000)		
Sobel test				6.907($p<.001$)		

Table (5) and (6) display the results of mediating effect of SS and SLSA between PSS and CC. As a result, the influence of PSS on CC decreased from $\beta=.597$ to $\beta=.314$ (SS) and $\beta=.356$ (SLSA). Also, it was found that SS($\beta=.504$) and SLSA($\beta=.435$) had a significant effect on CC. Moreover, the results of Sobel test showed significant mediating effects of SS and SLSA. Based on these results, hypotheses 7 and 8 were adopted.

Table 5. Mediating effect of SSbetween PSS and CC

	step 1			step 2		
	β	t	sig	β	t	sig
PSS	.597	9.469	.000	.314	4.814	.000
SLSA				.504	7.732	.000
R^2 (Adj-	.356(.352)			.531(.525)		
ΔR^2	-			.175(.173)		
F	89.664 (sig=.000)			90.995(sig=.000)		
Sobel test				6.939 ($p<.001$)		

Table 6. Mediating effect of SLSA between PSS and CC

	step 1			step 2		
	β	t	sig	β	t	sig
PSS	.597	9.469	.000	.356	5.262	.000
SLSA				.435	6.426	.000
R^2 (Adj-	.356(.352)			.488(.481)		
ΔR^2	-			.132(.129)		
F	89.664 (sig=.000)			76.628 (sig=.000)		
Sobel test				6.596 ($p<.001$)		

8. Conclusion

SS represents the organization such as the university. It has been shown that POS (.44), which is related to the organization, has more influence on SS than PSS (.23), which is related to society. However, despite the fact that SLSA is not about the attitude toward the organization, but about studying abroad, it has been shown that the influence of POS (.23) is greater than that of PSS (.18). This means that the support of the school(organization) is more important than ever for the SS and SLSA of international students. In addition, the SS (.36) was found to have more influence on CC than SLSA(.25). The influence of POS (.08) and PSS (.16) was also relatively low. These results mean that students who are satisfied with school can be more confident and committed to their future careers [24, 25]. Furthermore, through the mediating effect, it can be seen that the process of improving CC by raising SS through POS is the most effective.

These findings explain what elements are needed to improve the performance of international students in a global environment from a practical point of view. Since, POS can improve the SS and SLSA of international students, schools should try to actively support them [26]. In addition, knowing that school satisfaction is an essential element for the success of studying abroad, the university has to find ways to increase school satisfaction [27]. In the academic domain, these results explain whether the concepts of organization and social support have a discriminatory impact on schools (organizations) and life (societies). The differential impact of school and life satisfaction on career commitment has also been demonstrated. Hence, similar attempts will be made in future research by finding different influences of the variables that deal with these different objects.

9. Limitations and suggestions for future research

First, in this study, CC was measured at the same time as other variables. In the future, it will be necessary to look at how successful students are in their careers after returning to their home country. Second, this study described the process of perceived support affecting satisfaction and CC. This is the result of not considering various situational factors. Future research will also require the verification of the moderating effects of diverse variables such as the students' values and personalities. Third, if the SS and SLSA are improved, more detailed studies need to be conducted to see if other variables such as grades are affected as well as CC. Finally, this study was conducted on Chinese students studying abroad in Korea. These participants will be influenced by their own cultures. Therefore, future studies should have students from more diverse cultures.

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