



Organizational support and learning: analysis in the light of the cooperative context

Suporte e aprendizagem organizacional: análise à luz do contexto cooperativo

Apoyo y aprendizaje organizacional: análisis a la luz del contexto cooperativo

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ABSTRACT

Goal: This study aims to analyze the influence of the perception of support on the factors that enhance organizational learning from the perspective of employees working in an agricultural cooperative. **Methodology/approach:** A descriptive and quantitative research was conducted with the participation of 262 employees from an agricultural cooperative located in Rio Grande do Sul, Brazil. The data collection instrument consisted of the reduced version of the Perceived Organizational Support Scale (POS-R) and the Organizational Learning Scale. **Originality/relevance:** Organizational support and learning emerge as mechanisms to promote personal fulfillment and well-being among the individuals in the studied cooperative. **Main findings:** It is observed that Performance Management Practices and Promotion and Reward Practices (organizational support) influence the enhancers of organizational learning in this cooperative. **Theoretical contributions:** This study contributes by providing a quantitative analysis that highlights how specific performance management and promotion/reward practices influence learning. It also emphasizes the importance of validated and reliable instruments for data collection. **Management Contribution:** These findings provide a solid foundation for managers to develop and implement policies and practices that not only benefit employees individually but also enhance the performance and sustainability of the organization as a whole.

Keywords: Organizational support. Organizational learning. Agricultural cooperative.

RESUMO

Objetivo: Este estudo objetiva analisar a influência da percepção de Suporte sobre os fatores que potencializam a Aprendizagem Organizacional, segundo a perspectiva dos colaboradores que atuam em uma cooperativa do ramo agropecuário. **Metodologia/abordagem:** Realizou-se uma pesquisa descritiva e quantitativa, em que participaram 262 colaboradores de uma cooperativa agropecuária, situada no Rio Grande do Sul/Brasil. O instrumento de coleta de dados foi composto pela Escala de Percepção de Suporte Organizacional, versão reduzida (EPSO-R) e pela Escala de Aprendizagem Organizacional. **Originalidade/relevância:** O suporte e a aprendizagem organizacional surgem como mecanismos para promover a realização pessoal e o bem-estar dos indivíduos na cooperativa estudada. **Principais resultados:** Observa-se que os fatores Práticas de Gestão de Desempenho e das Práticas de Promoção e Recompensa (suporte organizacional) influenciam nos potencializadores da aprendizagem organizacional nesta cooperativa. **Contribuições teóricas:** Este estudo contribui ao fazer uma análise quantitativa que destaca como práticas específicas de gestão de desempenho e promoção/recompensa influenciam a aprendizagem. Além de reforçar a importância de instrumentos validados e confiáveis para a coleta de dados. **Contribuição para a gestão:** Esses achados fornecem uma base sólida para que os gestores desenvolvam e implementem políticas e práticas que não só beneficiem os colaboradores individualmente, mas também melhorem o desempenho e a sustentabilidade da organização como um todo.

Palavras-chave: Suporte organizacional. Aprendizagem organizacional. Cooperativa agropecuária.

RESUMEM

Objetivo: Este estudio tiene como objetivo analizar la influencia de la percepción de apoyo sobre los factores que potencian el aprendizaje organizacional desde la perspectiva de los empleados que trabajan en una cooperativa agrícola. **Metodología/enfoque:** Se realizó una investigación descriptiva y cuantitativa con 262 empleados de una cooperativa agrícola en Rio Grande do Sul, Brasil. Se utilizaron la versión reducida de la Escala de Apoyo Organizacional Percibido (POS-R) y la Escala de Aprendizaje Organizacional para la recolección de datos. **Originalidad/relevancia:** El apoyo organizacional y el aprendizaje se presentan como mecanismos para promover la realización personal y el bienestar de los individuos en la cooperativa estudiada. **Principales resultados:** Las Prácticas de Gestión del Desempeño y las Prácticas de Promoción y Recompensa (apoyo organizacional) influyen en los potenciadores del aprendizaje organizacional en esta cooperativa. **Contribuciones teóricas:** Este estudio proporciona un análisis cuantitativo que destaca cómo la gestión del desempeño y las prácticas de promoción/recompensa influyen en el aprendizaje. También enfatiza la importancia de utilizar instrumentos validados y confiables para la recolección de datos. **Contribución de la gestión:** Los hallazgos proporcionan una base sólida para que los gerentes desarrollen e implementen políticas y prácticas que beneficien a los empleados y mejoren el desempeño y la sostenibilidad de la organización.

Palabras clave: Apoyo organizacional. Aprendizaje organizacional. Cooperativa agrícola.

■ INTRODUCTION

Organizational support refers to the potential to aid individuals in achieving their goals in the work context as the organization makes efforts to meet their needs, value their contributions, and care for their well-being (Eisenberger et al., 1986). Employees feel supported by organizations when they perceive fair relationships, feel valued, and understand their importance in the work context (Tremblay & Landreville, 2014).

In this sense, the perception of organizational support is crucial as it strengthens employees' trust in the authenticity and intentionality of the organization's support practices (Zagenczyk et al., 2021). When employees believe that their needs are genuinely being met, they tend to feel more valued and important to the organization. This significantly contributes to developing an internal conviction of capacity and self-determination in performing specific tasks (Afzali et al., 2014). Moreover, high levels of organizational support encourage greater commitment to learning and teaching, promoting an environment of continuous growth and development in the workplace (Afzali et al., 2014).

Organizational learning, like support, is determined by the social context, necessitating the appreciation of the individual's role in this process. Organizational learning directly depends on individual learning, making it crucial to understand the behavior of individual mental models to facilitate this process (Kim, 1998). The transfer of individual learning to organizational learning occurs through socialization and/or codification processes mediated by organizational supports (Correia-Lima et al., 2017).

According to Choi et al. (2022), individuals who feel supported by the organization shape their attitudes positively, investing in social exchanges and knowledge sharing with colleagues. It is evident that business learning involves the constant acquisition of both formal and informal work-related knowledge, resulting in the creation of new knowledge (Botoli et al., 2024).

Several authors have advocated the relationship between support and organizational learning in different contexts (Afzali et al., 2014; Camps & Rodríguez, 2011; Islam et al., 2015; Tian et al., 2018). However, despite its relevance to organizations, little attention has been given to the theoretical lens of learning and organizational support (Islam et al., 2015). Thus, the existing literature gap points to a more in-depth study of empirical realities that understand how and which organizational elements can contribute to these relationships. The intersection between organizational support and factors that enhance organizational learning emerges as a promising strategy to promote personal fulfillment and well-being in the workplace while providing practical recommendations (Ramadam et al., 2024).

Additionally, to date, few studies have sought to understand the reality of employees in cooperatives (Figueiredo & Franco, 2018), making new research on this topic under this perspective relevant. Furthermore, this study stands out by providing information that can facilitate the evolution of

cooperative management, including the development of action strategies directed at its employees (Ramadam et al., 2024).

Figueiredo and Franco (2018) infer that based on a set of universally accepted principles, cooperatives act as promoters of quality, community development, and the well-being of their members. Among the main activities developed by agricultural cooperatives are service provision to associated producers, supply of inputs, receipt, storage, industrialization, value addition, and marketing of production, promoting local development (Ocergs, 2020). Therefore, analyzing organizational support and learning can significantly contribute to the development of cooperative entities (Ramadam et al., 2024).

These theoretical elements elucidate the importance and relevance of organizational support and learning from the perspective of employees in agricultural cooperatives, revealing the possibility of conducting new joint studies on this topic. By shedding light on this theoretical gap, the following research problem was defined: What is the influence of the perception of support on the factors that enhance organizational learning from the perspective of employees working in an agricultural cooperative? To answer this question, this study aims to analyze the influence of the perception of support on the factors that enhance organizational learning from the perspective of employees working in an agricultural cooperative. This study contributes to the literature on organizational support and learning by advancing the understanding of which aspects of support drive learning in organizations.

■ THEORETICAL FRAMEWORK

Organizational Support

The so-called Social Exchange Theory (Blau, 1964) is one of the most recognized in organizational behavior studies, forming the basis of discussions involving organizational support (Cropanzano & Mitchell, 2005). This theory was developed to clarify the initiation, consolidation, maintenance, and strengthening of intangible exchanges in organizations, that is, interpersonal relationships (Eisenberger et al., 1997). Thus, social exchange requires trust between the parties involved and is oriented towards a long-term relationship (Choi et al., 2022).

Meanwhile, the Perception of Organizational Support (POS) fosters the social exchange relationship (Choi et al., 2022) as it can increase the emotional bond between the employee and the organization. Moreover, the employee who perceives this behavior may strive more to achieve organizational goals (Eisenberger et al., 1986). One of the pioneering works on support in organizational studies was developed by Eisenberger et al. (1986) to disseminate understanding of POS. These authors diagnosed that employees who feel affection for the organization reciprocate organizational support through social reciprocity relationships to achieve organizational goals (Eisenberger et al., 1986).

POS shows higher levels when conceptions that affect the well-being and quality of work life of employees are met (Eisenberger et al., 1986; Eisenberger & Stinglhamber, 2011). From this perspective, the perceived organizational support by the employee is a crucial aspect that significantly

contributes to improving the relationship between technological innovation and the worker’s psychological well-being (Zahoor et al., 2022).

The bond between worker and organization implies the idea of exchange aspiring to mutual benefits. On one side, individuals join the organization with certain expectations regarding what they can achieve professionally and what the organization can offer them in return, as well as facilitating their work (Tamayo & Tróccoli, 2002). On the other side, the organization also expects dedication, loyalty, and commitment to organizational goals from its workers (Rhoades & Eisenberger, 2002). Thus, when employees notice the appreciation of their work by the company, they seek to reciprocate this support by developing favorable actions for the organization (Choi et al., 2022). Therefore, feelings such as trust, understanding, respect, and communication are elements that provide a high-quality relationship, as stated by Cropanzano and Mitchell (2005).

Regarding measures of organizational support, one of the pioneering and widely used instruments in the area of organizational studies was the Survey of Perceived Organizational Support (SPOS) proposed by Eisenberger et al. (1986). According to Oliveira-Castro et al. (1999), the instrument by Eisenberger et al. (1986), which has validation evidence in the Brazilian context, is not entirely suitable for the national reality. In the search for an instrument that allowed a more systematic analysis, Oliveira-Castro et al. (1999) revisited the work of Eisenberger et al. (1986) and developed a scale based on the authors to analyze organizational support. The instrument consisted of 50 items grouped into four factors: performance management, workload, material support for performance, and promotions, advancement, and salary. Years later, to present a more concise version and optimize the reliability of the information provided by being less exhaustive for respondents, the reduced version of the Perceived Organizational Support Scale (POS-R) was presented by Queiroga, Brandão, and Borges-Andrade (2015), as shown in Table 1.

Table 1

Dimensions of the Reduced Version of the Perceived Organizational Support Scale

Dimensions	Definitions
Material Support for Performance	Refers to the employees’ opinion of the availability, suitability, sufficiency and quality of the material and financial resources provided by the organization to support the effective execution of tasks. It also refers to the employee’s perception of the organizational efforts to modernize and streamline work processes, as well as those to qualify the internal workforce.
Workload	Refers to the demands and task overload placed on employees due to the high demands.
Performance management practices	Refers to the opinion of employees about organizational practices for managing employee performance: setting goals, valuing new ideas, being aware of difficulties in carrying out tasks effectively organizational practices for managing employee performance.
Promotion and reward practices	Refers to the employee’s opinion of organizational practices regarding financial rewards, promotions and career advancement.

Note. Based on Queiroga et al. (2015) and Oliveira-Castro et al. (1999).

Therefore, the instrument by Queiroga et al. (2015) consists of 28 items grouped into the four categories mentioned above (material support for performance; workload; performance management practices; and promotion and reward practices).

Organizational Learning

Changes in the social and economic landscape have provided a favorable context for the development of the so-called knowledge-based economy, which has become the main factor of production, driving competitive advantages for organizations (Tian et al., 2018). This panorama highlights the need for advances in studies that try to understand organizational learning in different domains (Neves & Steil, 2019).

In conceptual terms, even though it has been developed for many years, there is no consensus in the literature on the definition of organizational learning. Interest in investigating organizational learning began with studies on individual learning. In the view of Swieringa and Wierdsma (1995), individual learning is at the heart of organizational learning, but it must be considered necessary, but not sufficient for learning to take place in the workplace. Based on these assumptions, it can be seen that organizational learning is conditioned to individual learning, so understanding how individual mental models behave can facilitate understanding of the organizational learning process (Kim, 1998). It can be seen that individuals are the main actors in the organizational learning process, as they adjust to the uncertain and competitive context of organizational transformation (Dodgson, 1993).

Due to its diversity, organizational learning is characterized as a multidisciplinary construct (Dodgson, 1993), which means that it presents a broad and fragmented body of theory. Swieringa and Wierdsma (1995) propose a model of organizational learning structured in three cycles: rules, insights and principles. In the first cycle, called rules, the authors refer to the guidelines and norms that constitute the organization's institutional stance. The insights cycle goes beyond the mere understanding of these rules, encompassing the ability of individuals to develop new perspectives, ideas and knowledge about organizational coordination. Finally, the principles cycle encompasses the values, beliefs and convictions shared by the organization's members, which guide and shape the vision of what the organization aims to be (Swieringa & Wierdsma, 1995). Therefore, in order to understand organizational learning, it is essential to analyze the social context in which it takes place, as well as the perception that individuals and groups have about their own learning processes (Neder & Bido, 2017).

With regard to measures of organizational learning, it can be seen that measuring the construct is a major challenge, even though the subject has been studied in depth for over 50 years (Neves & Steil, 2019). In an attempt to reduce possible theoretical and empirical problems in the field, Correia-Lima et al. (2017) proposes a review of organizational learning scales, promoting the development of instruments with greater precision of results in empirical research.

In order to identify organizational learning, Goh and Richard (1997) developed the Organizational Learning Scale (OLS), which was translated and validated in Brazil as *Escala de Aprendizagem Organizacional* by Angelim and Guimarães (2003). The five dimensions of this scale are detailed in Table 2 and broaden the understanding of organizational learning.

Table 2

Dimensions of the Organizational Learning Scale

Dimension	Definition
Clarity of Purpose and Mission	Refers to the degree of employee awareness regarding the organization's mission and purposes and how they can contribute to their achievement.
Empowerment and Leadership Commitment	Refers to the manager's role in the organization and in promoting a learning climate and a culture of change through their behavior.
Experimentation	Refers to the degree of freedom and encouragement given to employees to experiment with innovative processes and new work methods.
Knowledge Transfer	Refers to the organization's ability to transfer knowledge among employees through experiences and knowledge gained from other organizations.
Work Teams and Group Problem Solving	Refers to the extent to which the organization encourages group work for problem-solving and the creation of innovative ideas.

Note. Based on Goh and Richard (1997) and Angelim and Guimarães (2003).

Thus, the instrument by Goh and Richard (1997) and Angelim and Guimarães (2003) consists of 21 items grouped into the five categories mentioned in Table 2 (Clarity of Purpose and Mission; Empowerment and Leadership Commitment; Experimentation; Knowledge Transfer; Work Teams and Group Problem Solving).

Relationships between Organizational Support and Learning

This study is based on the definition of organizational learning by Goh and Richard (1997), who classified this construct into five dimensions (clarity of purpose and mission, empowerment and leadership commitment, experimentation, knowledge transfer, work teams, and group problem-solving). According to these authors, organizational learning concerns aspects such as employees' knowledge of organizational guidelines and how they can contribute to their achievement, the manager's role in promoting a learning climate and a culture of change, the freedom and encouragement provided to employees, the organization's ability to transfer knowledge among employees, and the stimulation of group problem-solving and idea generation.

Analyzing the relationship between the employee and the organization reveals that organizational learning involves a social process in which individuals do not learn alone but through constant knowledge transfer from social exchange relationships (Neder & Bido, 2017). According to Zahoor et al. (2022), management is tasked with ensuring high levels of organizational support for employees and encouraging them in their learning journeys. Furthermore, an organizational environment oriented towards both employee learning and the perception of organizational support enhances the positive effects that technological innovation has on employees' psychological well-being (Zahoor et al., 2022). Based on the assumptions of Eisenberger et al. (1986) and Islam et al. (2015), the study of organizational learning is related to the perception of organizational support because when employees feel valued, they reciprocate by sharing knowledge and ideas with colleagues, thereby fostering a learning culture in the organization.

This study is grounded in the definition of organizational support by Queiroga et al. (2015), who argue that support comprises four dimensions (material support for performance, workload, performance management practices, and promotion and reward practices). These dimensions address aspects such as the availability of material and financial resources provided by the organization, organizational efforts to modernize and streamline work processes, organizational practices related to positions, salaries, and careers, task demands and overload, and practices for recognizing team performance.

Authors such as Camps and Rodríguez (2011) argue that organizational learning is tied to the perception of organizational support since employees who feel supported by the organization (individual level) develop a sense of obligation that fosters collective, cooperative behaviors and information sharing, promoting organizational learning (group level). Thus, it is important to investigate the perception of organizational support because it reveals a positive relationship with organizational learning. As employees feel supported by the organization, they promote continuous helping and sharing attitudes, resulting in organizational learning (Islam et al., 2015).

From another analytical perspective, Martin et al. (2018) reveals that the literature on workplace learning highlights important issues that relate learning needs and improvement with performance evaluation. Although there may be difficulties with learning performance measurements, some form of learning always occurs, even if it is not the desired one or serves organizational objectives. The perception of the context, individually, as a way of learning and motivating learning represents an important tool in the successful management of operations, aiming for continuous improvement (Martin et al., 2018).

The literature thus demonstrates a potential influence between the perception of support and factors that enhance learning. Therefore, in this study, the influence of the perception of support on factors that enhance organizational learning was examined to test the following hypotheses:

H1: Material support for performance positively influences factors that enhance organizational learning.

H2: Workload negatively influences factors that enhance organizational learning.

H3: Performance management practices positively influence factors that enhance organizational learning.

H4: Promotion and reward practices positively influence factors that enhance organizational learning.

These hypotheses align with the theoretical assumptions defended by Afzali et al. (2014), Camps and Rodríguez (2011), Islam et al. (2015), and Tian et al. (2018), which elucidate the relationships between organizational support and learning.

METHODOLOGICAL PROCEDURES

To address the problem “What is the influence of the perception of support on factors that enhance organizational learning according to the perspective of employees working in an agricultural cooperative?”, this study adopts a quantitative and descriptive approach.

The research was conducted with 675 employees of an agricultural cooperative. The choice of this organization is justified by its significance in the regional cooperative context, being present in 13 cities (São Luiz Gonzaga, Bossoroca, Santo Antônio das Missões, Roque Gonzales, Santiago, Garruchos, Caibaté, Capão do Cipó, Mato Queimado, São Nicolau, Pirapó, Dezesseis de Novembro, and Rolador) in the state of Rio Grande do Sul. Thus, the organization stands out in the return of ICMS (Tax on the Circulation of Goods and Services) and in generating jobs and income in these localities. Currently, the cooperative has 23 grain reception units, two industries (rice and feed factory), a Seed Processing Unit with two Industrial Seed Treatment Centers, a seed laboratory, a soil laboratory, a swine breeding facility, two supermarkets, three gas stations, two agricultural centers, nine consumer/veterinary stores, and twelve input stores.

A total of 262 valid responses were obtained after removing incomplete questionnaires. Regarding the characterization of the sample, 78.20% are men, and 21.80% are women. In terms of marital status, 42.70% are single, followed by married individuals (35.50%). Regarding age, most employees are over 40 years old (30.50%), followed by those between 26 and 32 years old (26.70%). Regarding education, most respondents have completed high school (30.20%), and 19.50% have completed higher education.

Concerning professional profile, the service time of employees in the cooperative was analyzed, showing that most have been working from 1 year and 1 month to 3 years in the cooperative (22.10%). Regarding the time in the current position, most employees (24.40%) stated they have been in their current role for 1 year and 1 month to 3 years. Regarding the distribution of surveyed subjects in the cities where the cooperative operates, most are located in São Luiz Gonzaga (61.50%), where the cooperative's headquarters is situated.

The data collection instrument was distributed between August and September 2019, both online and in person. To measure Organizational Support and Learning, a questionnaire was developed based on two models. The first model was the Reduced Version of the Perceived Organizational Support Scale (POS-R), developed by Queiroga et al. (2015), which has 28 questions distributed across four dimensions (material support for performance, workload, performance management practices, and promotion and reward practices). The POS-R was selected for being a widely used scale to measure the perception of organizational support in various contexts. It was inspired by Eisenberger et al. (1986), one of the leading authors on this topic. Therefore, its relevance, validity, and availability for the specific research context justify its selection.

The second model considered was the Organizational Learning Scale (OLS) by Goh and Richard (1997), translated into Portuguese as *Escala de Aprendizagem Organizacional* by Angelim and Guimarães (2003), with 21 questions distributed across five dimensions (clarity of purpose and mission, empowerment and leadership commitment, experimentation, knowledge

transfer, work teams, and group problem-solving). While the OLS covers crucial aspects of learning, other instruments could be considered, but this choice is justified by its relevance and reliability. Additionally, seven sociodemographic profile questions were included in the instrument.

To align the scale with the proposed objective, an adaptation of the statements was made, replacing the term “company” with “cooperative.” It is important to note that adapting the scales was necessary due to their distinct variations. The Organizational Learning Scale, which has a 7-point scale, was adapted to a 5-point scale to align with the POS-R, which has 5 points. Thus, to ensure better data collection and analysis, both scales were standardized to 5 points (strongly disagree to strongly agree).

Data analysis was conducted using statistical tests with SPSS software. Initially, the POS-R and Organizational Learning Scale models were analyzed using exploratory factor analysis since the scales had not been applied in the cooperative context in other studies. Cronbach’s alpha was used to verify the reliability of each model’s dimensions. To achieve the objective of analyzing the influence of the perception of Support on factors that enhance Organizational Learning according to the perspective of employees working in an agricultural cooperative, multiple regression analysis was performed. According to Hair et al. (2009), regression analysis seeks to analyze the linear relationships between two or more variables. This technique is appropriate when examining the impact of multiple independent variables on a dependent variable, as in this study. The choice of these analysis techniques was based on the nature of the data and the research objectives.

This research complies with the guidelines and regulatory standards for research and was approved by the Research Ethics Committee (CAAE: 18538619.0.0000.5346).

■ ANALYSIS AND DISCUSSION OF RESULTS

Employees’ Perception of Organizational Support and Factors Enhancing Organizational Learning

To verify employees’ perceptions of organizational support and factors that enhance organizational learning, the statistical technique of exploratory factor analysis was used for each construct separately. Initially, the initial tests of the exploratory factor analysis Kaiser-Meyer-Olkin (KMO), Bartlett’s test of sphericity, and communality analysis were applied. Hair et al. (2009) indicates that the significance of KMO, Bartlett’s test of sphericity, and communalities should be above 0.5.

In this case, as shown in Table 3, both the Reduced Version of the Perceived Organizational Support Scale (POS-R) and the Organizational Learning Scale (OLS) had items excluded due to communalities lower than 0.5. Specifically, three variables were excluded from the POS-R, and seven variables were excluded from the OLS. The KMO was satisfactory for both scales (0.900 and 0.947), as well as Bartlett’s test of sphericity.

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Table 3

Main Components of Scale Analysis

Scale	Items Excluded due to Communalities	KMO	Bartlett's Sig	Factors	Explained Variance
EPSO-R	11, 14 e 27	0,900	0,000	4	59,28%
OLS	5, 6, 11, 13, 14, 20 e 21	0,947	0,000	2	58,33%

Another criterion considered in the analyses was the percentage of variance explained by the factors. Hair et al. (2009) indicate that values close to 60% are considered satisfactory, which was achieved in the analyzed scales. It is noteworthy that the initial configuration of the POS-R presented 5 factors; however, since one factor presented only one variable (15), it was not considered consistent and was therefore excluded.

Next, the reliability of the obtained factors was tested using Cronbach's Alpha test. According to Hair et al. (2009), values above 0.70 for Cronbach's Alpha are acceptable. Thus, all factors of both scales presented satisfactory values.

Regarding the POS-R, it is observed that the questions grouped similarly to the original model by Queiroga et al. (2015), with the exception of Factor 4, which, in addition to grouping questions related to the "Promotion and Reward Practices" (PRP) dimension, also grouped question 28, which in the original model belonged to the "Performance Management Practices" (PMP) dimension. The results of the factor analysis are presented in Table 4.

Table 4

POS-R Analysis

Factor 01 – Material Support for Performance (MSP) (α = 0,886)

Description	Original Factor	Loading
3. This cooperative offers workplaces with sufficient quantity of furniture, equipment, and materials.	MSP	0.799
2. In this cooperative, work tools (computers, applications, computerized systems, and others) are of good quality.	MSP	0.771
1. The cooperative I work for provides employees with the equipment, machines, and materials necessary for the effective performance of their tasks.	MSP	0.746
5. This cooperative regularly maintains machines and work equipment, keeping them in full working condition.	MSP	0.742
4. In this cooperative, work environments are adequate for the effective performance of activities (clean, well-lit, ventilated rooms, with furniture appropriate for task execution).	MSP	0.721
6. This cooperative constantly seeks to improve the physical conditions of the workplaces.	MSP	0.680

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Factor 02 – Workload (WL) ($\alpha = 0,892$)

Description	Original Factor	Loading
19. This cooperative is only interested in achieving goals, failing to provide healthy working conditions.	WL	0.871
21. In this cooperative, employees are constantly forced to work overtime, leaving little time for rest and leisure.	WL	0.854
20. This cooperative sets insufficient deadlines for work completion, without considering the availability of financial, material, and human resources necessary for execution.	WL	0.851
18. The cooperative I work for often sets unattainable goals.	WL	0.777
17. In this cooperative, the work overload often leads employees to physical and mental exhaustion.	WL	0.677
16. This cooperative overloads employees who perform better.	WL	0.626

Factor 03 – Performance Management Practices (PMP) ($\alpha = 0,818$)

Description	Original Factor	Loading
24. This cooperative takes into consideration creative proposals made by employees to improve work.	PMP	0.786
26. In this cooperative, recognition for a job well done is frequent.	PMP	0.749
22. This cooperative constantly seeks to improve work processes, taking into account employee suggestions.	PMP	0.702
25. In this cooperative, employees receive all necessary guidance and information for the effective execution of their activities.	PMP	0.623
23. This cooperative seeks to address the difficulties encountered by employees for the effective performance of their activities.	PMP	0.525

Factor 04 – Promotion and Reward Practices (PRP) ($\alpha = 0,855$)

Description	Original Factor	Loading
12. In this cooperative, the salaries paid to employees are compatible with the best remunerations practiced in the financial market for similar positions.	PRP	0.682
9. In this cooperative, employees who engage in professional training (participating in undergraduate and specialization courses, for example) have more opportunities for career advancement.	PRP	0.674
10. In the cooperative I work for, the amounts paid to employees as profit sharing and results (PSR) represent a good financial reward.	PRP	0.608
28. This cooperative promotes the training of its employees by constantly offering training according to each individual's area of expertise.	PMP	0.603
13. The cooperative I work for considers the effort expended by the employee to achieve the expected results when evaluating performance.	PRP	0.537
8. In this cooperative, there are many opportunities for promotion and career advancement.	PRP	0.482
7. The opportunities for promotion and career advancement offered by this cooperative are compatible with employees' aspirations.	PRP	0.425

Factor 1 of the POS-R model comprises items related to the dimension of Material Support for Performance (MSP), Factor 2 includes items pertaining

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to the Workload (WL) dimension, and Factor 3 includes items associated with Performance Management Practices (PMP). In Factor 4, there is a predominance of the Promotion and Reward Practices (PRP) dimension of the POS-R, thus retaining its designation. However, it is noteworthy that this factor contains variable 28 (“This cooperative promotes the training of its employees by constantly offering training according to each individual’s area of expertise”), which was initially associated with the Performance Management Practices (PMP) dimension. It is believed that this variable grouped into this factor because its interpretation might have been linked to the professional advancement opportunities available to employees who engage in professional development, such as the training offered by the cooperative.

Regarding the Organizational Learning Scale, its original version presents five factors (dimensions): Clarity of Purpose and Mission (CPM), Empowerment and Leadership Commitment (ELC), Experimentation (Exper), Knowledge Transfer (KT), and Work Teams and Group Problem Solving. In this study, the variables grouped into two factors, as shown in Table 5.

Table 5

Organizational Learning Scale Analyzes

Factor 01 – Freedom for experimentation promoted by leadership (FEPL) ($\alpha = 0,914$)

Descrição	Fator Original	Carga
12. In the cooperative where I work, new ideas from employees are taken seriously by managers.	Exper.	0.750
17. In this cooperative, managers often offer feedback that helps identify possible problems and opportunities.	ELC	0.742
15. The managers at the cooperative where I work accept criticism without becoming overly defensive.	ELC	0.733
19. Employees have opportunities to carry out self-assessment regarding the achievement of organizational objectives.	CPM	0.720
16. In the cooperative where I work there are mechanisms that allow you to learn the successful practices of other organizations.	KT	0.713
10. Innovative ideas that work are usually rewarded by the cooperative.	Exper.	0.704
8. The managers of this cooperative encourage employees to carry out experiments to improve work processes.	ELC	0.591
9. New work processes, which can be useful for the cooperative as a whole, are generally shared with all employees.	KT	0.571
7. In this cooperative, managers accept changes and new ideas.	ELC	0.560

Factor 02 – Opportunities to create and share ideas together (OCSIT) ($\alpha = 0,760$)

Descrição	Fator Original	Carga
3. Employees can often bring new ideas to the cooperative where I work.	Exper.	0.780
1. In the cooperative where I work, employees often have the opportunity to talk to other employees about successful work experiences.	KT	0.764
2. There is broad acceptance and commitment from employees to achieve the cooperative's mission.	CPM	0.691
4. Failures are discussed constructively in our cooperative.	KT	0.558

Factor 1 of the Organizational Learning Scale is composed of 10 variables related to Experimentation, Empowerment and Leadership Commitment, Clarity of Purpose and Mission, and Knowledge Transfer. However, based on the content of the statements, it was named “Freedom for Experimentation Promoted by Leadership,” as the items comprising this factor pertain to elements such as openness and acceptance of changes, ideas and critiques, discussion, and enhancement of processes and problems collectively, and the close relationship between the work team and leadership in achieving the organization’s mission and purpose.

Factor 2, consisting of 4 items, focuses on issues related to Experimentation, Clarity of Purpose and Mission, and Knowledge Transfer. Nevertheless, it was named “Opportunities to Create and Share Ideas Together” based on the content of the statements, as the items comprising this factor are related to the possibility of presenting new ideas, sharing experiences, and discussing improvement points constructively with the work group.

Therefore, as observed in the results shown in Tables 3, 4, and 5, both scales presented satisfactory measurements, confirming the effectiveness of the tools used. Thus, after considering the factor analysis, the influence of Perceived Support on the factors that enhance Organizational Learning from the perspective of employees working in an agricultural cooperative was examined.

Influence of Perceived Support on Factors Enhancing Organizational Learning

The aim of this study is to analyze the influence of Perceived Support on the factors that enhance Organizational Learning from the perspective of employees working in an agricultural cooperative. To achieve this objective, multiple regression analyses were conducted.

In this study, the associative relationships between each of the dependent variables (Freedom for Experimentation Promoted by Leadership, Opportunities to Create and Share Ideas Together, and Organizational Learning) and the independent variables (Material Support for Performance, Workload, Performance Management Practices, and Promotion and Reward Practices) were examined. This approach enabled the clarification of how much each factor enhancing organizational learning is explained by the organizational support factors.

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Regarding the method, the stepwise estimation was chosen for model development. The stepwise method selects the best predictor for each dependent variable (Hair et al., 2009). Thus, the models found for the dependent variables associated with Organizational Learning can be seen in Table 6.

Table 6

Beta coefficient, significance and adjusted coefficient of determination (R²) for the regression models

Dependent Variable	Material Support for Performance		Work load		Performance Management Practices		Promotion and Reward Practices		R ² Ajust.
	Coef.	Sig	Coef.	Sig	Coef.	Sig	Coef.	Sig	
Freedom for experimentation promoted by leadership	-	-	-	-	0,524	0,000	0,343	0,000	0,620
Opportunities to create and share ideas together	-	-	-	-	0,529	0,000	0,274	0,000	0,536
Organizational Learning	-	-	-	-	0,574	0,000	0,337	0,000	0,686

Based on the F-test results (Table 6), it is evident that for the proposed models for the dependent variables of Organizational Learning, the influencing variables were: Performance Management Practices and Promotion and Reward Practices of Organizational Support. Therefore, these factors can be considered predictors of Organizational Learning and its dimensions, as in these cases, the regression coefficients of the variables showed statistically significant explanatory power, justifying the inclusion of these variables in the regression equation, with sig < 0.05 (Hair et al., 2009; Pestana & Gageiro, 2008).

Next, the beta coefficients were analyzed, which allow for a comparison of the explanatory power of each dependent variable (Hair et al., 2009). By examining the beta coefficients, it is evident that both the Performance Management Practices factor and the Promotion and Reward Practices factor exert a positive influence on organizational learning. It is observed that the two variables of Organizational Support together predict 68.60% (adjusted R²) of overall learning. These findings suggest that the higher the priority given to Performance Management Practices and Promotion and Reward Practices, the greater the potential for organizational learning.

The correct application of the regression model requires the fulfillment of certain assumptions (Coelho & Cunha, 2012; Pestana & Gageiro, 2008). Table 7 below presents the results of the assumption tests for the estimated models.

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Table 7

Regression Model Assumptions

Dependent Variable	Durbin Watson	KS (Sig)	Pesarán (Sig)	TOL	VIF
Freedom for experimentation promoted by leadership	1,718	0,195	0,042	0,599	1,671
Opportunities to create and share ideas together	1,882	0,181	0,480	0,599	1,671
Organizational Learning	1,876	0,385	0,121	0,599	1,671

Initially, the Durbin-Watson values were analyzed to evaluate the independence of errors, considering that values close to 2 are acceptable to meet this assumption (Coelho & Cunha, 2012; Pestana & Gageiro, 2008). In this study, all variables met the assumption, with values ranging from 1.718 to 1.882.

Regarding the normality of the data, the Kolmogorov-Smirnov (KS) test was conducted to verify if the residuals were normally distributed (Coelho & Cunha, 2012). It was observed that all models met the assumption, showing significance greater than 0.05 (Pestana & Gageiro, 2008), indicating the normality of errors.

To verify the homoscedasticity of the data, the Pesarán-Pesarán test was used to check if the variance of the residuals remained constant (Coelho & Cunha, 2012). The results show that most variables met the assumption, with sig>0.05 (Pestana & Gageiro, 2008), except for the model “Freedom for experimentation promoted by leadership,” which had a significance level less than 0.05. Multicollinearity occurs when an independent variable is highly correlated with a set of other independent variables. To analyze multicollinearity, the Tolerance (TOL) values and the Variance Inflation Factor (VIF) were examined. For TOL, values between 0 and 1 are considered acceptable, and for VIF, values less than 10 are acceptable (Hair et al., 2009). It was noted that in this study, all variables met the assumption.

Taking these results into consideration, Table 8 presents the tested hypotheses and their acceptance or rejection.

Table 8

Hypothesis testing

Hypotheses	Supported
H1: Material support for performance influences factors that enhance organizational learning	No
H2: Workload influences the factors that enhance organizational learning	No
H3: Performance management practices influence factors that enhance organizational learning	Yes
H4: Promotion and reward practices influence the factors that enhance organizational learning	Yes

As observed in Table 8, hypotheses H1 and H2 were not supported. However, this study successfully addressed the identified gap by elucidating which organizational elements can contribute to the relationship between support

and organizational learning. This study clarifies that organizations can effectively enhance the perception of organizational support among employees by implementing performance management practices (H3) and offering promotion and reward practices (H4). These results indicate that, although the initial hypotheses H1 and H2 were not confirmed, specific management practices play a crucial role in facilitating organizational learning. Additionally, such practices can enhance employees' professional development, promoting a more conducive work environment for growth and innovation.

It is noteworthy that the explanatory power of the Performance Management Practices factor (H3) exceeded 50% in all three analyses, demonstrating the importance of these elements in this context. One of the principles of cooperativism pertains to "Education, Training, and Information," indicating that these organizations should commit to the future of their members by promoting education and training, enabling their members and workers to contribute to the development of the businesses and the communities where they operate (OCB, 2020). Furthermore, the studied cooperative should strive to improve the recognition of employees who perform well and foster a more decentralized environment that encourages collective reflection, decision-making, and planning of new ideas. It is crucial for the administration to show support for its workforce by developing actions that value the team's opinions and ideas (Choi et al., 2022).

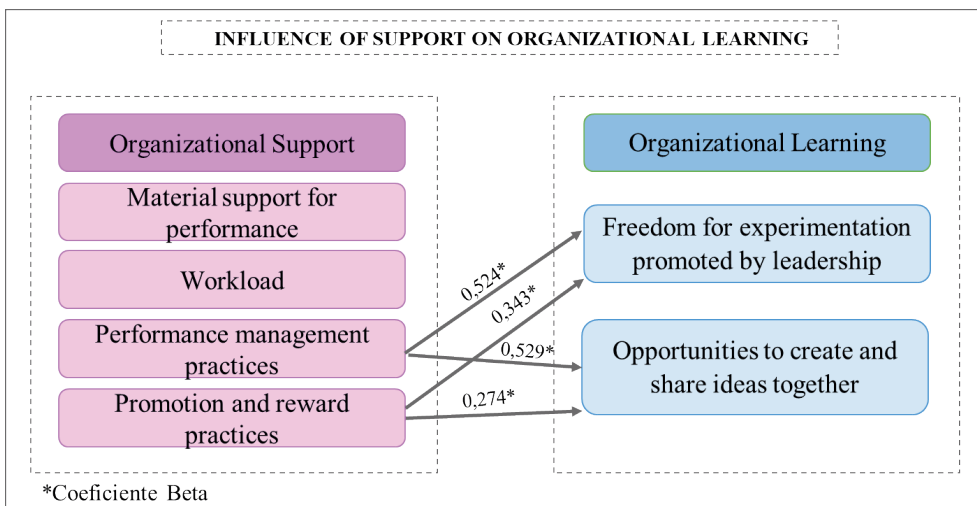
The study by Afzali et al. (2014) shows that organizational support influences organizational learning. However, the understanding of how organizational learning can be achieved is still quite limited (Afzali et al., 2014). In the current scenario, it is evident that employees are interested in staying with organizations where they have the opportunity to develop and learn. To retain such employees, organizations must provide a favorable environment, fostering not only a professional but also an emotional and affective relationship (Islam et al., 2015). Therefore, organizations need to create an environment that promotes continuous learning (Goh & Richards, 1997), making employees more committed, which in turn reduces turnover (Islam et al., 2015) and drives organizational development (Afzali et al., 2014).

Additionally, Goh and Richards (1997) suggest that creating an organizational culture that promotes learning can lead to tangible and intangible benefits, such as greater innovation, adaptability, and improved overall organizational performance. Moreover, organizational support strategies should be integrated with performance management and reward practices, as evidenced in this study, to maximize their impact on employee learning and commitment. Rooted in the foundations of Social Exchange Theory, employees who perceive organizational support are psychologically attached to the organization, enhancing their work engagement, social exchange, friendship, trust, affection, and support (Tian et al., 2018). These sentiments foster reciprocal relationships that promote sharing, cooperation, and organizational learning (Tian et al., 2018).

In summary, the results obtained for the regression models reinforce that the perception of organizational support positively influences the factors that enhance organizational learning, as illustrated in Figure 1.

Figure 1

Influence of perceived support on factors that enhance organizational learning



In Figure 1, the effects of perceived support on factors enhancing organizational learning are visualized. Regarding the practical implications of this study, it is observed that organizational practices and activities emphasizing performance management, promotions, and rewards can foster organizational learning. In this perspective, it is incumbent upon the cooperative in question to develop management systems focused on organizational reward for employee performance, as well as planning actions aimed at development, well-being, quality of life, knowledge sharing, and employee satisfaction within the cooperative.

FINAL REMARKS

The objective of this study to analyze the influence of perceived Support on factors enhancing Organizational Learning from the perspective of employees working in an agricultural cooperative was achieved. Multiple regression analyses demonstrate that organizational support perception, especially factors related to Performance Management Practices and Promotion and Reward Practices, influence factors that enhance organizational learning. The model with the highest explanatory power was represented by the overall dependent variable Organizational Learning, with 68.6% of its variance explained by Performance Management Practices and Promotion and Reward Practices, followed by the model of Freedom for Experimentation promoted by leadership, where 62% of the variance was explained by these same factors. These results are supported by theoretical perspectives from authors such as Afzali et al. (2014), Islam et al. (2015), and Tian et al. (2018), confirming that support influences organizational learning.

Furthermore, regarding factors enhancing organizational learning, the results demonstrated that cooperative management practices are primarily focused on opportunities for discussing successful work experiences with colleagues and widespread acceptance and commitment of employees

to achieve the cooperative's mission. Overall, the organization under study shows favorable aspects towards openness for sharing successful work experiences and commitment to the organizational mission. Studies related to the consequences of organizational learning across various types of organizations are limited; however, learning organizations are seen as resilient and prosperous in marketing innovations and competition in international markets (Natarrajan, Ndubisi, & Al-Shuridah, 2020).

As theoretical contributions, this study adds to the literature on support and organizational learning by identifying and analyzing organizational elements that can enhance the relationship between organizational support and organizational learning. By elucidating that performance management practices and promotion and rewards can significantly contribute to team satisfaction and, consequently, to organizational learning, this study enhances understanding of mechanisms that drive learning within cooperative organizations.

The practical implications of this study are relevant for cooperative management, suggesting that implementing practices and activities that prioritize performance management, promotions, and rewards can favor organizational learning. This implies developing management systems focused on organizational reward for employee performance, as well as planning actions aimed at development, well-being, quality of life, and knowledge sharing among cooperative employees.

Moreover, the duality of roles for employees and cooperative members in cooperatives is a distinctive and relevant characteristic, providing a unique dynamic to organizational relationships. In this configuration, individuals not only perform operational functions as employees but also actively participate in management and strategic decision-making as cooperative members. This dual role promotes greater alignment between individual interests and collective objectives of the cooperative, fostering a collaborative and participative environment. Furthermore, the interdependence between roles strengthens members' commitment to the organization's success, as they directly benefit from positive outcomes achieved. This particular context provides a rich opportunity to explore new approaches to organizational learning and management practices that consider the complexity and integration of these multiple roles.

Limiting factors of this study include the subjectivity of results, given that the topics relate to behavioral aspects, which are inherently complex. Additionally, the study opted to use only quantitative data collection, which may limit the analysis of participants' opinions and pre-existing experiences. Another aspect is the cross-sectional nature of the study's data. It is suggested that future research incorporate other data collection techniques to understand other independent variables not analyzed in this study that also influence organizational learning.



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