

**AN INVESTIGATION INTO PERCEIVED ORGANIZATIONAL SUPPORT
(POS) AND ITS EFFECTS ON EMPLOYEES' OUTCOME: A CASE STUDY
AFIGYA KWABRE DISTRICT EDUCATION**

BY

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DECLARATION

I hereby declare that this submission is my own work towards the Master in Business Administration (Human Resource Management Option) and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the university, except where due acknowledgement has been made in the text.

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DEDICATION

I dedicate this work to Almighty God for His protection and guidance throughout my education. Also, I wish to dedicate this piece of work to my parents; Mr. Alex Owusu Mensah and Mad. Vida Serwaa and to my two sisters; Mercy Nkrumah and Vida Serwaa.

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Honestly, I admit that I have received support in various forms whilst undertaking this study. I want to express my profound gratitude to Almighty God for his protection and guidance throughout the entire program. Also, I express my great appreciation to my supervisor, Mrs. Felicity Asiedu-Appiah for her tireless effort in instructing and guiding me throughout the writing of this research work. I extend my warmest gratitude to Mr. Appiah Karikari and Mr. Joseph Nyaaba Hammond for the care and assistance they gave me throughout the writing of this project. Many thanks also go to all the staff and teachers in Afigya Kwabre District Education Directorate for their promptness in responding to my questionnaires.

ABSTRACT

The quality of Human Resource is an asset to any organization and as a result the needed support which is to be provided to the employees has become an issue that has to be faced by every organization. The attitudes of employees towards the organization in which they work have become so crucial to the managers of the organization and researchers as well since employee's behavior have a direct impact on desirable work related outcomes. The main objective was to investigate into the effects of Perceived Organizational Support on employees' outcomes. However, the three common antecedents of perceived organizational support are fairness, supervisor support and organizational reward and job condition. The study argued that some employee outcomes such as job involvement, organizational commitment, and job satisfaction and employees intention to remain in the organization are important for ensuring a high level of organizational performance. However, POS is generally thought to be the organization's contribution to a positive reciprocity dynamic with employees, as employees tend to perform better to pay back POS. The respondents were selected by the use of simple random and purposive technique. Primary data was collected by the use of structured questionnaires for both management and teachers and secondary source of data (internal source) was gathered by the use of books, articles, reports from GES and other published documents to help achieve the research objective. The study revealed that Perceived Organizational Support (POS) is positively related to organizational commitment, job involvement, and job satisfaction which in turn were negatively related to turnover intentions and withdrawal behavior which are employees' outcomes. However, organizations can give the necessary support to employees to be motivated intrinsically to promote positive employee behaviours.

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LIST OF ABBREVIATIONS

A	Agree
CCC	Coalition of Concerned Teachers
D	Disagree
GES	Ghana Education Service
GTS	Ghana Teaching Service
HND	Higher National Diploma
HR	Human Resource
HRM	Human Resource Management
NA/D	Neither Agree nor Disagree
NAGRAT	National Association of Graduate Teachers
NAT	National Association of Teachers
NRCD	National Redemption Council Decree
NRCD	National Redemption Council Decree
OC	Organizational Commitment
OCQ	Organizational Commitment Questionnaire
POS	Perceived Organizational Support
PSS	Perceived Supervisors Support
R&D	Research and Development
SA	Strongly Agree
SD	Strongly Disagree
SHS	Senior High School

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

The Ghana Teaching Service (GTS) was established by the National Redemption Council Decree 247 (NRCD 247) in March, 1974 under the regime of General Ignatius Kutu Acheampong. The name Ghana Teaching Service was later re-named as Ghana Education Service (GES) as a pre-university education regulator. The Ghana Teaching service (GTS) was solely responsible for implementing the approved national policies and programs which were related only to teachers at the pre-university level of education. In 1975, the amendment decree (N.R.C.D. 357) was enacted to change the name Ghana Teaching Service to Ghana Education Service (GES). The Ghana Education Act was re-enacted by parliament in 1995 (ACT 506) which clearly defined the functions of the Ghana Education Service (GES) as follows; the service shall be responsible for the implementation of approved national policies and programs relating to pre-tertiary education, the service without prejudice to subsection (1) of Ghana Education Service Act 506, shall be the duty of the service to register, supervise and inspect private pre-tertiary education institution, also, to provide oversee basic education, senior secondary education, technical education and special education, to submit to the Minister of Education for recommendations of educational policies and programs to promote the efficiency and the full development of talents among its members, to register teachers and keep an up-to-date register of all teachers in the public system, and to maintain professional standards and the conduct of its personnel. For the governing body of the service, the Education Service Council consists of the Director-General and down to the chairman of the Service. The members of the council

shall be appointed by the president in consultation with the state. For the tenure of office, members of the council other than ex-officio members shall hold office for three years and are eligible for re-appointment.

However, promotion to the grade of Assistant Director II was the responsibility of the headquarters but due to the decentralization policy implemented in 1998, promotion from principal superintendent to Assistant Director II are now done at the district and regional levels.

However, the extent to which the teachers believe that the organization places a high value on their contribution and also care about their well-being and fulfills their socio-emotional need may be seen as the perceived organizational support (POS). That is, how managers are concern with how the employees commit themselves to the organization has a direct relationship with employees focus on how the organization commits itself to them.

According to Eisenbergers et al., (1986), the society sees committed as employees' perception of the organization's commitment to them (perceived organizational support) creates feelings of obligation to the employer, which enhances employees work behaviour. The employees see the organization as an important source of their socio-emotional needs such as, respect and caring, and also wages and medical benefits which are seen as tangible benefits. According to Gaertner and Nollen (1989), favorable opportunities for rewards would convey the organization's positive valuation of employees' contribution to perceived organizational support. However, when organizations highly regard their employees, help to meet the employees' for approval, esteem and affiliation they also in turn contribute effectively for the survival of the organization.

The study which was conducted by Eisenberger and Rhoades (2001) revealed some common effects on perceived organizational support. The first is organizational commitment which is in three kinds; namely, affective commitment, continuance commitment and normative commitment. Also, there are changes in withdrawal behavior, the desire to remain, job related affect and job related involvement.

1.1 Statement of the problem

A Critical assessment of the attitude of both the staff and employees (teachers) of G.E.S Afigya Kwabre District, make one wonder the type of services been delivered by the workers and if their contributions in the organization are recognized and supported. Some people think that the contributions of the employees (teachers) and other staff in GES have not been the best due to the fact that the required support which should be given by the organization have not been the best. According to Eisenberger, Hunton, Hutchison and Sowa (1986) employers develop global beliefs about the extent to which their employing organization both value their contribution and their well-being catered for. It is also acknowledge that there is a direct relationship between how organization values the contribution its employees, cares about their well-being and the organizational outcome. However, this will be effectively achieved when the needed support, care and recognition are available and a put into judicious use. Though Perceived organization Support (POS) may not be the only way to increase or decrease the employees' commitment level to an organization, it is important that all stakeholders of education make it relevant to provide the necessary support and value the commitment and care about the well-being of the employees (teachers). The support can either be in the form of either cash or kind but to motivate employees intrinsically it should base on salary

increments alone. This made the researcher to investigate into how the support given to the employees can affect some of their outcomes.

It is generally accepted that every institution must be seen working and to ensure that the accepted employee outcomes are promoted to achieve the desire objectives of the organization. This can only be achieved when employees' contributions are valued and also their well-being are been cared for.

The major problems are as follows; are employees' contribution and well-being been catered for? Are these problems so serious that they can affect the outcome of the employees (teachers) in the district?, does the organization give support to motivate employees both intrinsically and extrinsically?, do the employees welcome the support that the organization gives to them? .These questions have prompted the researcher to investigate into 'Perceived Organizational Support (POS) and its effects on employee outcomes in Afigya Kwabre District Education Directorate'.

1.2 Objectives of the study

General Objectives

The broad objective of this study is to investigate into Perceived Organizational Support and its effects on employees' outcome in Ghana Education Service.

Specific Objectives

Specifically the research seeks:

- a) To examine the level of employees commitment at Afigya Kwabre District Education.

- b) To assess the extent to which employees involve themselves to their work in G.E.S (Afigya Kwabre District).
- c) To examine the level of job satisfaction among employees in G.E.S (Afigya Kwabre District).
- d) To find out the extent to which employees perceive the support given to them by G.E.S (Afigya Kwabre District).
- e) To find out whether employees (teachers) in G.E.S (Afigya Kwabre District) tend to stay or leave the teaching service.

1.3 Research Questions

- a) How do employees commit themselves to the teaching service in Afigya Kwabre District?
- b) How often do employees (teachers) in G.E.S (Afigya Kwabre District) involve themselves to the work they do?
- c) To what extent are employees satisfied with the job they do in G.E.S (Afigya Kwabre District)?
- d) What is the level of employees' perception of organizational support at Afigya Kwabre District education?
- e) Are employees willing to stay or leave the teaching service in G.E.S (Afigya Kwabre District)?

1.4 Significance of the study

The relevance of this study is to identify the kind of support given by Ghana Education Service to its employee in (GES) Afigya Kwabre District and how it can affect their behavior both psychologically and physiologically. The study will add to the existing body of knowledge and literature on the subject of the perceived organization and how it affects the employees' behavior.

Also, the study will help teachers to understand how the organization values their contributions and how it will affect their job and the organization as a whole. Again, it will reveal to the line-managers of the district how the relationship between the organization and teachers can be managed to achieve the educational goals in Ghana. Finally, it will serve as article which can be review in further studies and also be used as a document or materials of reference by other people who may research into such topic.

1.5 Brief Methodology

The source of materials for the study is both primary and secondary data. The primary data was collected by the use of structured questionnaires which were designed and administered to both teaching, non-teaching staff and also, management in the district. The researcher also used secondary source of data collection like relevant text books, journals, document presented by the district education office .The research is descriptive which involves collecting data to describe the nature of a stated topic under study. Respondents were selected for the study by the use of simple random and purposive technique.

1.6 Scope of the study

The study covers both the teaching, non-teaching staff and management in Afigya Kwabre District of Education. The researcher chose the district because the necessary resources needed to carry out the study could be easily available and also where the researcher can work within a specific time frame.

1.7 Limitations of the study

The researcher encountered some financial difficulties. Also, some respondents were not willing to disclose some vital information. Again, not all questions were answered correctly by the respondents and aside these, some questionnaires were also not returned by respondents. Other major limitations encountered include, the difficulties associated with data collection, sampling techniques as well as size. In spite of all these problems, information which was gathered was cross checked to ensure that the quality and authenticity is maintained.

1.8 Organization of the study

The entire study looked at five chapters. Chapter one is made up of background to the study and statement of the problem, research objectives, research questions, and the brief methodology, scope of the study and organization of the study. Other aspects of the chapter were the significance, limitation of the study and organization of the study.

Chapter two talked about the review of related literature, chapter three described the methodology, which looks at the research design, the population, sample and sampling procedures, and instrumentation and data collection procedures of the study. Also covered in the chapter are the variable of the study and the methods of data collection and analysis. The data analysis, results and discussions have been captured in chapter

four. Finally the summary of the findings, conclusion and implications of the study form the concluding chapter, which is chapter five of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Employers commonly value employee dedication and loyalty. However this study tries to find out how Perceived Organizational Support affects employees' outcomes in Ghana Education Service, Afigya Kwabre District. That is how the management treats the commitment that their employees have put in in the teaching service. As stated in the bible "Everyone whom much is given, of him much be required; and of him to whom men commit much they will demand the more" Luke 12:48, Revised Standard Version p.71 (1971).

Employees who are highly involved to the work of their organization show high degree of performance, reduced absenteeism, and a lessened likelihood of quitting their job Meyer & Allen (1997) and Mowday, Porter, & Steers, (1982). By contrast, employees are generally more concerned with the organization's commitment to them. Being valued by the organization can yield such benefits as approval and respect, pay and promotion, and access to information and other forms of help needed to better carry out one's job Eisenberger et al. (2002). The norm of reciprocity allows employees and employers to reconcile this distinctive orientation which goes a long way to increase employee's outcome.

21 Perceived Organizational Support (POS)

Research on perceived organizational support began with the observation that if managers are concerned with their employees' commitment to the organization, employees are will be also focused on the organization's commitment to them. Perceived organizational support is a one-dimensional measure of the general belief held by an employee that the organization is committed to him or her, values his or her continued membership, and is generally concerned about the employee's well-being in the organization Celik and Findik (2012). Perceived Organizational Support (POS) may also refer to employees' perception concerning the extent to which the organization values their contribution and also cares about their general well-being. POS has been found to have important repercussion on employee performance and well-being, Krishnan and Sheela (2012). The organizational support theory maintains that employees infer the extent to which organizations care about their well-being from meaningful organizational and social organizational values, norms, beliefs, practices and structures that are operational at the workplace Gyekye & Salminen (2002).

Although POS is related to a variety of important work-related behaviours and outcomes, two issues requiring further attention are the relationship between POS and voluntary turnover, and the factors leading to the development of POS Shore & Shore, (1995) and Shore & Tetrick (1991). Regarding turnover, Eisenberger et al. (1990) categorically suggested that individuals with high POS would be less likely to seek out and accept jobs in alternative organizations. Although there is some evidence that POS is negatively related to intentions to quit Wayne et al. (1997), only one study has investigated the relationship between POS and turnover behavior Rhoades, Eisenberger & Armeli (2001). However, there is the need to conduct more research to demonstrate

the kind of the relationship between POS and turnover Griffeth, Hom & Gaertner, (2000).

With respect to the development of POS, research has shown that several types of antecedents are related to POS, including (1) perceptions of the organization, such as justice and politics Cropanzano, Howes, Grandey & Toth (1997); Moorman, Blakely & Niehoff (1998), (2) job conditions Eisenberger, Rhoades & Cameron (1999), (3) supervisor support Settoon, Bennett & Liden (1996); (4) personality (Aquino & Griffeth, 1999), and (5) human resource (HR) practices Wayne et al., (1997). The study conducted by Wayne et al., (1997) concentrate on HR practices that imply the organization values and cares about employees. Specifically, HR practices that suggest investment in employees and show recognition of employee contributions (for instance, valuing employee participation, Eisenberger et al., (1986) show that the organization is supportive of the employee and is seeking to establish or continue a social exchange relationship with employees. Perceptions that one's organization offers these practices should thus be positively related to POS Shore & Shore (1995). Interestingly, organizational HR practices have received increased attention of late for their consequences on organizational turnover rates Huselid (1995). However, little explanation has been given for how these practices influence individual turnover decisions. To the level that HR practices directly influence POS, POS might help explain such relationships. Thus, there is proposal and testing a model aimed at explaining relationships among Human Resource practices, Perceived Support, and turnover, as well as the role of POS in the turnover process Allen et al. (2002). The concept of perceived organizational support (POS) originates from organizational support theory Eisenberger et al. (1986) and it describes the evaluation that an

employee makes regarding the level to which their employer values their contributions and cares about their well-being Rhoades et al. (2001).

Organizational support theorists Eisenberger et al. (1997) argue that POS is deepened in the organization only when the employee has favorable experiences of the work environment and when they have the believe that these favorable experiences have been directly enhanced by decisions that the organization made both purposefully and voluntarily (that is, not as a result of legal or regulatory compliance). That is to say, the relationship between favorable work experiences and POS will be strongest when the experiences are attributed to discretionary acts on the part of the organization Rhoades et al., (2001).

Based on the theory, Eisenberger et al., (1986) goes on to stated that, it is the employees' tendency to assign humanlike characteristics to the organization that support the development of POS. According to them, POS is the organization's commitment to the employees.

Eisenberger et al.,(1986) showed that individuals tend to form global beliefs concerning the extent to which the organization values their contributions and cares about their well-being. They also use the social exchange framework, demonstrated that when employees perceive a high degree of POS, they pay back the organization through increased affective commitment. Shore and her colleagues Shore & Tetrick, (1991); Shore & Wayne, (1993) ; Wayne, Shore and Linden, (1992) came up with a similar finding. Other three major organizational determinants of POS, rewards and favorable job conditions are expected to have the weakest effect. Such treatment should contribute to POS only to the extent that it is perceived to represent the organization's voluntary (Eisenberger et al., 1997).

In a study by Driscoll and Randall (1999) on employees from dairy cooperatives, it was proved that the belief that organization supports and values their contribution increased their attachment to their organization. But when the level of job security provided by the organization decreases the commitment level of employee also decreases. However, research shows that when employees are afraid of losing their job, they do not exhibit behaviours indicative of organizational commitment Tanskys & Cohen (2001).

Employees who feel that their works are highly valued by the organization; they also get motivated and do their best to increase the levels of job performance because their rewards too have been increased Rhodes & Eisenberger (2002). On the other hand, though they may receive the reward all right but decrease the performance when they are not satisfied with the reward given. POS serves as emotional support and indirectly rewards the employees for their regular royalty and commitment and increase the job performance in the organization. These effects are exaggerated if the employee feels that the reward/support was voluntarily given to them (for instance, promotion for accomplishment in work duties), and reduced if the employee feels that such reward or support was just a matter of policy. For instance, government imposed mandatory pay increases on salaries. However, the employee psychological state serves as a facilitator in the POS to job performance relationship. Furthermore, current mood often affects the way support is received by the employee. For example, an employee that is usually grateful to receive help from a supervisor may see the help as annoying or unnecessary if the employee were in an unsociable mood. According to organizational support theory, the development of POS is encouraged by employees' tendency to assign the organization humanlike characteristics (Eisenberger et al., 1986).

2.2 Rationale Behind POS

Today's knowledge based industry is highly dependent on their employees. Employees of today are seen to be the assets in most of the organizations. Therefore, the Human Resource Department has to put in much effort to understand and analyze the aspects which go a long way to affect the performance of the employees is a basic necessity to ensure effectiveness and efficiency in their organizations. The research literature reveals that POS is positively related to a number of outcomes favorable to both the organization and the individual which may consist of conscientiousness in carrying out conventional job responsibilities, organizational commitment and job satisfaction. However, the degree of POS of employees has to be always reviewed by the organization to ensure favorable employees outcomes to the organization which ultimately leads to profitability Jayasree and Sheela (2012).

However, without the use of direct rewards, the organization can adopt different measures to increase the level of POS among employees to reduce the level of employee-turnover and increase retention. Therefore, what determines POS have to be carefully analyzed to introduce measures to increase the level of POS in organizations. That is, when organizations adopt some measures to convince employees that the organization values their contributions and cares about their well-being offers an effective countermeasure against the de-motivating effects of employee cynicism and skepticism. Therefore, in order to take such measures the level of POS needs to be analyzed critically by the organization. Measures which have been adopted to address the antecedents of POS are more likely to succeed in increasing the commitment level of its members as well as the quality of their work life. Hence the study on POS has to results in favorable organizational and employees outcomes Jayasree et al,(2012).

2.3 Reciprocation and Perceived Organizational Support

Reciprocity, as defined in sociology, is seen as the action of giving something and in return receiving a reward. Reciprocity also concerns with the reward versus costs scale since the exchange of giving and receiving must be aligned with maintaining a beneficial relationship to both people and the organization as a whole Tyrus (2008). Social exchanges is characterized by perceived equality imply the presence of reciprocity. Indeed, all social life needs a degree of reciprocity on the part of actors in social situations. Thus, when individuals see that there is relatively balancing levels of reciprocity in a social exchange, they are more likely to be satisfied in that exchange. Social exchange theory concludes that individuals who perceive the presence of reciprocity in their social relationships are likely to feel more satisfied with and maintain those relationships in their respective organizations. Social exchange theory is an evolving conceptual framework that can be used to explain individual development within the family context. Exchange theory is based on the principle that we enter into relationships in which we can increase the benefits to us and minimize our costs. However, equity theory which is a variation of exchange theory, maintains that exchanges between people have to be fair and balanced so that they mutually give and receive what is needed without cheating on the other Whatley et al. (1999).

The social exchange theory, also called the communication theory of social exchange, maintains that, social decisions which are made by human beings are based on perceived costs and benefits that may come out of it. This hypothesis reveals that people evaluate all social relationships to determine the benefits they will get out of them before they will enter into that relationship. It also reveals that someone will

typically leave a relationship if he or she sees that the effort, or cost, of it outweighs any perceived advantages or benefits that may be derived from it.

Study conducted maintained that the viability of an organization in this complex and highly competitive market, fast changing world, and turbulent economic times requires employees who are highly committed and able to exceed the roles and responsibilities defined by formal job descriptions to increase the level of performance Jordan and Sevastor (2003).

According to social exchange theory, organization members tend to reciprocate beneficial treatment they receive from their organization with positive work-related behaviors such as, high helpful-ness toward those who have treated them well and also tend to reciprocate unacceptable treatment they receive with negative work-related behaviors such as, low helpfulness toward those who have treated them poorly David, Gregory, Steensma & Hereford (2009).

Empirical researches have shown that employee positive reciprocity with an organization may be influenced by various personality characteristics, such as agreeableness Colbert, Mount, Harter, Witt, & Barrick (2004), fear of being exploited Lynch, Eisenberger, & Armeli (1999), a propensity to endorse positive reciprocity norms and a tendency to reject “power distance” and traditionality norms Eisenberger, et al. (1987). Similarly, employee negative reciprocity may be influenced by attitudes toward revenge associated with age Aquino & Douglas (2003) and a propensity to endorse negative reciprocity norms Mitchell & Ambrose (2007).

Apart from the economic roots in the social exchange theory, there are also psychological roots. A key concept in psychology is behaviorism, which is defined as the time when animals pursue rewards and attempt to avoid punishments Howard &

Hollander (1997). While the economic and psychological aspects of the social exchange theory are important, the main aspect starts from sociology. Reciprocity, in sociology, is the action of giving something and receiving a reward in return. Reciprocity also deals with the reward versus costs scale since the exchange of giving and receiving must be equal to maintain a beneficial relationship to both people and the organization Tylus (2008).

Although different types of relationships have been explained by the social exchange theory, Professor Katherine Miller (2005) at Texas University critiques the theory in her book, *Communication Theories*. She maintains that human interactions are too difficult to be defined by economic concepts, such as the reward verses cost scale and also other aspects, like previous relationships, play a role in present relationships. However, individuals make psychological assessments of their current relationship and compare those assessments to past relationships and see whether they are benefiting or not from the new relationship.

However, Psychological safety consists of a sense of being able to show and employ the self without negative consequences Kahn (1992). An important aspect of safety starts from the amount of care and support employees see to be provided by their organization as well as their direct supervisor. He found that supportive and trusting interpersonal relationships as well as supportive management promoted psychological safety in an organization. Organizational members feel more secured in working environments that are characterized by openness, fairness and supportiveness from their supervisors and the organization as a whole. Supportive environment allows members to experiment in order to be creative since they are autonomous in and also, try to do new things on their own and even when they fail without fear of the

consequences Kahn (1992). In their empirical test of Kahn's model, May et al. (2004) also found that supportive supervisor relations was positively related to psychological safety.

2.4 Perceived Organizational Support and Human Resource Management (POS and HRM)

Organizations today face an increasingly competitive and rapidly changing environment characterized by a diverse labor market, advancement in information technologies, globalization, deregulation, continuous customer demands and others Nasurdin, Hemdi and Guat (2008). To be successful in the competitive market, a firm must be able to improve upon performance by reducing costs, creating new products and processes, enhancing quality and productivity, and increasing speed to market Luthans & Sommers (2005). In this regard, organizations have to concentrate on the capabilities of their workforces and try to develop their capabilities to increase productivity. According to Harter, Schmidt, and Hayes (2002), effective management of a firm's human resources (employees) would be able to generate and increase knowledge, motivation, and commitment, resulting in a source of sustained competitive advantage for the firm as a whole. This suggestion is in line with that of Huselid (1995) who suggested that Human Resource Management practices represent one avenue that can be used by organizations in shaping their employees' attitudes and behaviours. This is because Human Resource Management practices create conditions where employees become highly involved and committed to the organization and work hard to accomplish the organizational goals. However since HRM deals with the management of the people to highly involve and commit themselves to work out effectively to According to Morrison (1996), how an organization manages its human

resources (as reflected by its HRM practices) establishes the tone and conditions of the employee-employer relationship.

Some practices of human resource should be in such a way that it will develop the POS of the employee. A supportive HR practice in this context is one that shows investment in the employee or recognition of employee contributions, and is discretionary in the sense that the organization is not obligated to offer the practice to everyone Eisenberger et al. (1986). In addition to these, Wayne et al. (1997) argued that growth opportunities signal that the organization identifies and values the employee's contributions and imply future support from the organization; they found a significant positive relationship between both promotions and developmental experiences and POS.

2.5 Levels of Organizational Outcomes

The level of organizational outcome can be attributed to the HRM practices that the organization may be adopted to support its employees. According to Nasurdin et al. (2008), a review of the literature indicates that studies in the area of HRM have been almost exclusively undertaken in the Western world. However, most of the studies conducted are focusing on investigating the impact of HRM practices on a firm's performance. In terms of individual-level outcomes particularly organizational commitment (OC), apart from the work by Hung, Ansari, and Afaqis (2004) which concentrates on the direct relationships between fairness of HRM practices (employee relations and compensation, performance management and promotion, procedures, and training), leader-member exchange, and commitment, empirical evidence on this issue remains limited. Additionally, the potential effects on HRM practices on employees' commitment have received far less attention than it deserves to be Meyer

& Smith (2000). However, this research is focusing on how Perceived Organizational Support can affect employees' outcomes in Ghana Education Service.

However, the two primary perspectives of HRM, the "universal" or "best practices" approach have received more empirical support than the "contingency" approach Hu1selid (1995).

However, a study conducted by Allen et al. (2002), proposed that perceptions of supportive HR practices have an impact on withdrawal through effects on POS. Thus, perceptions of supportive HR practices are positively related to POS, which mediates relationships with commitment and satisfaction. Results suggest that perceptions of supportive human resources practices (participation in decision making, fairness of rewards, and growth opportunities) lead to the development of POS, and POS mediates their relationships with organizational commitment and job satisfaction.

2.6 Antecedents of POS

The study conducted by some researches showed that organizations taking actions to convince employees that the organization values their contributions and cares about their well-being offers an effective countermeasure against the de-motivating effects of employee cynicism and skepticism. Therefore in order to take such actions the level of POS needs to be investigated Jayasree & SheSela (2012).

Although the organization's positive valuations of one's contributions and concern for one's well-being are logically distinct, exploratory and confirmatory factor analyses shows that employees combine these into a unitary perception Rhoades and Eisenberger (2002). POS is related to a variety of important work-related attitudes and outcomes, two issues requiring further attention are the relationship between POS and

voluntary turnover, and the factors leading to the development of POS Shore & Tetrick (1991).

With reference to the development of POS, research has shown that several types of antecedents are related to POS, including (1) perceptions of the organization, such as justice and politics Cropanzano, Howes, Grandey & Toth (1997); Moorman, Blakely & Niehoffs, 1998), (2) job conditions Eisenberger, Rhoades & Cameron, (1999), (3) supervisor support Wayne et al. (1997). There are many methods that the organization can adopt to create employee beliefs that the organization cares about them and values their contribution. In other words, POS may have many different types of antecedents Rhoades & Eisenberger (2002). As mentioned earlier on, this dissertation focuses on perceptions of a set of important HR practices as the major antecedents of POS. According to the study conducted on antecedents and consequences of POS by Sathish Skumar (2012), the factors influencing are as explained below: Antecedents of POS fall into three broad categories.

2.6.1 Fairness

Fairness may be linked to procedural justice in performance appraisal, providing opportunity to voice concerns. Employee engagement is associated with; a sustainable workload, feelings of choice and control, appropriate recognition and reward, a supportive work community, fairness and justice, and meaningful and valued work. Similarly, according to a survey conducted in thirty-two countries by Walker Information, the factors that most influence employee commitment (and one could argue employee engagement) are fairness, care and concern for employees, and trust Frank, Finnegan & Taylor (2004). The labeling of an organization as “fair” can be made off of the basis of perception and reality.

Fairness is basically seen and felt throughout all levels of the organization (thereby confirming it is real rather than just perceived) and can take many forms in the workplace; application of policies, procedures and the presence of unions to help level the playing field. Equity, and in fairness, is a key driver of employee engagement Anne-Marie (2004).

2.6.2 Supervisor support

Employee sees better supervisor support to be the degree to which employees perceive that they are being cared for, valued for their contributions Eisenberger et al. (2002). If the supervisor is of the nature mentioned by Eisenberger et al, then it would yield a feeling of satisfaction among the subordinates as found by Topper (2007) who in their study found that supervisors positive behavior towards employee results in positive individual and business performance. However it was also revealed that lack of support and negative attitude of supervisors result in the employee feeling frustrated and not appreciated which tries to limit their involvement with their supervisor resulting in lack of communication and loss of respect for the supervisor.

The strength of the relationship between Perceived Supervisors Support (PSS) and Perceived Organizational Support (POS) would depend on the degree to which employees identify the supervisor with the organization. The identification of supervisors with the organization should be reduced to the extent that their informal status in the organization is low or their views and actions are perceived to be individualistic. The three major organizational determinants of POS, rewards and favorable job conditions are expected to have the weakest effect. Such treatment should contribute to POS only to the extent that it is perceived to represent the

organization's voluntary, intentional actions (Eisenberger et al., 1997). Supervisors who are highly valued and well treated by the organization are identified with the organization's basic character and would therefore strongly influence POS (Eisenberger et al., 2002)

2.6.3 Rewards and job recognitions

Rewards and job recognitions deal basically with job stress and growth opportunities. However, rewards can be classified as tangible or intangible. In the first case, they are defined as being awards given to employees on the basis of tasks performed, which meet or exceed the expectations initially established. Also, they are defined as praise granted in public by virtue of achievements widely approved in the context of organizational culture Stajkovic & Luthans (1997). In recent years, the phrase "compensation and benefits" has given way to "total rewards" which encompasses not only compensation and benefits but also personal and professional growth opportunities and a motivating work environment (for example, recognition, valued job design, and work/life balance) Heneman & Coyne (2007).

Studies have revealed that reward systems are concerned with two major issues: performance and rewards. Performance includes defining and evaluating performance and providing employees with feedback. Rewards may also include bonus, salary increases, promotions, stock awards, and perquisites. However, organizations' reward systems moderate the relationship between individuals' attitudes toward the impediments to R&D work and patenting intensity: among individuals with positive attitudes toward the impediments to R&D, the more supportive organizations' reward systems are, the higher the intensity for patenting Lena and Wong (2006). However, the reward system of an organization has consequences on motivating work when

workers are rewarded in a tangible way (cash bonuses, salary increases) or intangible (praise or public recognition) because they have demonstrated behaviours considered desirable for the organization. However, it is argued that such organizational rewards represent investment by the organization in the employee and are explained by the employee as indication of organizational appreciation and recognition, and thus, contribute to the development of POS (Shore & Shore, 1995).

2.6.4 Career Development Opportunities

To meet physiological needs, an investigation conducted by some researches demonstrated that employees also have a desire to extend their potential and develop their capabilities, and also satisfy their needs for growth and self-actualization in the organization. Research has concluded that another way that HR practices can create employee beliefs in higher POS is by providing them developmental opportunities that would meet their needs for personal growth (Jayasree & Mary, 2012). In addition to meeting physiological needs, employees also have the zeal to extend their potential and develop their capabilities in organizations, or in other words, to satisfy their needs for growth and self-actualization Alderfer and Maslow (1954).

Similarly, Rhoades and Eisenberger (2002) suggested that giving potential career opportunities such as training and promotions may imply a high level of concern for employees and the recognition of their contributions by the organization. Since these organizational actions go beyond what is mandated by company policy or union contract, employees are likely to see them as discretionary treatment by the organization that are indicative of organizational caring and support Eisenberger et al. (1999). Also, (Eisenberger et al., 1997 and Shore and Shore, 1995) maintained that

opportunities for recognition and promotion have positive associations with Perceived Organizational Support.

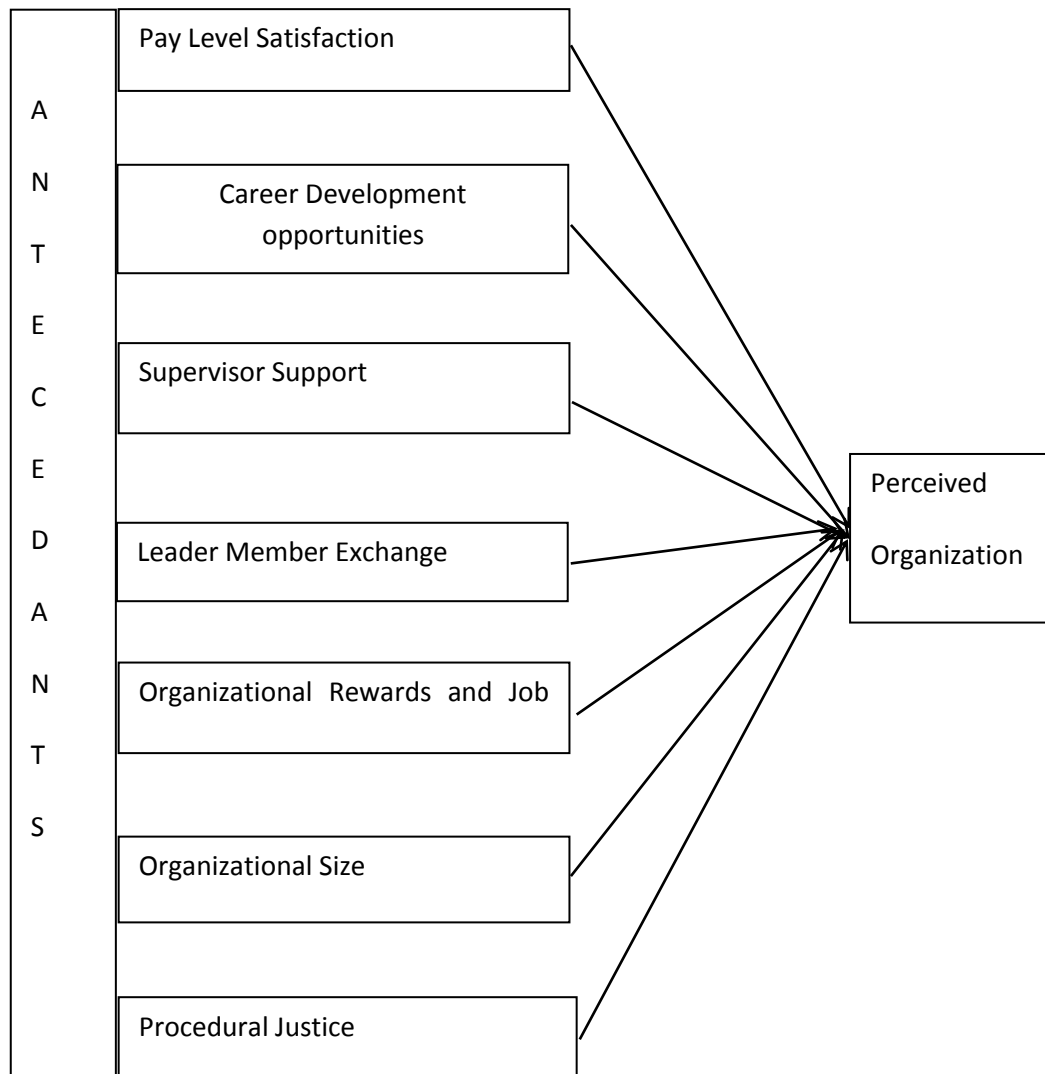


Figure 1.1 Antecedents of Perceived Organizational Support

Source: Adapted from International Journal of Multidisciplinary Research Vol.2 Issue 4. (Jaysree and Sheela, 2012).

2.7 Effects of Perceived Organizational Support

Keeping employees in today's competitive environment helps the organization to increase its productivity to become successful. Employees are seen as one of the most important asset in many of the organization. This is mostly seen in service-based organizations, because of the benefits of delivering successful performance Evans et al. (2003). One of the most important service-based organizations is the teaching service. The hotel industry is also a labour intensive service industry, which depends on the availability of good quality employees to deliver, operate, and manage the tourist product for survival and for a competitive advantage Amoah and Baum (1997).

The education service is also a service-based organization which needs massive support from the employers to increase organizational outcomes. Moreover, achieving service quality and excellence Saibang and Schwindt (1998) and making satisfied and loyal customers depend on the attitudes, performance and behavior of employees in the organization Kuslivan and Kuslivan (2000). Ghani (2006) stated that success of the organization depends on the employees. Organizational support is one of the most important organizational concepts that keep employees in the organization, since organizational support is known as a key factor in increasing job satisfaction and organizational commitment of employees. However, organizational commitment and job satisfaction are equally important to customer satisfaction (Lam and Zhang, 2003).

2.7.1 Organizational Commitment

To Northcraft and Neale (1996), commitment can be explained as an attitude reflecting an employee's loyalty to the organization, and an ongoing process through which employees express their concern for the organization and its continued success and well-being.

Number of factors can determine organizational commitment, which may include personal factors (age, tenure in the organization, disposition, and internal or external control attributions); organizational factors (job design and the leadership style of one's supervisor and the organizational structure); non organizational factors (availability of alternatives). All these things affect subsequent commitment Nortcraft and Neale (1996).

Mowday, Porter, and Steer (1982) see commitment as attachment and loyalty. These authors describe three components of commitment and which include; identification with the goals and values of the organization, desire to belong to the organization; and the willingness to display effort on behalf of the organization.

Meyer and Allen (1991) identified three types of commitment; affective commitment, continuance commitment, and normative commitment. However, they maintained that normative commitment is a relatively new aspect of organizational commitment having been defined. Affective commitment is explained as the emotional attachment, identification, and involvement that employees have with their organization and goals Meyer & Allen, (1993). Porter et al (1974) also characterize affective commitment by three factors (1) "belief in and acceptance of the organization's goals and values, (2) a willingness to focus effort on helping the organization achieve its goals, and (3) a desire to maintain the membership of an organization". Mowday et al (1982) continue to state that affective communication is "when the employee identifies with a particular organization and its goals in order to maintain membership to facilitate the goal" Meyer and Allen (1997) further state that employees retain membership out of choice and this is their commitment to the organization. Continuance commitment is the

willingness to remain in an organization because of the investment that the employee has with “nontransferable” investments.

Additionally, Meyer and Herscovitch (2001,) argue that commitments consist of ‘behavioral terms’ that describe what actions a commitment implies. Specifically, these terms can take the form of focal and discretionary behavior. A focal behavior is one which is believed to be the integral concept of commitment to a particular goal, such that all three mindsets should predict this behaviour. It is the behaviour “to which an individual is bound by his or her commitment”. For example, for organizational commitment, the focal behaviour concentrates on maintaining membership in the organization. Contrary, discretionary behaviours are ‘optional’, in the sense that the employee has some flexibility in defining the behavioral terms of his commitment. Organizational commitment is characterized by a number of factors, including personal factors (age, tenure in the organization, disposition, internal or external control attributions); organizational factors (job design and the leadership style of one's supervisor); non-organizational factors (availability of alternatives). The Organizational Commitment Questionnaire (OCQ) tried to measure the employee's level of identification with their organizations and antecedents and consequences of employees' engagement Alan (2006).

2.7.2 Withdrawal Behaviour

The study conducted by Davison (2011) revealed that employee withdrawal behaviours are any behavior that drives the employee away from full engagement with his or her job. There are several types of withdrawal behaviours, and many different

consequences of these various behaviours. These behaviours and consequences come at a cost to the organization, both directly and indirectly.

Davison (2011), report reveals that the costs to the company of some negative behaviours like low morale, absenteeism, lateness withholding effort, and workplace conflict among the company's employees are explored based on scientific organizational research conducted on the topics.

Employee withdrawal from an organization can take many behavioral forms, like turnover, absenteeism, and lateness. It may also be psychological, however, i.e. loss of job involvement. Previous study has placed little emphasis on the nature of the relationships that exist among these withdrawal forms, although it is reasonable to assume that they would be empirically related SheBaradar, Ebrahimpourss and Hasanzadeh (2013). They also maintained that withdrawal behavior comes in two forms: psychological (or neglect) and physical (or exit). Psychological withdrawal is made up of actions that provide a mental escape from the work environment (Fisher, 2004). When an employee is engaging in psychological withdrawal, the lights are on, but nobody's home. Some business articles refer to psychological withdrawal as warm-chair attrition, meaning that employees have essentially been lost even though their chairs remain occupied.

In addition to this SheBaradar et al. (2013) maintained that Psychological withdrawal comes in a number of shapes and sizes. The most serious one is daydreaming, when an employee appears to be working but is actually distracted by random thoughts or concerns. Perhaps the most widespread form of psychological withdrawal among white collar employees is cyber loafing by the use of Internet, e-mail, and instant messaging

access for their personal enjoyment rather than work duties in the organization Lim (2002).

Physical withdrawal is made up of actions that provide a physical escape, whether short term or long term, from the work environment. Physical withdrawal also appears in a number of shapes and sizes. The most serious form of physical withdrawal is whereby an employee quits or voluntarily leaves the organization SheBaradar et al., (2013). As with the other forms of withdrawal, employees can decide to turn over for different reasons. The most common reasons include leaving for more money or a better career opportunity; dissatisfaction with supervision, working conditions, or working schedule; family factors; and health (Lee & Mitchell, 1984).

2.7.3 Job Satisfaction

The combination of both the physiological and environmental circumstances that allow a person to truthfully say that he or she is satisfied with his or her job may be termed as job satisfaction Hoppock (1935). According to this approach although job satisfaction is under the influence of several external factors, it remains something internal that has to do with the way how the employee feels in the organization. That is job satisfaction presents a set of factors that cause a feeling of satisfaction.

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly related to productivity as well as to personal well-being. Job satisfaction means doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies zeal and happiness with one's work. Job satisfaction is the main factor that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007).

According to Brikend (2011) Job satisfaction can be seen as one of the main factors when it comes to efficiency and effectiveness of business organizations. In fact the new managerial paradigm which maintains that employees should be treated and considered primarily as human beings that have their own wants, needs, personal desires is a very good indicator for the importance of job satisfaction in contemporary organizations. When analyzing job satisfaction the logic is that a satisfied employee is a happy employee and a happy employee is a successful employee.

While Luthan (1998), suggested that there are three important dimensions to job satisfaction: firstly, Job satisfaction is an emotional response to a job situation. As such it cannot be seen, it can only be implied, secondly, Job satisfaction is often determined by how well outcome meet or exceed expectations by the organization. For instance, if employees feel that they are working much harder than others in the department but are receiving fewer rewards they will probably have a negative attitudes towards the work, the boss and or coworkers. On the other hand, if they feel they are being treated very well, fairly and are being paid equitably, they are likely to have positive attitudes towards the job; finally, Job satisfaction represents several related attitudes which are most important characteristics of a job about which people have effective response.

Job satisfaction shows relationship between turnover and absenteeism in the in the organization. Job dissatisfaction also appears to be related to other withdrawal behaviour in the organization, including lateness, unionization, grievances, drug abuse, and decision to retire Saari and Timothy (2004).

2.7.4 Intention to Remain with the Organization

Witt et al. (1992) investigate the relationship between POS and employees' desire to remain with the organization. This study used a scale to assess workers' propensity to

leave the organization if offered slightly higher pay, more professional freedom or status, or friendlier coworkers. Desire to remain should be distinguished from the discomforting perception of being trapped in an organization because of the high costs of leaving, such as, continuance commitment Jayasree & Krishnan (2012).

2.7.5 Trust

Employees' trust in an organization is likely to be influenced by perception on the quality of their exchange relationship with the organization which is POS. Trust is defined as an assumption that other people can be counted on to do what they said Spreitzer & Quinn (2001). They defined trust based on behavioral, communication and attitude or judgment aspects. That is open and task-oriented communication can increase the level of employee trust. According to Whitener et al. (1998), administrators that allocate some time to explain in details about certain decisions taken are more likely to be seen as trustworthy. They also maintained that accuracy of information flow also has a strong relationship with employees' trust on the administrators.

Trust in educational institutions can be seen from relational aspect with reference group such as students, teachers, administrators and organization. When employees trust each other, they assume that all parties would not take advantage on others Spreitzer & Quinn (2001). However, employees will appreciate and respect their individual differences when trust is built.

2.7.6 Job Involvement

Although there are several definitions of job involvement, common to all these definition is the fact that it refers to an individual's commitment or psychological identification to his / her job Kanungo (1982). Also, Job involvement refers to identification with and interest in the specific work one performs Perceived competence has been found to be related to task interest. By enhancing employees' perceived competence, POS might increase employees' interest in their work Jayasree & Krishnan (2012). Job involvement may also refer to identification with and interest in the specific work one performs Cropanzano et al. (1997). Perceived competence has been found to be related to task interest Eisenberger et al., (1999). However, Kanungo (1982) defined job involvement as psychological identification with a job. Job involvement explains how employees see their jobs as both a relationship with the working environment, the job itself and how their work and life are commingled.

This definition shows that people who are highly involved in their job will see work as an important part of their self-concept and that jobs define one's self-concept in a major way Kanungo (1982). However, job involvement is seen as the degree to which the total job situation is a "central life interest", that is, the level to which it is perceived to be a main source for the satisfaction of important need of the employees.

However, the study conducted by Nwibrere (2014), revealed that employees who are highly involved in their jobs are likely to be committed to the organization they work. According to Blau & Boal (1987), workers who have high level of job involvement will be more motivated than those who have low level of job involvement because they are fascinated by the job.

This finding suggests that employees who are highly involved in their jobs are also more likely to be committed to the organization they work for. The present finding may be explained by the fact that job involvement is linked to importance of work in an employee's routine or daily life satisfaction of importance.

This diagram below shows some consequences of Perceived Organizational Support on employee performance.

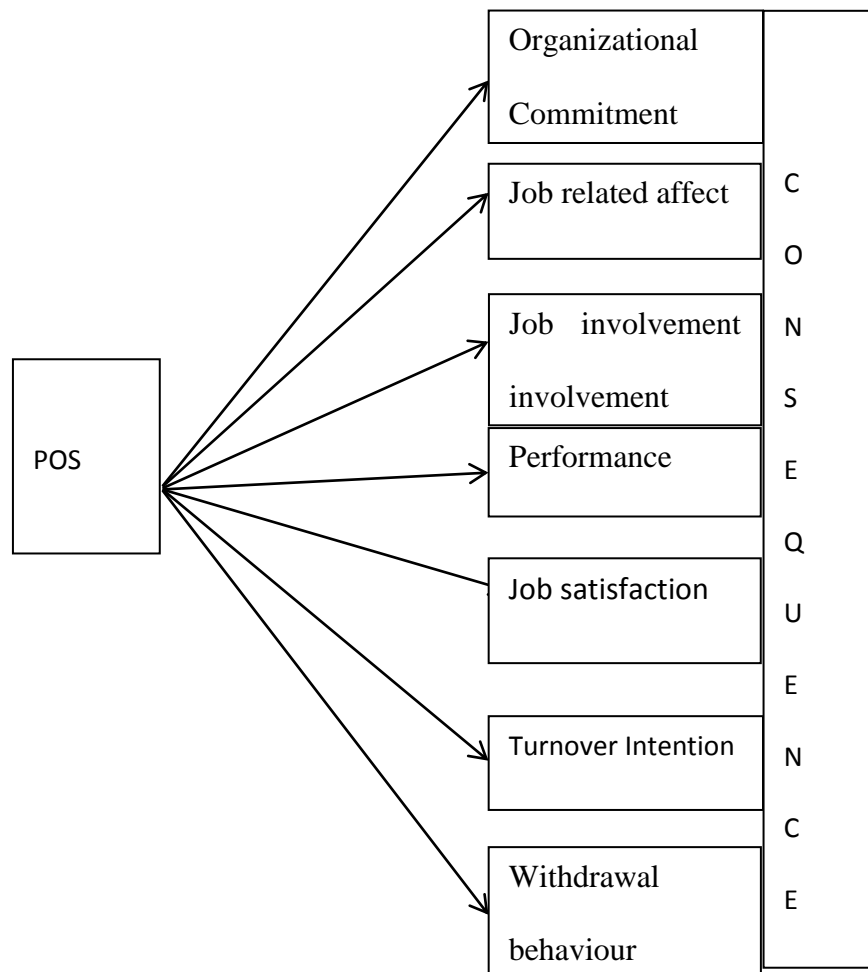
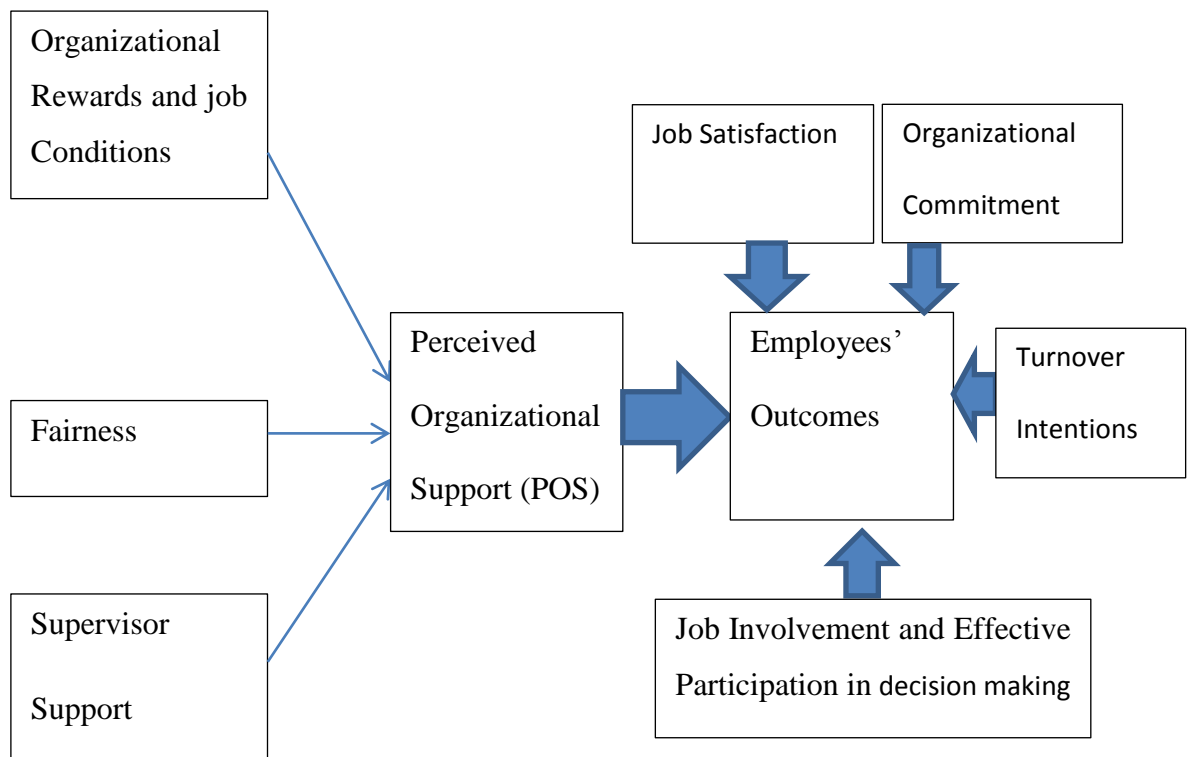


Figure1.2: Effects of Perceived Organizational Support

Source: Adapted from International Journal of Multidisciplinary Research Vol.2 Issue. (Jaysree & Sheela, 2012).

2.8 Theoretical Framework

Based on the literature, a conceptual frame work was developed to show the relationship between Perceived Organizational Support (POS) and employee's outcomes such as organizational commitment, job involvement, and effective participation in decision making, job satisfaction and turnover intentions in an organization.



Source: Field Survey, 2014

Figure 2.8. Theoretical Framework

The three common antecedents of POS are fairness, supervisor support, and organizational rewards and job conditions. When employees perceive that they are receiving fair treatment in comparison to their coworkers, they perceive more support which influences their behaviours positively in the organization. POS tends to be higher when the supervisor or higher employer is thought to care about the employee's experience at work and does what he or she can to show appreciation of work done

Whatley et al. (1999). POS can also be used to offer an explanation for organizational cynicism which is related to job satisfaction, job involvement, and organizational commitment. Organizational Support theory maintains that in order to meet socioemotional needs and assess the benefits of increased work effort; employees form a general perception concerning the extent to which the organization values their contribution and cares about their well-being.

CHAPTER THREE

RESEARCH METHODOLOGY AND ORGANIZATIONAL PROFILE

3.0 Introduction

This chapter focuses on the processes and methods that were adopted in carrying out the data collection. It describes the research design, sources of data, population and sampling techniques. The chapter further outlines the development and design of instruments used in the data collection. It also examines the technique used to administer the questionnaire.

3.1 Research Design

Burns and Grove (2003) define a research design as ‘a blueprint for conducting a study with maximum control over factors that may interfere with validity of findings’. Parahoo (1997) describes a research design as ‘a plan that describes how, when and where data are to be collected and analyzed. Also, Polit et al (2001) define research as design ‘the researchers overall for answering the research questions or testing the research hypothesis’.

The type of research conducted by the researcher was purely quantitative. The decision to adopt a cross-sectional investigative approach was informed by the fact that, the researcher studied the population at a point in time to be able to meet the time requirements of such an academic research and to develop a mathematical models, theories or hypothesis pertaining to the phenomena. The data is obtained by questionnaires and an interview administered to a sample; these data are standardized

allowing easy comparison. This strategy was chosen because of the nature of the research topic which demands the collection of significant amount of data from the sizeable population in a different manner.

3.2 Sources of data

The methods of data collection for this research are from primary and secondary sources of data. The reasons for selecting the above sources of data collection among other methods of data collection can be explained as follows:

3.2.1 Primary data

There was the need to obtain data afresh and for the first time and to ensure objectivity with the data analysis. For the purpose of this study, primary data comprises responses obtained through questionnaires administered to target respondents under study. There are several advantages associated with the use of this method within the Ghana Education Service in Afigya Kwabre District and they include; Access to direct data or response from selected respondents, unbiased information and original data.

3.2.2 Secondary data

Secondary data was selected as a source of data collection for this research to enable data to be obtained for literature review for the study. The sources of secondary data for this research consist of mainly published text books, training and development publications and other human resource publications.

The advantages which are associated with this method among other sources of data collection methods are outlined as listed below; Firstly, secondary data is readily available which does not involve any much time and effort and is usually quite

inexpensive. Again, collecting secondary data and analyzing it saves time and effort, furthermore, secondary data is unobtrusive. That is easily available and the researcher can get it without much struggle and finally, secondary data may be benefit in situations where the topic being discussed is sensitive one and participant may be what is called ‘elusive population’, one that is difficult to access Long et al. (2008).

3.3 Population

The whole staff of the Afigya Kwabre Educational Directorate and the entire classroom teachers, numbering 1,266 formed the population of the study. They comprised the front line Deputy and Assistant Directors in charge of Inspection, Finance and Administration, Human Resource and Statistics, Planning, Research and Monitoring units, external supervisors, Head teachers and Primary, Junior High School and Senior High School teachers working in the district.

3.4 Sample Size and Sample techniques

The whole staff and classroom teachers of the Afigya Kwabre District Educational Directorate, numbering 1,266 formed the population of the study. They comprised the front line Deputy Directors and Assistant Directors of Inspection, Deputy Directors and Assistant Directors of Finance and Administration, Deputy Directors and Assistant Directors of Human Resource, Deputy Directors and Assistant Directors of Statistics and Planning, Deputy Directors and Assistant Directors of Research and Monitoring units, external and internal supervisors, and teachers.

Based on the study population above, the researcher was able to adopt a mathematical formula for the purpose of determining the sample size. Morgan and Krejcie (1970) have suggested the following mathematical formula for determining sample size.

$$n = \frac{N}{1 + N (\alpha)^2}$$

Where, N is the total population, and α is the error or confidence level

The conventional confidence level of 93% was used to ensure a more accurate result from the sample. Based on this, the error term would be equal to 0.07, using the total teachers and management population of 1266 and error margin of 0.07, the sample size was calculated as follows.

$$n = \frac{1266}{1 + 1266 (0.07)^2}$$

$$n = \frac{1266}{1 + 1266 \times 0.0049}$$

$$n = \frac{1266}{7.2}$$

$$n = 175.83$$

n= 176 Hence, out of the total population of 1266, a sample size of 176 was taken. On average this was deemed quite impressive because one out of every seven was selected.

Initially, 176 sample sizes were obtained. Five percent 5% non-response rate was added to cater for those responses not returned. Bringing the overall sample size to 185. Both purposive and simple random techniques were used to select the 185

respondents to complete the questionnaires. Below is a table which shows the sample distribution of respondents:

Table 3.4.1 Sample Distribution

RESPONDENTS	NUMBER	PERCENTAGE (%)
Teaching and Non-teaching Staff	155	83.8
Functional heads (management)	30	16.2
Total	185	100

Source: Field Survey, 2014

Simple random sampling is a probability sampling procedure that gives every element in the target population, and each possible sample of a given size, an equal chance of being selected. As such, it is an equal probability selection method. In selecting the respondents through simple random technique, the lottery system was adopted. In this case, yes and no were written on separate piece of paper and placed in a bowl. The respondents were asked to select from the bowl to indicate their chances of being included in the study. Those who selected yes were given a question to administer. And those who picked no were not included in the study. This method was used to select the 155 teachers. The simple random technique was used because it gives all the teachers in the district equal opportunity of being included. Over all 120 questionnaires were returned recording 77.4% response rate in the teacher's survey. Purposive sampling is defined as a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research. Some types of research design necessitate researchers taking a decision about the individual

participants who would be most likely to contribute appropriate data, both in terms of relevance and depth. Purposive sampling technique was deployed to select 30 head teachers and other official from Supervision and Management, Human Resource, Finance and Administration and Statistics, Planning, Research and Monitoring in Afigya Kwabre District education office who were perceived as potential source of information because of their position and the in-depth knowledge in the field of study. The purposive method was deployed because the researcher wanted to solicit detailed and in-depth knowledge from the expert/management point of view due to the sensitive nature of the study. All the 30 questionnaires were received recording 100 % response rate in the management survey.

3.5 Data collection instruments

Data were collected through questionnaire. Some information was also collected using journals, newspapers and some government publication. The World Wide Web was also used to search for some information. The convenience of the web and the information that was found on it were compelling reason for using it as an information source Cooper and Schinler (2001).

3.5.1 Questionnaire

Administration of questionnaires was used to seek views on the topic for discussion “An investigation into perceived organizational support and its effect on employees’ outcome” in Afigya Kwabre District was the major features of the field survey.

Permission was sought from the District Director through the head of supervision to carry out the study. The researcher first met the unit heads and

explained to them, the purpose of the study. They in turn informed their subordinates and encouraged them to cooperate with the researcher. The researcher arranged for the agreed date and time for the administration of the questionnaires. Questionnaires designed were based on relevant issues in the literature review as well as research questions to be answered. Two groups of questionnaires were designed, one for functional heads of the various units and the other for employees who are mostly teachers who require services from the office. Questionnaires were designed in five sections. The first section looked at demographical data such as gender, qualification, rank, age and work experience, the second section looked at Job Involvement, the third section looked at Organizational commitment, the fourth section looked at Job satisfaction and Intention to Remain and the last section also looked at Perceived Organizational Support and Supervisors Support.

The set of questionnaires were handed personally to respondents. This created the opportunity to explain the purpose of the study and most importantly to offer all the necessary clarifications required by respondents. Unit heads were also given different questionnaires to answer. Respondents were given two weeks for the instrument to be collected, this was to allow them time to answer all questions. In all thirty questionnaires were to be answered by employees(teachers) in appendix 1 and twenty-two questions were also to be answered by functional heads in appendix 2. The questions were presented in closed-ended or forced choice formats. In the close-ended questions, respondents were restricted to choose from several given options like Strongly Agree, Agree, Neither agree nor Agree, Strongly disagree and disagree which is termed as Linkert scale.

The responses gave much reliable information. In most cases; respondents provided similar answers to most of the questions, which was an indication that their information was objective and reliable.

3.6 Data analysis techniques

In order to ensure logical completeness and consistency of responses, data editing was carried out each day by the researcher. Identified mistakes and data gaps were rectified as soon as possible. Once editing was done with, data was analyzed qualitatively and quantitatively. The qualitative data from primary and secondary documents were analyzed using content analysis and logical analyzes techniques.

Quantitative data analyzes was done by the use of the SPSS. The SPSS software helped to breakdown the raw data that was collected from the field into simpler quantitative and tabular form for easy understanding and assimilation. Microsoft Excel was used, in addition to SPSS to generate the diagrams from tables obtained. The proportions showed the diverse views of employees on the various sub- issues. Tables, charts and graphs were also used to ensure easy understanding of the analyzes. Out of 185 questionnaires distributed only One Hundred and fifty (150) were received on the day of collection making the response rate to be 81.1%.

The responses gave much reliable information. In most cases; respondents provided similar answers to most of the questions, which was an indication that their information was objective and reliable.

However, most of the answers which were given to the teachers and non-teaching staff were somehow corresponding with that of functional heads or management of the organization.

According to Leedy and Ormrod (2005) reliability of a measurement instrument is the extent to which it yields consistent results when the characteristic being measured has not been changed. Furthermore, Cameron et al., (2007) states that in order to increase reliability, the researcher should use the same template as far as possible and use static methods. To ensure the reliability of measurement instrument the researcher performed first standardize the instrument from one person or situation to another.

Besides, the researcher also believes that this study is reliable since the respondents were selected based on their past experience on credit management and their answers were expected to be credible. Given the credibility of selected respondents, the same answers would probably be given to another independent researcher. Furthermore, ambiguous terms were not used in interviews to avoid confusion.

Due consideration was given to obtain consent from each participant about their participation in the study. It was strictly conducted on voluntary basis. The researcher tried to respect participants' right and privacy. The findings of the research were presented without any deviation from the outcome of the research. In addition, the researcher gave full acknowledgements to all the reference materials used in the study.

3.7 Brief Profile of the Ghana Education Service (GES)

The organization which has been chosen for the study is Ghana Education Service (GES), Afigya Kwabre District. GES was formally called Ghana Teaching service (GTS) which was established by the National Redemption Council Decree 247 (NRCD 247) in March, 1974 under the regime of General Ignatius Kutu Acheampong. The

name Ghana Teaching Service was later re-named as Ghana Education Service (GES) as a pre-university education regulator.

The Ghana service (GTS) was solely responsible for implementing the approved national policies and programs which were related only to teachers at the pre-university level of education. In 1975, the amendment decree (N.R.C.D. 357) was enacted to change the name Ghana Teaching Service to Ghana education Service (GES). For the governing body of the service, the Education Service Council consists of the Director-General and down to the chairman of the Service. However, The Afigya-Kwabre District Assembly is one of the districts in Ashanti of Ghana. It was carved out of the former Kwabre and Afigya-Sekyere District Assemblies in 2007 with Kodie as its Capital. Ghana Education Service (G.E.S) performs several activities which include the following;

To begin with, GES is responsible for providing and overseeing Basic Education, Senior Secondary Education, Technical and Special Education. It is to ensure that every child in the country has access to free basic education and secondary education.

Secondly, GES is responsible for registering, supervising and inspecting private and pre-tertiary educational institutions. That is, all the private schools in the country must be registered by GES before they can effectively operate under Ghana Education Service. It is also to ensure that both the private and pre-tertiary educational institutions do go by all the rules, regulations and the code of conduct of Ghana Education Service.

Again, GES is to submit to the Minister, recommendation for educational policies and programs. That is, GES with the help of other stakeholders formulate policies and

programs that will help in the attainment of the vision and missions of Ghana Education Service and the Educational ministry as a whole.

Moreover, GES is responsible for promoting the efficiency and full development of talents among its members. This is done through training and retraining and skill development of its members in the service. This goes a long way to increase the performance of employees which also leads to an increase in organizational output.

Furthermore, GES is to register teachers and keep an up-to-date register of all teachers in the public system. This is to help to know the number of teachers in the teaching sector, also for statistical purposes in terms of reward and compensation.

Last but not least, it is responsible for carrying out such other functions as are incidental to the attainment of the functions specified above. That is, GES is to ensure that all the activities stated above are effectively carried out to achieve the mission and vision of the teaching service.

Finally, GES is to maintain professional standards and the conduct of its personnel. This is to ensure that its personnel do work according to the code of conducts GES. This goes a long way to uplift the image of this noble profession (GES Journal, 2014).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDING

4.0 Introduction

This chapter presents analyzes of finding and discussions of the primary and secondary data. The findings of the study were captured in the forms of tables and figures in line with the established objectives. Correlation and cross tabulations were also used to show practical relationships between some variables. The data gathered were analyzed quantitatively with the aid of SPSS and excel.

4.1 Response Rate

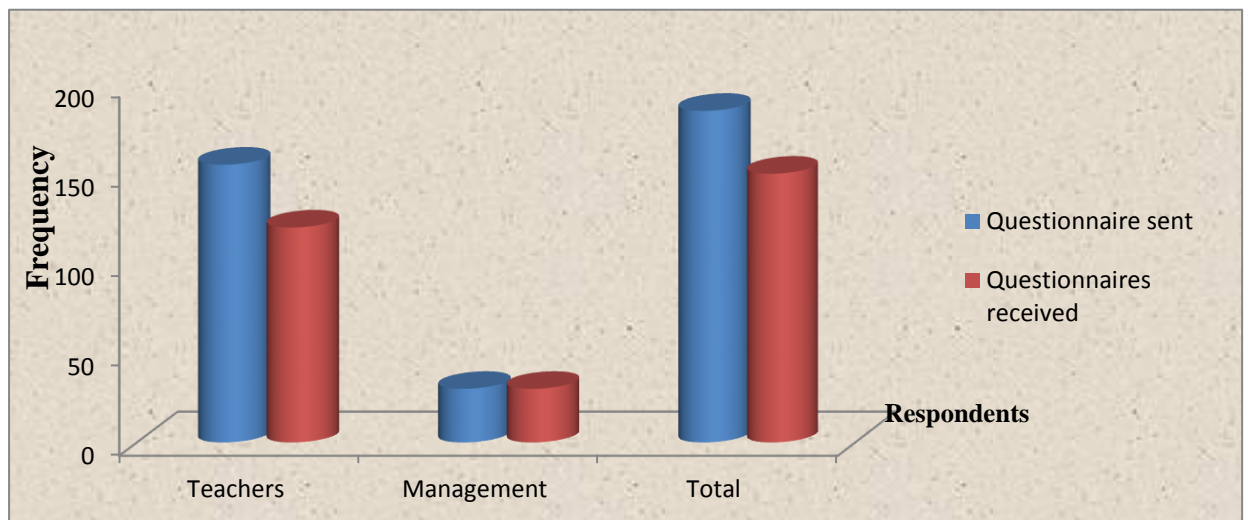


Figure 4.1 Response Rate

Source: Field Work (2014)

Overall, one hundred and eighty five questionnaires were sent (185) to the respondents (teachers and management). One hundred and fifty questionnaires were completed and returned recording 81.1%. On average this was deemed quite impressive and

statistically significance because one out of every seven was selected from the sample frame. This is explicably expressed in the figure 4.1 above.

SECTION A: ADDRESSING THE ISSUE FROM EMPLOYEES PERSPECTS

Table 4.1 Demographic Characteristics of Respondents

VARIABLES	FREQUENCY(F)	PERCENTAGE (%)
Age(years)		
18-25	19	15.8
26-35	21	17.5
36-45	37	30.8
46-55	43	35.8
Gender		
Male	64	53.3
Female	56	46.7
Educational Level		
SHS	4	3.3
HND	31	25.8
First Degree	69	57.5
Master Degree	9	7.5
Professional Degree	3	2.5
Other	4	3.3
Rank		
Director	4	3.3
Head of functional Unit	12	10.0
Lower Level Manager	16	13.3
Teacher	78	65.0
Non-teaching	10	8.3
Period of Work		
Less than a year	18	15.0
1-5 years	68	56.7
6-9 years	18	15.0
10-14 years	12	10.0
15-19 years	3	2.5
More than 25 years	1	0.8

Source: Field survey, 2014

From the table above, majority of the respondents numbering 43 (35.8%) of the total 120 sample respondents, fall between the age range of 46-55 years. Those within the age range of 36-45 years followed with a frequency of 37 (30.8%) of the total respondents. The age range of 26-35 years and 18-25 had frequencies of 21 and 19 and 17.5% and 15.8% share of total 120 respondents respectively. The statistics in the

table show that all the respondents' fall within the working age group. Age of employees is very essential in every institution. Maturity as it is often said comes with age.

Age in most cases is a requirement in determining people qualified for a position hence the need for every research to seek the ages of respondents in the study. Figure 4.2 provides a pictorial view of the findings below:

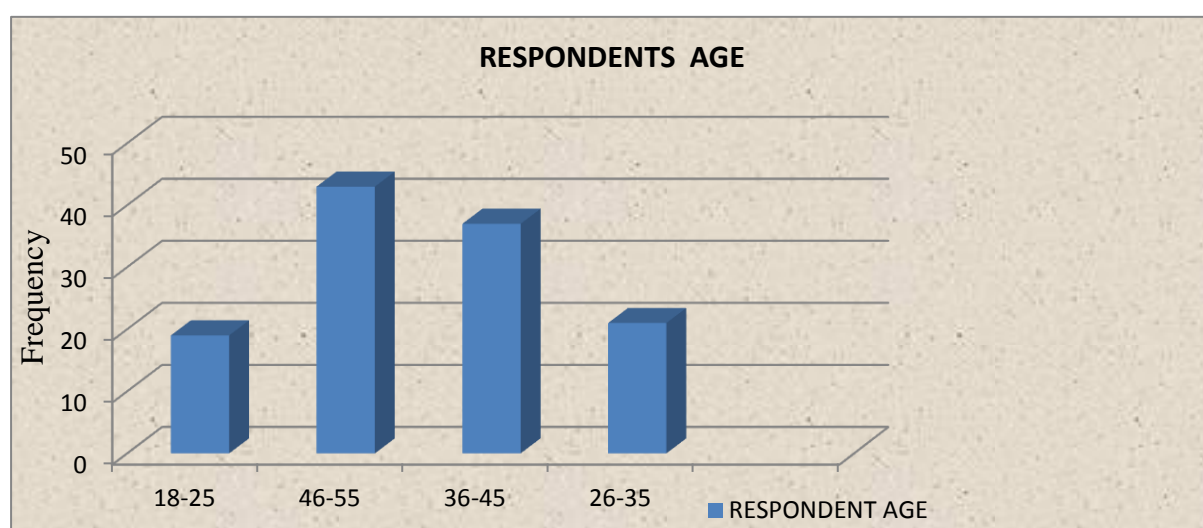


Figure 4.2 Respondents Age

Source: Field Survey, 2014

The gender of respondents sought and presented in Table 4.1 above in found 64 (53.3%) of the respondents as people of the male sex. The remaining 56 (46.7%) are females. Though parity had not been achieved in terms of the gender of respondents, the number of female respondents is however encouraging which is good for female empowerment. The formulation of UN Millennium Development Goals (Goal 111) to be précised and the international sensitivity of female empowerment make it necessary for every research to seek for the number of women in its scope of research to determine the level of women encouragement or vulnerability hence the need for gender of respondents to be sought. Figure 4.3 below explicably explains the findings.

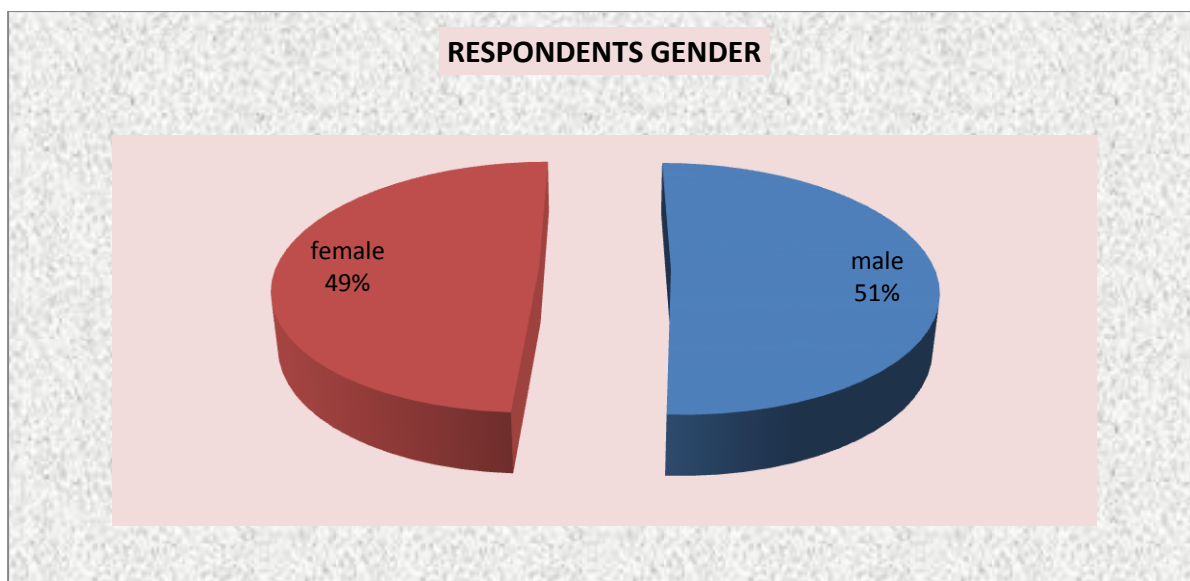


Figure 4.3 Respondents Gender

Source: Field Survey, 2014

The educational background of respondents from Table 4.1 above shows that majority of the respondents i.e. 69 (57.5%) of the total 120 respondents are first degree holders. Higher National Diploma (HND) holders numbered 31 and had 25.8% share of the total 120 respondents. The remaining respondents; 9 (7.5%), 4 (3.3%), 3 (2.5%) are master's degree holders, SHS leavers and holders of professional certificates respectively. However, 4 (3.3%) of the total 120 respondents had backgrounds different from the aforementioned ones. The level of respondents' education was sought because education is essential for every institution's development. It enhances the effectiveness and efficiency of the institution. The level of education of the institution's staff affords it the opportunity to identify the expertise of staff and select the most competent people to man various positions in the institution. The statistics above shows that the educational level of respondents is high. Fig. 4.4 below further explains the findings.

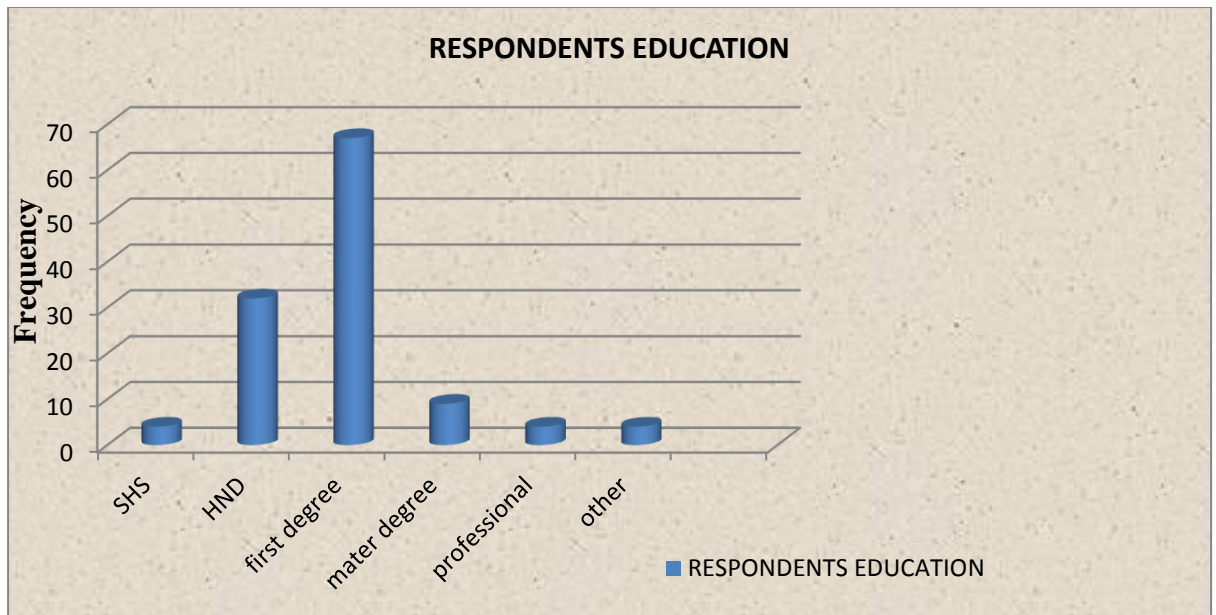


Figure. 4.4 Respondents Education

Source: Field Survey, 2014

Every organization or institution has a hierarchical structure in place. From the table 4.1 above, 78 (65.0%) of the respondents forming the majority are teachers. Sixteen (16) respondents representing 13.3% of the total 120 respondents are lower level managers. Heads of functional units numbered 12 and represented 10.0% of the total 120 respondents. Non-teaching staff and directors were 10 (8.3%) and 4 (3.3%) respectively. The ranks of respondents were explored because no institution would thrive when it has a cephalous system hence, the need for ranks in institution so as to have leaders to steer the affairs of the institution. These ranks are mostly determined by qualifications, commitment and experience of staff. Figure 4.5 below explains the discussion;

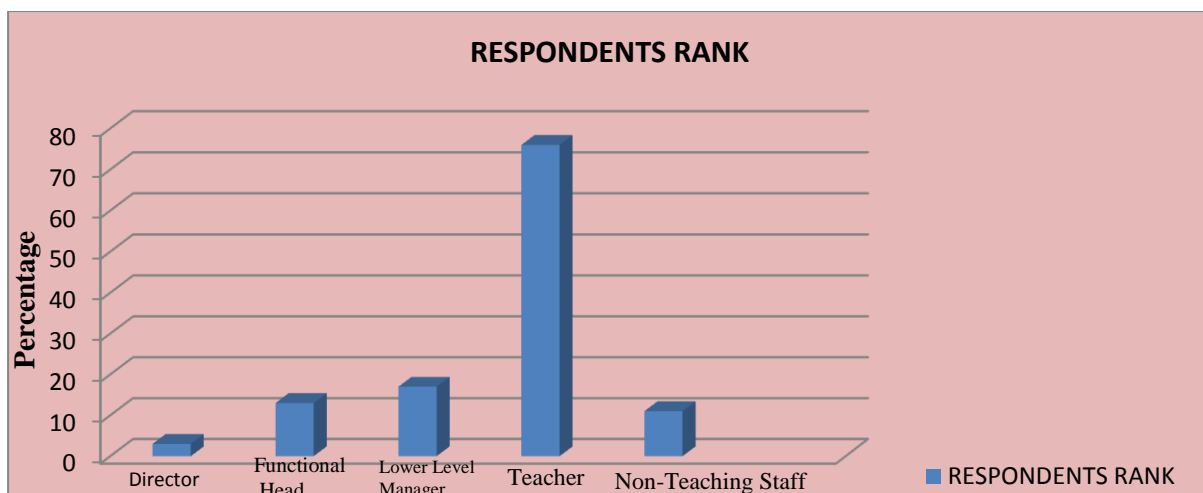


Fig. 4.5 Respondents Rank

Source: Field Survey, 2014

Respondents experience or years of service with the Afigya Kwabre District Education office were explored. Out of the total 120 respondents sampled, 68 (56.7%) representing the majority of the respondents had 1-5 years working experience with the district education service. Those with 6-9 years of service experience with the education directorate were 18 (15.0%) of the total 120 respondents. Another 18 (15.0%) had less than a year experience with the education directorate. Twelve (12) respondents i.e. 10.0% of the total 120 respondents had 10-14 years of experience. Those with 15-19 years and above 25 years of service experience with the Afigya Kwabre District Education office numbered 3 (2.5%) and 1 (0.8%) of total 120 respondents respectively. Experience is garnered and adeptness in area of work developed, the longer one serves an institution. This experience and proficiency when displayed catapults the institution to new heights. The level of service experience of respondents is encouraging for the district's education development. Figure 4.6 below provides a pictorial view of the findings:

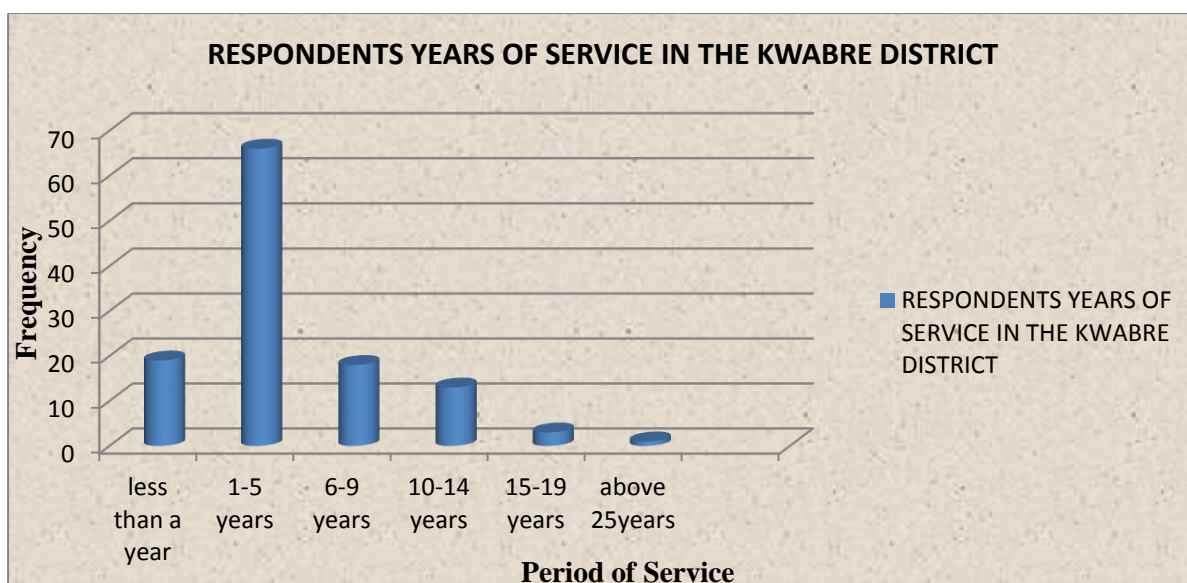


Figure 4.6 Respondents Years Of Service.

Source: Field Survey, 2014

4.2 Respondents Age and Educational Background Cross tabulation

Table 4.2 Respondents Age and Educational Background Cross tabulation

Count								
		Educational Background						Total
		SHS	HND	first degree	mater degree	professional	other	
How old are you?	18-25	3	9	6	0	0	1	19
	46-55	0	5	33	5	0	0	43
	36-45	1	9	22	4	1	0	37
	26-35	0	9	6	0	3	3	21
Total		4	32	67	9	4	4	120

Source: Field Survey, 2014

From the table above, the respondent's age groups and educational levels were cross tabbed. It was revealed that, the most educated age groups in the district are these in the age group 46-55 and 36-45 for the highest and high respectively. It was further discovered that, the least educated age group include those in the 18-25 age group. This again implies that the very youth of today do not like teaching as a profession which may be due to the alleged poor condition of service and low motivation which this study aims to address.

4.3 Respondents' Gender and Education Cross tabulation

This table shows the relationship between the gender of respondents and their ages by the use cross tabulation and the results have been displayed below;

Table 4.3 Respondents' Gender and Education Cross tabulation

Count		Educational Background					
		SHS	HND	first degree	master degree	professional	Other
What is your gender	Male	2	20	35	5	0	1
	female	2	12	32	4	4	3
		0	0	0		0	0
Total		4	32	67	9	4	4

Source: Field Survey, 2014

From the table above, respondents' gender and educational levels were cross tabbed to ascertain the level of relationship that exist between them. It was discovered that while as the male educational level increases at an increasing rate, the female educational level on the other hand increases at a decreasing rate. These can be referenced from the table above. For instance at the SHS level both male and female had same number of entry. Sadly however, the females started to increase but at a relatively slower pace than the male counterpart. This discovery re-affirmed the assertion that females chances for further education reduces as they move up the education ladder.

4.4 Respondents Age' and Education Correlations

Table 4.4 Respondents' Age and Education Correlations

Respondents Age and Education Correlations			
		. How old are you?	Educational Background
. How old are you?	Pearson Correlation	1	.224*
	Sig. (2-tailed)		.014
	N	120	120
Educational Background	Pearson Correlation	.224*	1
	Sig. (2-tailed)	.014	
	N	120	120

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Field Survey, 2014

From the table above, the respondent age and educational level were correlated. The correlation co-efficient was obtained as 0.22. This point the correlation direction towards positive however, the strength is on the weaker size since is weigh below 0.5. Hence there is a weak positive correlation between respondent's age and their education attainment. This correlation result is effective at 0.05 (95%) confidence levels. This implies that as the age of the teachers in the district increases their respective educational levels also increases but at a slower rate. This can again be attributed to the low motivation, lack of employee's development opportunity in the education sector and lack of the needed support given to the employees.

4.5 Perceived Organizational Support and Supervisors Support

The researcher identified that employees outcome can be developed if the needed support is giving to employees by their organization and more importantly, if supervisors support the employees in the organization. The responses given by the respondents have been summarized in table 4.5 below:

Table 4.5 Perceived Organizational Support and Supervisor Support

STATEMENT	SA	S D	NA/D	A	D
	F (%)	F (%)	F (%)	F (%)	F (%)
1.The organization values the contribution of workers to its well being	33(27.5)	11(9.2)	12(10.0)	41(34.2)	23(19.2)
2.Help is available from the organization when the employees have a special problem	19(15.8)	17(14.2)	24(20.0)	32(26.7)	28(23.3)
3.The organization really care about my well being	18(15.0)	28(23.3)	26(21.7)	20(16.7)	28(23.3)
4.The organization feels that hiring me was a definite mistake	13(10.8)	37(30.8)	15(12.5)	15(12.5)	40(33.3)
5.The organization is willing to help me when I need a special favour	18(15.0)	13(10.8)	25(20.8)	34(28.3)	30(25.0)
6.My supervisor always gives me the necessary support	28(23.3)	20(16.7)	19(15.8)	38(31.7)	15(12.5)
7.Even if I did my best job possible the organization would fail to notice	16(13.3)	26(21.7)	13(10.8)	33(27.5)	32(26.7)

Source: Field survey, 2014

Referencing from the table above table 4.5, 41 (34.2%) and 33 (27.5%) of the respondents agreed and strongly concurred to the view that the organization values

their contribution to its well-being. Twelve (12 i.e. 10.0%) of the total 120 respondents opted for neutrality on the issue. However, 23 (19.2%) and 11 (10.0%) of total respondents disagreed and strongly disagreed to the assertion that they the organization values their contribution to its well-being. Appreciation of staff contribution towards the development of the organization stimulates job satisfaction and efficiency. As Driscoll and Randall (1999) in a study on employees from dairy cooperatives found that “ the belief that organization supports and values their contribution increased their attachment to their organization”

The study queried respondents on whether their organization has available help to offer them when they have a problem. From the table 4.5 above, 32 (26.7%) and 19 (15.8%) of the total 120 respondents agreed and also strongly concurred respectively to the statement that, their organization has available help to offer them, when they have a problem. On the same statement, 28 (23.3%) and 16 (13.3%) of the total 120 respondents however disagree and strongly objected respectively to the statement that their organization has available help to offer them when they have a problem. However, 24 respondents representing 20.0% of the total respondents stayed neutral on the issue under review.

On whether the organization cares about staff well-being, 28 (23.3%) and another 28 (23.3%) of the total 120 respondents strongly disagreed and also disagreed to the assertion that their organization cares about their well-being. Another 18 (15.0%) and 20 (16.7%) of the total 120 respondents opinion on the issue differed from the former positions by strongly agreeing and agreeing respectively to the assertion that their organization cares about their well-being. Twenty six (26) respondents with 21.7% share of the total 120 respondents opted for neutrality on the issue under discussion as

evident in the table above. Also, 36 (30.0%) and another 36 (30.0%) of the total 120 respondents disagreed and also strongly disagree to the assertion that, the organization feels that hiring them was a definite mistake. Seventeen (17) respondents neither agreed nor disagreed with the issue been discussed. Seventeen 17 (14.2%) and 13 (10.8%) of the total 120 respondents however, agreed and strongly agreed to the assertion that, the organization has regretted hiring them.

The study quizzed respondents on whether their organization is willing to help them when they need a special favour. From the table above, 34 (28.3%) and 18 (15.0%) of the total 120 respondents agreed and also strongly concurred respectively to the statement that their organization is willing to help them when they need a special favour from it. On the same statement, 30 (25.0%) and 13 (10.8%) of the total 120 respondents however disagree and strongly objected respectively to the statement that their organization is willing to help them when they need a special favour from It. These incentives from organizations serve as motivations to staff.

Staff or teachers output would be maximized if they work under the auspices of their supervisors. Responses gathered from the 120 sample respondents and presented in the table above found 38 (31.7%) and 20 (23.3%) of the total 120 respondents agreeing and strongly agreeing respectively to the view that their supervisors always give them the necessary support. This can be supported by study conducted by Eisenberger et al (2002), which revealed that “employees perception of better support is created by the degree to which employees perceive that they are being cared for, valued for their contribution.” However, 20 (16.7%) and 15 (12.5%) of the total 120 respondents strongly disagreed and also disagreed with the view of the early respondents. ‘In the opinion of the researcher, supervisors support can used to solve

some of the negative behaviors the employee since it is less expensive as compared to other organizational support measures'. This means that either not all the employees in the organization receive the needed support from their supervisors or are not satisfied with the kind of support given to them by their supervisors. Nineteen (19) respondents stayed neutral on the issue and they represented 15.8% of the total 120 respondents. Supervisors support to teachers serves as a stimulus to an enhanced performance as Topper (2007) found, in their study that supervisors positive behavior towards employee results in positive individual and business performance and however noted that lack of support and negative attitude of supervisors results in the employee reacting by feeling frustrated and not appreciated thus begins to limit their involvement with their supervisor resulting in lack of communication and loss of respect for the supervisor.

Table 4.5 above presents respondents view on whether their organization would fail to notice their performance irrespective of how best they serve. As conspicuous in the table, 33 (27.5%) and 16 (13.3%) view on the aforesaid shared similitude though all agreed to the aforesaid assertion, that of the 16(13.3%) of the total 120 respondents was stronger. Neutral or ambivalent respondents on the issue numbered 13 (10.8%) of the total 120 respondents. However, 32 (26.7%) of the total 120 respondents disagreed to the view that, their organization will fail to notice their performance irrespective of how best they serve it, a fact shared by 26 (21.7%) of the total 120 respondents who even strongly disagreed to the assertion that their organization would fail to notice their performance irrespective of how best they serve. Since the teachers are not recognized and supported they become demoralized and so therefore organizations should appreciate the work of their staff though majority from the table disagree that the organization does not recognize their hard work. This is supported by

the work of Harter, Schmidt and Hayse (2002), which argues that, effective management of an organization's human resource would be able to generate and increase knowledge, motivation and commitment, resulting in a source of high level of employee's performance.

4.6 Job Involvement and Participation in Decision Making

It was important for the researcher to determine how employee involves him or herself in the job he or she performs in the organization. Due to this the researcher asked a lot of questions about employees' job involvement and the responses have been summarized under the table 4.6 below:

Table 4.6 Job Involvement and Participation in Decision Making

STATEMENT	SA	S D	NA/D	A	D
	F (%)	F (%)	F (%)	F (%)	F (%)
1.The organization cares about the opinion of its employees	25(20.8)	28(23.3)	16(13.3)	23(19.2)	28(23.3)
2. I am allowed to participate In decisions regarding my job	22(18.3)	27(22.5)	6(5.0)	35(29.2)	30(25.0)
3.The organization disregards my best interest when it makes decision that affects me	22(18.3)	20(16.7)	29(24.2)	23(19.2)	26(21.7)
4.The nature of my work is intuitively appealing	13(10.8)	45(37.5)	20(1.6)	5(4.2)	37(30.8)
5.My supervisors are qualified and I enjoy working With them	23(19.2)	44(36.7)	13(10.8)	18(15.0)	22(18.3)
6.I am always promoted as when due and am confident of more opportunities for promotion.	25(20.8)	42(35.0)	15(12.5)	17(14.2)	21(17.5)
7.My relationship with my Co-workers is very cordial	13(10.8)	59(49.2)	13(10.8)	7(5.8)	28(23.3)

Source: Field survey, 2014

In relation to organizations allowing for staff participation in decision making, 28 (23.3%) and another 28 (23.3%) of the total 120 respondents strongly disagreed and also disagreed to the assertion that their organization cares about their opinions. 25 (20.8%) and 23 (23.3%) of the total 120 respondents opinion on the issue differed from the former positions. They however strongly agreed and concurred to the assertion that their organization cares about their opinions. Sixteen (16) respondents with 13.3% share of the total 120 respondents opted for neutrality on the issue. These responses indicated that most of the teachers were not aware of what is meant by Job Involvement as an employee outcome.

Referencing from the table 4.6 above, 35 (29.2%) and 22 (18.3%) of the respondents agreed and strongly concurred to the view that they are allowed to participate in decisions regarding their job. However, 6 (5.0%) of the total 120 respondents opted for neutrality on the issue. However, 30 (25.0%) and 27 (22.5%) of total respondents disagreed and strongly disagreed to the assertion that they are allowed to participate in decisions regarding their job.

Staff must be given the opportunity to share their constructive opinions on issues concerning their job and the organization.

Respondents' opinions on whether the organization disregards their best interest when it makes decision that affects them found 26 (21.7%) and 20 (16.7%) of the total 120 respondents disagreeing and strongly disagreeing respectively to the statement. Majority of the respondents numbering 29 (24.2%) of the total respondents stayed neutral on the issue. There were however, 23 (19.2%) and 22 (18.3%) of the total respondents agreeing and strongly agreeing to the statement that their organization disregards their best interest when it makes decision that affects them. The

organization must consider constructive contributions of employees especially matters that affect them in formulating operational goals as they would feel part of the organization and hence augment their commitment. A fact buttressed by David et al (2009) in the social exchange theory by explaining that “organization members tend to reciprocate beneficial treatment they receive with positive work-related behaviours (such as punctuality and regularity and high helpfulness toward those who have treated them well) and tend to reciprocate detrimental treatment they receive with negative work-related behaviours (such as, absenteeism, lateness, tardiness, cyber-loafing and low helpfulness toward those who have treated them poorly)”.

As to whether the nature of the work is intuitively appealing, 45 (37.5%) and 37 (30.8%) of the total 120 respondents from the table above strongly disagreed and also disagreed respectively to that assertion. Twenty (20) respondents representing 16.7% of the total 120 respondents stayed neutral on the issue. Thirteen 13 (10.8%) and 5 (4.2%) of the total 120 respondents however, strongly agreed and also agreed respectively to the assertion. From the study conducted, it was discovered that about 83 respondents making 68.3% either disagreed or strongly disagreed that they are satisfied with the nature of job they are do since they have been motivated by the kind of support given to the by the organization so they do not involve themselves in their job. This supports the statement made by Blau & Boal (1987), which maintains that, employees who have high level of job involvement will be more motivated than those who have low level of job involvement since they are attracted by the job. Also, Kanungo (1982) maintains that, the effect that job involvement will results in high level of job satisfaction and by extension, high intention to stay with the organization.

Respondents give their views on whether their supervisors are qualified and whether they enjoy working with them. 44 (36.7%) and 22 (18.3%) of the total 120 respondents from the table above strongly disagreed and also disagreed respectively to that assertion. Twenty (13) respondents representing 10.8% of the total 120 respondents stayed neutral on the issue. However, 23 (19.2%) and 18 (15.0%) of the total 120 respondents strongly agreed and also agreed respectively, to the assertion that their supervisors are qualified and whether they enjoy working with them.

From the table above, 42 (35.0%) of the 120 respondents strongly disagreed to the view that they are always promoted when due. They were backed by 21 (17.5%) others who also disagreed with the aforesaid assertion. Fifteen (15 i.e. 12.5%) of the total 120 respondents stayed neutral on the issue. However, 25 (20.8%) and 17 (14.2%) of the total 120 respondents strongly agree and also agreed respectively, to the assertion that, they are always promoted when due.

From the table above, 59 (49.2%) of the total 120 respondents strongly disagreed when quizzed on whether their relationship with their co-workers is cordial. Thirteen (13) representing 10.8% of the total 120 respondents strongly agreed when quizzed on whether their whether their relationship with their co-workers is cordial. Another 13 (10.8%) were neutral on the issue. Twenty eight (28) and seven (7) representing 23.3% and 5.8% of the total 120 respondents disagreed and agreed on the issue respectively. This supports the study conducted by Nwibere (2008), which revealed that team work helps to foster unity and improve the support they will get from their co-worker. This will help employees to build up their network resources.

4.7 Organizational Commitment

It was important for the study to identify the level of the commitment that the employees have for the teaching service and the responses given have been summarized in the table 4.7 below:

Table 4.7 Organizational Commitment

STATEMENT	SA F (%)	S D F (%)	NA/D F (%)	A F (%)	D F (%)
1. Employees really care about the fate of this organization	42(35.0)	6(5.0)	16(13.3)	41(34.2)	15(12.5)
2. The organization is willing to extend itself in order to help employees to perform their jobs at the best of their ability	30(25.0)	11(9.2)	15(12.5)	25(20.8)	39(32.5)
3. The organization fails to appreciate any extra effort from its employees	23(19.2)	16(13.3)	17(14.2)	22(18.3)	42(35.0)
4. The organization feels that hiring me was a definite mistake	13(10.8)	37(30.8)	15(12.5)	15(12.5)	40(33.3)
5. The organization takes pride in my accomplishment at work	21(17.5)	29(24.2)	16(13.3)	17(14.2)	37(30.8)
6. I enjoy discussing my organization with people outside it	25(20.8)	41(34.2)	13(10.8)	10(8.3)	31(25.8)
7. My life would be disrupted if I decided to leave this organization.	36(30.0)	6(5.0)	22(18.3)	38(31.7)	18(15.0)
8. Jumping from one organization to another seems unethical to me.	16(13.3)	23(19.2)	22(18.3)	31(25.8)	28(23.3)

Source: Field survey, 2014

In relation to respondents' opinions on whether they really care about the fate of the organization, 42 (35.0%) and 41 (34.2%) of the total 120 respondents agreed and strongly agreed respectively to the statement that they really care about the fate of the organization. This supports the study conducted Nwibrere (2014) that employees who

are highly involved in their jobs are also more likely to be committed to the organization they work. Sixteen (16) i.e. 24.2% of the total respondents stayed neutral on the issue.

There were however, 15(12.5%) and 6 (5.0%) of the total respondents disagreeing and strongly disagreeing respectively to the statement that they really care about the fate of the organization. Employees' commitment to an organization depends on the satisfactory conditions of service in the organization. As Northcraft and Neale (1996) examined "commitment is an attitude reflecting an employee's loyalty to the organization, and an ongoing process through which organization members express their concern for the organization and its continued success and well-being.

Organizational commitment is determined by a number of factors, including personal factors (age, tenure in the organization, disposition, internal or external control attributions); organizational factors (job design and the leadership style of one's supervisor); non organizational factors (availability of alternatives). All these factors harmonize to ensure employee engagement or commitment to an organization.

On whether the organization is willing to extend itself in order to help staff perform their obligation to the best of their ability, 39 (32.5%) and 11 (9.2%) of the total 120 respondents from the L table above disagreed and also strongly disagreed respectively to the assertion that the organization is willing to extend itself in order to help staff perform their obligation to the best of their ability. Fifteen (15) respondents representing 12.5% of the total 120 respondents stayed neutral on the issue. Thirty 30 (25.0%) and 25 (20.8%) of the total 120 respondents however, strongly agreed and also agreed respectively to the assertion that their organization is willing to extend itself in order to help staff perform their obligation to the best of their ability.

Staff performing their obligation to their best of ability always would focus on developing their career or building their capacity due to the dynamism of the job. This could be achieved by providing potential career training opportunities to upgrade their skills or promotions. As posited by Rhoades and Eisenberger (2002) providing potential career opportunities such as training and promotions may imply a high level of concern for employees and the recognition of their contributions by the organization.

Regarding the organization's failure to appreciate any extra effort from staff, 42 (35.0%) and 16 (13.3%) of the total 120 respondents from the table above disagreed and also strongly disagreed respectively to the assertion that the organization fails to appreciate any extra effort from them. Seventeen (17) respondents representing 14.2% of the total 120 respondents stayed neutral on the issue.

Twenty three 23 (19.2%) and 22 (18.3%) of the total 120 respondents however, strongly agreed and also agreed respectively to the assertion that the organization fails to appreciate any extra effort from them. Extra efforts of staff must be appreciated through rewards as the principle of reciprocity according to Tylus (2008) deal with the reward versus costs (input/output scale) since the exchange of giving and receiving must be equal to maintain a beneficial relationship to both people.

Respondents' opinions were varied with regards to the statement; the organization feels that hiring them was a definite mistake. Forty (40) and thirty seven (37) respondents with corresponding shares of 33.3% and 30.8% of the total 120 respondents disagree and strongly disagreed respectively apropos of the statement; the organization feels that hiring them was a definite mistake. However, 15 (12.5%) and 13 (10.8%) of the total 120 respondents agreed and also strongly concurred to the

statement; the organization feels that hiring them was a definite mistake. The remaining 15 respondents, representing 12.5% of the total 120 respondents stayed neutral on the issue as conspicuously shown in the above table.

From the table 4.7 above, 41 (34.2%) of the total 120 respondents strongly disagreed to the assertion that they enjoy discussing their organization with people outside it, Thirty one (31) respondents with 25.8% share of total 120 respondents shared the view of the aforesaid 41 respondents. Thirteen (13) respondents representing 10.8% of the total 120 respondents opted for neutrality on the issue. Twenty five (25) and ten (10) with representations of 20.8% and 8.3% of total respondents strongly agreed and agreed to the aforementioned assertion respectively.

From the table 4.7 above, 38 (31.7%) and 36 (30.0%) of the total 120 respondents agreed and strongly agreed respectively to the view that, is unethical jumping from one organization to the other. Twenty two (22) respondents representing 18.3% of the 120 respondents stayed neutral on the issue. Eighteen (18) 15.0% and 6 (5.0%) of the total 120 respondents disagreed and strongly disagreed respectively to the assertion that is unethical jumping from one organization to the other.

The study quizzed respondents on whether their organization is willing to help them when they need a special favour. From the table above, 31 (25.8%) and 16 (13.3%) of the total 120 respondents agreed and also strongly concurred respectively to the statement that their organization is willing to help them when they need a special favour from it. On the same statement, 28 (23.3%) and 16 (13.3%) of the total 120 respondents however disagree and strongly objected respectively to the statement that their organization is willing to help them when they need a special favour from it. Employees highly commit themselves to the job they do when the see that the

organization care and support their well-being. This supports the argument made by Meyer & Allen (1991) that employees are likely to show all the three dimensions of commitment (affective commitment, normative commitment and continuance commitment) if organization cares for the employee's well-being and appreciate the work of the employees too.

4.8 Job satisfaction and Intention to Remain

It was necessary for the study to assess how employees were satisfied with the type of the job they do and whether they are ready to remain in the GES, Afigya Kwabre District. The data collected have been summarized in the table 4.7 below:

Table 4.8 Job satisfaction and Intention to Remain

STATEMENT	SA	S D	NA/D	A	D
	F (%)	F (%)	F (%)	F (%)	F (%)
1.I intend to quit my present job	17(14.2)	33(27.5)	16(13.3)	15(12.5)	39(32.5)
2.The organization would persuade me to stay if I decide to quit	19(15.8)	34(28.3)	15(12.85)	13(10.8)	39(32.5)
3.Quitting my job will have a negative impact on the organizational outcomes	40(33.3)	17(14.2)	9(7.5)	22(18.3)	32(26.7)
4.I feel satisfied with my job	21(17.5)	17(14.2)	21(17.5)	29(24.2)	32(26.7)
5.The organization feels that anyone could perform my job as well as I do	21(17.5)	29(24.2)	13(10.8)	30(25.0)	27(22.5)
6.The organization cares about my general satisfaction at work	24(20.0)	18(15.0)	14(11.7)	25(20.8)	39(32.5)

Source: Field survey, 2014

With regards to respondents intention of quitting their present job, 39 (32.5%) and 33 (27.5%) of the total 120 respondents disagree and strongly disagree respectively with having the intention to quit their present job. There were 15 representing 12.5% and 17 (14.2%) of the total 120 respondents who agreed and strongly agreed respectively to having the intention of quitting their present job. Sixteen respondents with 13.3% share of the total 120 respondents stayed neutral on the aforementioned issue. Turnover in organizations arise when the job conditions are unfavorable for the employee. As noted by Lee and Mitchell (1984), the most frequent reasons for turnovers include leaving for more money or a better career opportunity; dissatisfaction with supervision, working conditions, or working schedule; family factors; and health.

With reference to the table 4.8 above, 39 respondents representing 32.5% of the total 120 respondents disagreed with the assertion that their organization would persuade them to stay if they decide to quit. These respondents were backed strongly by 34 (28.3%) of the respondents. Fifteen (15) respondents with 12.5% share of the total 120 respondents stayed neutral on the issue. There were 19 (15.8%) and 13 (10.8%) of the total respondents who strongly agreed and agreed respectively to the assertion that their organization would persuade them to stay if they decide to quit.

On the impact, a staff quitting the job would have on the organization's outcome, 32 (26.7%) of the respondents disagreed with the view that quitting their job will have a negative impact on their organizational outcomes. The fore respondents disagreement on the assertion was buttressed by 17 (14.2%) of the total 120 respondents. However, the majority numbering 40 (33.3%) of the total respondents strongly agreed to the

view that quitting their job will have a negative impact on their organizational outcomes.

A fact also shared by 22 (18.3%) of the total 120 respondents. only 9 (7.5%) of the total respondents stayed neutral on the subject. Turnover of skilled staff would definitely impact negatively on the productivity of every organization

Contentment of staff emanates from favourable condition of service of the organization. From the table 4.8 above, 32 (26.7%) and 17 (14.2%) of the total 120 respondents disagreed and strongly disagreed respectively with the fact that they feel satisfied with their job. Another 29 (24.2%) and 21 (17.5%) of the total sample agreed and strongly agreed to the fact that they feel content with their job. Twenty one (21) with 17.5% share of the total 120 respondents however were undecided on the issue being discussed. A staff becomes satisfied with a job when he is able to give off his best, having both the required human and material support and a favourable job environment which recipes in efficiency and development of the organization. As Kaliski (2007) explained; Job satisfaction implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment. Brikend (2011) also noted that Job satisfaction can be considered as one of the main factors when it comes to efficiency and effectiveness of business organizations.

Regarding organizations feeling that they would have suitable replacement in the event staff exit, 30 (25.0%) and 21 (17.5%) of the total 120 respondents agreed and strongly agreed respectively to the assertion that their organization feels that anyone could perform their job as well as they do. Another 29 (24.2%) and 27 (22.5%) of the total 120 respondents strongly disagreed and also disagreed respectively with the

assertion that their organization feels that anyone could perform their job as well as they do. Thirteen (13) with 10.8% share of the total 120 respondents were hesitant on the issue hence stayed neutral. Organizations impugning the ability of their current staff by anticipating of having better replacements would lead to lack of trust on both sides therefore leading to staff exuding performances. As Kazanchi (2005) noted Trust, is significantly related to perceived organizational support. That is when staff has the full support of their authorities; they feel secured and give off their best.

Respondents were asked on whether their organization cares about their general satisfaction at work. From the table above, 39 (32.5%) of the respondents who were the majority disagreed with the assertion that their organization cares about their general satisfaction at work. This fact was buttressed strongly by 18 (15.0%) of the total 120 respondents. Twenty five (25) respondents with 20.8% of the total respondents agreed to the assertion that their organization cares about their general satisfaction at work and were strongly supported by 24 (20.0%) of the total 120 respondents. Fourteen (14) respondents with 11.7% share of the total respondents stayed neutral on the issue under discussion. Though 57 of the respondents making 47.5% of the respondents either disagree or strongly disagree that the organization cares for their needs and well-being, on centrally, 72 of the respondents representing 60% were not ready to quite the job. This contradicts the study conducted by Luthans (1998), which revealed that low level of job satisfaction leads to turnover intentions. However, the study is in support of the study conducted by Saari and Timothy (2004), which maintains that 'job dissatisfaction also appears to be related to other withdrawal behaviors, including lateness, unionization, grievances and decision to retire.

SECTION B: ADDRESSING THE ISSUE FROM MANAGEMENT PERSPECTIVE

4.9 Demographic Characteristics of Respondents (functional heads)

There was the need for the researcher to find out some information from the functional heads concerning the study conducted and the table below is summary of the demographic information of the management of GES, Afigya Kwabre District:

Table 4.9 Demographic Characteristics of Respondents

VARIABLES	FREQUENCY(F)	PERCENTAGE (%)
Age(years)		
26-35	20	66.7
36-45	6	20.0
46-55	4	13.3
Gender		
Male	17	56.7
Female	13	43.3
Educational Level		
HND	5	16.7
First Degree	22	73.3
Master Degree	1	3.3
Other	2	6.7
Rank		
Director	2	6.7
Head of functional Unit	23	67.7
Lower Level Manager	5	16.7
Period of Work		
Less than a year	4	13.3
1-5 years	17	56.7
6-9 years	7	23.3
10-14 years	2	6.7

Source: Field survey, 2014

Respondents (management members) were quizzed on their various ages. From table 4.9 above, the majority of the respondents i.e. 20 respondents (66.7%) of the overall 30 respondents were in the age group of 26-35 years. Six (6) respondents (20.0%) of the overall 30 respondents were in the age group of 36-45 years. Four (13.3%) respondents (13.3%) of the overall 30 respondents were also in the age group of 46-55 years. It was refreshing that all the respondents' ages fell in the active age group which will ensure efficiency.

After analyzing the gender of respondents and presenting it in table 4.9 above, it was discovered that, majority of the respondents that is 17 (56.7%) of the overall 30 were males. The remaining 13 respondents (43.3%) of the overall 30 respondents were females. From the statistics, though gender parity had not been achieved in terms of number of males relative to females, the number of female management members is appreciable and that is good for women empowerment.

Education as the nub of every society or organization's development makes it imperative for the educational background of respondents to be sought. In most organizations, education is the prerequisite for employing, determining ranks and subsequent promotion of staff. From table 4.9 above, majority of the respondents i.e. 22 respondents (73.3%) of the overall 30 respondents had bachelors or first degree. Higher National Diploma (HND) certificate holders were 5 respondents (16.7%) of the overall 30 respondents. One (1) respondent (3.3%) of the overall 30 respondents was a Master Degree holder. Two (2) other respondents (6.7%) of the overall 30 respondents had other certificates different from the aforementioned ones. The educational level of respondents is high and it's a manifestation of the fact that the

Afigya Kwabre District GES is replete with erudite personnel who would enhance education in the district.

Referencing from the table 4.9 above, majority of the respondents, that is 23 respondents (76.7%) of the overall 30 respondents were at the head of functional unit rank. Five (5) respondents representing 16.7% of the overall 30 respondents were lower level managers. Directors were 2 respondents (6.7%) of the overall 30 respondents. The ranks of respondents were explored because no organization would thrive without leaders to steer the affairs of the institution. In most organizations or institutions, ranks are mostly determined by educational qualifications, commitment and years of outstanding service to the organization (experience).

The study explored respondents' years of service with the Afigya Kwabre District Education office. From table 4.9 above, the majority of the respondents, 17 respondents (56.7%) of the overall 30 respondents had 1-5 years working experience with the district education service. Those with 6-9 years of service experience with the education directorate followed with a frequency of 7 respondents (23.3%) of the overall 30 respondents. Another 4 respondents (13.3%) of the overall 30 respondents had less than a year experience with the education directorate. Those with the highest service experience with the education service i.e. 10-14 years were 2 respondents (6.7%) of the overall 30 respondents. The service experience of most of the respondents is encouraging which is good for the district's education development.

4.10 Perceived Organizational Support and Supervisor' Support

The researcher asked the management how the organization supports its employees and also how supervisors support the employees. Table 4.13 is the summary of the responses given by the respondents:

Table 4.10 Perceived Organizational Support and Supervisor Support

STATEMENT	SA	S D	NA/D	A	D
	F (%)	F (%)	F (%)	F (%)	F (%)
1.The organization values the contribution of workers to its well being	6(20.0)	5(16.7)	2(6.7)	13(43.3)	4(13.3)
2.Help is available from the organization when the employees have a special Problem	6(20.0)	6(20.0)	3(10.0)	7(23.3)	8(26.7)
3.The organization really care about the well being of its employees	6(20.0)	5(16.7)	5(16.7)	7(23.3)	7(23.3)
4.The organization is willing to help its employees when they need a special favour	1(3.3)	5(16.7)	5(16.7)	8(26.7)	11(36.7)
5.Supervisors always give the Necessary support to its employees efficiency in their work.	6(20.0)	4(13.3)	5(16.7)	8(26.7)	7(23.3)

Source: Field survey, April 2014

Referencing from the table 4.10 above, 13 respondents (43.3%) and 6 respondents (20.0%) of the overall 30 respondents agreed and strongly agreed respectively to the view that the organization values workers contribution to its well-being. Two (2) respondents with 6.7% share of the overall 30 respondents opted for neutrality on the issue. However, 5 respondents (16.7%) and 4 respondents (13.3%) of the overall 30

respondents respectively strongly disagreed and disagreed to the assertion that the organization values workers contribution to its well-being. However, (Eisenberger, Huntington, Hutchison & Sowa, 1986) maintained that, ‘employees develop global beliefs about the extent to which their employing organization both value their contribution and cares about their well-being).

The study queried respondents on whether their organization has available help to offer workers when they have a problem. From the table 4.10 above, 7 respondents (23.3%) and 6 respondents (20.0%) of the overall 30 respondents respectively agreed and also strongly agreed to the statement that, the organization has available help to offer workers, when they have a problem. On the same statement, 8 respondents (26.7%) and 6 respondents (20.0%) of the overall 30 respondents respectively disagree and strongly disagreed to the statement that the organization has available help to offer workers when they have a problem. However, 3 respondents representing 10.0% of the overall 30 respondents stayed neutral on the issue under review.

On whether the organization cares about staff well-being, 7 respondents (23.3%) and 6 respondents (20.0%) of the overall 30 respondents respectively from table 4.12 above agreed and also strongly agreed to the assertion that the organization cares about employees’ well-being. Five (5) respondents (16.7%) of the overall 30 respondents were undecided on the issue. However, 7 respondents (23.3%) and another 5 respondents (16.7%) of the overall 30 respondents respectively disagreed and also strongly disagreed to the assertion that the organization cares about employees’ well-being.

The study quizzed respondents on whether the organization is willing to help employees when they need a special favour. From the table 4.12 above, 11 respondents (36.7%) and 5 respondents (16.7%) of the overall 30 respondents disagreed and also strongly disagreed respectively to the statement that the organization is willing to help employees when they need a special favour from it. On the same statement, 8 respondents (26.7%) and 1 respondents (3.3%) of the overall 30 respondents however agreed and strongly agreed respectively to the statement that the organization is willing to help employees when they need a special favour from it. These incentives from organizations serve as motivations to staff.

Responses gathered from the 30 sample respondents and presented in the table 4.12 above found 8 respondents (26.7%) and 6 respondents (20.0%) of the overall 30 respondents who agreed and strongly agreed respectively to the view that supervisors give employees the necessary support to ensure efficiency in their work. However, 7 respondents (23.3%) and 4 respondents (13.3%) of the overall 30 respondents disagreed and also strongly disagreed respectively to the view that supervisors give employees the necessary support to ensure efficiency in their work. Five (5) respondents (16.7%) of the overall 30 respondents stayed neutral. According to the study, lack of support given to the employees and not appreciating their efforts discourage them from doing their best for the organization. However, Eisenberger et al., (1986) with the use of the social exchange framework, stated that ‘when employees perceive a high degree of POS, they repay the organization through increased affective commitment’.

4.11 Job Involvement

The researcher also tried to find out from the management about how employees are supported by the organization to involve themselves in their work. The responses given by the respondents have been summarized in table 4.11 below:

Table 4.11 Job Involvement

STATEMENT	SA	S D	NA/D	A	D
	F (%)	F (%)	F (%)	F (%)	F (%)
1.The organization cares about the opinion of its employees	6(20.0)	5(16.7)	0(0)	9(30.0)	10(33.3)
2.Employees are allowed To participate in decisions Regarding their jobs	4(13.3)	7(23.3)	2(6.7)	6(20.0)	11(36.7)
3.Supervisors are qualified and I enjoy working with their employees	9(30.0)	3(10.0)	5(16.7)	13(43.3)	0(0)
4.Employees are always promoted as at when due and they confident of more opportunities for promotion.	7(23.3)	8(26.7)	9(30.0)	6(20.0)	0(0)
5.My relationship with my workers is very cordial	12(40.0)	5(16.7)	1(3.3)	8(26.7)	4(13.3)

Source: Field survey, April 2014

After quizzing respondents on whether their organization cares about employees opinions, 10 respondents (33.3%) and 5 respondents (16.7%) of the overall 30 respondents disagreed and also strongly disagreed respectively to the assertion that the organization cares about employees opinions. In the opinion of the researcher this has led to the low level of commitment and job involvement by the teachers in the district because management of GES in Afigya Kwabre District do not involve them

when taking any decisions concerning them and even if they involve them they do not take their suggestions to be more important. However, 9 respondents (30.0%) and 6 respondents (20.0%) of the overall 30 respondents respectively agreed and strongly agreed to the assertion that the organization cares about employees opinions as evident in table 4.11 above.

Respondents were quizzed on whether they are allowed to participate in making decisions regarding their job. Referencing from table 4.11 above, majority of the respondents, that is, 11 respondents (36.7%) of the overall 30 respondents disagreed with the view that they are allowed to participate in decisions regarding their job. Another 7 respondents (23.3%) of the overall 30 respondents also strongly disagreed with the view that they are allowed to participate in decisions regarding their job. Six (6) respondents (20.0%) of the overall 30 respondents however agreed with the view that they are allowed to participate in decisions regarding their job. Other 4 respondents (13.3%) of the overall 30 respondents also strongly agreed with the view that they are allowed to participate in decisions regarding their job. Two (2) respondents (6.7%) of the overall 30 respondents were neutral on the issue.

In table 4.11 above, majority of the respondents 13(43.3%) of the overall 30 respondents agreed to the view that their supervisors were qualified and they enjoyed working with their employees. Nine (9) respondents (30.0%) of the overall 30 respondents also strongly agreed to the view that their supervisors were qualified and they enjoyed working with their employees. Another 5 respondents (16.7%) of the overall 30 respondents stayed neutral on the issue. However, 3 respondents (10.0%) of the overall 30 respondents strongly disagreed with the view that their supervisors were qualified and they enjoyed working with their employees. Staffs evince assiduity

or maximize their output working under the auspices of eligible supervisors and hence the need for qualified supervisors to oversee the activities of management for educational development.

Referencing from table 4.11 above, majority of the respondents 9 respondents (30.3%) of the overall 30 respondents stayed neutral on the existence of promotions or opportunities for promotion for employees. Eight (8) respondents (26.7%) of the overall 30 respondents strongly disagreed to the view that employees were promoted and opportunities for promotion existed. Another 7 respondents (23.3%) of the overall 30 however, strongly agreed with the view that employees were promoted and opportunities for promotion existed. Six (6) respondents (20.0%) of the overall 30 respondents also agreed with the view that employees were promoted and opportunities for promotion existed.

With regards to respondents' relationship with their workers, the majority of the respondents i.e. 12 respondents (40.0%) of the overall 30 respondents from table 4.10 above, strongly agreed to the view that they had a cordial relationship with their workers. Eight (8) respondents (26.7%) of the overall 30 respondents also agreed to the view that they had a cordial relationship with their workers. Another 5 respondents (16.7%) of the overall 30 respondents strongly disagreed to the view that they had a cordial relationship with their workers. Four (4) respondents (13.3%) of the overall 30 respondents disagreed to the view that they had a cordial relationship with their workers. One (1) respondent (3.3%) of the overall 30 respondents stayed neutral on the issue. The study revealed that since the necessary supports are not provided to the employees, they do not actively involve themselves in the job they do. This supports the statement made Nwebere (2001) that a number of other attitudes and

behaviors have also been linked to job involvement. Given that job involvement has been shown to be related to the various organizational outcomes and it is assumed that it may also be related to job satisfaction, organizational commitment, and Job involvement, Organizational Citizenship Behavior, Organizational Commitment and Job Satisfaction.

4.12 Organizational Commitment

Similarly, the management was asked how they support the employees to commit themselves to their work in the organization and table 4.12 below is the summary of the responses given:

Table 4.12 Organizational Commitment

STATEMENT	SA	S D	NA/D	A	D
	F (%)	F (%)	F (%)	F (%)	F (%)
1. Employees really care about the fate of this organization	10(33.3)	6(20.0)	4(13.3)	7(23.3)	3(10.0)
2. The organization is willing to extend itself in order to help employees to perform their jobs at the best of their ability	6(20.0)	2(6.7)	3(10.0)	9(30.0)	10(33.3)
3. The organization fails to appreciate any extra effort from its employees	6(20.0)	0(0)	5(16.7)	7(23.3)	12(40.0)
4. The organization feels that hiring some workers was a mistake.	5(16.7)	6(20.0)	12(40.0)	4(13.3)	3(10.0)
5. The organization takes Pride In the accomplishment of work by the workers.	9(30.0)	7(23.3)	0(0)	11(36.7)	3(10.0)
6. The life of an employee Would be disrupted if they decide to leave this organization now	7(23.3)	12(40.0)	1(3.3)	0(0)	10(33.3)
7. Employees find it very difficult to move from this organization to another organization.	2(6.7)	5(16.7)	5(16.7)	4(13.3)	14(46.7)

Source: Field survey, April 2014

In relation to respondents' opinions on whether employees really care about the fate of their organization, 10 respondents (33.3%) of the overall 30 respondents from table 4.12 above, strongly agreed to the view that their employees care about the fate of their organization. Seven (7) respondents representing 23.3% of the overall 30 respondents also agreed to the view that their employees care about the fate of their organization. Another six (6) respondents (20.0%) of the overall 30 respondents strongly disagreed to the view that their employees care about the fate of their

organization. Another 4 respondents (13.3%) and 3 respondents (10.0%) of the overall 30 respondents respectively stayed neutral and disagreed with the view that their employees care about the fate of their organization.

Apropos respondents' views on whether their organization had the willingness to help employees perform their jobs, 10 respondents (33.3%) of the overall 30 respondents from table 4.12 above, disagreed to the view that their organization had the willingness to help employees perform their jobs. Nine (9) respondents representing 30.3% of the overall 30 respondents agreed to the view that their organization had the willingness to help employees perform their jobs. Another six (6) respondents (20.0%) of the overall 30 respondents strongly agreed to the view that their organization had the willingness to help employees perform their jobs. Two (2) respondents (6.7%) and 3 respondents (10.0%) of the overall 30 respondents respectively stayed neutral and strongly disagreed with the view that their employees care about the fate of their organization.

Referencing from table 4.12 above and with regards to respondents response concerning their organization's failure to appreciate any extra effort from their employees, 12 respondents (40.0%) of the overall 30 respondents disagreed with the assertion that the organization fails to appreciate any extra effort from their employees. Seven (7) respondents representing 23.3% of the overall 30 respondents agreed that their organization fails to appreciate any extra effort from their employees. Six (6) respondents (20.0%) and 5 respondents (16.7%) of the overall 30 respondents respectively strongly agreed and stayed neutral to the view that their organization fails to appreciate any extra effort from their employees.

Respondents' opinions were varied with regards to the statement; the organization feels that hiring some workers was a definite mistake. Six (6) and five (5) respondents with corresponding shares of 20.0% and 16.7% of the total 30 respondents agreed and also strongly agreed respectively apropos the statement; the organization feels that hiring some workers was a definite mistake. However, 4 (13.3%) and 3 (10.0%) of the total 30 respondents disagreed and also strongly disagreed to the statement; the organization feels that hiring some workers was a definite mistake. The majority of the respondents, that is, 12 respondents (40.0%) of the overall 30 respondents stayed neutral on the issue as conspicuously shown in the table 4.12.

The study after quizzing respondents on whether their organization takes pride in the accomplishment of work by workers presented in table 4.12 above found 11 respondents with 36.7% share of the overall 30 respondents who agreed to the fact that their organization takes pride in the accomplishment of work by the workers. Another 9 respondents (30.0%) of the respondents backed the view of their early colleague respondents strongly. However, the study had 3 respondents (10.0%) and 7 respondents (23.3%) of the overall 30 respondents disagreeing and strongly disagreeing respectively to the fact that their organization takes pride in the accomplishment of work by workers.

With regards to respondents' view on whether employee life would be disrupted if they decided to leave the organization now, 12 respondents (40.0%) and 10 respondents (33.3%) of the overall 30 respondents strongly disagreed and also disagreed respectively to the view that employee life would be disrupted if they decided to leave the organization now. There was however 7 respondents representing

23.3% of the overall 30 respondents who strongly agreed that employee life would be disrupted if they decided to leave the organization now. One (1) respondent with 3.3% share of the overall 30 respondents stayed neutral on the aforementioned issue.

On whether employees find difficulty moving from the organization to another, majority of the respondents, that is, 14 respondents (46.7%) of the overall 30 respondents disagreed that employees find difficulty moving from the organization to another. A fact strongly shared by 5 respondents (16.7%) of the overall 30 respondents. Five (5) respondents (16.7%) of the overall 30 respondents were neutral on the issue. However, 4 respondents (13.3%) and 2 respondents (6.7%) of the overall 30 respondents respectively agreed and strongly agreed to the fact that employees find difficulty moving from the organization to another as evident in table 4.12 above. The study revealed that the employees demonstrate high level of commitment when organization cares about their well-being and values their contribution. This is in line with the study conducted Meyer and Allen (1991), which states that employees demonstrate all the three dimensions of organizational commitment which are; affective commitment, continuance commitment and cognitive commitment.

4.13 Job Satisfaction and Intention to Remain

There was the need for researcher to ask management on how to make employees satisfied with their job and how to maintain their hardworking employees in the organization. Below is Table 4.13 which summarizes the responses from the respondents:

Table 4.13 Job Satisfaction and Intention to Remain

STATEMENT	SA	S D	NA/D	A
D	F (%)	F (%)	F (%)	F (%)
1.If employees decide to quit the job, the organization would persuade them to stay	4(13.3)	9(30.0)	7(23.3)	2(6.7)
2.Quitting the Job the Employees will have negative impact on the organizational outcomes.	8(26.7)	8(26.7)	7(23.3)	6(20.0)
3.Employees feel satisfied with their job in the Organization	3(10.0)	8(26.7)	0(0)	6(20.0)
4.The organization feels anyone Could perform the job of Employees as well as they do	6(20.0)	5(16.7)	4(13.3)	12(40.0)
4.The organization care about The general satisfaction of workers	2(6.7)	11(36.7)	4(13.3)	7(23.3)

Source: Field survey, April 2014

As to whether the organization persuaded employees to stay if they decided to quit, majority of the respondents, that is, 9 respondents (30.0%) of the overall 30 respondents strongly disagreed that the organization persuades employees to stay if they decided to quit. Another 8 respondents (26.7%) of the overall 30 respondents also disagreed that the organization persuaded employees to stay if they decided to quit. Seven (7) respondents (23.3%) of the overall 30 respondents were neutral on the issue. However, 4 respondents (13.3%) and 2 respondents (6.7%) of the overall 30

respondents respectively strongly agreed and also agreed to the fact that the organization persuades employees to stay if they decided to quit.

On the impact, employees quitting the job would have on the organization's outcome, 8 respondents (26.7%) of the overall 30 respondents each respectively from table 4.13 above strongly agreed and strongly disagreed with the view that employees quitting their job will have a negative impact on the organizational outcomes. Seven (7) respondents (23.3%) of the overall 30 respondents stayed neutral. However, 6 respondents (20.0%) of the overall 30 respondents agreed to the view that employees quitting their job will have a negative impact on the organizational outcomes. A fact also shared by 1 respondent (3.3%) of the overall 30 respondents.

With regards to employee satisfaction, majority of the respondents quizzed, 13 respondents (43.3%) of the overall 30 respondents in table 4.12 above strongly disagreed that employees are satisfied with their job. Eight (8) other respondents (26.7%) of the overall 30 respondents also strongly disagreed that employees are satisfied with their job. However, 6 respondents (20.0%) and 3 respondents (10.0%) of the overall 30 respondents respectively agreed and also strongly agreed to the fact that employees are satisfied with their job.

Regarding organizations feeling that they would have suitable replacement in the event staff exit, 12 respondents (40.0%) and 6 respondents (20.0%) of the overall 30 respondents from table 4.13 above respectively agreed and strongly agreed to the assertion that the organization feels that anyone could perform their job as well as they do. Another 5 respondents (16.7%) and 3 respondents (10.0%) of the overall 30 respondents strongly disagreed and also disagreed respectively with the assertion that the organization feels that anyone could perform their job as well as they do. Four (4)

respondents with 10.8% share of the overall 30 respondents stayed neutral on the issue.

Respondents were queried on whether the organization cares about the general satisfaction of workers at work. From the table 4.13 above, 11 respondents (36.7%) of the overall 30 respondents who were the majority disagreed with the assertion that their organization cares about the general satisfaction at work. This fact was buttressed strongly by 6 respondents (20.0%) of the overall 30 respondents. Seven (7) respondents with 20.8% of the overall 30 respondents agreed to the assertion that their organization cares about the general satisfaction of workers at work and were strongly supported by 2 respondents (6.7%) of the overall 30 respondents. Four (4) respondents with 13.3% share of the overall 30 respondents stayed neutral on the issue under discussion. However, the employees desire to remain in the organization may not be the high cost of leaving that organization but more importantly the basic support given by the organization. This supports the stated made Hrebiniak and Alutto (1972), that the desire to remain in the organization should be distinguished from the perception of being trapped in an organization because of high cost of leaving the organization (continuance commitment).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study and conclusions based on the findings which were drawn from the analysis of the data collection from the responses gathered from the study. The study investigated into Perceived Organizational Support (POS) and its effect on employee outcomes using Ghana Education Service, Afigya Kwabre District. Appropriate recommendations are put across based on the conclusions, and then suggested areas for future researchers interested in the topic to the study as well.

5.2 Summary of Findings

Overall, the researcher sent out 150 questionnaires to be completed by the respondents. Out of the overall, 120 of them were returned staff and 30 responses by management members. This is quite awesome and encouraging, as Saunders et al., (2007) posit that a sample size of 30 is enough for any statistical analysis.

5.2.1 Participation in Decision Making

The study revealed that most of the employees in GES (Afigya Kwabre District) are not allowed to be involved in decisions that affect them and even if they participate in the decision making they are not allowed contribute or express opinions at the meetings. This has made it very difficult for the employees to give out their best in

their work which has led to low employee performance of both the teachers and the students at large.

5.2.2 Low Level of Organizational Commitment

The study also discovered that management of GES (Afigya Kwabre District) hardly provides some basic needs, cater for the well-being of the employees, assist employees to perform to the best of their ability and also appreciate any extra effort which may put in by the workers. This makes the employees less satisfied with the job and hardly commits him or herself to the organization.

5.2.3 Job satisfaction and Turnover Intentions

The study revealed that, many of the workers are ready to quit their present job since they are not satisfied with it. The employees feel that the organization does not care about the general well-being hence will not put up their best performance. When employees are not satisfied with their job because they are not receiving some support from the organization, they are more likely to quit or put up some withdrawal behaviours such as absenteeism, tardiness, low attendance and cyber-loafing as a means to reciprocate lack of organizational support.

5.2.4 Perceived Organizational Support

The study also showed that extent to which the employees commit themselves to their job and the organization depends on the extent to which the organization also values their contribution and also cares about their general well-being. The employees reciprocate the organizations inability to support with low commitment, loyalty and low performance.

5.2.5 Job Involvement

The analyses of the study revealed that employees highly involve themselves in their job when they see that the organization cares about their well-being and also support them both in psychological and physiological ways. The study also revealed that employees become loyal to their organization when they give importance to their work. However, employees who are highly involved in their job are strongly motivated than those who have low level of job involvement in the organization. With reference to social exchange theory, employees come to work with some basic needs and skills with the hope that the organization will create an enabling environment in which those needs can be satisfied for the skills to be applied. This support the study conducted by Kanungo (1982), with the view that if these physiological and psychological needs are satisfied reasonably by the organization they will engage themselves more fully and spent greater time and effort on the job.

5.3 Conclusions

In conclusion, majority of the respondents (both staff and management) disagreeing on their organizations wanting to replace them with people ready to take low salary, increasing their salary when their output yields better student performance, organization being unconcerned about paying them what is due them, tying their pay to performance and also the organization failing to recognize their hard work. However, respondents were affirmative on the support they received from their supervisors, the existence of help or special incentives and also recognition which is a positive development and a stimulus for enhanced performance.

Staff was prevented from making inputs when it comes to policy formulation or matters concerning their wellbeing and their constructive remonstrations on issues or opinions were not cared about.

There was commitment on the part of majority of the staff which was largely due to the existence of training and career development opportunities as attested by majority of the respondents and respondents also feel that their exit would never have a toll on their organizations.

Majority were not content with their job as they deemed the conditions unfavorable and the organizations lack of care for their general satisfaction. For every organization to have the best of staff, it must be replete with favourable conditions where better wages, motivation and acknowledgement of staff hard works would be in place. This will serve as a catalyst for maximized performance which will in turn be a recipe for the organizations' development.

5.4 Recommendations

The researcher after a comprehensive study made the following recommendations:

5.4.1 Job Involvement

The study conducted revealed that employees in GES do not actively involve themselves in the work they do and the activities of the organization as a whole. However, it is recommended that for an employee to be actively involved in the job and activities of the organization there is the need for the organization to allow the employees to participate in decision making especially with issues concerning them.

Also, the management of GES should create an environment in which those basic needs of the workers can be reasonably satisfied and the needed psychological, emotional, economical and physiological support should be provided to the employees. It is also recommended that some supportive HR practices can be used by organization to create conditions whereby employees the workers become highly involve in the organization and work hard to accomplish the goals of the organization.

5.4.2 Organizational Commitment

The study revealed that the commitment level among the teachers in teaching service is very low. However, it is recommended that for employees to be highly committed to their jobs and the organization as a whole, the management should offer equitable salaries to the employees, offer cordial relationship among both the employees and the employers of the organization. The organization should also provide adequate supervision by the supervisors and also to ensure that employee's promotion is based on merit and they are promoted when promotion is due. This will therefore help the employees to focus on providing special assistance to help the organization achieve its goals and also the desire to create organizational membership.

5.4.3 Job satisfaction

The study also revealed that there is low level of job satisfaction among the teachers. It however recommended that employees would be highly satisfied with their jobs and if certain motivational factors are to be put in place. For example, teachers awards which is been organized in annually should be encouraged and other packages like sponsoring some of the best teachers to further their education should be added, housing and car allowances should be also given to teachers. Also, various unions of teachers like NAT, NAGRAT and CCT should be strongly united and fight for the

needs and also to seek for the general welfare of the members. This will help teachers to be highly satisfied with their work and try to remain in the teaching service. However, the study revealed that if human resource managers want to improve the level of employees' commitment to the organization, they firstly need to improve the employees' level of satisfaction with the job.

5.4.4 Organizational Support

The findings also revealed that, the necessary support which should be provided to these workers are not available. GES can support its members by helping the employees when they need any special favour and also cares about their general well-being and also value their contribution to the organization. Employees personify their organizations when they see that the organization in also value their contribution and also care for them. However, Perceived organizational support is expected to results in greater affective attachment and feelings of obligations to the organization. This will help to strengthen role of the reciprocity norm in employee-employer relationships.

5.4.5 Supervisor Support

The study also revealed since supervisors support plays a major role in the support that organization will provide to the employees. The researcher recommended that in order to promote employee retention, job involvement, job satisfaction and organizational commitment, Ghana Education Service could target carefully the visible support offer to their employees. However, supervisors support should be

improved since improving supervisor support is a relatively less expensive as compared to other measures which are highly expensive such as improving employee compensation and rewards, training and career development. Supervisor support was found by Eisenberger and Rhoades to be strongly related to employees' perception of support. Typically, people view their employer's actions, morals and beliefs to be indicative and representative of the organization's actions, morals, and beliefs. Also, organizations should carefully consider improving co-worker support schemes in the workplace which enable individuals to build up their network resources. This will lead to a feeling of satisfaction among the workers.

5.5 Suggestions for further research

Despite the numerous limitations, the study offers invaluable information regarding the relationship between perceived organizational outcome and employees' outcomes such as job involvement, job satisfaction and organizational commitments. The researcher suggests that future researcher interested in this topic should look at the following areas: firstly, the impact of Perceived Organizational Support on other employees related outcomes in organizations, again, the relationship between employee commitments, job satisfaction and performance level of the employees and finally, perceived organizational support and its effect on employees' outcomes in other organizations in Ghana.

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APPENDICES

Appendix 1 - Questionnaire for teachers and other staff in GES, Afigya Kwabre District.

QUESTIONNAIRES

I wish to introduce myself to you as a Master of Business Administration (MBA) student of School of Business, Kwame Nkrumah University of Science and Technology. As part of the program, I am required to write a thesis which entitled 'An Investigation into Perceived Organizational Support and its Effect on the Organizational Outcome'. I would be most grateful if you could please spare some few minutes of your precious time to answer all the questions before you. You are assured that all data or information you provide would be treated with utmost confidentiality.

I thank you in advance for your co-operation.

SECTION A

BASIC DEMOGRAPHIC DATA

In this section, we request **demographic information** about you. This information is solely for statistical control purposes. We have to control for differences in employee characteristics in the teaching service in the district. We would therefore appreciate your candid response to the questions below.

(Tick where appropriate)

1. How old are you? (Ages)

a. 18-25 () c. 36-45 ()

b. 26-35 () d. 46-55 ()

2. Gender

a. Male ()

b. Female ()

3. Educational Background

a. Senior High School ()

b. Higher National Diploma (HND) ()

c. First Degree ()

d. Master Degree ()

e. Professional Degree ()

f. Doctorate Degree ()

g. Other ()

4. What is your present position or rank?

a. Director ()

b. Head of functional unit ()

c. Lower Level manager ()

d. Teacher ()

e. Non -Teaching staff ()

5. How long have you worked in Afigya Kwabre District Education Office?

a. Less than a year ()

b. 1-5 years ()

c. 6-9 years ()

d. s10-14 years ()

e. 15-19years ()

f. 20-24years ()

g. More than 25years ()

The statement listed below represent the possible opinions that you may have about working at Afigya Kwabre District Education Office. Using the scale below, please indicate the degree of how you agree or disagree with each statement by circling the best responds that represents your point of view about how the district value your commitment in the service.

1	2	3	4	5
Strongly Disagree	Strongly	Neither agree nor		Agree
Agree	Disagree	Disagree		

SECTION B: Job Involvement

1. The organization cares about my opinion 1 2 3 4

5

2. I am allowed to participate in decisions regarding my job. 1 2 3

4 5

3. The organization disregards my best interest when it makes decision that 1 2 3

4 5

affects me.

4. The nature of my work is intuitively appealing. 1 2 3 4

5

5. My supervisors are qualified and I enjoy working with them. 1 2 3 4

5

7. I am always promoted as at when due and am confident of more 1 2 3

4 5

opportunities for promotion.

8. My relationship with my co-workers is very cordial 1 2 3 4

5

SECTION C: Organizational commitment

9. I really care about the fate of this organization. 1 2 3 4 5
10. The organization is willing to extend itself in order to
help me perform my job to the best of my ability 1 2 3 4 5
11. The organization fails to appreciate any extra effort from me 1 2 3 4 5
12. The organization feels that hiring me was a definite mistake 1 2 3 4 5
13. The organization take pride in my accomplishment at work 1 2 3 4 5
14. I enjoy discussing my organization with people outside it. 1 2 3 4 5
15. My life would be disrupted if I decided I wanted to leave this
organization now. 1 2 3 4 5
16. Jumping from one organization to another seems unethical to me. 1 2 3 4 5

SECTION D: Job satisfaction and Intention to Remain

17. I intend to quit my present job. 1 2 3 4 5
18. If I decided to quit, the organization would persuade me to stay 1 2 3 4 5
19. Quitting my job will have a negative impact on my organizational
outcomes. 1 2 3 4 5
20. I feel satisfied with my job 1 2 3 4 5

21. The organization take pride in my accomplishment at work 1 2 3 4 5

22. The organization feels that anyone could perform my
job as well as I do 1 2 3 4 5

23. The organization cares about my general satisfaction at work 1 2 3 4 5

SECTION E: Perceived Organizational Support and Supervisors Support

24. The organization values my contribution to its well-being. 1 2 3 4 5

25. Help is available from the organization when I have a problem 1 2 3 4 5

26. The organization really cares about my well-being 1 2 3 4 5

27. The organization feels that hiring me was a definite mistake 1 2 3 4 5

28. The organization is willing to help me when I need a special favour 1 2 3 4 5

29. My supervisor always gives me the necessary support. 1 2 3 4 5

30. Even if I did my best job possible the organization
would fail to notice 1 2 3 4 5

**Appendix 2 - Questionnaire for functional heads (management) in GES, Afigya
Kwabre District.**

I wish to introduce myself to you as a Master of Business Administration (MBA) student of School of Business, Kwame Nkrumah University of Science and Technology. As part of the program, I am required to write a thesis which is entitled “An Investigation into Perceived Organizational Support and its Effect on the Employees Outcomes”. I would be most grateful if you could please spare some few minutes of your precious time to answer all the questions before you. You are assured that all data or information you provide would be treated with utmost confidentiality.

I thank you in advance for your co-operation.

SECTION A

BASIC DEMOGRAPHIC DATA

In this section, we request **demographic information** about you. This information is solely for statistical control purposes. We have to control for differences in employee characteristics in the teaching service in the district. We would therefore appreciate your candid response to the questions below.

(Tick where appropriate)

1. How old are you? (Ages)

- | | |
|-------------------|-------------------|
| a. 18-25 () | c. 36-45 () |
| b. 26-35 () | d. 46-55 () |

2. Gender

a. Male ()

b. Female ()

3. Educational Background

a. Senior High School ()

b. Higher National Diploma ()

c. First Degree ()

d. Master Degree ()

e. Professional Degree ()

f. Doctorate Degree ()

g. Other ()

4. What is your present position or rank?

a. Director ()

b. Head of functional unit ()

c. Lower Level manager ()

5. How long have you worked in Afigya Kwabre District Education Office?

a. Less than a year ()

b. 1-5 years ()

c. 6-9 years ()

- d. 10-14 years ()
- e. 15-19years ()
- f. 20-24years ()
- g. More than 25years ()

The statement listed below represent the possible opinions that you may have about working at Afigya Kwabre District Education Office. Using the scale below, please indicate the degree of how you agree or disagree with each statement by circling the best responds that represents your point of view about how the district value your commitment in the service.

1	2	3	4	5
Strongly Disagree	Strongly	Neither agree nor		Agree
Agree	Disagree	Disagree		

SECTION B: Job Involvement

1. The organization cares about the opinions of its employees. 1 2 3 4 5
2. Employees are allowed to participate in decisions regarding their job. 1 2 3 4 5
3. Supervisors are qualified and I enjoy working with their employees. 1 2 3 4 5
4. Employees are always promoted as at when due and they are confident of more opportunities for promotion. 1 2 3 4 5
5. My relationship with my workers is very cordial. 1 2 3 4 5

SECTION C: Organizational commitment

6. Employees really care about the fate of this organization. 1 2 3 4 5
7. The organization is willing to extend itself in order to help employees to perform their jobs to the best of their ability. 1 2 3 4 5
8. The organization fails to appreciate any extra effort from its employees 1 2 3 4 5
9. The organization feels that hiring some workers was a definite mistake 1 2 3 4 5

10. The organization takes pride in the accomplishment of work 1 2 3 4 5

by the workers.

11. The life of an employee would be disrupted if they decide to leave 1 2 3 4 5

this organization now.

12. Employees find it very difficult to move from this organization to another 1 2 3 4 5

another organization.

SECTION D: Job satisfaction and Intention to Remain

13. If employees decide to quit the job, the organization would 1 2 3 4 5

persuade them to stay.

14. Quitting the job by employees will have negative impact on the 1 2 3 4 5

organizational outcomes.

15. Employees feel satisfied with their job in the organization. 1 2 3 4 5

16. The organization feels that anyone could perform the job of 1 2 3 4 5

employees as well as they do.

17. The organization cares about the general satisfaction of workers. 1 2 3 4 5

SECTION E: Perceived Organizational Support and Supervisors Support

18. The organization values the contribution of workers to its well-being. 1 2 3 4 5

19. Help is available from the organization when employees have a special
Problem. 1 2 3 4 5

20. The organization really cares about the well-being of its employees. 1 2 3 4 5

21. The organization is willing to help its employees when they need 1 2 3 4 5
a special favour.

22. Supervisor always gives the necessary support to its employees 1 2 3 4 5
to efficiency in their work.