

**ASSESSING THE IMPACT OF ORGANIZATIONAL SUPPORT ON TRAINING
AND DEVELOPMENT: A CASE STUDY OF THE UNIVERSITY FOR
DEVELOPMENT STUDIES**

By

Karl Kubuga

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College of Arts and Social Sciences

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DECLARATION

I hereby declare that this thesis, being part fulfillment of my Masters in Business Administration (Human Resource Management Option) is my own work and effort and that it has not been submitted anywhere previously for any award. Where other sources of information have been used, due acknowledgement has been made in the text.

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Karl Kubuga
(PG 7638212)

.....
Signature Date

Certified by:

Hannah Vivian Osei
(Supervisor)



.....
Signature Date

Certified by:

Mr. J. K. Turkson
(Head of Dept.)

.....
Signature Date

ABSTRACT

Human capital constitutes the most important resource of an organization. It is the Resource that makes all other Resources matter. In the ever increasing dynamism of the world of business and employment, employees are on a constant search for opportunities at other organizations in hopes that one such would present them with the right mix of all expectations. Among a prospective employee's expectations is support from the organization. The research investigated the level of perceived organizational support and how it has impacted on Training and development behaviors and on commitment of staff and employees of UDS. The population of the study was solely provided by the Central administration of the University for Development Studies in Dungu, Tamale. The respondents of this research were both management and employees, teaching and non-teaching staff. The sample size was set at 80. Simple random sampling was used in order to ensure that each member of the target population had an equal chance of being selected. SPSS (Statistical Package for Social Sciences), was then used for quantitative analysis of the Data. The research revealed that, not all staff could benefit from the available forms of support due to eligibility criteria such as length of service, category of employment and one's position on the university's hierarchy. It further revealed a preference of teaching staff over than non-teaching staff in relation to the enjoyment of available forms of organizational support. On the bases of the research results, it was recommended that the Human Resource Division needs to be strengthened through capacity building, while also putting in place firm policies in relation to the organizational support offered to employees. Also, in order to get the most of the employees, and improve performance of work, the needed tools and equipment, logistics and working environment must be created and maintained. Materials and Resources must be made available to employees to enable them carry out their functions effectively, and efficiently in order to reduce material waste.

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DEDICATION

This thesis is dedicated to my Parents, for everything they have been in my life, and to my siblings; Kennedy, Sheila and Rainer. This thesis is also dedicated to the memory of Walter Weyiga Wontewe.

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LIST OF ABBREVIATIONS

| | |
|-----------|---|
| UDS..... | University for Development Studies |
| POS..... | Perceived Organizational Support |
| FAS..... | Faculty of Applied Sciences |
| FIDS..... | Faculty of Integrated Development Studies |
| SMHS..... | School of Medical Health Sciences |
| SOB..... | School of Business |
| SET..... | Social Exchange Theory |
| OST..... | Organizational Support theory |



CHAPTER ONE

INTRODUCTION

1.0 Background of the study

In today's competitive ever dynamic world, employees are constantly searching for jobs and opportunities which are sensitive to and tailored to fit and delight their needs and expectations. Before one takes up an appointment, there are a number of suppositions that the prospective employee holds and expects from the organization. These things when provided by the company or the employer makes employees feel satisfied and in return offer satisfactory service, and remain committed and loyal to the organization. Perceived Organizational Support is the degree to which employees believe that their organization values their contributions and cares about their well-being (Eisenberger, Huntington, Hutchinson, & Sowa, 1986).

Organizational support varies in form and format between organizations. While some include the policies and practices put in place by the Human Resource Department such as career development opportunities, training and development and work-family support, others take the form of working conditions incentives and rewards. It is worth mentioning however, that the support can either be intrinsic or extrinsic.

Training and development is the imparting of necessary knowledge and skills to the human resources of an organization. This is necessary because of the need for continuous upgrade and renewal of the employees' knowledge base, skills sets and attitudes. Training employees brings the employee on par with the organization's strategic goals and targets and in tune with the

trends and dynamics of the industry of its operations. Well trained employees are the means to ensuring optimal performance.

Training is the nerve that suffices the need for fluent and smooth functioning of work which helps in enhancing the quality of work life of employees and organizational development too. Development is a process that leads to qualitative as well as quantitative advancements in the organization, especially at the managerial level. It is less concerned with physical skills but instead on knowledge, values, attitudes and behavior in addition to specific skills.

The behavior of employees has been recognized as a critical factor in the achievement of organizational goals. There is therefore the need for inefficiencies and lack of support emanating from the organization to be addressed in order to promote a positive employer- employee relationship. One way of achieving the mutually beneficial relationship between employers and employees is through the level of support granted to the employee by the employer. Employees have a perception on how they are treated at their places of work. Employees sometimes feel they are part of the organization when their needs and wants are met or when the organization is sensitive to those needs and therefore are more productive and willing to give off their utmost best and even make sacrifices for the sake of the organization. The reverse of this is true, resulting in unproductive labor practices.

In today's challenging workplace, employees face increased ambiguity in their daily activities and decreased job security. The dynamic world and ever changing methods and techniques of operations especially with more and more competitors arriving in the industry means that, employees would have to constantly reinvent themselves, gain more knowledge and experience

in order to be able to maintain their current positions and indeed be able to rise to higher levels of responsibility within the organization.

The birth of the internet and information age has brought about and made available, vast amounts of information and knowledge accessible from virtually anywhere in the world at often minimal and insignificant costs. With this new playing field of knowledge, coupled with the spontaneity and dynamism of academic fields, one's knowledge base could soon be obsolete and ineffectual. This would lead to less productivity and confidence on the job. The competitive nature of the world means that for an organization to continue to thrive, it must operate with the most efficient systems and information.

With no assurance of continued employment, without the best know-how, employees have to raise their repertoire of knowledge and skills in order to appear and indeed be ahead of the competition. Employees expect employers to demonstrate their support in terms of, for instance, putting mechanisms in place and encouraging even, the employee to constantly upgrade their knowledge and skills set. What better way to do this than by Training and development.

According to Wayne et al., A high level of perceived organizational support creates a feeling of obligation, whereby employees not only feel that they ought to be committed to their employers, but also feel an obligation to return the favor by putting more effort into their job.

The University for Development Studies (UDS) seeks to blend the academic world with that of the community in order to provide constructive and meaningful interaction between the two for the total Development of Northern Ghana, in particular, and Ghana as whole. The University's

principal objective is to address and find solutions to the environmental problems and socio-economic deprivations that have characterized northern Ghana in particular and are also found in some rural areas throughout the rest of the country.

The University operates four satellite campuses spread out in the three northern regions of Ghana. That is Wa Campus (Upper West Region), Navrongo campus (Upper East Region) and, Tamale and Nyankpala Campuses (Northern Region).

It is common knowledge that employees of the University, particularly administrators are leaving for greener pastures and better career development opportunities. But in more recent times, lecturers too are leaving the university as well. Amongst the many reasons is also the lack of organizational support for training and further career development. Employees are moving to organizations which offer better prospects and opportunities for further development. With increasing competition from the private and foreign tertiary institutions, in addition to other public universities, employees are jumping ship in search of better organizational support towards career development and training.

In summary, the researcher will focus on the University for Development Studies (UDS) with regard to how the organization supports its employees and how that in turn impacts on the employees' ability and willingness to carryout training and development. We will therefore attempt to establish whether employees the University for Development Studies have been motivated to improve their performance, productivity, quality and quantity of their work in response to organizational support and how loyal or committed they are to the university.

1.1 Problem Statement

Organizations have always sought to lead the race among their competitors for the best production processes that result in the highest possible outputs in order to stay viable. The human resource base is the most important aspect of any organization and it is the human resources that combines other resources in order to achieve the organization's output and ultimately its targets.

Finding the best qualified personnel has always proven problematic as the organization comes into direct competition with rivals already operating in the industry and potential rivals making an entry into the industry for the limited amount of personnel resources with the capacity to grind out results and induce productivity that can be competitive, and thus stay ahead of the rivals. It has proven to be very difficult to recruit and select employees who are able to instantly fit into the organization's mode of operations and instantly produce to optimum levels.

Organizations face the challenge of trying to recruit and select the best personnel in the labour market and even that is only half the solution because, the fast rate of change in the market means that knowledge could easily become obsolete and abandoned for fresher and more effective techniques. Many employers and employees have responded to these competitive pressures by investing large proportions of their revenues and incomes into training and development.

The rise of the information and digital age saw a lot of people lose their jobs because of their inability to learn, adapt to and deploy the newer technologies. A lot of organizations soon found

themselves plummet from industry leaders to survivors, some even liquidating altogether. A problem that could have been so easily forestalled by training and development.

Available information suggests a high turnover rate among staff of public universities in Ghana. Both administrative and teaching staff of the University for Development Studies (UDS) have been noted in recent times, to leave their jobs in preference for private institutions inside and outside the country, with some pointing to the lack of opportunity for further career development. A trend which has constantly robbed the University of Invaluable manpower.

In addition while some employees try very hard to cling onto their jobs, they are unable to because of the pressures and demands of the job as well as external pressure which tend to have an effect on their job such as family. In the long run, they off due to the availability of fresher and more efficient knowledge.

Employees will only be willing to carry out training and development when they know that such endeavors improves their standing within the University and also that the University has their best interest at heart. The whole concept of organizational support for employee training and development is not only about the working conditions and pay, but also how such support enables employees to balance their work life and personal life in a better manner which leads to reduction of stress, programs that help in improving physical and psychological health of the employees, thereby bringing down the absenteeism rate. In addition, Organizational support would also seek to implement schemes that develop the employee' morale, increase the

productivity, job satisfaction and commitment of the employees towards the organizational goals.

These programs would also aim at the progress of the individuals in their personal and professional lives and improve the communication between all levels of management which helps in minimizing conflicts between and within different levels of employees. Organizational support would also take the form of programs that lead to effective negotiation and enable the designing of the contracts which satisfy all sorts of employees.

Even though measures are seen to be put in place to facilitate training and further career development of employees, there is still a high level of employee complains to the opposite and UDS, employees are still leaving the university year in year out, with lack of organizational support among the reasons. Given the backdrop of this, the questions to ask is what mechanisms and organizational support structures is the UDS putting in place and what impact these have on employee Training and career development.

1.2 Objectives of the study

1.21. General Objective

To assess the impact of organizational support on training and development among employees of UDS

1.2.2. Specific Objectives

- a) To identify the various types of support given to employees at the workplace.

- b) To assess the linkage between Perceived Organizational Support and the level of Performance of employees.
- c) To assess the relationship between organizational support and employee commitment
- d) To make appropriate recommendations on how to improve the level of Training and Development in UDS.

1.3 Research questions

1. What are the various forms of support given by the UDS to its employees?
2. What do employees of UDS expect from their employers in order to gain further Training and development?
3. Is there a relationship between organizational support and employee Training and Development?
4. Are employees of UDS willingly pursuing Training and development?

1.4 Significance of the Study

This research is set to highlight and investigate some of the factors, practices and procedure that employees perceive as organizational support from their employers and how such perceptions or reality helps and encourages training and development of the employee.

It will also become a useful tool for management of organizations as it helps management to know what is expected from their end in order to meet the training and development needs of employees and how such training and development affects their productive. More importantly, it would bring to light the true reality of events and relationships pertaining to organizational support and how employees of the University for Development Studies perceive it.

Aside the above, the research is intended to add knowledge to existing literature and will also serve as a baseline for further studies.

1.5 Brief methodology

The population of the study was provided by the Central administration of the University for Development Studies in Dungeni, Tamale. The respondents of this research were both management and employees, teaching and non-teaching staff. The sample size was set at 80, while simple random sampling was used in selecting respondents. This was used in order to provide each member of the target population an equal chance of being selected in the sample. Sources of information were from both primary and secondary data. The data was collected from the library, internet, affiliated academic and non-academic institutions, the UDS and other sources of relevant information.

The SPSS (Statistical Package for Social Sciences), which is a computer software, was used for quantitative analysis.

The research instrument used was structured questionnaires. Empirical literature was used to review the subject matter.

1.6 Scope of the Study

The scope of the study is to assess the impact of organizational support on training and development of both staff and line employees of the University for Development Studies. The study shall cover all three campuses of the university, Tamale, Wa and Navrongo.

1.7 Limitations of the Study

The researcher realizes that there hasn't been much research data on the particular areas of organizational support and its impact on training and development, thus the available information is not enough to test the theories of organizational support and its impact on employee training and development in the University for Development Studies, specifically. Furthermore, the multi-campus nature of the university, spread across the three northern regions, throws up the possibility of not just completely different organizational cultures, but also a potential difficulty in data collection. In addition, resource constraints such as time and finances given the work that has to be done also limit the study.

1.8 Organization of the Study

This study is organized into five major parts. The first part, which is chapter one explores the background of the study and sited the problem. It also sets the objectives of the study as well as the research problems and the significance of the study.

The Second chapter focuses on critically reviewing all related literature relevant to the study. Chapter three is set to highlight the methodology to be used, population for the study, sample size and procedure, research instruments used, administrative procedure, data sources and methods of data analysis.

The fourth chapter, will presents the results and discussions of the study findings. The final chapter, chapter five summarizes the findings, conclusion(s) and recommendation(s) for future research and practical application in organizations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature on related topics of the study from various sources including textbooks, the internet, and journals. The researcher will draw attention to perceived organizational support, which is a concept on how organizations treats their employees in terms of valuing them and supporting them to work better and give off optimum performance to the organization. Employee training and development is another area which will be highlighted. The behavior of employees towards the organization upon receiving the organization's support towards the pursuance of training and development would also be highlighted

The researcher will also delve into the social exchange theory, which has it that, the employment is a form of trade. Where both employer and employee exchange not only monetary resources but socioeconomic resources as well.

2.1 Definition of Perceived Organizational Support (POS)

“Perceived Organizational Support (POS) is the degree to which employees’ believe that their organization values their contributions and cares about their well-being,” (Eisenberger, Huntington, Huntington, & Sowa.) According to Rhodes and Eisenberger, (2002) 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 off POS.

“Perceived organizational support (POS) is also defined as ‘global beliefs’ by employees regarding the extent to which an employing organization values employee's contributions and

cares about their well-being”. (Eisenberger et al 1986). The authors explain further that, “whilst perceived organizational support has been linked to employee commitment, it is quite distinct from this concept by rather measuring the employee’s perception of their employer’s commitment to them, rather than the employees’ commitment to the firm.” Thus, POS is the measure of the organization’s commitment to the individual employee.

Organizations which are able to support its employees will be able to engineer their efforts to meet organizational goals and remain committed to realizing organizational objectives. This then goes to say that if organizations care about the wellbeing of its employees then employees will reciprocate by engaging in activities that improve their ability and capacity to help the organization and aspiring to achieve organizational goals.

Existing research findings provide evidence that perceived organizational support is associated with trust (Tan and Tan, 2000). If that trust relationship between organizations and employees is there, then employees will also remain committed. On the other hand if the trust relationship between organizations and its employees is lacking, then employees will not be less committed to the organization. For instance when an organization promises to see to the training needs of employees and it does not do so, employees will not trust the organization thereby reducing commitment or not be committed at all.

Research shows that employers commonly value employee dedication and loyalty. Employees who are emotionally involved and attached to the organization show heightened performance,

reduced absenteeism, and a lessened likelihood of quitting their job (Mathieu & Zajac, 1990; Meyer & Allen, 1997; Mowday, Porter, & Steers, 1982)

Employees want organizations to support them in various forms such as; recognition, approval and respect, pay and promotion, access to information good working condition, career development opportunities, and other forms of aid needed to better carry out their jobs.

2.2 The Social Exchange Theory

Social exchange theory suggests that the exchange relationship between two parties often goes beyond pure economic exchange and entails social exchange. Blau, (1964). Accordingly, organizational researchers argue that employer and employee exchange not only impersonal resources such as money, services, and information, but also socio-emotional resources such as approval, respect, and support (Eisenberger, et al, 2001). Social exchange theory and the norm of reciprocity (Gouldner, 1960) have recently been applied in organizational research to describe the motivational basis behind employee attitudes and behaviors in organizations (Settoon, Bennett, & Liden, 1996; Wayne, Shore, Bommer, & Tetrick, 2002).

The social exchange theory is based on reciprocity between the employer and the employee. The employee holds the belief that if she does her work according to its demands and gives her best to the organization, then she will be rewarded in the form of pay and rewards, good working conditions amongst others and this will in turn result in an improved attitude towards work.

Social exchange theorists argue that resources received from others are more highly valued if they are based on discretionary choice rather than circumstances beyond the donor's control.

Such voluntary aid is welcomed as an indication that the donor genuinely values and respects the recipient (e.g., Blau, 1964; Cotterell, Eisenberger, & Speicher, 1992; Eisenberger, Cotterell, & Marvel, 1987; Gouldner, 1960).

Apart from employees wanting extrinsic rewards for their services, they also want intrinsic rewards from their organization. For instance, Rousseau and Parks, 1993 argue that employees are willing to exchange their work performance for pay and for additional factors that are less tangible (e.g., feeling valued and supported).

According to Lori A. Muse and Christina L. Stamper, in the “Journal of Managerial Issues”, 2007, social exchange theory has certainly been useful in helping identify positive outcomes associated with perceived organizational support, however, does not provide guidance to researchers on how to appropriately model these outcomes in order to understand the complete underlying mechanism of how perceptions of organizational support result in employee behavioral change.

2.3 Organizational Support Theory (OST)

Levinson (1965) noted that actions taken by agents of the organization are often viewed as indications of the organization’s intent rather than attributed solely to the agent’s personal motives. From this, it can be deduced that the employees from the organizations see the support or treatment as either being favored by the organization or not. The theory behind the perceived organizational support concept advocates that employees will respond to their perceived

treatment by the organization by modifying their efforts to meet organizational goals and remaining committed to realizing firm-level objectives (Loi, Hang-Yue, and Foley, 2006).

According to organizational support theory, the development of POS is encouraged by employees' tendency to assign the organization humanlike characteristics (Eisenberger et al., 1986). Levinson (1965) noted that actions taken by agents of the organization are often viewed as indications of the organization's intent rather than attributed solely to the agents' personal motives. This personification of the organization, suggested by Levinson, is abetted by the organization's legal, moral, and financial responsibility for the actions of its agents; by organizational policies, norms, and culture that provide continuity and prescribe role behaviors; and by the power the organization's agents exert over individual employees.

Furthermore, Eisenberger et al, 1986; Rhoades & Eisenberger, 2002; Shore & Shore, 1995 hold that, in order to meet socio-emotional needs and to assess the benefits of increased work effort, employees form a general perception concerning the extent to which the organization values their contributions and cares about their well-being.

Employees who perceived organizational support (POS) have the felt obligation to help the organization achieve its objectives, goals, their affective commitment to the organization, and their abilities and performance would be rewarded. Positive behavioral outcomes of POS would include increases in role and extra-role performance and decreases in stress and withdrawal behaviors such as absenteeism and turnover.

Social exchange theory (Blau, 1964) and organizational support theory (Eisenberger et al., 1986) suggest that employees who receive high levels of support from the organization are inclined to repay the organization. One essential way to reciprocate the organization's favorable treatment is through continued participation (Allen, Shore, & Griffeth, 2003; Wayne et al., 1997). As Allen et al. (2003) argued, employees who receive more support as part of the inducements offered by the organization would have less desire to leave the organization.

2.4 Antecedents of Perceived Organizational Support.

According to Eisenberger et al., (1986), three general forms of perceived favorable treatment from the organization exist; they are:

- i. fairness of treatment
- ii. supervisors support
- iii. rewards and job conditions

They believe that these three favorable treatment are positively related to POS, which, in turn, is associated with outcomes favored by employees (e.g., increased job satisfaction, positive mood, and reduced stress) and the organization (e.g., increased affective commitment and performance and reduced turnover).

2.5 Definition of Training and Development.

According to (McNamara, 2008), Training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs. The author goes on to refer to development as a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future.

In the words of Asare-Bediako (2002), employees must be trained, and where possible developed to meet their own career needs and the need of the organization. Training is job or task-oriented. It aims at enabling individuals to perform better on the jobs they are currently doing. Development on the other hand, is career oriented rather than job-oriented. It aims at preparing people for higher responsibilities in the future (Asare-Bediako, 2002). Organizations must therefore have the responsibility to develop and implement training and development systems and programmes that best help them to achieve their objectives.

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Noe et al. (2000) referred to training, broadly as a planned effort by a company to facilitate employees learning of job-related competencies. These competencies include knowledge, skill, or behaviors that are critical for successful job performance. While some professionals in the area of human resources consider training and development an after recruitment activity, Asare-Bediako (2002) argues that it must be fused into orientation programmes for newly selected staff.

Writing on the typical reasons for employee T&D, McNamara (2008) explains that T&D may be conducted for a myriad of varying reasons for any one employee, group of employees, even whole departments, including:

- i. When a performance appraisal indicates performance improvement is necessary.
- ii. To "benchmark" the status of improvement so far in a performance. Improvement effort.
- iii. As part of an overall professional development program.
- iv. As part of succession planning to help an employee be eligible for a planned change in role in the organization.

- v. To "pilot", or test, the operation of a new performance management system
- vi. To train about a specific topic

Is training is needed and, if so, of what format, are there issues that need much more systematic and careful analysis. The return on investment in training for an organization will be inconsequential if training is not based on functional needs assessment. Training objectives should be founded on the basis of job skills requirements and the strategic corporate direction of the organization; while in addition, the contents should be tailored to the specific needs of the company.

In recent times, organizations have felt the need to create, and indeed formed training departments, whose systems and approaches lean in the direction of their overall quality system and the company's needs. Smaller companies often use outsourcing to fulfill the same objective.

According to (Leopold et al., 1999). Training can be thought of as helping people to learn:

- i. for the present and future health of the organization
- ii. for personal fulfilment within the organization and
- iii. in helping the organization to learn, to cope better with its fastest changing environment

In explaining the reasons why organizations' train, Leopold, Harris and Watson (1999) stated that training activities are seen as maintenance – maintaining systems processes and standards – but also reactive in that they respond to situations, often crisis, to solve problems - a fire-fight.

Training and development can also be proactive, ensuring that the organization has the skills it needs to deal with change and therefore to adapt to change rather than a maintenance orientation.

Asare-Bediako (2002), argues that development activities are designed to reinforce strength, overcome limitations, provide relevant, new competencies, and broaden outlook. Such development activities usually include formal courses, acting assignment, attachments, job rotation, and delegation.

2.5.1 Purpose of Training and Development

According to Quinn, Anderson and Finkelstein (1996), the goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programmes and to apply them to their day-to-day activities. They argue further that, recently it has been acknowledged that to gain competitive advantage, training has to involve more than just basic skills development. Reasons for emphasizing the growth and development of personnel include;

Training and development aim at developing competencies such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Oribabor (2000).

In contributing to the debate on the general benefits from employee training and development, McNamara (2008) states numerous benefits, including: Increased job satisfaction and morale among employees, increased employee motivation, increased efficiencies in processes resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products as well as reduced employee turnover and enhanced company image. (McNamara, 2008).

Goldstein and Gilliam (1990) also outlined six reasons why companies believe that investments in training can help them gain a competitive advantage. These include:

- i. Increase employee knowledge
- ii. Help ensure that employees have the basic skills to work with new technology
- iii. Help employees understand how to work effectively in teams to contribute to service quality
- iv. Ensure that the company's culture emphasizes innovations, creativity and learning
- v. Ensure employment security by providing new ways for employees to contribute to the company when their jobs change, their interests change, or their skills become obsolete
- vi. Prepare employees to accept and work more effectively with each other and
- vii. Prepare employees to accept and work more effectively with each other.

Research has shown that, employees often develop a greater sense of self-worth and satisfaction, dignity and well-being as they become more valuable to the firm and to society. Generally they will receive a greater share of the material gains that result from their increased productivity. These factors give them a sense of satisfaction through the achievement of personal and company goals.

2.5.2 Training Investments and Productivity

As said by Evans and Lindsay (1999) the quality of employees and their development through training and education are major factors in determining long-term profitability of organization.

Companies committed to quality invest heavily in training and education (Evans and Lindsay, 1999).

In one American study on the impact of human-capital investments such as education and employer-provided training, Black and Lynch (1996) citing Bishop (1994) stated as follows; employer-provided training raises subjective productivity measure by almost 16%. Stressing the importance of career training and development.

Evans and Lindsay (1999) reported that the massive training program embarked upon at the Coors Brewing Company in Golden, Colorado, resulted in improved employees passion for the job and pride in their jobs, which translated into measurable improvements in productivity, a remarkably low turnover rate, and the delivery of quality product and service. “Companies are making huge investment on training programmes to prepare them for future needs. The researchers and practitioners have constantly emphasized on the importance of training due to its role and investment.” Tan, Hall and Boyce (2003).

2.5.3 Identifying Training Needs

Training needs assessment is to resolve the issues of whom, if any, needs training and what training do they need? The questions though may seem simple, getting good answers to these questions constitute one of the most difficult steps in the total training process.

A training need exists when an individual lacks the knowledge or skills required for the execution of an assigned task satisfactorily. The purpose of a training needs identification

exercise, therefore is to identify the gap between required and the actual competencies so as to determine the kinds of training that would help bridge the gap (Asare-Bediako, 2002).

Two major preconditions for training needs identification are organization and job analysis.

Organizational analysis provides information on

- i. Organizational vision
- ii. Short and long term goals
- iii. Future strategies
- iv. Methods and technologies and
- v. Present and future social, economic, political, and technological environment.

Job analysis involves a careful study of jobs within an organization in an effort to clearly define the specific content of training, whilst organization analysis on the other hand provides clues as to what the type of training individuals and groups within the organizations must be given in the short or long term.

Training needs can be assessed by carefully analyzing three major aspects of human resources, the organization as an entirety, the characteristics of the job and the needs of the individuals. This analysis seeks to deliver solutions to the questions of:

- i. Where is training needed?
- ii. What specifically must an employee learn in order to be more productive?
- iii. Who needs to be trained?

By comprehensively assessing the current status of the company how it runs its operations, as well as the abilities of its employees to do their tasks. This analysis provides benchmarks against

which the effectiveness of a training program can be evaluated. The firm's vision should and general direction should be obvious, say, what level of achievement it looks forward to in five years, derived from its long term strategic plan.

What is needed is a training program that will take the firm from one state to another, from here to there. Secondly, consideration should be given to whether the organization is financially committed to supporting the training efforts. If not, any attempt to develop a solid training program is doomed to fail.

Determining exactly where training is needed is the next step. It is irrational to proceed with implementing a companywide training effort without concentrating resources on areas of need. An internal audit is necessary in order to point out areas that may benefit from training. Also, a skills inventory can help determine the skills set of employees in general. This inventory helps the organization determine what skills are available currently and what skills may be needed for future development. In today's market-driven scheme of the economy, it is of prime importance to solicit a firm's customers' opinion on the firm.

In summary, the analysis should focus on the total organization and should spell out where training is needed and where it will work within the organization.

Upon determining where training is needed, it is worthwhile to concentrate on the content of the program. Analyze the characteristics of the job based on its description, a written narrative of

what actually goes into the employee's job activities. Training based on job descriptions must go into detail about how the job is performed on a task-by-task basis. Individual employees can be evaluated by drawing a comparison between their current output and skill levels to the organization's performance standards or anticipated needs. Any discrepancies between actual and anticipated skill levels identify a training need.

2.5.4 Selection of Trainees

Once it is decided what training is necessary and where it is needed, the decision on who should be trained has to be made. This is a crucial question in most organizations. Training an employee comes at a cost, and especially given the possibility that such an employee may leave your firm for another job.

It is therefore in the best interest of the organization to carefully select who will be trained. Training programs should be designed to consider the ability of the employee to learn the material, use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of valuable resources as well to both employee and employer. Selecting the right trainee is important to the success of the program.

2.5.5 Training Goals

The goals of the training program should relate directly to the needs determined by the assessment process outlined above. Course objectives should clearly state what behavior or skills

are targeted for change and should necessarily relate to the mission and strategic plan of the company. Training goals should include milestones to help achieve advancement for the employee for the future of the firm. Setting goals helps to evaluate the training program and also to motivate employees. Allowing employees to participate in setting goals increases the probability of success. The main goal of training is to provide, obtain and improve the necessary skills in order to help organizations achieve their goals and create competitive advantage by adding value to their key resources – i.e. managers. Stavrou et al., (2004)

KNUST

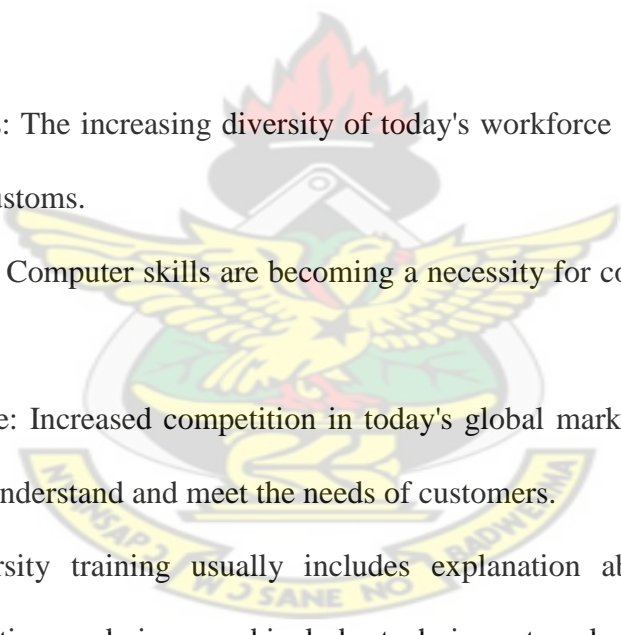
2.5.6 Training Methods

Two broad options are available to organizations in the area of training: on-the-job and off-the-job techniques. Individual circumstances and the "who," "what" and "why" of your training program determine which methods to be employed in order to ensure that the exercise is worthwhile and indeed achieve all of its set out objectives.

On-the-job training is offered to employees while they perform their regular jobs. This serves a pro-time purpose, as there is no time loss while learning is in progress. After a plan is developed on what should be taught, employees should be informed of the details. A schedule should be mapped out, with periodic evaluations to keep employees updated on their state of progress. On-the-job techniques in training include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching.

Off-the-job techniques include lectures, special study, films, television conferences or discussions, case studies, role playing, simulation, programmed instruction and laboratory training. Most of these techniques can be used by small businesses although, some may be too costly to implement. While some companies prefer the use verbal presentations, others have written presentations. Many small businesses convey these topics in one-on-one orientations. Whatever the method used, it is imperative that the newly selected employee has unambiguous information about her or his new place of employment.

For a comprehensive training programme, McNamara (2008) suggested some topical issues namely:

- 
- The logo of KNUST (Kenya National University of Science and Technology) is centered in the background. It features a shield with a yellow eagle, a green base, and a red flame above it. The shield is flanked by two yellow wings. Below the shield is a yellow banner with the text 'KNUST' and 'KENYA NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY'.
- i. Communications: The increasing diversity of today's workforce brings a wide variety of languages and customs.
 - ii. Computer skills: Computer skills are becoming a necessity for conducting administrative and office tasks.
 - iii. Customer service: Increased competition in today's global marketplace makes it critical that employees understand and meet the needs of customers.
 - iv. Diversity: Diversity training usually includes explanation about how people have different perspectives and views, and includes techniques to value diversity
 - v. Ethics: Today's society has increasing expectations about corporate social responsibility. Also, today's diverse workforce brings a wide variety of values and morals to the workplace.
 - vi. Human relations: The increased stresses of today's workplace can include misunderstandings and conflict. Training can people to get along in the workplace.

- vii. Quality initiatives: Initiatives such as Total Quality Management, Quality Circles, benchmarking, etc., require basic training about quality concepts, guidelines and standards for quality, etc.
- viii. Safety: Safety training is critical where working with heavy equipment, hazardous chemicals, repetitive activities, etc., but can also be useful with practical advice for avoiding assaults, etc.
- ix. Sexual harassment: Sexual harassment training usually includes careful description of the organization's policies about sexual harassment, especially about what are inappropriate behaviors (McNamara, 2008).

2.5.7 Trainers

The type of person charged with the responsibility of conducting the training depends on the nature of the needed training and the recipient of the training therefore. On-the-job training is often conducted by supervisors, while off-the-job training, by either in-house personnel or instructors sourced from outside the organization.

In-house training occurs on a daily basis as a responsibility of both supervisors and employees. Supervisors are essentially accountable for performance and productivity, and consequently, the training of their subordinates. That being so, supervisors should be equipped through teaching, the techniques of good training. They need to know the knowledge and skills necessary to make an employee give off optimum performance.

There exists a myriad of outside training options, including consultants, technical and vocational schools, continuing education programs, chambers of commerce and economic development groups. Selecting an outside source for training has its pros and cons. The biggest advantage is that these organizations are usually highly skilled, knowledgeable and well versed in training techniques. That may not usually exist in the case of in-house personnel.

A major drawback however is that given their limited knowledge of the company's product or service and customer needs, training may fail to comprehensively address the identified needs. These trainers often employ a more general knowledge of customer satisfaction and needs. In many cases, the outside trainer can develop this knowledge quickly by immersing oneself in the organization beforehand.

Outside trainers in addition, come at a relatively higher cost in comparison to in-house training, although the higher cost may be offset by the increased effectiveness of the training. Whoever then is selected to take the responsibility for the training, either outside or in-house trainers, it is important that the company's goals and values be carefully explained to and understood by the trainer.

2.5.8 Training Administration

After carefully planning the training program, the next step involves administering the training to the target employees. It is consequential to actualize to make sure the goals are being met.

Elements worth considering before the commencement of training include: location, facilities, accessibility, comfort, equipment and timing. Attention to these operational details will contribute to the success of the training program.

An effective training program administration should follow these steps:

- i. Define the organizational objectives.
- ii. Determine the needs of the training program.
- iii. Define training goals.
- iv. Develop training methods.
- v. Decide whom to train.
- vi. Decide who should do the training.
- vii. Administer the training.
- viii. Evaluate the training program.

Following through with the listed steps will enable a manager come up with an effective training program to ensure that the organization keeps qualified employees who are productive, happy workers. This positively reinforces to the bottom line.

2.5.9 Evaluation of Training

Training, as a matter of necessity should be evaluated several times during the process. Milestones should be set out when training is developed. Employees are evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program.

Any dissimilitude should be acknowledged and consequent adjustments be made to the training program to enable it meet specified goals. Timely evaluation will prevent the training from straying from its goals.

According to Evans and Lindsay (1999) Motorola uses on the job coaching to reinforce training; Ritz-Carlton has follow-up sessions to monitor instructional effectiveness. Also, companies need an approach for evaluating training effectiveness. Ritz-Carlton requires employees to pass written and skill demonstration tests.

The process of training and development is a continuous one. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Isyaku (2000). According to Akinpeju (1999), the process of training and development is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and development and the desire to meet organizations objectives of higher productivity, makes it absolutely compulsory.

Some organizations use on-the-job evaluation or tests in simulated work environments. Others measure behavior and attitude changes. Ultimately, however, the true test of training effectiveness is results. By establishing a linkage between training and results, companies can show the impact on customer satisfaction and also identify gaps in training.

2.6.1 Definition of Commitment

Commitment has been defined over the years by various authorities as: “A stabilizing force that acts to maintain behavioral direction when expectancy or equity conditions are not met and do not function” (Scholl, 1981).

“A psychological state that binds the individual to the organization” (Allen & Meyer, 1990).

“The psychological attachment felt by the person for the organization; it will reflect the degree to which the individual internalizes or adopts characteristics or perspectives of the organization.” (O'Reilly & Chatman, 1986). In our words, commitment is then the degree to which one party is loyal to another.

2.6.2 Schools Of Thought on Commitment

Two main schools of thought exist on employee commitment: The “Japanese School” and the “From Control to Commitment School”.

2.6.2.1 The From Control to Commitment School of Thought

Walton (1985) wrote the article ‘from commitment to control’ to highlight the importance of commitment. The concept behind this was that, if employers move away from the traditional way of controlling employees at the workplace to a more friendly approach which he referred to as workforce management, then there would be improved organizational performance. He suggested that the traditional approach should be replaced by a commitment strategy. Workers

respond best and most creatively not when they are tightly controlled by management, placed in narrowly defined jobs, and treated like an unwelcome necessity or told what to do, instead when they are given broader responsibilities and encouraged to participate.

2.6.2.2 Japanese/Excellence School Of Thought

Many attempts have been made by authors such as Ouchi (1981) and Pascal and Arthos (1981) to explain the secret of Japanese business excellence. They led the theory that the best way to motivate people is to get their full commitment to the values of the organization by leadership and involvement. But the approach of excellence was summed up by Peters and Austin (1985), in their findings they wrote that, “trust people and treat them like adults, enthuse them by lively and imaginative leadership, develop and demonstrate an obsession for quality, make them feel they own the business, and your workforce will respond with total commitment.”

Not all is rosy since some questions have been asked pertaining to the concept. The first is unitary frame of reference, secondly, commitment as an inhibitor of flexibility and finally, if high commitment does in practice results in improved organizational performance.

2.6.3 Types Of Commitment

Much research has been done on commitment, however, the complexity of the subject has meant that, authors have disagreed on the nature of the mind-set and hence, different types (dimensions) of commitment have been identified. This is due of the differences in motives and strategies

involved in their development. Hence, asking a simple question like ‘what is commitment? May be extremely difficult to answer satisfactorily.

2.6.4. Organizational Commitment in Multi-dimensional Models

O’Malley (2000) contends that review of the commitment literature produces five general factors which relate to the development of employee commitment:

i. Affinitive Commitment:

An organization’s interests and values are compatible with those of the employee, and the employee feels accepted by the social environment of the organization.

ii. Associative Commitment:

Organizational membership increases employees’ self-esteem and status. The employee feels privileged to be associated with the organization.

iii. Moral Commitment:

Employees perceive the organization to be on their side and the organization evokes a sense of mutual obligation in which both the organization and the employee feel a sense of responsibility to each other.

iv. Affective commitment:

Employees derive satisfaction from their work and their colleagues, and their work environment is supportive of that satisfaction. Some researchers (eg Allen & Meyer, 1991) suggest that this is the most important form of commitment as it has the most potential benefits for organizations. Employees who have high affective commitment are those who will go beyond the call of duty for the good of the organization. In recent literature this form of commitment has also been referred to as 'engagement' and is the form of commitment that is most usually measured by organizations.

v. Structural commitment:

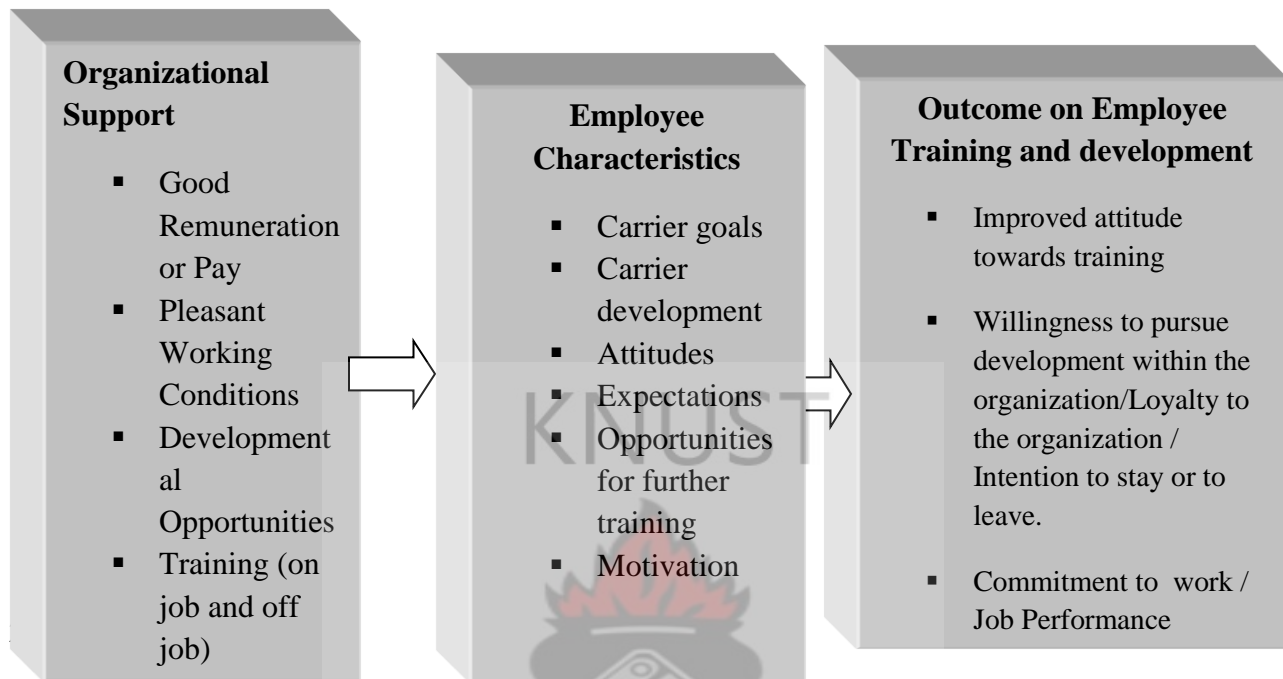
Employees believe they are involved in a fair economic exchange in which they benefit from the relationship in material ways. There are enticements to enter and remain in the organization and there are barriers to leaving.

2.7.1 Conceptual Framework

The diagram below shows the relationship between the dependent and independent variables. The dependent variable is Perceived Organizational Support, while the independent variables are Training and Development as well as Commitment. Organizational support factors are used to trigger employee training and development and commitment which could be positive or negative.

The model therefore shows which type of organizational support will cause the necessary attitudes towards training and development. Employees on the other hand will also show how committed they are when these support systems are put in place. The outcome of these behaviors

or attitudes employees exhibit shows in their quality of work, loyalty to the organization and commitment to work.



The purpose of this chapter has been to bring out the various views of authors and writers who have discussed the topics of Organizational support and employee Training and development. There has been a thorough review of literature on the subject of study and various schools of thought and opinions supporting the views of these authors were highlighted by the researchers.

CHAPTER THREE

METHODOLOGY AND ORGANIZATIONAL PROFILE

3.0 Introduction to methodology

The methodology of this research details aspects of the study such as, population, research instruments that were employed, sample and sampling procedures as well as the administration of the research instruments. It breaks transforms raw data analysis into meaningful and ready to use units of information for current and potential users. The researcher describes groups from which the sample is drawn and the method used in sampling, as well as the rationale for the method. The methods that have been used in the whole process of gathering data are stated with relevant reasons.

The purpose of the research is to evaluate how organizational support influences employee training and development in the University for Development Studies, (UDS). Stated differently, the main concern of the study is to evaluate the effectiveness of organizational support and its influence on employee training and development at UDS.

3.1 Research Design

The importance of methodology in any research cannot be overstated if the validity and reliability of the results are to be attained. It is also critical to ensure the replication and generalization of the research results (Baume, 2006). A research design describes a plan outlining the scheme through which data is to be gathered for an evaluation that includes

identifying the data gathering method(s), the instruments to be used, how it will be administered, and further into how the information will be analyzed.

With respect to this research, information gathered was from both the primary (observations, interviews) and secondary data sources. In order for each member of the target population to have an equal chance of being selected, the researchers adopted the simple random sampling as the research method. This study adopted the survey research method because of the fact that data had to be collected from employees of UDS in Tamale, Wa, Nyankpala and Navrongo.

The quantitative technique involved a survey, where data was collected through questioning a section of the population which included the officers of UDS. The survey method using questionnaire was used for this study primarily because it reduces cost and time associated with census and the fact that they are capable of generating quantitative data

3.2 Population

A population is the entire aggregation of cases that meet a designated set of criteria. Polit & Hungler (1996). The population of the study was provided by the Central Administration of the University for Development Studies located in Dungeni, Tamale. The target population was therefore the human resource directorate.

3.3 Sample Size

The sample size of the research was set at eighty (80) respondents. The number was further broken down and divided equally among all four of the campuses of the university. Therefore, there were twenty (20) respondents per campus.

3.4 Sampling Techniques

Fraenkel and Wallen (1993), define sampling as the deliberate choice of a number of people. The sample provides data from which to draw conclusions about some larger group, the population, whom these people represent.

Therefore, not all the members of the study population were surveyed. In addition, it is considered economically feasible to use part of the population because it provides the benefit of enabling the research to be conducted within the often limited time frame. On account of this, the researcher will use 80 subjects of the population.

Twumasi (2001) mentions two types of sampling techniques used in various research studies. These are probability and non-probability sampling. He opines that in probability sampling, every unit within the population stands an equal chance of being selected. In the selection of the sample size, a staff record of all the employees was obtained and staffs then selected randomly and served the questionnaires. Thus, simple random sampling (probability technique) was the main method used in selecting the subjects. For the purpose of this research, eighty (80) people will be sampled, twenty (20) from each of the four campuses.

3.5 Data Collection Sources

Two basic sources will be used as instruments for data collection in this research. These are primary and secondary sources. The primary sources used to collect primary data were structured questionnaires and observation of UDS staff. The Secondary sources used to collect data include text books, journals, UDS brochure, reference books magazines, newsletters, dictionaries, quantitative and qualitative data and the internet, especially on the UDS website.

3.5.1 Questionnaire

A questionnaire according to the Likert scale as developed by Rensis Likert is a format in which questions relating to a research topic are structured with options like agree, strongly agree, disagree, strongly disagree amongst others. The researcher used the two types of questionnaire which are close-ended and open-ended questions.

Questionnaire administered were all received and in most cases the researcher turned the questionnaire into an interview for lack of time especially on the part of the lecturers.

3.5.2 Open ended question

These types of questions are used when asking respondents to provide their personal opinions and answers to the questions. Flexibility is given to the respondent to decide the aspect, detail, and length of their answers. With this, the respondent is able to give adequate presentation of a particular case. This is because open ended questions provide flexibility and sometimes validity (Fowler et al. 1990).

3.4.3 Close ended question

In these type questions, the respondents are given options to select an answer from among a list provided by the researcher. This method helps keep the questionnaire at a reasonable length. Again it encourages response and validity in terms of the representatives. Close ended questions give way for easier tabulation and interpretation by the researcher. A notable negative aspect of this is that, the alternative may not be mutually exclusive in the sense that the response may not be enough for choice (Fowler et al, 1990).

3.4.4. Structured interview

Silverman and Atkinson (1997), assert that we now live in an interview society because of the extensive use of interviewing as a major technique to acquire information. In the writings of Maccoby and Maccoby (1954), interview is a face-to-face verbal exchange of information in which one person, the reviewer attempts to elicit information or expressions of opinions and/or belief from another person or persons. An interview is a short-term social interaction between

two strangers with the explicit purpose of one person's obtaining specific information from the other. The researcher interviewed lecturers, and Heads of department using a structured interview guide. The interview took fifteen minutes with each interviewee and it involved a structured interview guide that consisted of ten questions.

3.4.5 Observation

Observation is described as the fundamental base of all research methods in social science. Observation is essential as it enables the interviewer to obtain a complete picture of the situation especially studies that rely mainly on interview as a basic data collection technique (Alder & Alder, 1994). The researcher observed the body language and gesturing of respondents as they provided answers to the questions and also how they carry out their duties.

3.5 Data Analysis

To draw valid and understandable conclusions and make important remarks, both qualitative and quantitative methods of analysis are used for the research. Data was be presented in both tabular and graphical illustrations. The IBM Statistical Package for Social Sciences (SPSS version 21) program was used in analyzing the data. The data gathered from the questionnaire was inputted into the computer software, IMB SPSS. This was done to aid in computerized digital analysis of the data.

3.7 Profile of the University for Development Studies (UDS)

3.7.1 A brief history of UDS

The university was established in May 1992 by the Government of Ghana to “blend the academic world with that of the community in order to provide constructive interaction between the two for the total development of Northern Ghana, in particular, and the country as a whole”.

The university was established under (PNDC Law 279, Section 279).

“The UDS was borne out of the new thinking in higher education which emphasizes the need for universities to play a more active role in addressing problems of the society, particularly in the rural areas” (Effah, 1998).

It began academic work in September 1993 with the admission of thirty-nine (39) students into the Faculty of Agriculture, (FOA), and Nyankpala. The Faculty of Integrated Development Studies, (FIDS), Faculty of Planning and Land Management (FPLM) and Faculty of Education (FOE), Wa, School of Business, Wa, School of Medicine and Health Sciences (SMHS), Tamale, Faculty of Renewable Natural Resources (FRNR), Nyankpala, Faculty of Applied Sciences (FAS), Faculty of Mathematical Sciences (FMS), Navrongo and the Graduate School now in Tamale were phased in from 1994 to date. The University now has four (4) campuses, seven (7) Faculties, a Business School, a Medical School, a Graduate School and three (3) centers. The current student population stands at about twenty thousand.

3.7.2 The Third Trimester Field Practical Programme

The University has successfully blended its academic programmes with intensive community-based field practical training, dubbed the Third Trimester Practical Programme (TTFPP). A whole of the third Trimester is devoted solely to practical field work in the local communities. Students of a given year group identify a specific region, and in smaller groups live and interact with the people in the local communities during each third trimester for a period of three years.

This modification entails the combination of students from all the faculties: Agriculture, Integrated Development Studies; Applied Science and the School of Medicine and Health Sciences. This integrated approach is informed by the growing awareness of the holistic approach to the solution of development problems of the deprived communities, which the School has positioned itself to serve.

In consonance with the vision of the university, the integrated TTFPP will continue to be a community-centered and entails a three year active and constructive interaction between the University and the communities to work towards the solution of their development problems.

3.7.3 Mandate

The university by its mandate and constituency has a pro-poor focus. This is reflected in its methodology of teaching, research and outreach services. The specific emphasis on practically-oriented research and field-based training is aimed at contributing towards poverty reduction in order to accelerate national development:

3.7.4 Mission Statement of UDS

The UDS seeks to achieve its vision by:

- i. Promoting equitable and socioeconomic transformation of communities through practically oriented, community based, problem solving, gender sensitive and interactive research, teaching, learning and outreach activities.
- ii. Providing higher education to persons suitably qualified for and capable of benefiting from it.
- iii. Positioning itself as a national asset in the facilitation of lifelong learning.
- iv. developing its information and communication technology infrastructure as the driving force for the education of more people, more rapidly and the improvement of efficiency and academic quality in order to advance community and national development

3.7.5 Vision Statement of UDS

The University is envisaged to be a Home of World Class Pro-Poor Scholarship. This is reflected in its motto: “Knowledge for Service” as well as its methodology of teaching, research and outreach programmes.

3.7.6 Campuses/Faculties

- i. Navrongo Campus
- ii. Nyankpala Campus
- iii. Tamale Campus
- iv. Wa Campus
- v. Graduate School

- vi. ICEIR
- vii. Faculty of Education

3.7.7 Administrative Sections of UDS

- i. The Vice Chancellor's Office
- ii. Human Resource Directorate (HRD)
- iii. Registrar's office
- iv. Finance Directorate
- v. Academic affairs
- vi. ICT Directorate
- vii. Works and Physical development



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents analysis and interprets the data gathered during the survey on employees of the University for Development Studies (UDS) from all Three Campuses.

The chapter deals with how data has been analyzed in order to have a clear interpretation and understanding of the influence of organizational support on employee training and development. Responses to the various items in the questionnaire were critically analyzed with the use of graphs, charts and tables for easy comprehension. The computer software which was used for quantitative analysis was the SPSS (Statistical Package for Social Sciences). The data analysis is to help test the research hypothesis and objectives in the study. The analysis will be in two parts. The first part will be the analyses of the demographic characteristics of respondents and the second part will focus on the analysis of the dependent and independent variables of the study. The demographics included in the study were.

4.1 Socio-Demographic Background of Respondents

The researcher deemed it important to obtain certain vital personal information from the respondents. The information included the sex, age, and level of education, length of service and category of employment of respondents. This was considered helpful to the researcher to determine the extent of the reliability of the information provided by the respondent so as to Training and Development undertake a reliable analysis.

4.1.1 Sex of Respondents

Questionnaires were administered to 76 staff of UDS comprising of 47 males making up for 62% of the sample, while the remaining 38% accounts for the 29 females sampled.

Table 4.1 Sex of Respondents

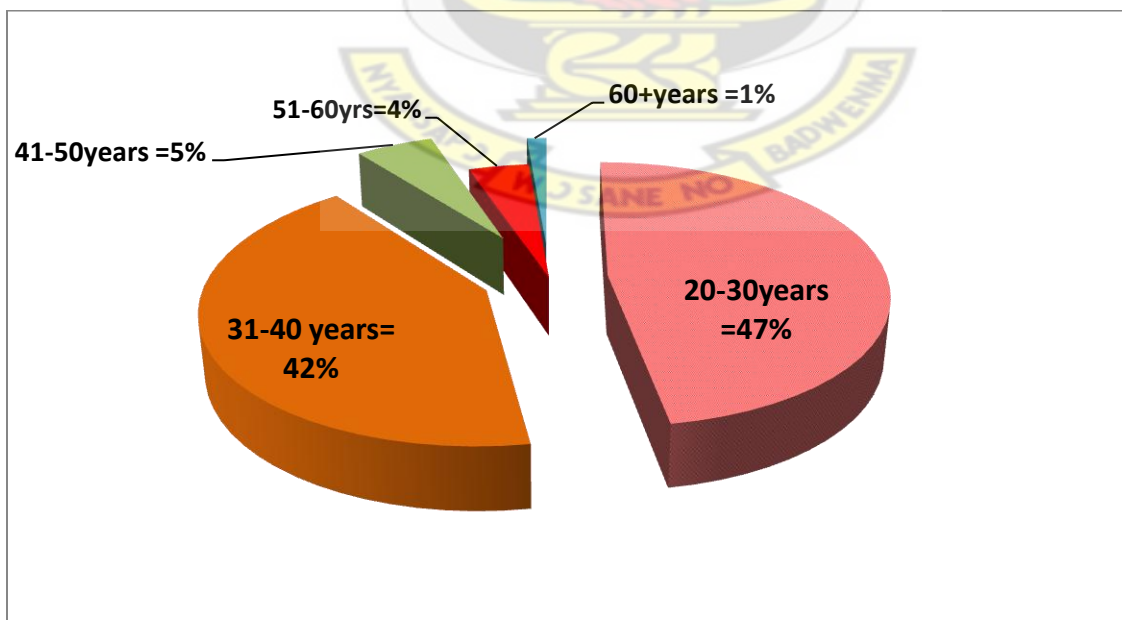
| | Frequency | Percent |
|--------|-----------|---------|
| Male | 47 | 62 |
| Female | 29 | 38 |
| Total | 76 | 100 |

Source: Field Survey 2014

4.1.2 Age of Respondents

From the survey, the various age groups of respondents was determined. The pie chart in figure 4.2 presents the proportion of the various age groups of the sample employed in UDS.

Fig. 4.2



Age-Group Distribution of respondents by percentage Source: Field Survey 2014

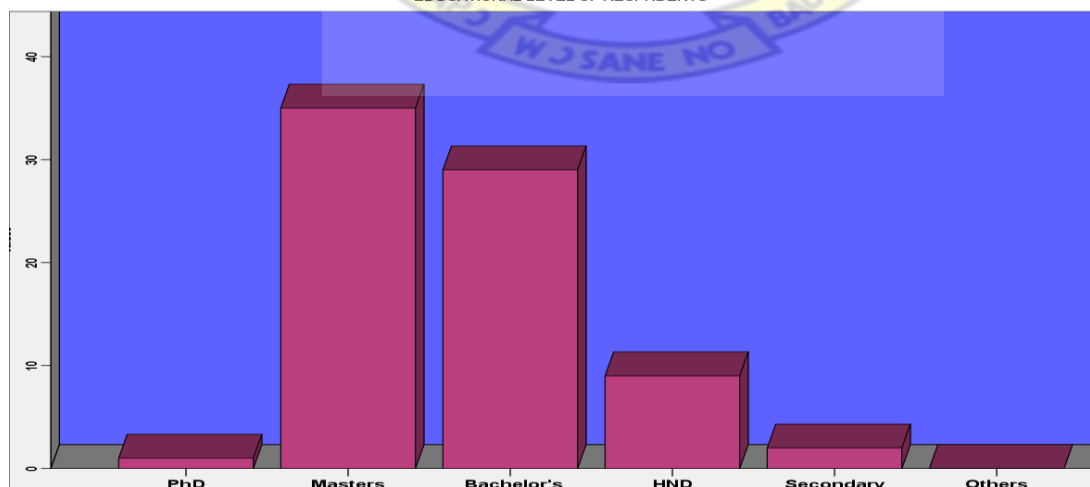
Figure 4.1 portrays that among the total number of respondents, 47% were within the age group of 20-30 years followed by those within the age group 31-40 years which made up the second highest sample of 42%. It was remotely followed by those in the age group of 41-50 years which made up of just 5% people from the sample while the age group of 51-60 years had just 4%.

This age distribution implies that the employees of the University are relatively young. This observation can be attributed to the fact that young people have taken an interest in pursuing higher education, therefore fitting the requirements for positions in the university.

This also conforms to Ghana's population and age group distribution according to the 2010 Population and Housing Census.

4.1.3 Level of Education

The assessment of respondents' educational background was necessary for the analysis of the study. The educational background of the total number of respondents is shown in figure 4.2 below.



Educational Level of Respondents.

Source: Field Survey 2014

From the bar graph illustration above, it can be seen that, out of the 76 people that were interviewed only 2% had attained PhD. Of the majority, 46%, 38%, 12% percent and 3 % had acquired Master's Degree, a Bachelor's /First degree, HND and Secondary/O/A Level certificates respectively.

This confirms that, employees of the University often tend to acquire higher education.

4.1.4 Tenure of Work

Table. 4.2 Tenure of work

| | Frequency | Percent |
|--------------|-----------|---------|
| Under 1 Year | 4 | 5.3 |
| 1-5 Years | 45 | 59.2 |
| 6-10 Years | 21 | 27.6 |
| 11-15 Years | 6 | 7.9 |
| Total | 76 | 100.0 |

Source: Field Survey 2014

From the data gathered, the majority, 59% of employees had been working at UDS between 1-5 years, while 28 percent have been employed at UDS for periods between 6-10 years. Accounting for 8% is the employee group of work lengths of 11-15 years while those who have been employed for under one year were just 5%. A last category of workers employed for 16 years and above returned no responses.

4.1.5 Type of Employment

A total of 59 People of the 76 are employed on a Permanent basis, accounting for 78 percent while part-time employees and Contract employees account for 17 and 4 percent of employees.

Table 4.3 Employment type.

| | Frequency | Percent |
|-----------|-----------|---------|
| Full Time | 59 | 77.6 |
| Part Time | 13 | 17.1 |
| Contract | 3 | 3.9 |
| Temporary | 1 | 1.3 |
| Total | 76 | 100.0 |

Source: Field Survey 2014

4.1.5 Category of Employees

Table. 4.4 Category of Employment of respondents

| | Frequency | Percent |
|--------------|-----------|---------|
| Teaching | 33 | 43 |
| Non-Teaching | 42 | 55 |
| Total | 75 | 99 |
| Missing | 1 | 1.3 |

Source: Field Survey 2014

From the evidence of Table.4.4, 43% of the respondents to the questionnaire were teaching staff while 55% were non-teaching staff, 1% of respondents failed to provide their category of employment.

4.2 Training and Development

The Impact of Perceived Organizational Support on Training and Development.

The relationship between perceived organizational support and training and development was examined. A null hypothesis was stated as “there is no statistically significant correlation between perceived organizational support and training and development.

The alternative hypothesis suggests that there is a statistically significant correlation between the two variables. By running a bivariate correlation between the variables, the Pearson Correlation value of (0.25) indicates that there is a positive correlation between POS and Training and development, as Organizational support increases, training and development also increases. This is in conformity with existing literature that indicates that, when organizations offer support to employees, it enables them to further their development and encourages them to engage in training activities. The correlation (0.25) even though is positive, is a weak correlation because it is less than 0.30.

According to Levinson (1965), actions taken by agents of the organization are often viewed as indications of the organization's intent rather than attributed solely to the agent's personal motives. From this, it can be deduced that the employees from the organizations see the support or treatment as either being favored by the organization or not. The theory behind the perceived organizational support concept advocates that employees will respond to their perceived treatment by the organization by modifying their efforts to meet organizational goals and remaining committed to realizing firm-level objectives (Loi, Hang-Yue, and Foley, 2006).

Therefore it would have been expected that Perceived Organizational Support has a statistically significant correlation with training and development, in this research however, the opposite is true.

Table 4.5 The correlation between POS and Training and Development

| | | Training and Development | Perceived Organizational Support |
|---------------------|----------------------------------|--------------------------|----------------------------------|
| Pearson Correlation | Training and Development | 1.000 | .249 |
| | Perceived Organizational Support | .249 | 1.000 |
| Sig. (1-tailed) | Training and Development | . | .015 |
| | Perceived Organizational Support | .015 | . |
| N | Training and Development | 76 | 76 |
| | Perceived Organizational Support | 76 | 76 |

Source: Field Survey 2014

By moving forward to test the hypothesis, the significance 2-tail gives a P-value of 0.30 and since that is greater than the alpha-value of 0.05, we retain, or fail to reject the null hypothesis that, there is no statistically significant correlation between perceived organizational support and training and development. The research therefore does not have enough evidence to say that there is a statistically significant correlation between Perceived Organizational Support and Training and Development.

By further running a regression analysis between the two variables; Perceived Organizational Support and Training and Development, it was clear that, POS accounts for only 6.2% of Training and development. This is seen in the R Square value of 0.062. This result further deviates from known literature that points to the opposite. According to this research, factors other than POS accounts for 93.8% of employees Training and Development in UDS.

Table 4.6 The Correlation between POS and Training and Development

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--------------------------------|-------------------|----------|-------------------|----------------------------|
| 1 | .249 ^a | .062 | .049 | .277 |
| a. Predictors: (Constant), POS | | | | |

Source: Field Survey 2014

The research data analysis further revealed a Constant of 1.4, which is the intercept in the regression coefficient. Moving on to how Perceived Organizational Support affects the dependent variable; Training and Development, 0.023 is the slope or the rise over the run. This means that, for each imaginary unit of POS increase, there will be a causal increase in Training

and development by just 0.023. It is therefore concluded that, there is no statistically significant correlation between POS and Training and development.

Table 4.7 The correlation coefficient between POS and Training and Development

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
|---|------------|-----------------------------|------------|---------------------------|-------|------|---------------------------------|-------------|
| | | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| 1 | (Constant) | 1.387 | .176 | | 7.872 | .000 | 1.036 | 1.738 |
| | POS | .224 | .101 | .249 | 2.208 | .030 | .022 | .426 |
| a. Dependent Variable: Training and Development | | | | | | | | |

Source: Field Survey 2014

4.3 The impact of Perceived Organizational Support on Commitment.

Again it was hypothesized that, there is no statistically significant correlation between POS and commitment. This was the null hypothesis. The alternative hypothesis on the other hand suggests that there is a statistically significant correlation between the two variables, POS and Commitment.

The alternative hypothesis is a 2-tail hypothesis; therefore it was imperative for the researcher to compute a 2-tail probability value as well. Because two variables were being analyzed at this point, it was logical to choose the use of bivariate analysis. The analyzed data revealed that there is a weak correlation between the variables. The correlation coefficient of 0.007 shows a weak relationship between the variables.

Table 4.8 Correlations Table of POS and Commitment

| | | POS | Commitment |
|------------|---------------------|------|------------|
| POS | Pearson Correlation | 1 | .007 |
| | Sig. (2-tailed) | | .950 |
| | N | 76 | 76 |
| Commitment | Pearson Correlation | .007 | 1 |
| | Sig. (2-tailed) | .950 | |
| | N | 76 | 76 |

Source: Field Survey 2014

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The Mean and Standard deviation of the regression are also represented in the figure below.

Table 4.9 Descriptive Statistics of Mean and Std. Deviation of POS and Commitment

| | N | Minimum | Maximum | Mean | Std. Deviation |
|-----------------------|----|---------|---------|------|----------------|
| POS | 76 | 1 | 3 | 1.71 | .315 |
| Commitment | 76 | 1 | 3 | 2.03 | .441 |
| Valid N (listwise) | 76 | | | | |

Source: Field Survey 2014

For detailed and clearer understanding, a scatter graph was used to visually enhance the presentation in the graph below. The Diagram below is a scatter graph representing the correlation between POS and Commitment.

personal wants. The employee feels supported by the organization and the immediate supervisor, is expected to be obligated to put forth effort to achieve the organization goals.

The null hypothesis of the regression analysis is that there is no supported relationship between POS and Commitment. After running a regression analysis of the data, it produced an R-Square value of 0.00. This is a confirmation that 0% of commitment is impacted by POS in UDS. Therefore Management should consider other alternatives of increasing employees' commitment as POS will not suffice. This is a deviation from what existing literature has to say about the two variables used in this regression.

Organizational support concept is an application of the reciprocity notion in that supported employees, value and appreciate their organization and will therefore exert more efforts in striving with determination and commitment to achieve the organization goals. Organizational support is based on the notion of social exchange whereby exchanges of favors between two partners take place and the recipient of the favor is obligated to do a favor in return. Wayne et al. (1997) found that a high level of perceived organizational support creates a feeling of obligation, whereby employees not only feel that they ought to be committed to their employers, but also feel an obligation to return the favor by putting in more effort into their job.

According to the research however, this notion is the opposite of what pertains in UDS.

The evidence is even less conclusive than what was the case between POS and Training and development. The expected positive correlations between POS and Commitment are not always apparent.

Table 4.10 Model Summary of POS and Commitment

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .007 ^a | .000 | -.013 | .444 |

a. Predictors: (Constant), POS

Source: Field Survey 2014

Moving further to the independent variables (0.10), this indicates that for each unit of change in the dependent variable, commitment in this regard, a change of 0.10 (standardized B coefficient) occurs on the independent variable, POS.

The regression analysis also gives a significance of 0.950. Since that is greater than the alpha value of 0.05, it gives validity to our null hypothesis and for that matter it is retained.

Table 4.11 Linear Regression Coefficients Table of POS and Commitment

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 2.014 | .283 | | 7.122 | .000 |
| POS | .010 | .163 | .007 | .062 | .950 |

a. Dependent Variable: Commitment

Source: Field Survey 2014

The results of the regression are in conflict with other literature on the relationship between POS and Commitment. Employees seek a balance in their social exchange with their organizations, inclining to behave in commensurate with the extent of support they receive from their organization.

Studies which supported this social exchange perspective have proven that POS tends to have a positive effect on work attendance and improvement in the work performance (Fasolo & Davis-LaMastro, 2000). Rhoades and Eisenberger (2002) study found that perceived organizational support to be negatively related to strains, withdrawal behavior, and turnover intention. Bowles & Candela (2005), and Hart (2005) conclude that relationships exist between perceived organizational support, moral distress, burnout, and turnover. In addition, perceived organizational support has been found to be associated with human resources outcomes such as performance rating and organizational citizenship behavior (Koys, 2003).

4.4. Performance

Finally the relationship between POS and the Performance of employees' duties was examined in the analysis using regression analysis. After running a regression analysis of the data, it produced an R-Square value of 0.00, and standard error of 0.651. The impact of Perceived Organizational Support on Performance.

Table 4.12 Model Summary of POS and Performance

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .016 ^a | .000 | -.013 | .651 |

a. Predictors: (Constant), POS

Source: Field Survey 2014

This translates that, POS has no effect on the level of employee performance in UDS. What accounts for performance therefore as established in this research are other variables and not POS. The findings of this data analysis is a deviation from what was expected and what exists in

literature. To further test this result, a bivariate correlation analysis was run between POS and performance.

The correlation analysis indicated a negative Persons Correlation (-0.016) indicating that in the case of UDS, POS had no statistically significant correlation at all with Performance. This further backed the initial conclusion and further deviates from expectation and norm.

Table 4.13 Bivariate Correlation analysis between POS and Performance

| | | POS | Performance |
|-------------|---------------------|-------|-------------|
| POS | Pearson Correlation | 1 | -.016 |
| | Sig. (2-tailed) | | .894 |
| | N | 76 | 76 |
| Performance | Pearson Correlation | -.016 | 1 |
| | Sig. (2-tailed) | .894 | |
| | N | 76 | 76 |

Source: Field Survey 2014

The expectation was that there would be a positive correlation between POS and Performance much like what exists in literature. Performance is strictly a return for pay in terms of economic exchange, whereas in terms of social exchange it is part of a wider, less tangible reciprocation process. In this process, organizations that treat employees favorably induce in them a feeling of obligation; to discharge their obligation, employees respond in ways that benefit the organization, namely, they enhance their commitment and boost their performance. Performance is thus a specified return for pay in the economic exchange framework and a no specified return for concern and support in the social exchange framework (Blau, 1964). However, no correlation exists in our case.

Further assessing Performance, the independent variables (-0.032), this indicates that for each unit of change in the dependent variable, commitment in this regard, a change of -.0032 (standardized B coefficient) occurs on the independent variable, POS.

The regression analysis also gives a significance of 0.89. Since the significance is greater than the alpha value of 0.05, it validates our conclusion that there is no statistically significant correlation between the two variables of POS and Performance

Table 4.14 Linear Regression Coefficients Table of POS and Performance

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 2.733 | .415 | | 6.585 | .000 |
| POS | -.032 | .239 | -.016 | -.133 | .894 |

a. Dependent Variable: Performance

Source: Field Survey 2014

According to our data, this notion is the opposite of what pertains in UDS.

The evidence is inconclusive on the impact of POS on Performance. The expected positive correlations between POS and Commitment are not apparent.

Table 4.15 Descriptive Statistics of POS and Performance

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|------|----------------|
| POS | 76 | 1 | 3 | 1.71 | .315 |
| Performance | 76 | 1 | 4 | 2.68 | .647 |
| Valid N (listwise) | 76 | | | | |

Source: Field Survey 2014

Having run regression analysis of all the variables, Perceived Organizational Support, Commitment and Performance. There was a consistent lack of linkages between the dependent variable and the independent variables.

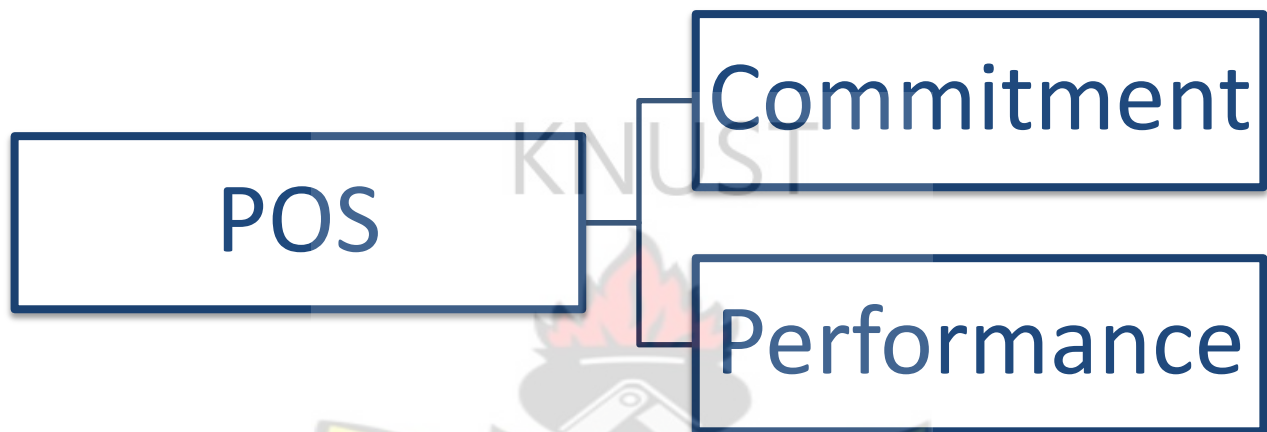


Figure 4.4 A Diagram depicting the relationship between Perceived Organizational Support and Performance

Source: Pazy, Ganzach, Journal of Management, August 2009.

Authorities on the subject have consistently found a linkage between the levels of POS and Commitment as Well as Performance.

Indeed it was an opinion of the researcher beforehand that, POS will have a positive correlation with the other variables thus, Training and Development, Commitment and Performance. The research findings however consistently suggested the opposite in the case of UDS.

In the opinion of the researcher, Organizational Support is not a key variable in managing Training and Development among UDS employees. In addition, Commitment and Performance are driven by other factors but not the support received by the institution.

The general perception that the organization's support structures enable employees to further their training and education and develop their careers is not in consonance with the findings of this research.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This dissertation addresses the ‘Influence of Organizational Support on Employee training and development’. Regularly as with other research works, the results of this dissertation indicate that employees attitudes towards training and development, as well as their commitment is heavily influenced by the kind of organizational support that they are provided with by the organization.

5.1 Summary of Findings

After a thorough research, through primary and secondary sources, a number of key findings were made regarding the topic. The variables studied included Training and Development, Perceived Organizational Support, Commitment and Performance.

5.1.1 Low Perceived Organizational support.

In respect to organizational support, the research revealed that employees do not agree with the extent and feel a lot more needed to be done by way of organizational support.

This is clearly seen in the low level of correlation between POS and other variable. Furthermore although various forms supports were in place, not all staff could benefit from them due to eligibility criteria as length of service, category of employment and one’s position on the university’s hierarchy. It further revealed that, the University favored Teaching staff more than

non-teaching staff members in relation to the enjoyment of available forms of organizational support.

Regarding the organization's concern for the employees' wellbeing, the provision of career development opportunities, as well as study leave with pay was widely reported as a motivational factor and an incentive to continue their career at UDS.

5.1.2 Ineffective Channels of communication.

It was also revealed that, while there are official channels of communication among subordinates and supervisors, and between employees, employees do not freely and willingly share information with one another. Furthermore, employees feel disconnected from their supervisors and hold the belief that their supervisors are not after their best interests.

5.1.3 Low tolerance for innovation and initiative.

It became apparent that, management showed a low tolerance for practices and methods that the University was not accustomed to. Instead, management showed greater preference for the familiar methods and techniques. In terms of support, very little was given in areas that were not directly related to the traditional operational methods while also most study leaves with pay were only granted for programmes relating to the core programmes and operations of the University.

5.2 Conclusion

Based on the research findings, it can be concluded that employee training and career development and indeed, commitment and performance are not dependent on the level of support offered by UDS.

It is therefore important for management of UDS to be aware of the various forms of support and beyond offering them, communicate their availability and eligibility criteria in order to maximize employee training and development, commitment, as well as employees' adaptive behaviors towards the achievement of organizational goals and objectives and eventually productivity and profitability.

It can also be concluded that employees of UDS in terms of Commitment, Performance and Development are motivated by other factors and not Organizational Support.

This research offers some new insights into the influence of organizational support on training and development as well as employee commitment and what employers and organizations should do in order to attract and retain their employees.

5.3 Recommendations

After a careful perusal and analysis on the above subject, the researcher recommends the following for the consideration of the management of the University for Development studies:

5.3.1. Strengthening of Human Resource Unit.

The Human Resource Division needs to be strengthened while putting in place firm policies in relation to the organizational support offered to employees. One way of achieving this is by establishing and maintaining a welfare committee to identify the various problems that employees of UDS encounter in order to fashion out policies and resolutions that will set the standards and regulations on how every staff, regardless of position, gender, tenure or status might be supported by the University.

5.3.2 Establish and encourage Clear Channels of communication

There is need to establish clear and open channels of communication in UDS.

This will improve efficiency in that, Information is not filtered through several levels of management, but instead it is filtered through fewer levels. It is more direct from the upper levels to the lower levels and vice versa. Conflict is more calmly and appropriately dealt with when all levels of stakeholders know what is going on within the organization and the future direction of the organization's activities.

5.3.3 Sensitization on availability and forms of organizational support

It would also be prudent for management to organize orientation and training programs to sensitize employees on the available forms of organizational support, their eligibility criteria, and also for management to be fair and transparent in the dealing with employees, especially in giving support; this would improve employee's perceptions of fairness and concern and would ultimately have a telling impact on commitment.

5.4.3 Simplicity of Procedure

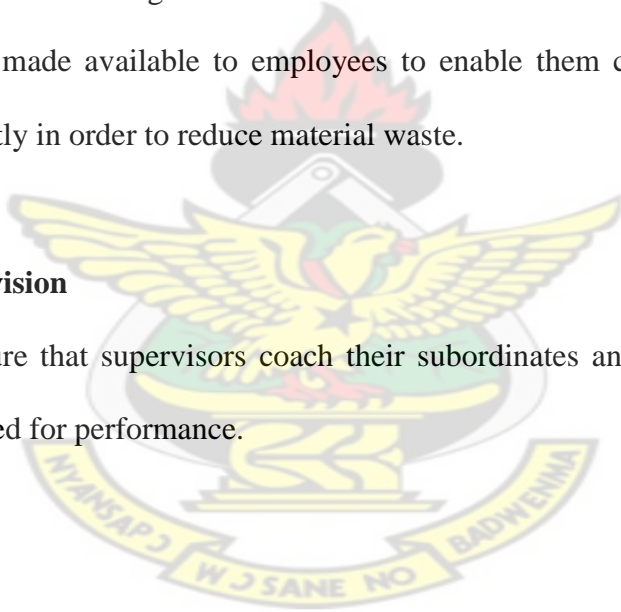
As much as possible, the University should create be a reduction in the bureaucratic procedures in place. Human Resource Auditing can be implemented to enforce the checks and balances of the various aspects of the organization, as well as disciplinary actions meted out to for breach of ethics and other transgressions.

5.4.4 Provision of work resources and logistics

In order to get the most of the employees, and improve performance of work, the needed tools and equipment, logistic and working environment needs to be created and maintained. Materials and resources must be made available to employees to enable them carry out their functions effectively, and efficiently in order to reduce material waste.

5.4.5 Improve supervision

Management must ensure that supervisors coach their subordinates and clarify the nature and content of tasks delegated for performance.



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Appendix 1: Questionnaire

Demographic Characteristics

1. Gender: (a) Male ☐ (b) Female ☐

2. Age (in years). Please tick (✓)

20 – 30 ☐ 31 – 40 ☐ 41 – 50 ☐ 51 – 60 ☐ 61 and above ☐

3. Highest level of education. Please tick (✓)

PhD ☐ Master's Degree ☐ First Degree ☐ HND ☐
SSCE/ WASSCE ☐ Others (specify)

5. How long have you been working in this organization?

Less than 1 year ☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16+ years ☐

6. What type of employment contract do you have? Please tick (✓)

Permanent Full Time ☐ Part-time ☐ Contract ☐ Temporal ☐

7. What department / faculty are you in? Please tick (✓)

F.A.S ☐ F.I.D.S ☐ S.M.H.S ☐ F.O.E ☐ I.C.E.I.R ☐ S.O.B ☐
Others ☐ Specify:

8. What Category of employee are you? Teaching Staff ☐ Non-Teaching Staff ☐

Listed below are statements that represent possible opinions that **you** may have about working at UDS. Please indicate the degree to which you agree or disagree with each statement by ticking (✓) in the boxes provided.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-------------------|----------|-------------------|-----------|----------------|-------|----------------|
| Strongly Disagree | Disagree | Slightly Disagree | Undecided | Slightly Agree | Agree | Strongly Agree |

| Perceived Organizational Support | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|---|---|---|---|---|---|
| The organization values my contribution to its well-being. | | | | | | | |
| The organization fails to appreciate any extra effort from me. | | | | | | | |
| The organization would ignore any complaint from me. | | | | | | | |
| The organization really cares about my well-being. | | | | | | | |
| Even if I did the best job possible, the organization would fail to notice | | | | | | | |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| The organization cares about my general satisfaction at work. | | | | | | | |
| The organization shows very little concern for me | | | | | | | |
| The organization takes pride in my accomplishments at work. | | | | | | | |

From the statements below indicate your level of agreement or disagreement on the extent to which the following questions apply to working at UDS. Please use the scale provided below:

| 1 | 2 | 3 | 4 | 5 | | | | |
|--------------------------|---|----------------------------|-------|----------------|---|---|---|---|
| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | | | | |
| Training and development | | | | 1 | 2 | 3 | 4 | 5 |
| 1. | Staff are normally given on-the-job-training | | | | | | | |
| 2. | Workshops are normally organized for staff | | | | | | | |
| 3. | Staff are given the opportunity to further their education | | | | | | | |
| 4. | Any staff who apply to further his/her studies is granted Study Leave With Pay | | | | | | | |
| 5. | Only staff who apply to further their studies in relevant programs are granted Study Leave With Pay | | | | | | | |
| 6. | Only staff who apply for Study Leave Without Pay are granted approval | | | | | | | |
| 7. | Staff do not enjoy any type of Study Leave (With or Without Pay) | | | | | | | |
| 8. | Staff understudy superiors through observation | | | | | | | |
| 9. | Staff easily get approval for their application to further their education | | | | | | | |
| 10. | Staff are frequently provided with study materials that enhances their knowledge on the job | | | | | | | |
| 11. | Staff normally receive the necessary training to do the job | | | | | | | |
| 12. | Staff receive the needed training about new technologies | | | | | | | |
| 13. | Training opportunities are fairly allocated across employees / groups | | | | | | | |
| 14. | Supervisors support my efforts to learn outside the job (e.g., conferences, continue education, etc.) | | | | | | | |
| 15. | High priority is given to training programs relevant to the service | | | | | | | |
| 16. | Supervisors support employees effort to improve their shortfalls | | | | | | | |
| 17. | Availability of career advancement opportunities | | | | | | | |
| 18. | Training sessions are frequently organized within a year | | | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| 19. | Management are highly committed to human capital development | | | | | |
| 20. | Management offers training on skills to meet minimum job requirements | | | | | |

| Adaptive Capability | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| Problems are discussed openly, candidly and constructively at UDS | | | | | |
| Employees at UDS are encouraged and supported to innovate | | | | | |
| Employees are open and straightforward; they share information voluntarily and avoid being secretive | | | | | |
| New ideas and changes are welcomed by UDS | | | | | |
| Achievement of high performance goals and standards is sought by employees at all levels at UDS | | | | | |
| Heads of Departments know and understand the problems of their subordinates | | | | | |
| Management of UDS trusts and has confidence in employees | | | | | |
| Employees at UDS are able to discuss operational issues in an open, sincere and constructive manner | | | | | |

| | Commitment | 1 | 2 | 3 | 4 | 5 |
|----|---|----------|----------|----------|----------|----------|
| 1. | I would be happy to spend the rest of my career with UDS | | | | | |
| 2. | I am willing to put in more than what is usual expected of me to help UDS succeed. | | | | | |
| 3. | I will recommend UDS to other people as a great place to work in. | | | | | |
| 4. | I will accept any type of job or assignment in order to keep working with UDS. | | | | | |
| 5. | It would take a small change in my present circumstances for me to leave UDS for another institution. | | | | | |
| 6. | It would be wrong to leave UDS right now because of my obligation to the people in it. | | | | | |
| 7. | I am not concerned about what might happen if I left UDS without having another position already lined up. | | | | | |
| 8. | One of the reasons I continue to work for UDS is that leaving would require considerable sacrifice—another organization may not match the overall benefits I have here. | | | | | |

| Performance | 1 | 2 | 3 | 4 | 5 |
|--------------------|----------|----------|----------|----------|----------|
|--------------------|----------|----------|----------|----------|----------|

| | | | | | |
|--|--|--|--|--|--|
| I perform my work with no or less supervision | | | | | |
| I work within the stipulated time allocated for the work assigned to me only | | | | | |
| I focus all my attention on my work to avoid mistakes | | | | | |
| I make sure that the materials / resources given to me are used well | | | | | |
| I always try to prevent wastages of work resources | | | | | |
| I assist my colleagues who find difficulties in handling their assigned duties | | | | | |
| I sometimes seek clarity from my supervisors whenever I face work problems | | | | | |

| Fairness | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| My supervisor shows genuine concern to be fair with me. | | | | | |
| My supervisor is completely sincere and frank with me. | | | | | |
| My supervisor expresses concerns for my rights at work. | | | | | |
| My supervisor treats me with respect and consideration. | | | | | |
| My supervisor gives me feedback about my work, allowing me to improve my job. | | | | | |
| When my supervisor decides about my work, he/she gives explanations that make sense to me. | | | | | |
| My supervisor discusses with me the expectation concerning my performance. | | | | | |
| My supervisor clearly explains all decisions concerning my work. | | | | | |

Thank you