

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

COLLEGE OF ART AND SOCIAL SCIENCES

SCHOOL OF BUSINESS

**THE EFFECT OF ORGANISATIONAL SUPPORT ON EMPLOYEES'
ATTITUDE TO WORK: A CASE STUDY OF UNIVERSITY OF EDUCATION,
WINNEBA-KUMASI CAMPUS**

BY

JULIET ACHEAMPONG

JUNE, 2014

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BY

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**A Thesis Submitted to the Department of Managerial Science, Kwame Nkrumah
University of Science and Technology, in partial fulfillment of the Requirements
for the Degree of Master of Business Administration
(Human Resource Management Option)**

JUNE, 2014

DECLARATION

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

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ABSTRACT

A successful organization is one which can adapt itself to environmental changes, create a purposeful management structure, and develop key competencies that will drive employees to its goals. Therefore, it is important for managers to find the factors which affect employees' attitude and commitment towards work and its environment. One of the most important factors is organizational support. This study sought to examine the effect of organizational support on employees' attitude to work. And by extension sought to achieve the following specific objectives; to identify the various forms of organizational support existing in the University of Education, to find out whether organizational support will yield positive employees commitment to work and to find out whether organizational support will yield positive employees attitude to work. The research design adopted was the exploratory research with a sample size of 105 employees of the University. Primary and secondary data were used to gather information from the respondents and the data collection instrument for the study was questionnaire. Statistical Package for Social Science (SPSS version 16.0) software was used for the data analyses. The result shows that there is a meaningful relationship between perceived organizational support and positive employees' attitude to work. It is evident that the University supports employees who want to pursue further studies to better their performance and development. The study found that the University has the following forms of organizational support; provision of modern and relevant working equipment, caring about the employees well-being, monetary reward and educational support to employees. Again, good attitude was said to have positive effect on the work performance of the employees. The study recommends that the process of awarding

educational scholarship for employees to do further studies should be fair and open to all to devoid of acrimonies. It further recommend that the University should try to address employees concerns and make sure they are brought to the side of University course to bring unity and common sense of purpose for all.

ACKNOWLEDGEMENT

I would like to thank my Lord and personal saviour Jesus Christ for this thesis, for every good gift comes from above. A great deal of hard work went into making this thesis complete and I wish to render my sincere gratitude to all who in diverse ways offered me assistance to achieve this success.

My greatest debt of gratitude goes to my supervisor, Mrs. Felicity Asiedu-Appiah for her support, advice and guidance throughout my study period. She always gave me extra courage to carry on when I started to lose hope about my study. She allocated her most valuable resource i.e. time, to ensure that I complete my study in record time. Her support will always be missed in whatever project I get involved in henceforth.

I also wish to express my sincere gratitude to my employer, University of Education, Winneba (UEW) for funding my studies and granting me permission to conduct the research at the Kumasi Campus.

I further thank all respondents to the questionnaire, UEW-K employees, for their time and input into this research, even though it was conducted at a very busy time.

Many thanks to Mr. Agyemang Badu, Mr. Kuutol Kwame Peter, Presbyterian University, Abetifi and Mr. Augustine Asare-Bediako, a lecturer at UEW-K Distance Education for their immense contribution towards this research work and my studies as a whole. I am also very grateful to my mother Ms. Olivia Sarpong, my husband, Mr. Alex Kofi Asiedu, my future first born, Afia Adutwumwaa Asiedu, my sister Evelyn Bremponaah Twumasi, Felix Asante Konadu, Evans Oppong Tuah and all my siblings

for their prayers and support. I thank all my course mates especially Freda Adu and Adwoa Serwaa Karikari for their assistance when I was indispose.

Finally, I wish to acknowledge the various authors whose books and publications, I used as references for the thesis.

DEDICATION

This thesis is dedicated to my mother, Ms. Olivia Sarpong, my sister, Evelyn Bremponaah Twumasi (All at KATH), my husband, Mr. Alex Kofi Asiedu and my lovely unborn child, Asieduwaa.

TABLE OF CONTENTS

	Page
Title page	i
Declaration	ii
Abstract	iii
Acknowledgement	v
Dedication	vii
Table of Content	viii
List of Tables	x
List of Figures	xi
CHAPTER ONE: INTRODUCTION	
1.0 Background of the Study	1
1.1 Statement of the Problem	5
1.2 Objectives of the Study	6
1.2.1 General objective	6
1.2.2 Specific objectives	7
1.3 Research Questions	7
1.4 Significance of the Study	7
1.5 Brief Methodology	8
1.6 Scope of the Study	9
1.7 Limitations of the Study	9
1.8 Organization of the Study	10
CHAPTER TWO: LITERATURE REVIEW	
2.0 Introduction	11
2.1 Meaning of Organizational Support	11
2.2 Theories of Organizational Support	14
2.2.1 Nature and Formation of Organizational Support	18
2.3 Antecedents of Organizational Support	20
2.3.1 Fairness of treatment	20
2.3.2 Support from organizational representatives	22
2.3.3 Human resource practices	23
2.4 Psychological outcomes of Organizational Support	24
2.4.1 Felt obligation	25
2.4.2 Affective organizational commitment	25
2.4.3 Performance–reward expectancies	26
2.4.4 Stress	26
2.5 Behavioral outcomes of Organizational Support	27
2.5.1 Psychological contract theory	28
2.5.2 Early employee socialization	31
2.5.3 Attributions of positive valuation	34
2.5.4 Contingent employment relationships	36
2.5.5 Human resource practices	39
2.6 Effects of Organizational Support on Employees’ Commitment and Attitudes to Work	41
2.6.1 Satisfaction with reward	43

2.7	Conceptual Framework of organizational support and attitude to work	43
2.8	Conclusions	44

CHAPTER THREE: RESEARCH METHODOLOGY AND ORGANIZATIONAL PROFILE

3.0	Introduction	45
3.1	Research Design	45
3.2	Sources of data	46
	3.2.1 Primary data	46
	3.2.2 Secondary data	46
3.3	Population	47
3.4	Sample size	47
3.5	Sampling Techniques	48
3.6	Data collection instruments	48
	3.6.1 Questionnaire	48
3.7	Validity and Reliability	50
	3.7.1 Validity	50
	3.7.2 Reliability	51
3.8	Data analysis Techniques	51
3.9	Organizational Profile of the UEW	52
	3.9.1 Establishment and Brief History of University of Education, Winneba	52
	3.9.2 Mission Statement of UEW	52
	3.9.3 Vision of UEW	52
	3.9.4 Core Values	53
	3.9.5 Special Status and Mandate	53
	3.9.6 Kumasi-UEW-Campus	53
	3.9.7 Staffing position or structure of the Kumasi-UEW Campus	53

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION OFFINDINGS

4.0	Introduction	56
4.1	Demographic Data of Respondents	56
4.2	Forms of Organizational Support and Benefits at the University	60
4.3	Employees Commitment and Attitude	63
4.4	Strategies for giving support in the University	68
4.5	Challenges with organizational support system	71

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1	Introduction	72
5.2	Summary of findings	72
5.3	Conclusion	74
5.4	Recommendations	74
5.5	Suggested areas for further Studies	76

REFERENCES	77
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APPENDIX	88
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LIST OF TABLES

Table 3.1:	Categories of people involved in the study, the population and sample sizes	48
Table 4.1:	Gender of Respondents	57
Table 4.2:	Age Distribution of Respondents	58
Table 4.3:	Qualifications of Respondents	59
Table 4.4:	Years Worked with the University	59
Table 4.5:	UEW values my contribution to its well-being	60
Table 4.6:	UEW fails to appreciate any extra effort from me	61
Table 4.7:	The University really cares about my well-being	61
Table 4.8:	The University cares about my general satisfaction at work	62
Table 4.9:	UEW benefits from employee's education programmes	62
Table 4.10:	I benefit from the University medical care	63
Table 4.11:	The institution cares about my opinion	69
Table 4.12:	UEW cares about my wellbeing	69
Table 4.13:	UEW respect my values	70
Table 4.14:	Help is available from the University when I have a problem	70

LIST OF FIGURES

Fig. 2.1:	Dimensions of Organizational Support	44
Fig. 3.1	Organogram	55
Fig. 4.1:	I am personally involved in the organizational activities	64
Fig.4.2:	I am satisfied with working conditions in my organization	65
Fig.4.3:	I am very happy with my responsibilities at work	65
Fig.4.4:	The work environment is very conducive	66
Fig.4.5:	I am satisfied with the monetary benefits at UEW	66
Fig.4.6:	I have the right tools and equipment to do my job	67
Fig. 4.7:	I am consulted, when change is about to happen at UEW	68

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

A successful organization is one which could adapt itself to environmental changes, create a purposeful management structure, and develop key competencies (Eisakhani, 2008). Human resource is the prime source which enables an organization to achieve the best out of other available resources like physical, financial and organizational resources. Making the best out of human resource can offer lasting competitive edge over rivals, which is dream of every business (Singh and Singh, 2010). But despite skilled, educated and potential workforces, many organizations are unable to attain expected success. Although the various studies try to identify the key factors of organizational success (Magd, et al. 2007), employee attitudes and the inclusions of their opinions are most important in today's global and competitive work environment. How the individual experiences the work situation is what affects their attitudes and behaviour: not the actual work situation. This is the reason why it is so very important to study the psychological climate to better understand the employees' experiences and reactions (James & Jones, 1974). So, managers should find the factors which affect employees' attitude toward work. One of the most important one is perceived organizational support.

Also, it is suggested that not only the perceptions on organizational support and external prestige are important to employees' perceptions of the quality of their exchange relationships with their organizations, but also suggest that these perceptions affect

employees' work attitudes and behaviors indirectly, through the quality of exchange relationships with their organization. Also, it is suggested that managers should take the time to discover the organizational resources that individual teaches value and take measures to provide such resources where possible (Erdogan and Enders, 2007).

Many studies conform to adaptation perceived organizational support among individuals as a successful factor. Exchange relationship between employee and organization is the basis of "organizational support theory" (Eisenberger et al., 1986). Perceptions of organizational support (POS) are an important resource that is getting admired day by day in the management sphere of modern business world especially in the service sector (Mowday, 1998). Organizational support theory holds 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 (Krishhan & Mary, 2012).

The amount of organizational support employees perceive has been proven to influence employees' job attitudes. In addition, Wayne et al. (2002) indicated that perceived organizational support reflects to a large extent the quality of the relationship between the organization and the employee (Konijnenburg, 2010). Also, the study of employee attitude and behavior, therefore, has gained much importance to determine employee's possible behaviour at work place. Employees' perception about organizational attitude regarding their support is based on organizational employee caring activities like rewarding employees' contribution, employee well-being programs and opportunities for employees to have participation in key organizational decisions. Such perceived organizational support would ultimately shape employee attitude in organizations (Ali et

al. 2010). If individual perception about organizational support is not positive, the organization is not supportive, it would cause of developing negative attitude and behaviour at workplace, for instance; work stress, low job performance, lower satisfaction (Rhoades, et al. 2001). Consequently, Reichers (1985) argued that the concept of organizational commitment has attracted considerable interest as an attempt to understand the intensity and stability of employee dedication to work organizations. Penley & Gould (1988) opine that two major views of employee dedication focus on affective attachment and calculative involvement, which are usually considered to be conceptually and empirically distinct. The frequent allusion to commitment as the trade of effort and loyalty for material benefits and social rewards (Angle & Perry, 1983; Bateman & Organ, 1983; Brief & Motowidlo, 1986; Etzioni, 1961; Gould, 1979; Levinson, 1965; March & Simon, 1958) suggests the possible merit of treating affective and calculative involvements within the context of a process-oriented social exchange approach. The research examines the role played in such exchange by employees' perception concerning the extent to which the organization values their contribution and cares about their well-being.

The emotion-based view of organizational commitment emphasizes the employee's sense of unity and shared values with the organization (Buchanan, 1974, 1975; Etzioni, 1961; Hrebiniak, 1974; Kelman, 1961; Levinson, 1965; Meyer & Allen, 1984; Mowday, et al. 1979; O'Reilly & Chatman, 1986). Affective attachment, as assessed by the seminal Organizational Commitment Questionnaire (OCQ), is influenced by personal characteristics, job features, and work experiences and, in turn, influences job performance, absenteeism, and turnover (Mowday, et al., 1982). Another view of

organizational commitment centers on the calculative aspect of the employee-organization relationship, thus envisioning economic factors to be of primary importance. Employees' role perceptions would be assumed to depend on the types of activities believed necessary for successful job performance (Porter & Lawler, 1968). Performance would increase with the expectation that high effort will lead to desired performance and that such performance will be rewarded (Campbell, et al., 1970; Etzioni, 1961; Katz, 1964; Porter & Lawler, 1968; Vroom, 1964).

The desire to remain with one's current employer, termed continuance commitment, would result from the perceived economic advantages accrued in one's current job, relative to alternative employment opportunities (Becker, 1960; Farrell & Rusbult, 1981; Koslowsky, et al. 1988; Meyer & Allen, 1984; Rusbult & Farrell, 1983; Scholl, 1981). Relevant to both of these approaches is the norm of reciprocity, according to which the recipient of benefits is morally obligated to recompense the donor (Gouldner, 1960). Helping others incurs obligations, the repayment of which reinforces giving and strengthens the mutually beneficial exchange of benefits (Blau, 1964; Eisenberger, et al. 1987). Aid that signified the donor's positive evaluation of the recipient would be especially valued because it suggests that the donor can be expected to help in the future in important ways (Greenberg, 1980; Heider, 1958; Jones & Davis, 1965; Organ & Konovsky, 1989; Schopler, 1970).

Positive discretionary actions by the organization that benefited the employee would be taken as evidence that the organization cared about one's well-being and therefore could be counted on for subsequent rewards. Eisenberger, et al. (1986) suggested that, to meet needs for approval, affiliation, and esteem and to determine the organization's readiness

to compensate increased effort with greater rewards, employees form a general perception concerning the extent to which the organization values their contributions and cares about their well-being. Smith, et al. (1983) found that managers class such supplementary efforts together and distinguish them from standard responsibilities.

The study therefore attempts to explore the effects of organizational support on employees' attitudes to work at the University of Education, Winneba-Kumasi Campus.

1.1 Statement of the Problem

The workers' perception of how an organization values them may be vital for determining their attitudes to work. Organizational support is seen as indirectly having effect on employees' attitudes and behaviours by creating a sense of obligation within individuals. It can also be inferred from the background that giving value to employees by the organization is actually giving value to itself. The effect shows that there is a meaningful relationship between perceived organizational support and all its dimensions: supervisor support, justice, organizational rewards, and working conditions with employees' work positive attitudes. Employees' perception toward organizational environment influences on their attitude, motivation, performance, and health. So, organizational support is the main important tool to change employees' attitude in workplace.

In contrast, the situation of considering organizational support as a vital tool for determining positive attitudes and commitment among employees in order to avoid lackadaisical attitudes is not in many Ghanaian institutions of which University of Education, Winneba-Kumasi Campus is no exception. It is realized that managers do not

support employees, do not do justice to employees and do not also focus on working conditions to influence on employees' work positive attitudes.

To buttress the aforementioned points, some of the employees' problems in the University of Education, Winneba-Kumasi which is calling for organizational support from management are summarized as follows: lack of supervisor support; lack of justice and fair treatment; inadequate organizational rewards; unfavourable working conditions; unstructured succession plan; and poor superior-subordinate relationship. If these managerial problems are not managed or handled properly, positive employees' commitment and attitude to work would not realized. This study therefore seeks to examine the organizational support that will influence employees positively to become committed to work and portray good attitudes or behaviours in the University and other institutions nationwide (UEW-K Human Resource Unit, 2014).

1.2 Objectives of the Study

The objectives of this thesis provide a sense of direction and focus to the researcher in terms of what she intends to achieve. These objectives are therefore broken down into;

1.2.1 General objective

The general objective of this thesis is to examine the effect of organizational support on employees' attitude to work in the University of Education, Winneba-Kumasi Campus.

1.2.2 Specific objectives

The specific objectives of this thesis are addressed as follow:

- a. To identify the various forms of organizational support existing in the University of Education, Winneba-Kumasi Campus;
- b. To find out whether organizational support yields positive employees attitude to work;
- c. To recommend or suggest appropriate organizational support measures for adoption by the University to manage employees' behaviour.

1.3 Research Questions

Due to the in-depth evaluation of the topic, it calls for critical analysis based on the following research questions:

- a. What forms of organizational support exist in the University of Education, Winneba-Kumasi Campus?
- b. To what extent would organizational support yields positive employees' attitude to work in the University?
- c. What organizational support or measures can the University adopt to manage employees' behaviour?

1.4 Significance of the Study

The significance of adopting organizational support for developing positive attitude among employees has not yet been well recognized in institutions in Ghana as it is in the developed Countries. In the USA and Europe for instance, the successes chalked by most organizations have been attributed to the effective use of organizational support.

Meanwhile, the results of this thesis will serve as an important document for the management of the University of Education, Winneba-Kumasi Campus to evaluate the extent to which organizational support can be adopted as a practice and policy for influencing staff commitment and attitude to work.

Also, the thesis hopes to assess whether the organizational support adopted for controlling and managing staff behaviours at the University of Education, Winneba-Kumasi Campus would minimize cost and maximize revenue.

Furthermore, the thesis is important for three perspectives: First, from practical and managerial perspective this study will be important for management of the University and for that matter other institutions in Ghana as it provides insight into how organizational support should be developed and implemented for adoption.

Secondly, from theoretical perspective, it will contribute to existing body of knowledge to aid and guide researchers in the adoption of appropriate theoretical framework in conducting research on effect of organizational support on employees' commitment and attitude to work since it can be replicated in other institutions in Ghana.

Finally, in terms of methods the study will throw light on and put forward the argument for the appropriate organizational support to be used in managing workers behaviours in the University of Education, Winneba-Kumasi Campus and the country at large.

1.5 Brief Methodology

The population from which sample were selected for this study consisted of teaching staff, senior management, senior staff and junior staff of the University of Education,

Winneba-Kumasi Campus. The research design adopted was the exploratory research. Primary and secondary data were gathered through questionnaire administration. Purposive sampling and simple random techniques were used to select respondents for the study. For the data analyze, Statistical Package for Social Sciences (SPSS version 16.0) software was used. The data were examined, categories, tabulated and recombined the evidence to address the research objectives and research questions

1.6 Scope of the Study

The study covers the activities of University of Education, Winneba-Kumasi Campus in relation to organizational support. The study confined itself to the teaching staff, senior members, senior staff and junior staff of Kumasi Campus. UEW-K is located at Abuakwa-Tanoso off Sunyani road. It is therefore chosen because of the following reasons; it serves as a representative of what is happening in all the other three campuses of the institution, thus Winneba, Mampong, Ajumako and all Public universities in the country as far as organizational support is concerned and the researcher happens to be a staff there.

1.7 Limitations of the Study

The study is characterized by some limitations. In the first place, the preparedness and willingness of top-management as well as some staff to attend or respond to the researcher's call and grant interviews answer questionnaire were very difficult. This made the researcher suffer in getting adequate sample size for the study. Also, the concept of organizational support and its effects were not absorbed by the University management and this delayed the researcher in acquiring data for the study as scheduled.

Lastly, the researcher found it difficult in retrieving the questionnaire forms distributed to the management and some workers in the University. This implies that the staff delayed the data collection process for the researcher.

1.8 Organization of the Study

This thesis is organized into five chapters. The first chapter which is introduction has been structured as follows: background of the study, statement of the problem, objectives of the study-general and specific, research questions, significance of the study, the scope of the study, limitations, and organization of the study. Chapter two shows a review of relevant literature. Third chapter deals with the methodology which covers the research design, sources of data, instrumentation, and administration of instruments, data analysis procedure as well as profile or organogram of the University. The fourth chapter also deals with data presentation, analysis and discussions of results. Chapter five finally considers the summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The aim of the study is to examine the effect of organizational support on employees' attitude to work in University of Education, Winneba-Kumasi Campus. This chapter concerns itself with the review of existing literature on the key themes of the study. It also discusses the views of authors that have contributed to the topic under study both in theoretical and empirical perspectives. These materials serve as supporting aid for the research method. The review focused on themes such as the meaning of organizational support, the theories of organizational support, the effects of organizational support on employees' attitudes and commitment to work and so on.

2.1 Meaning of Organizational Support

Research on positive organizational support began with the observation that managers' concern with their employees' commitment to the organization is positively correlated with employees' focus on the organization's commitment to them. For employees, organizations serve as important sources of socio-emotional resources like respect and care, as well as tangible benefits like wages and medical benefits. Being regarded highly by the organization helps to meet employees' needs for approval, esteem, and affiliation; positive evaluation by the organization also provides an indication that increased effort will be noted and rewarded; and employees, therefore, take an active interest in the regard with which they are held by their employer (Eisenberger et al. 1986).

Perceived organizational support can also be used to offer an explanation for organizational cynicism. Organizational cynicism is related to job satisfaction; it is an attitude toward an organization reflecting one's beliefs about his or her experience as part of the organization. Just as POS explains employees' feelings of value, meaning and identity, it also explains employees' feelings of discouragement and distance from their organization. Psychologist James Dean studied employees and found that the biggest cause of cynicism was change that was perceived to be out of the employee's control. Rhoades and Eisenberger (2002) found that changes made within the organization were less supported by employees when the changes were perceived to be out of their control.

Perceived organizational support is also related to employee commitment, which can be negatively affected by a sense of helplessness in the event of change. In fact, organizational commitment, increased performance, and reduced withdrawal behaviors were found to be the most strongly related to POS in Levy's study. By studying the relationship between organizational culture and positive organizational support, Byrne and Hochwarter (2008) found that people who feel high OC may "negatively construe" POS.

Perceived organizational support is higher when employees think that they will benefit directly from an organizational change. Changes and improvements to outside facets of the organization can be under-appreciated if the benefits are indirectly related to the organization in which the employee works. There is a certain value that comes from a tangible benefit (Aselage and Eisenberger, 2003).

Organizational support theory (Eisenberger et al. 1986; Shore and Shore 1995; Rhoades and Eisenberger, 2002) says 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. Such POS would increase employees' felt obligation to help the organization reach its objectives, increase their identification with the organization, and contribute to their expectation that improved performance would be rewarded. Behavioral outcomes of POS would include increased in-role and extra-role performance, increased organizational commitment, and decreased withdrawal behaviors such as absenteeism and turnover.

Although there were relatively few studies of POS until the mid-1990s (Shore and Shore 1995), research on the topic has burgeoned in the last few years. Rhoades and Eisenberger's (2002), meta-analysis covered some 70 POS studies carried out through 1999, and over 300 studies have been performed since. The meta-analysis found clear and consistent relationships of POS with its predicted antecedents and consequences.

Perceived organizational support has been defined as the employees' global beliefs that the organization values their contributions and cares about their well-being (Eisenberger et al. 1986). Organizational support theory supposes that employees infer the extent to which the organization cares about their well-being through various policies, practices, and treatment. Employees then reciprocate such support with increased loyalty and performance (Rhoades & Eisenberger, 2002). Research on POS has found consistent support for organizational support theory (Rhoades & Eisenberger, 2002). Of relevance to this study, POS has been positively related to expatriates' adjustment to the country

and work (Kraimer et al., 2001), organizational commitment (Guzzo et al., 1994), and intentions to remain on the assignment (Shaffer et al., 2001). Related, expatriates' perceptions of supportive company practices have been positively related to expatriates' adjustment to the foreign country (Caligiuri et al., 1999; Florkowski & Fogel, 1999; Shaffer et al., 1999). While this research has been consistent with organizational support theory in the UEW context, this research has also suggested that a more complex conceptualization of POS may be warranted (Guzzo, et al. 1993; 1994). Accordingly, one purpose of this study is to develop a multidimensional conceptualization of POS consisting of adjustment POS, career POS, and financial POS. Through an examination of the dimensions of POS, insights can be gained in terms of how these three forms of organizational support are related to different employee outcomes.

2.2 Theories of Organizational Support

Organizational support theory (Eisenberger et al. 1997; Eisenberger et al.1986; Shore & Shore, 1995) states that employees develop a general perception concerning the extent to which the organization values their contributions and cares about their well-being. Such perceived organizational support would also be valued as assurance that help will be available from the organization when needed to carry out one's job effectively and to deal with stressful situations (George et al., 1993). According to Eisenberger et al. (1986), the development of perceived organizational support is afforded by the natural tendency of employees to personify their organization by ascribing humanlike characteristics to it. Based on this organization's personification, employees would view the treatment received from their organization as an indication that it favors or disfavours them. Moreover, favourable treatment would contribute more to perceived

organizational support if it is attributed to the organization's discretionary action than if it is considered as the result of external constraints (Eisenberger et al., 1986, 1997; Shore & Shore, 1995; Stinglhamber & Vandenberghe, 2001).

Organizational support theory suggests that such perceived organizational support would strengthen affective commitment to the organization (Eisenberger et al., 1986, 2001; Rhoades, et al. 2001; Shore & Shore, 1995), which has been defined as an individual's identification with, involvement in, and emotional attachment to, an organization (Allen & Meyer, 1990; Meyer & Allen, 1991, 1997). In agreement with this view, several studies reported perceived organizational support and organizational affective commitment to be strongly related (Eisenberger, et al. 1990; Guzzo, et al. 1994; Hutchison, 1997b; Settoon, et al. 1996; Shore & Tetrick, 1991; Shore & Wayne, 1993; Wayne, et al. 1997). Although perceived organizational support was often assumed to contribute to affective commitment, these two variables have generally been measured simultaneously, leaving uncertain the direction of causality among them. Consequently, using a panel design, Rhoades et al. (2001) have recently demonstrated that perceived organizational support led to a temporal change in organizational affective commitment, and not the reverse, indicating that perceived organizational support is an antecedent of organizational affective commitment.

Based on the reciprocity norm (Gouldner, 1960), high perceived organizational support would strengthen affective commitment to the organization through three specific mechanisms. First, perceived organizational support would generate a felt obligation to contribute to the organization's well-being and help the organization reach its goals. Employees would then repay the organization through greater affective commitment and

increased efforts at work (Eisenberger et al., 1986; Mowday, et al. 1982; Rousseau, 1989; Schein, 1980; Wayne et al., 1997). Second, perceived organizational support would increase affective commitment by fulfilling such socio-emotional needs as needs for esteem, approval, and affiliation (Armeli et al. 1998; Eisenberger et al., 1986). This emotionally satisfying experience may lead employees to become affectively tied to the organization, resulting in the incorporation of employees' membership and role status into their social identity. Third, perceived organizational support would generate experiences contributing to employees' comfort and perceived competence, such that feelings of being supported and valued by the organization would result in positive mood. Because of its association with the entity responsible for the perceived support (i.e., the organization), this positive emotional state would lead to greater organizational affective commitment (Eisenberger et al., 2001).

Both perceived organizational support and organizational affective commitment were found to be related to turnover in previous research. Although perceived organizational support has been much more investigated in connection with intended turnover (Cropanzano et al. 1997; Guzzo et al., 1994; Randall et al. 1999; Shore & Barksdale, 1998; Wayne et al., 1997), Rhoades and Eisenberger (2002) reported a weighted correlation of 0.11($p < 0.001$) between perceived organizational support and actual turnover in their meta-analytic review of the relevant literature. Similarly, in their meta-analysis, Meyer et al. (2002) reported a weighted correlation of -0.17($p < 0.001$) between organizational affective commitment and turnover. Although these findings show that both perceived organizational support and organizational affective commitment are associated with significant reductions of voluntary turnover, organizational support

theory suggests that organizational affective commitment should mediate the effect of perceived organizational support on turnover. Rhoades et al. (2001) examined this link between perceived organizational support, affective commitment, and voluntary turnover. Consistently with organizational support theory, these authors found that perceived organizational support reduces turnover by strengthening felt obligation toward the organization and reinforcing employees' sense of belonging and identification with the organization, so that affective commitment totally mediated the perceived organizational support-turnover relationship. Consequently, other researches on perceived organizational support (POS) began with the observation that if managers are concerned with their employees' commitment to the organization, employees are focused on the organization's commitment to them. For employees, the organization serves as an important source of socio-emotional resources, such as respect and caring, and tangible benefits, such as wages and medical benefits. Being regarded highly by the organization helps to meet employees' needs for approval, esteem, and affiliation. Positive valuation by the organization also provides an indication that increased effort will be noted and rewarded. Employees therefore take an active interest in the regard with which they are held by their employer. Organizational support theory (OST) (Eisenberger et al. 1986; Shore and Shore 1995; Rhoades and Eisenberger, 2002) holds 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. Such POS would increase employees' felt obligation to help the organization reach its objectives, their affective commitment to the organization, and their expectation that improved performance would be rewarded.

Behavioral outcomes of POS would include increases in in-role and extra role performance and decreases in withdrawal behaviors such as absenteeism and turnover. Although there were relatively few studies of POS until the mid-1990s (Shore and Shore, 1995), research on the topic has burgeoned in the last few years. Rhoades and Eisenberger's (2002) meta-analysis covered some seventy POS studies carried out through 1999, and an additional fifty studies were performed by the end of 2002. The meta-analysis found clear and consistent relationships of POS with its predicted antecedents and consequences. In contrast, the theory underlying POS has received only limited coverage (Eisenberger et al. 1986; Shore and Shore 1995; Rhoades and Eisenberger, 2002; Aselage and Eisenberger, 2003). This chapter addresses the need by describing the key concepts of OST, discussing the theory's relationship with other social exchange approaches and providing suggestions to extend the theory.

2.2.1 Nature and Formation of Organizational Support

Perceived organizational support is assumed to be a global belief that employees form concerning their valuation by the organization. Based on the experience of personally relevant organizational policies and procedures, the receipt of resources, and interactions with agents of the organization, an employee would distill the organization's general orientation toward him or her. Although the organization's positive valuations of one's contributions and concern for one's well-being are logically distinct, exploratory and confirmatory factor analyses indicate that employees combine these into a unitary perception (Rhoades and Eisenberger, 2002). Employees evidently believe that the organization has a general positive or negative orientation toward them that encompasses both their contributions and their welfare.

Perceived organizational support provides the basis for trust in the organization to observe and reward extra effort carried out on its behalf (Eisenberger et al. 1990; Shore and Shore 1995). Shore and Shore (1995) argued that employees are aware that, because they are disadvantaged in their exchange relationship with the organization, they run a high risk that their efforts on behalf of the organization will fail to be adequately compensated. According to Shore and Shore (1995), this is because: (a) the employee is the less powerful partner in the exchange (b) there is often a delay inherent in employer fulfillment of obligations; and (c) multiple agents may influence whether obligations are fulfilled. Indeed, an employer may simply incorporate one's added effort into normal job responsibilities without added compensation. By reducing perceived risk, POS serves to enhance employees' willingness to go beyond their normal job responsibilities on behalf of the organization. Organizational support theory assumes that the development of POS is fostered by employees' personification of the organization (Eisenberger et al. 1986).

Levinson (1965) suggested that employees tend to attribute the actions of organizational representatives to the intent of the organization rather than solely to the personal motives of its representatives. This personification of the organization, suggested Levinson (1965) is abetted by the organization's legal, moral, and financial responsibility for the actions of its agents; by rules, norms, and policies that provide continuity and prescribe role behaviors; and by the power the organization exerts over individual employees. Thus, to some degree, employees' think of their relationship with the organization in terms similar to a relationship between themselves and a more powerful individual. Organizational support theory maintains that employees use attribution processes similar

to those used in interpersonal relationships to infer their valuation by the organization. Gouldner (1960) reasoned that favorable treatment would convey positive regard to the extent that the individual receiving the treatment considered the act to be discretionary.

From this perspective, an employee would infer higher regard from favorable treatment if the treatment appeared discretionary rather than the result of such external constraints as government regulations, union contracts, or competitive wages paid by alternative employers (Eisenberger et al. 1986; Shore and Shore 1995). Accordingly, the positive relationship between POS and favorable job conditions was found to be seven times greater when the presence of those conditions were attributed to the organization's discretion rather than to external constraints (Eisenberger et al. 1997).

2.3 Antecedents of Organizational Support

The study focuses on three general forms of favorable treatment [fairness, supervisor support, human resource (HR) practices] that enhance POS. The empirical evidence linking these three antecedents to POS have been reviewed elsewhere (Rhoades and Eisenberger, 2002). Thus, the researcher will concentrate here primarily on conceptual issues.

2.3.1 Fairness of treatment

Fairness is often discussed in terms of two types of justice: distributive and procedural. Distributive justice involves fairness in the distribution of outcomes, whereas procedural justice involves fairness in the procedures used to determine the distribution of outcomes (Greenberg 1990). Shore and Shore (1995) argued that repeated fair treatment would have a strong cumulative effect on POS by indicating a concern for employees' welfare.

Further, they maintained that procedural justice might have a stronger influence on POS than distributive justice. This is because the receipt of outcomes such as promotions and pay raises occur infrequently. However, employees are exposed to instances of procedural justice (e.g. being included in decision-making and receiving consistent performance evaluations) on a more regular basis. Procedural justice and favorable outcomes have both been positively linked to POS (Rhoades and Eisenberger, 2002). Of the two dimensions of fairness, procedural justice has been found to contribute more strongly to POS than distributive justice (Fasolo 1995; Wayne et al. 2002). Shore and Shore (1995) suggested that perceptions of fairness surrounding a particular decision contribute to a more global history of support. Although employees would remember a few important organizational decisions that contribute to POS, less important decisions that also contribute to POS would tend to be forgotten. The accumulated history of decisions would operate through POS to influence employee attitudes and performance.

In accord with this view, Moorman et al. (1998) found that POS fully mediated the association between procedural justice and extra-role behavior. Longitudinal research to assess the causal direction of the relationship between POS and fairness would be helpful to provide more definitive evidence concerning these relationships. Research on fairness has also considered the relative contributions made by procedural justice and interactional justice to POS. Interactional justice refers to employees' perceptions of the favorableness of an interpersonal interaction accompanying decisions of resource allocation (Bies and Moag 1986). Masterson et al. (2000) reasoned that because procedural justice results from actions of the organization, and interactional justice results from individuals' actions, the two types of fairness should differentially influence

employees' social exchange relationships with the organization and with representatives of the organization. Supporting these hypotheses, Masterson et al. (2000) study of University employees found that procedural justice was predictive of POS, whereas interactional justice from supervisors was predictive of the quality of employees' exchange relationship with their supervisors.

2.3.2 Support from organizational representatives

According to OST, employees incorporate the favorable treatment received from various organizational agents and units into an overall perception of organizational support. Organizational support theory assumes treatment received from an organizational agent contributes to POS to the extent that the representative's actions are believed to be sanctioned and promoted by the organization, as opposed to being seen as idiosyncratic motives of the agent. In general, the higher the status or standing the employee believes the organizational agent has within the organization, the more the employee should attribute the actions of that agent to the intent of the organization. The actions and words of high status employees are seen as closely conveying the favorable or unfavorable orientation toward employees of the personified organization. The perceived status of an agent would be influenced by the agent's formal position in the organizational hierarchy. However, perceptions of status are also influenced by one's treatment by others, allowing individuals with similar job titles to differ markedly in the extent to which they are viewed to represent the organization. Organizational agents' status would be influenced by the extent of the positive valuation and regard extended to them by the organization, the degree of job autonomy afforded them, and their influence in important organizational decisions (Rhoades and Eisenberger, 2002). Favorable or

unfavorable treatment received from high-status representatives, who would be strongly identified with the organization, would have an increased influence on POS.

Accordingly, Eisenberger et al. (1986) found that the relationship between perceived supervisor support and POS increased with the status employees attributed to them. According to OST, support from the supervisor results in a favorable relationship between the employee and the organization. In contrast, leader-member exchange theory (Liden et al. 1997) proposes that positive interactions between supervisor and subordinate contribute to a constructive working relationship between the two interacting parties. Both views would seem to be correct, as supervisors are able to jointly influence the exchange relationships that they have with the employee and that the employee has with the organization. Because the supervisor is an important source of information, she is able to influence whether employees attribute favorable or unfavorable treatment to the actions of the supervisor, the organization, or both.

2.3.3 Human resource practices

Systematic organization-wide policies and procedures directed toward employees, or HR practices, should make an important positive or negative contribution to POS because they are specifically oriented toward employees. Favorable HR practices that signify an investment in human capital and demonstrate recognition of employee contributions have been suggested to promote POS (Allen et al. 2003). Indeed, POS has been found to be related to HR practices such as job security, autonomy, training, participation in decision-making, and opportunities for rewards and promotions (Rhoades and Eisenberger 2002; Allen et al. 2003). The favorableness of a specific HR practice should increase POS to the extent that it is attributed to the voluntary, intentional actions

of the organization. Tsui et al. (1997) proposed that organizations have different strategies concerning the human resources they are willing to invest in employees and the returns they expect on these investments.

According to Tsui et al. (1995), organizations may have one of four HR investment strategies. The first two strategies are balanced strategies, with the first characterized by the organization's and the employee's exchange of few valued resources, and the second strategy defined by the mutual exchange of highly valued resources. The remaining two strategies are unbalanced, wherein the organization either provides the employee with few resources while expecting much in return, or provides many resources while expecting little from the employee in return. In a study of employees from multiple organizations, Tsui et al. (1997) found that employees whose organizations invested many valued resources in employees, such as assurances of job security and developmental opportunities, showed greater affective commitment and higher performance. As noted above research on HR practices and POS has shown that strong investments of resources in employees may contribute substantially to POS. Consistent with this view, Shore and Barksdale (1998) found that employees who reported strong mutual obligations between themselves and their organization had higher levels of POS than employees who reported low mutual obligations between themselves and their work organization.

2.4 Psychological outcomes of Organizational Support

Organizational Support was originally assumed to create a felt obligation to help the organization reach its goals, increase affective commitment to the organization, and

strengthen performance-reward expectancies (Eisenberger et al. 1986). More recently, attention has been given to the role of POS in reducing aversive psychological and psychosomatic reactions to stressors by indicating the availability of material aid and emotional support when needed to face high demands at work (George et al. 1993; Robblee, 1998). Below the study considers the conceptual basis for these outcomes of POS, together with supporting evidence.

2.4.1 Felt obligation

When one person treats another well, the norm of reciprocity obliges the return of favorable treatment (Gouldner, 1960). The reciprocity norm may also apply to employee-employer relationships, compelling employees to recompense advantageous treatment they receive from their work organization. Because POS provides a broad and valued set of socio-emotional and impersonal resources to employees, the norm of reciprocity should, in turn, produce a general felt obligation to help the organization achieve its goals (Eisenberger et al. 1986; Shore and Shore 1995). In accord with OST, Eisenberger et al. (2001) found a positive relationship between postal employees' POS and a general felt obligation to help the organization. Supporting the notion that reciprocity is involved in this process, the relationship between POS and felt obligation increased with employees' exchange ideology, which is the endorsement of the reciprocity norm as applied to the employee-employer relationship.

2.4.2 Affective organizational commitment

Organizational Support Theory holds that POS fosters affective organizational commitment by meeting employees' socio-emotional needs, such as the needs for esteem, approval, and emotional support (Eisenberger et al. 1986; Armeli et al. 1998).

The fulfillment of these needs should facilitate the incorporation of employees' organizational membership and role status into their social identity, thereby creating a strong emotional attachment to the organization. A longitudinal panel study found that while POS was related to temporal changes in affective commitment, affective commitment was unrelated to temporal changes in POS (Rhoades et al. 2001). Also, the obligation that arises because employees feel the need to reciprocate the support they receive should also lead to affective commitment to the organization (Rhoades et al. 2001). Thus, Eisenberger et al. (2001) found that felt obligation mediated the relationship between POS and affective commitment.

2.4.3 Performance-reward expectancies

Organizational Support Theory proposes a reciprocal relationship between POS and performance-reward expectancies (Eisenberger et al. 1986; Shore and Shore 1995). By providing employees with favorable opportunities for rewards, the organization would convey high regard for its employees and increase POS. In turn, POS would increase employees' expectancies that high performance will be rewarded by the organization. Accordingly, Eisenberger et al. (1990) found a positive relationship between POS and performance-reward expectancies. However, cross-lag panel studies have not yet been conducted to assess the proposed reciprocal relationship between POS and performance-reward expectancies.

2.4.4 Stress

In stressful situations, POS might reduce psychological strain by indicating the availability of emotional and tangible support (George et al. 1993; Robblee 1998). Thus, POS weakened the relationship between nurses' degree of contact with AIDS

patients and negative mood at work (George et al. 1993), and tempered the negative relationship between British pub-workers' experiences of threats and violence by patrons and their work-related well-being (Leather et al. 1998). It is also possible that POS could decrease employees' strain at both low and high exposure to stressors (Viswesvaran et al. 1999). Negative relationships have been reported regarding POS and fatigue (Cropanzano et al. 1997), burnout (Cropanzano et al. 1997), anxiety (Venkatachalam 1995; Robblee 1998), and headaches (Robblee 1998). The potential for POS to have direct effects on the reduction of stress in the workplace is an important area of research that needs further investigation. The preventative health benefits that employees would receive could result in substantial savings on the part of the organization regarding absenteeism and slowed production due to overly stressed employees.

2.5 Behavioral outcomes of Organizational Support

Organizational Support Theory assumes that felt obligation, fulfillment of socio-emotional needs, affective commitment, and performance-reward expectancies all contribute to increased performance and decreased withdrawal behavior. Accordingly, Rhoades and Eisenberger's (2002) meta-analysis reported that POS had highly reliable effects on in-role performance, extra-role performance, and turnover. In view of possible biases in supervisors' performance ratings, of particular interest were positive relationships found between POS and objective performance measures, including the numbers of constructive suggestions made by steel company employees (Eisenberger et al. 1990) and speeding tickets issued and driving-under-the-influence arrests made by

state police patrol officers (Armeli et al. 1998). The felt obligation that POS is presumed to produce should enhance performance.

Accordingly, Eisenberger et al. (2001) found that felt obligation mediated the positive relationship between POS and extra-role behavior. It also follows that the relationship between POS and behavioral outcomes should be stronger among employees who strongly endorse the reciprocity norm as applied to employee-employer relationships. Consistent with that belief, Armeli et al. (1998) reported that the negative association between teachers' POS and absenteeism increased with the strength of their exchange ideology. Because POS should meet employees' socio-emotional needs, employees with strong socio-emotional needs should place more value on POS. Consequently, these employees should more strongly reciprocate the organization's support. In agreement with this view, Armeli et al. (1998) found that among police officers, the incremental relationship between POS and issuance of speeding and driving-under-the-influence citations was greater among officers with strong needs for esteem, affiliation, emotional support, and approval.

2.5.1 Psychological contract theory

Psychological contract theory (Rousseau 1995; Morrison and Robinson 1997) maintains that employees develop a set of perceived mutual obligations between themselves and their work organizations, called a psychological contract. Based on the norms of the reciprocity, psychological contract theory holds that the strength of employees' obligations to the organization and their willingness to fulfill them depends on employees' belief that the organization has fulfilled its obligations to them (Coyle-Shapiro and Kessler 2002; Robinson et al. 1994). Consistent with this view, contract

breach, or employees' beliefs that the organization has failed to fulfill its contractual obligations to them, is associated with decreased supervisor-rated in-role performance (Lester et al. 2002), decreased self-reported extra-role behaviors (Robinson and Morrison 1995; Robinson 1996; Turnley and Feldman, 2000), and increased turnover rates (Robinson and Rousseau 1994). As social exchange approaches to the employee-employer relationship that emphasizes the norm of reciprocity, OST and psychological contract theory are similar in several major respects. For the most part, theory and research associated with POS and the psychological contract have proceeded apart, with a few notable exceptions. In our view, the two theories have focused on different aspects of the employee-employer relationship that are interdependent. We introduce here some ways in which POS and psychological contracts may be related. A more detailed theoretical integration may be found in Aselage and Eisenberger (2003).

Psychological contract theory assumes that promises conveyed by organizational agents form the basis for employees' psychological contracts (Rousseau 1995). The favorableness of the promises included in the psychological contract might play a role in the development of POS (Aselage and Eisenberger, 2003). Employees who believe their organization has promised them numerous valued resources, such as training opportunities and job security, would be expected to have higher levels of POS than would employees who believe their organization has promised little to them. However, perceptions that the organization promised highly favorable treatments might only influence POS when employees trust that the organization will deliver on its promises.

Guzzo et al. (1994) and Coyle-Shapiro and Kessler (2000) suggested that employees' beliefs that the organization that kept its contractual promises should result in increased

POS. Supporting this contention is Coyle-Shapiro and Kessler's study in which British public sector employees' POS was found to be influenced by the extent to which the organization was perceived to have fulfilled a variety of obligations to them, such as training, equitable pay, and fringe benefits. It is realized that increased POS tends to produce a positivity bias in employees' evaluation of whether the organization has fulfilled the terms of the psychological contract. In many cases, promises may lack specificity, leading to uncertainty about whether the organization has fulfilled its obligations. For instance, organizations may promise prospective employees substantial future pay raises or frequent promotions.

In subsequently evaluating whether the organization has fulfilled such qualitative promises, employees with high POS may be inclined to give the organization the benefit of the doubt in determining whether the contract has been fulfilled (Coyle-Shapiro 2001). Additionally, employees with high POS may be less likely to monitor the organization for contract breaches and therefore observe them less frequently (Rousseau 1995; Morrison and Robinson 1997; Coyle-Shapiro, 2001). Economic downturns, external pressures from the organization's competitors, or internal changes in the organization's objectives may prompt the organization to try to increase the employee's obligations or decrease its obligations to employees under the psychological contract (Rousseau, 1995). Criteria for employee evaluations, promotions, pay raises, and job retention may change greatly, increasing employees' uncertainty about their future. Attempts to greatly alter the terms of the psychological contract at employees' expense may result in strong resistance to change.

Perceived organizational support may influence employees' acceptance of alterations of the psychological contract. Because of a history of positive regard by the organization, employees with high POS may be less likely to believe that changes made by the organization result from malevolent intent. For instance, employees with high POS might be more likely to accept the organization's position that the elimination of promised salary increases resulted because of hard economic times rather than a lessening concern with the employees' welfare. As such, employees with high POS would be more accepting of rationales given by the organization and so would be inclined to adapt to organization-initiated changes to the psychological contract (Aselage and Eisenberger, 2003). Perceived organizational support might also reduce the psychological strain experienced by employees when the organization proposes fundamental changes to the psychological contract. Shore and Tetrick (1994) reasoned that one function of the psychological contract is to reduce stress because it provides employees with a sense of predictability and control. By boosting self-esteem and assuring employees that aid is available when needed, POS might lessen perceived loss of control and consequent strain when employees experience major organizational change (Aselage and Eisenberger, 2003).

2.5.2 Early employee socialization

Longitudinal research has indicated that POS is subject to systematic changes throughout employees' tenure in organizations (Rhoades et al. 2001; Eisenberger et al. 2002). However, the researcher knows little about the development of POS very early in employees' tenure. During pre-employment, a period that stretches from an individual first hearing about a prospective employer through the hiring process, and during the

subsequent early stages of employment, newcomers typically have little information about their employing organization. Newcomers are motivated to find out more about the organization's general culture, their roles in the organization (Morrison 1993a,b), and the organization's general benevolence or malevolence toward its employees. Potential employees may rely on sources outside the organization, such as friends, family, and career counselors, for credible information regarding the organization's overall reputation in the community (Fisher et al. 1979; Cable et al. 2000).

Information gathered from social networks outside the organization should be especially potent in framing employees' initial levels of support, because the information is communicated by familiar individuals who likely have little vested interest in portraying the organization in an inaccurate light (Popovich and Wanous 1982). However, the strength of the contribution of information from outside sources to employees' initial level of POS would be contingent upon the amount and depth of information available from the source. For instance, the views of a friend who is a former employee of the organization should contribute more to initial POS than the views of another who has a vague recollection of something favorable or unfavorable about the organization. As previously noted, promises made to employees and requests denied during job recruitment and negotiations would be expected to influence POS (Aselage and Eisenberger, 2003). If interviews for the job are carried out at the organization's facilities, discussions with supervisory personnel and future co-workers should influence expectations concerning treatment and therefore initial levels of POS. The influence of pre-employment information on POS is a promising direction for future research.

Although organizational information obtained from pre-employment sources may play a role in shaping new employees' initial levels of POS, employees continue to engage in information seeking upon entry to corroborate and expand upon the information received prior to entry (Ashford and Cummings 1983; Morrison 1993*a,b*). The continued seeking of information would serve to further reduce their uncertainty concerning the organization's norms, values, and favorable or unfavorable orientation toward its employees. Employees would elicit the knowledgeable views of veteran employees concerning organizational support and to begin to judge the organization's benevolence or malevolence through observations of the treatment of others and themselves. Employees seek out information about the organization via inquiry, wherein employees directly ask other employees for information, or through monitoring, in which employees attend to others and the environment to obtain informational cues (Ashford and Cummings 1983; Morrison 1993*b*). Morrison (1993*b*) found that new employees seek information about organizational norms and values through monitoring more often than inquiry, and tend to rely on co-workers as opposed to managers and supervisors for such information. She proposed that monitoring serves as a less intrusive mode of information seeking than inquiry, which may lead others to perceive the seeker as incompetent, insecure, and bothersome.

Moreover, it was suggested that employees rely on co-workers as opposed to managers or supervisors for this information because co-workers are more likely to view the organization from a perspective similar to that of newcomers. The writer suggests that newcomers engage in similar processes to infer the degree to which the organization generally values the contributions and cares about the well-being of its employees.

Specifically, once new employees have begun work, they would engage in daily routines that provide direct observations of how their co-workers are treated by the organization. In addition to obtaining information by observing the treatment of others, the attitudes conveyed by co-workers would significantly influence new employees' attitudes (Salanick and Pfeffer 1978; Klein et al. 2001). Co-workers readily convey attitudes to new employees through stories of favorable and unfavorable treatment they and others have received. Thus, the researcher would expect new employees' direct observations of the treatment of others, opinions offered by co-workers concerning their histories of treatment and their own initial treatment to contribute to POS.

The information that new employees obtain from co-workers early in their tenure may have a lasting impact on POS by serving as a lens through which they view subsequent treatment by the organization. However, as new employees gain experience in the organization, they encounter more instances of first-hand treatment. As such, over time, employees may rely less on the views and treatment of co-workers, and infer POS more from the manner in which they are personally treated by the organization. As employees become more confident in their opinions concerning the regard in which they are held by the organization, favorable or unfavorable treatment of greater magnitude may be required to alter POS measurably. However, even after an employee has become confident of a given level of support by the organization, sudden changes in treatment having high symbolic or tangible importance would greatly influence POS. Examples would include unexpected promotions, demotions, or layoffs.

2.5.3 Attributions of positive valuation

The extent to which favorable or unfavorable treatment is perceived as discretionary has a major influence on the treatment's contribution to POS. Eisenberger et al. (1986) noted several additional attribution heuristics that employees may use to gauge the extent to which the favorableness of treatment signifies that the organization values their contributions and cares about their well-being. First, favorable treatment that comes at a substantial cost to the organization would indicate greater positive valuation of employees than treatment requiring little sacrifice by the organization (Gouldner 1960; Eisenberger et al. 1986). From this perspective, the establishment of a program to pay for employees' education would contribute less to POS in a highly profitable company than a similar program in a firm with lesser fiscal resources. Second, OST suggests that treatment delivered at a time of great need to an employee should contribute more to POS than the same practice introduced at a time of lesser need (Gouldner, 1960). For example, material or socio-emotional aid given to an employee suffering from a life-threatening illness or grieving the loss of a family member would contribute substantially to POS.

Similarly, the opportunity for employees to convey their opinions and suggestions to upper management might contribute more to POS while a tumultuous merger produces concerns for their future than during less stressful times. Moreover, when the organization responds benevolently to a variety of employees in times of great need and such aid becomes well known, the POS of employees not directly impacted by the organization's benevolent actions might also be enhanced. In a related vein, OST proposes that treatment specific to an employee's needs should be especially valued, and

should therefore contribute considerably to POS (Schopler, 1970). From this perspective, certain types of favorable treatment maybe more important in leading to POS for some employees than others, for instance, flexible scheduling may be more beneficial for a single parent of young children than for an employee without children or other substantial non-work responsibilities. As a result, flexible scheduling may contribute more strongly to POS for the former employee than the latter. As another example, favorable opportunities for promotions and career advancement may be more strongly associated with POS among employees with a strong need for achievement. These examples highlight the potential importance of employees' attribution processes in the relationships of favorable treatment with POS. Based on these processes; the favorableness of treatment might be considerably increased or attenuated as a source of POS. Besides the attribution heuristic of the voluntariness of the organization's treatment (Eisenberger et al. 1997), evidence has yet to be gathered on remaining attribution heuristics described above.

2.5.4 Contingent employment relationships

The central tenets of OST have been generally applied to regular employment relationships, wherein employees work for their organizations on a full-time, long-term basis. However, contingent employment relationships, such as part-time and temporary work, are becoming more common in the contemporary workplace (Nollen and Axel 1996; Rousseau 1997; McLean et al. 1998). Many service organizations, such as restaurants, rely heavily on part-time employees (Stamper and Van, 2001). Employers may be less prone to invest resources in short-term and part-time employment

relationships (Tsui et al. 1995; McLean et al. 1998), and managers and supervisors may be less likely to convey their appreciation for the accomplishments of such individuals.

Despite the fact that organizations may be less inclined to offer favorable resources to contingent workers, we suggest that the provision of impersonal and socio-emotional resources nonetheless strengthens contingent employees' POS. As is the case with regular employees, contingent employees would be expected to respond favorably to the receipt of socio-emotional and impersonal benefits. Moorman and Harland (2002) found that temporary employees' perceptions of favorable treatment by the organization were predictive of extra-role behaviors, affective organizational commitment, and felt obligation to the organization. Among contingent employees, POS might mediate such relationships. Because of management's hesitance in many organizations to provide highly favorable treatment for contingent employees, POS should be higher for regular employees than contingent employees in some organizations. However, this result would be expected to be far from universal. In many organizations, the POS of regular employees is not particularly high (Eisenberger et al. 1990) and may not be higher than for contingent employees. Regular employees may expect more from the organization than contingent employees and therefore may be more prone to disappointment.

According to Rousseau (1995), regular employees believe that the organization is obliged to provide favorable levels of resources of various kinds to employees. To the extent that these resources are not afforded, employees would believe that their reciprocal exchange relationship with the organization had been violated. Such contract violation may reduce POS (Aselage and Eisenberger 2003). Thus, greater POS by regular employees than contingent workers would depend on the organization's

fulfillment of its added obligations to them. The voluntariness of the contingent employees' work status (Feldman et al. 1995) may influence POS. Voluntary contingent employees pursue part-time or temporary jobs because they desire these work arrangements. A University student working part-time to earn extra money would be designated a voluntary contingent employee. By contrast, involuntary contingent employees work on a part-time or temporary basis but desire regular employment. A new University graduate who takes a part-time job after failing to find regular work would be denoted an involuntary contingent employee. Because attaining regular employment is a salient need for involuntary contingent workers, they may attribute the organization's failure to offer them regular employment as an indication of low valuation. This would be more likely if the organization were known to make use of contingent employees on a continuing basis.

In such cases, it would be expected that involuntary contingent employees will tend to have lower levels of POS than voluntary contingent workers. Work status may also play a role in determining how contingent workers choose to reciprocate POS. Due to the brevity of their expected tenure with the organization; temporary employees may be less inclined than regular employees to volunteer for ambitious projects. Rather, temporary employees may be likely to repay the organization by working harder or more carefully in their in-role activities or by engaging in short-term ad hoc extra-role behaviors. Many voluntary part-time employees may have been drawn by the opportunity for more free time for their personal life. For these employees, activities outside of work, such as child-rearing or education, may take precedence over work. Therefore, part-time

employees may be less inclined to volunteer for tasks that would impinge on their personal lives, such as overtime work assignments.

2.5.5 Human resource practices

POS has implications for the strategic human resources literature, which emphasizes the effects of an organization's HR package on employee performance (Huselid et. al. 1997). Strategic HR investigators have concentrated on such practices as hiring from within versus from outside the organization, formal training programs, appraisal systems, profit sharing, employment security, opportunities for employees to voice their views, and scope of job responsibilities (Delery and Doty 1996). Delery and Doty (1996) noted that HR researchers have investigated the link between strategic HR practices and performance but have given little attention to possible mechanisms responsible for this relationship. While it is generally assumed that effective HR practices contribute to performance by enhancing employees' knowledge, skills, and abilities (Schuler and Jackson 1987; Jackson and Schuler 1995), favorable strategic HR practices may also enhance performance by increasing POS. Investing in employees' development and recognizing their contributions would indicate the organization's positive valuation by the organization of employees' contributions and its commitment to a strong employee–employer relationship, thereby enhancing POS.

On the basis of the norm of reciprocity, POS would promote a heightened sense of obligation among employees to help meet the organization's objectives. This increased obligation should result in greater work effort and heightened performance (Eisenberger et al. 1986; Shore and Shore, 1995). Future research should examine the mediational role of POS in the strategic HR practices-performance relationship (Wayne et al. 2002).

Other research might address the relative influences that individual and group-based HR practices have on POS. Some HR programs reward individual achievement, such as pay for performance plans and bonuses tied to productivity. When such practices highlight the performance of individuals in a favorable or unfavorable manner, they will tend to have strong effects on POS (Shore and Shore 1995). For instance, a retail organization may choose to recognize the superior performance of its top salesperson by rewarding him or her with praise and approval, along with a monthly bonus. Based on social comparison (Festinger, 1954), such individual recognition is especially informative to an employee that his or her efforts are appreciated by the organization.

Other HR practices provided to entire groups of employees should affect POS, albeit to a lesser degree (Shore and Shore 1995). Group rewards, such as team-based bonuses, are not directly informative of individual achievement but nevertheless indicate a positive valuation of the individual as a member of a class and should contribute to POS. Other HR practices, such as healthcare benefits, while not based on performance, are nevertheless indicative of the organization's favorable or unfavorable orientation toward employees and should also affect POS. Social identification theory (Tajfel and Turner 1979, 1986) holds that because employees work interdependently and are subject to similar organizational policies and procedures, they are likely to identify with their co-workers as members of their in-group. As a result, employees would value the organization's favorable treatment of co-workers as an indicator of the organization's concern for themselves. Therefore, the treatment groups to which one belongs in the organization would affect POS. The stronger the identification with a particular group

within the organization, the greater would be the influence of favorable treatment of the group on POS.

2.6 Effects of Organizational Support on Employees' Attitudes to Work

The organization's discretion is important for determining the extent to which different treatments must impact POS. For example, union workers might receive excellent wages and benefits. However, if these benefits resulted from difficult contested negotiations, employees would consider the benefits to have been provided involuntarily, and the benefits would have little influence on POS. This suggests that organizations should not automatically conclude that well-treated employees will have high POS. Favorable treatments that organizations provide to employees must be perceived as voluntary if they are to influence feelings of support. To the extent that the organization effectively conveys favorable treatment as discretionary, POS will be enhanced.

The literature on social accounts (Sitkin and Bies 1993; Cobb and Wooten 1998) suggests additional ways in which organizations may cast negative treatment of employees in a better light and thereby minimize the loss of POS. Organizations may legitimize their actions with exonerating accounts that appeal to higher-order norms and values or they may use reframing accounts which alter employees' perceptions of the unfavourableness of the treatment.

One type of exonerating account attempts to make salient super-ordinate goals and values. For example, an employee who is asked to work unwanted overtime may be told how important his or her contribution is for meeting a specific objective to which the

entire work group is contributing. Of course, the invocation of shared sacrifice by management for the greater good of the organization is likely to be greeted cynically if management does none of the sharing. Exonerating accounts may also be used to take advantage of the proclivity of individuals to accept unintended consequences of well-meant actions (Sitkin and Bies 1993). Forgiveness for such errors is fostered when the account giver explains the good intentions behind his or her actions, acknowledges that those actions had deleterious consequences, and expresses sincere regret for the harm done. Exonerating accounts should weaken the negative effects of unfavorable treatment on POS in two ways. First, unfavorable treatment carries less blame when unintentional (Ferguson and Rule 1982). Second, the apology indicates a concern with the employee's welfare.

Additionally, using reframing accounts, organizations may attempt to alter employees' perception of the favorableness of treatment by encouraging them to select a new standard of comparison (Sitkin and Bies 1993). Social reframing can be used to direct employees' attention to other individuals who are less well off. For instance, after an organization decides to reduce health benefits, it can point out other similar organizations that have reduced their health benefits more substantially. Temporal reframing can be used to place a current negative outcome in a more favourable light by comparing it with an unfavorable past outcome or by drawing attention to a more favorable possible future outcome (Sitkin and Bies 1993). For example, in cases where budgetary shortfalls result in few resources for employees, an organization can construe the budget as less unfavorable by underscoring previous budgets that were even more stringent. Alternatively, the same organization might be in a position to state with some

assurance that the following year's budget will be more favorable. Reframing should lead employees to view unfavorable treatment as less unfavorable or less significant, thus reducing the detrimental effects of such treatment on POS.

2.6.1 Satisfaction with Rewards

Lincoln and Kalleberg (1990) have argued that the rewards offered by an organisation may have a powerful effect on employees' attitudes towards their job and the company for which they work. In this context, it is important to distinguish between intrinsic and extrinsic rewards. Intrinsic rewards are those that exist in the job itself, such as variety, challenge, and autonomy. Extrinsic rewards, on the other hand, comprise elements such as pay and fringe benefits, promotion or advancement opportunities within the organisation, thus the social climate and physical working conditions. Caldwell et al., 1990; O'Reilly & Chatman, 1986 have suggested that intrinsic rewards will probably be more salient for affective commitment whereas extrinsic rewards are more likely to be important in relation to continuance commitment to the organisation. Consistent with this reasoning, we anticipated that satisfaction with intrinsic rewards would be positively associated with job involvement and with affective commitment, but would have little bearing on continuance commitment. In contrast, satisfaction with extrinsic rewards was expected to be important mainly for continuance commitment, but would play a relatively small role in the prediction of job involvement and affective commitment

2.7 Conceptual Framework of organizational support and employee's attitude to work

Organizational support leads to organizational antecedents such as fairness of treatment, support from organizational representatives and human resource practices. This is

categorized into behavioral and psychological outcomes which influences employees attitude to work such as satisfaction with rewards.

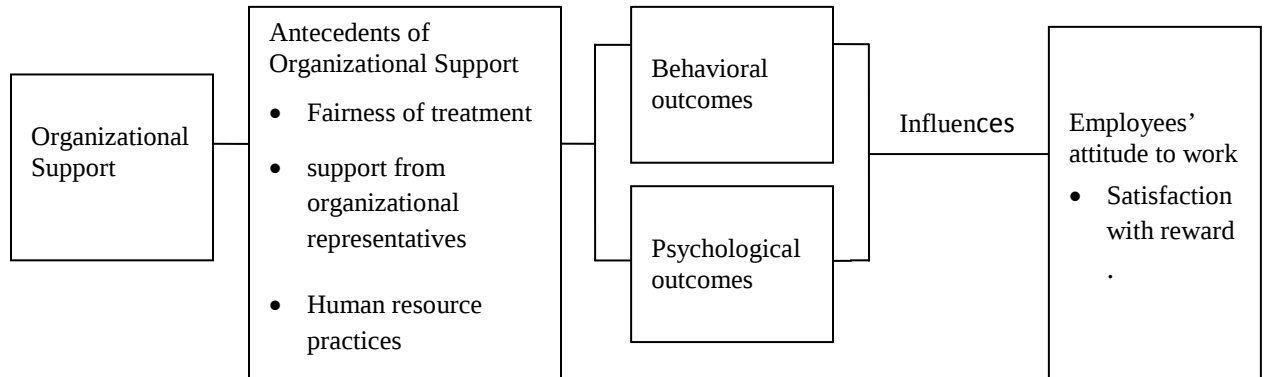


Figure 2.1: Dimensions of Organizational Support

Source: Field survey (2014)

2.8 Conclusions

Organizational Support Theory provides a social exchange account of the development of the employee-employer relationship based on the central assumption that in order to meet socio-emotional needs and gauge the utility of increased efforts on behalf of the organization, employees form global beliefs concerning their valuation by the organization. Such POS would depend on favorable discretionary acts carried out by the organization. Based on the norm of reciprocity, employees would respond to favorable treatment with an increased felt obligation to help the organization achieve its obligations and a greater affective commitment to the organization. These factors and enhanced performance-reward expectancies stemming from POS would lead to greater performance and to reduced withdrawal behaviors such as absenteeism and turnover. A substantial empirical research literature suggests that, consistent with OST, major categories of favorable treatment received by employees are positively related to POS which, in turn, is associated with outcomes favored by employees and the organization.

CHAPTER THREE

RESEARCH METHODOLOGY AND ORGANISATIONAL PROFILE

3.0 Introduction

The aim of the study is to examine the effect of organizational support on employees' commitment and attitude to work in University of Education, Winneba-Kumasi Campus. This chapter describes the procedures and techniques used to collect the data for the study and the reason for each step taken. It also covers the research design, source of data, the population, sample and sampling techniques, the research instruments, data collection procedures as well as the organizational profile. The summary of statistical methods used, their validity and reliability are captured.

3.1 Research Design

Research design defines the systematic and scientific procedures used to arrive at the results and findings for a study against which claims for knowledge are evaluated (Saunders et al, 2007). Against this background, the research design adopted was the exploratory research. This design is concerned with literature search, interviewing experts in the subject area and conducting focus group interviews. It also allows the researcher to obtain the opinions of the representative sample of the target population in order to infer the perception of the entire population (Robson, 2002).

The exploratory research design finds out what is happening, seeks new insight, asks questions and assesses phenomena in a new light as well as gathering preliminary information that will help define problems and suggest hypothesis (Robson, 2002). It

may also be designed to discover whether there is any relationship between the two variables under study.

3.2 Sources of data

Data collection means gathering information to address the critical questions that had been identified earlier in the study. This therefore means that there is the need to identify the main sources from which data would be collected. Many methods available to gather information and a wide variety of information sources were identified. The most important issues related to data collection is selecting the most appropriate information or evidence to answer questions raised in the study (Godfrey, et al., 1999). In a study of this nature, there are two main sources of data. These are primary and secondary data.

3.2.1 Primary data

Primary data are data from original sources. That is first-hand information collected from the field that has not been used before. They are usually collected directly by the researcher with a specific purpose in mind through the use of questionnaires, interviews, observation, and others. In this study, the primary sources of data were the responses gathered from the respondents through the administration of questionnaire for analysis.

3.2.2 Secondary data

Secondary data are also known as ‘second hand’ data or information. They are data which already exist and have been used before. They may be from books, theses, reports, journals, magazines, newspapers and bulletins. Greater parts of data used or dealt with in the literature review were secondary source data. That is, the list of materials or items made use of in the literature review, thus, the data which past

researchers have already gathered for their own various purposes. These secondary data were gathered through internet search engines and book reviews.

3.3 Population

The population of this study comprises the staff of Kumasi-Campus of UEW. This is made up of management, lecturers, administrators, clerks and other professionals. These staff members have been categorized as teaching staff, senior members, senior staff and junior staff of the Kumasi-Campus of UEW. The total population of the study area is four hundred and three (403).

3.4 Sample size

According to Turkson (2013) cited in Saunders (1992) and Nwana (1990) if the size of the population is a few hundreds, a minimum of 40% will do; if several hundreds, a minimum of 20% is acceptable; if few thousands, a minimum of 10% is acceptable; and if several thousands, 5% will do. Therefore, a total number of one hundred and twenty (120) staff members were selected as a sample size for the study. This sample size comprised four groups – teaching staff, senior members, senior staff and junior staff. Twenty-five (25) members from Teaching staff which included the deans and departmental heads, ten (10) senior members, thirty (30) from the senior staff and fifty-five (55) from the junior staff. Apart from the principal officers on the UEW-K Campus, each of the faculties/departments/sections/units on Campus had a representative in the sample.

Table 3.1: Categories of people involved in the study, the population and sample sizes

Category	Population	Male	Female	Total	Percentage
Teaching staff	88	18	7	25	20.8
Senior members	27	7	3	10	8.4
Senior staff	101	18	12	30	25.0
Junior staff	187	25	30	55	45.8
Total	403	68	52	120	100

Source: UEW-K Human Resource Unit, (2014)

3.5 Sampling Techniques

The researcher adopted sampling techniques of simple random sampling techniques. With simple random sampling, each member in a population has an equal chance of inclusion in the sample. The simple random sampling technique used by the researcher ensured that no bias is introduced and have fair representation of the data regarding which employee is included in the research.

3.6 Data collection instruments

Based on the nature of data needed for this study, the research instruments used to collect data was aquestionnaire.

3.6.1 Questionnaire

A questionnaire is an indispensable tool in the study of this nature. This tool was more significantly used since it has the advantage of providing a much more means of gathering data from a fairly large population over the other instruments of measurement.

It also guaranteed the confidentiality and its ability to elicit more truthful responses than would be obtained from the other instruments.

The questionnaires developed for the data collection were of four parts. The first type was for teaching staff, the second type was also for the senior members, the third type was for the senior staff and the last type was for the junior staff in the UEW-K. The questions on each of the forms were extensive and ranged from items on individual bio-data to personal opinions on the effect of organizational support on employees commitment and attitude to work in the UEW-K. A Likert scale is a common type of scale which was used in this research. Respondents were presented with a list of attributes for which they were asked to indicate their relative importance and evaluations in terms of how the University values organizational support.

The following general principles for constructing good questions in the questionnaire were thus considered:

- i. Using short and simple sentences
- ii. Framing questions that ask for only one piece of information at a time.
- iii. Avoiding negatives if possible
- iv. Asking precise questions or unambiguous questions
- v. Ensuring that those you ask questions have the necessary knowledge
- vi. Asking questions that seek for exact level of details or essential details
- vii. Avoiding sensitive issues
- viii. Minimizing bias in questions

Leung (2001)

These general rules for arranging questions were also considered:

- i. Going from general to particular
- ii. Going from easy to difficult
- iii. Going from factual to abstract
- iv. Starting with close formal questions
- v. Starting with questions relevant to the main subject.

Leung (2001)

3.7 Validity and Reliability

According to Denscombe (2003), in all research, the methods and conclusions need to be justified. This justification has to demonstrate the nature of the decision taking during the research, and on which ground the decisions are reasonable for the reader.

3.7.1 Validity

Validity means whether your methods, approaches, and techniques actually measure and relate to the problem that has been explored (Blaxter et al., 2001). The term validity actually refers to an instrument to measure exactly what it is supposed to measure (Eriksson & Wiedeshiem, 2001). According to Yin (2003), there are three forms of validity; construct, internal and external validity. When establishing construct validity, the researcher makes sure that the correct operational measures are utilized for the concepts being studied, and that objective judgment is used to collect data. Internal validity is only of relevance if conducting an explanatory study, and since the researcher is not conducting an explanatory study this is of no importance. Lastly, external validity refers to establishing the domain to which the findings of a study can be generalized.

Based on the researcher's knowledge about the forms of validity, the questionnaire was administered to all the selected respondents for the study. This was after permission had been sought from the appropriate quarters of the University. The researcher also made direct contacts to some selected respondents before the interviews were conducted and this enabled her check on data as they were collected for accuracy and relevance. This process further increased the validity of the data collected for this study.

3.7.2 Reliability

The research was as objective as possible when handling and evaluating the data collected. A digital recorder was used during the telephone interviews. By using a digital recorder, the interview answers can be reviewed, and can also double-check the material afterwards. The researcher also tried to avoid bias in the respondents' answers by asking leading questions

3.8 Data analysis Techniques

The data collected for the study were edited for consistency and transcribed in coded form into the computer using the Microsoft Excel Programme called Statistical Package for Social Sciences (SPSS version 16.0). The data were examined, categorized, tabulated and recombined the evidence to address the research objectives and the research questions. The data were then tallied in frequency tables and the values corresponding to frequencies were later converted into percentages to facilitate comparison between the responses in pie charts and bar charts. Both qualitative and quantitative methods were used in the analysis but due to the exploratory nature of the study itself, the researcher employed qualitative method in greater part of the analysis.

3.9 Organizational Profile of the UEW

3.9.1 Establishment and Brief History of University of Education, Winneba

On 14th May, 2004 the University of Education Act, Act 672 was enacted to upgrade the status of the University College of Education of Winneba to the status of a full University and to provide for related matters. The University of Education, Winneba (UEW) was established in September, 1992 as a University College under PNDC Law 322. UEW brought together seven diploma awarding colleges located in different towns under one umbrella institution viz the Advanced Teacher Training College, the Specialist Training College and the National Academy of Music, all at Winneba; the School of Ghana Languages, Ajumako; College of Special Education, Akwapim-Mampong; the Advanced Technical Training College, Kumasi; and the St. Andrews Agricultural Training College, Mampong-Ashanti. The Winneba Campus is the seat of the Vice-Chancellor with satellite Campuses at Kumasi, Mampong and Ajumako. The total staffing position is 1,946 while the student population is over 43,000 (UEW-K Human Resource Unit, 2014).

3.9.2 Mission Statement of UEW

The University mission statement is to train competent professional teachers for all levels of education as well as conduct research, disseminate knowledge and contribute to educational policy and development (UEW-K Human Resource Unit, 2014).

3.9.3 Vision of UEW

The University has this as its vision: To be an internationally reputable institution for teacher education and research (UEW-K Human Resource Unit, 2014).

3.9.4 Core Values

The UEW has the following core values: Academic Excellence; Good Corporate Governance; Service to the Community; Gender Equity; Social Inclusiveness; and Teamwork (UEW-K Human Resource Unit, 2014).

3.9.5 Special Status and Mandate

The University is charged with the responsibility of producing professional educators to spearhead a new national vision of education aimed at redirecting Ghana's efforts along the path of rapid economic and social development. The University of Education, Winneba is expected to play a leading role in the country's drive to produce scholars whose knowledge would be fully responsive to the realities and exigencies of contemporary Ghana and the West African sub-region (UEW-K Human Resource Unit, 2014).

3.9.6 Kumasi-UEW-Campus

The Kumasi Campus which hosts the College of Technology Education is about 320 kilometres away from Winneba, the main Campus. The College is made up of the Faculty of Business Education, Faculty of Education and Communication Sciences, Faculty of Technical Education and Faculty of Vocational Education (UEW-K Human Resource Unit, 2014).

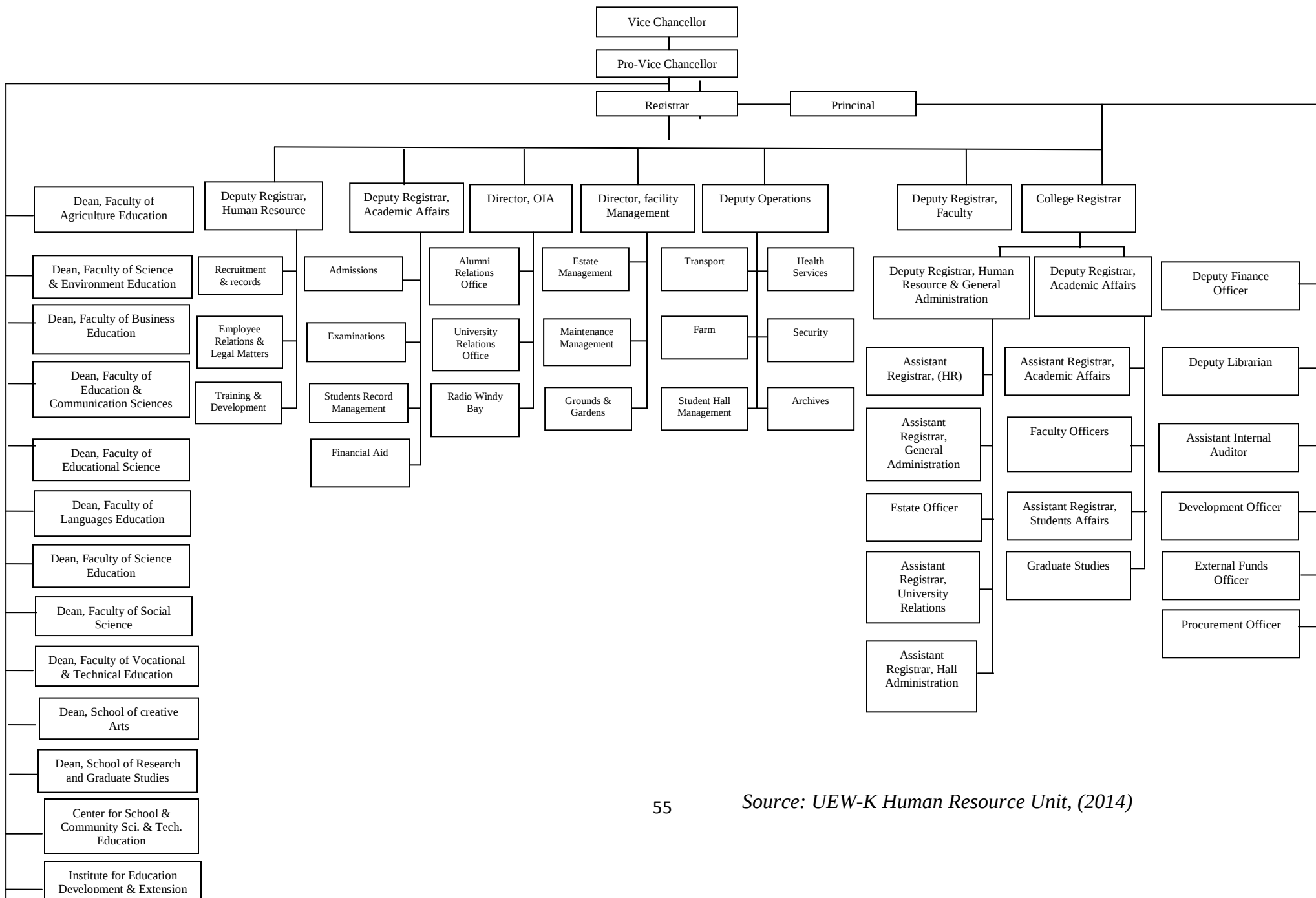
3.9.7 Staffing position or structure of the Kumasi-UEW Campus

The structure of the UEW-K consists of the teaching staff, senior members, senior staff, and junior staff. The management comprises the Principal of the College, the Deputy Registrar- General Administration and Human Resource, the Deputy Registrar-

Academic Affairs, the Deputy Finance Officer, Deans of faculties, Heads of Departments, the Deputy Librarian, the Senior Assistant Registrars, Assistant Registrars, FUSSAG, TEWU and Students' Representatives. The senior members, teaching staff, senior staff and junior staff members who work in the various departments, sections and units of UEW are depicted by the organizational structure or organogram of the UEW shown in the Figure 3.1 (UEW-K Human Resource Unit, 2014).

Fig. 3.1

Organogram of UEW



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

The aim of the study is to examine the effect of organizational support on employees' commitment and attitude to work in University of Education, Winneba-Kumasi Campus. This chapter deals with the presentation and analysis of data collected from respondents. It also attempts an inductive reasoning with the authoritative sources in the literature review. To make the analysis easier, the data were organized and categorized into frequency distribution tables and pie charts. The study used descriptive statistics to organize the data collected. This allowed for logical conclusions to be drawn without much difficulty. Out of 120 questionnaires distributed to the respondents, 105 were successful returned and well answered, given a response rate of 87.5%. The presentation and analysis of the data is done in accordance with the objectives of the study. The first section of the chapter deals with the bio-data of the respondents and the subsequent sections consider the main objectives of the study.

4.1 Demographic Data of Respondents

The demographic factors considered in the study included, age, gender, educational background, position/rank in the organization and the length of service in the organization. These specific characteristics would affect their participation in the study, because individual responses or perceptions on some issues may vary.

4.1.1 Gender of the Respondents

Gender was considered an important variable in the study because of the socio-economic roles both men and women play. The table below depicts the gender of respondents.

Table 4.1: Gender of Respondents

Gender	Frequency	Percentage
Male	51	49
Female	54	51
Total	105	100

Source: Field survey (2014)

Table 4.1 illustrates the data on gender of the respondents. The results show that 54(51%) of the respondents were female, while 51(49%) were male. It therefore follows that, there were more female respondents than their male counterparts in this study.

4.1.2 Age of Respondents

Age plays a significant role in this study because responses or perceptions on some issues may vary from one respondent to another due to their age difference. Table 4.2 depicts the age groups.

Table 4.2: Age Distribution of Respondents

Age	Frequency	Percentage
18-24 years	9	9
25-30 years	22	21
31-35 years	22	21
36-40 years	21	20
41-45 years	13	12
46-50 years	11	10
51-55 years	6	6
56-60 years	1	1
Total	105	100

Source: Field survey (2014)

Table 4.2 indicates that, 9(9%) of the respondents were within the age brackets of 18-24, 22(21%) of the respondents were within the age brackets 25-30, it was also seen that 22(21%) of the respondents were within the age brackets 31-35, it was again observed that 21(20%) were aged between 36 and 40. The table again shows that 13(12%) were in the age brackets 41-45, 11(10%) were within the age brackets of 46-50, 6(6%) also aged between 51-55 while 1(1%) age brackets 56-60. However, the table shows that majority of the respondents were in their active working ages.

4.1.3 Educational Background

People vary in the way they perceive issues due to their level of education. Table 4.3 depicts the age groups.

Table 4.3: Qualifications of Respondents

Qualifications	Frequency	Percentage
DBS	3	3
HND	14	13
First Degree	59	56
Postgraduate	29	28
Total	105	100

Source: Field survey (2014)

Table 4.3 illustrates that, 3 respondents representing (3%) were Diploma in Business Studies (DBS) holders, 14 of them representing (13%) were HND holders, 59 respondents representing (56%) were First Degree Holders and 29 respondents representing (28%) holds postgraduate. This shows that the University has quality and well educated personnel.

Table 4.4: Years Worked with the University

Response	Frequency	Percentage
1-5 years	35	33
6-10 years	33	31
11-15 years	27	26
16 -20 years	10	10
Total	105	100

Source: Field survey (2014)

Table 4.4 shows that, 35(33%) of the respondents have spent between 1-5 years at the University, 33(31%) respondents have spent between 6-10 years, 27(26%) respondents

have spent between 11-15 years, while 10(10%) have also spent between 16-20 years. It can be deduced from the results that majority of the respondents have spent between 1-5 years at the University. This means the University has a blend of experienced staff.

4.2 Forms of Organizational Support and Benefits at the University

Organizational support began with the observation that managers' concern with their employees' commitment to the organization is positively correlated with employees' focus on the organization's commitment to them. The researcher found out the extent to which the University recognize and support it employees. The responses are as follows:

Table 4.5: UEW values my contribution to its well-being

Response	Frequency	Percentage
Strongly Agree	25	24
Agree	66	63
Disagree	13	12
Strongly Disagree	1	1
Total	105	100

Source: Field survey (2014)

Table 4.5 depicts that 25(24%) of the respondents strongly agreed that the University values their contributions, 66(63%) agreed, 13(12%) disagreed, while 1(1%) strongly disagreed with that opinion. This shows that majority of the respondents were in the view that the University value their contribution to its well-being. This assertion is in accordance with Eisenberger et al (1986) which states that Perceived Organizational Support values employees' contributions and cares about their well-being.

Table 4.6: UEW fails to appreciate any extra effort from me

Response	Frequency	Percentage
Strongly Agree	3	3
Agree	30	28
Disagree	63	60
Strongly Disagree	9	9
Total	105	100

Source: Field survey (2014)

Table 4.6 shows that, 3(3%) of the respondents strongly agree that the University fails to appreciate their effort, 30(28%) agreed 63(60%) also disagreed while 9(9%) strongly disagreed with that opinion. This means that, majority of the respondents strongly disagreed that UEW fails to appreciate their efforts.

Table 4.7: The University really cares about my well-being

Response	Frequency	Percentage
Strongly Agree	19	18
Agree	70	67
Disagree	14	13
Strongly Disagree	2	2
Total	105	100

Source: Field survey (2014)

Table 4.7 indicated that 19(18%) of the respondents strongly agreed that the University really cares about their well-being, 70(67%) agreed while 14(13%) disagreed and 2(2%) strongly disagreed with that opinion. This means that, majority of the respondents agreed that UEW'K really cares about their well-being. In support to this by Rhoades

and Eisenberger (2002), Organizational support theory supposes that employees infer the extent to which the organization cares about their well-being through various policies, practices and treatment. This statement has found consistent support for organizational support theory.

Table 4.8: The University cares about my general satisfaction at work

Response	Frequency	Percentage
Strongly Agree	12	11
Agree	73	70
Disagree	20	19
Strongly Disagree	0	0
Total	105	100

Source: Field survey (2014)

Table 4.8 depicts that 12(11%) of the respondents strongly agreed that the University really cares about their general satisfaction at work, 73(70%) agreed while 20(19%) disagreed with that opinion. However, no respondent strongly disagreed to this assertion. Obviously, majority of them agreed that they are really satisfied.

Table 4.9: UEW benefits from employee's education programmes

Response	Frequency	Percentage
Strongly Agree	31	30
Agree	61	58
Disagree	11	10
Strongly Disagree	2	2
Total	105	100

Source: Field survey (2014)

Table 4.9 shows that 31(30%) of the respondents strongly agreed that the University benefits from employees education programmes, 61(58%) agreed. Again, 11(10%) disagreed while 2(2%) strongly disagreed with that opinion. Therefore majority were in support of the policy.

Table 4.10: I benefit from the University medical care

Response	Frequency	Percentage
Strongly Agree	52	49
Agree	49	46
Disagree	3	3
Strongly Disagree	1	2
Total	105	100

Source: Field survey (2014)

Table 4.10 shows that 52(49%) of the respondents strongly agreed that they benefit from the University medical care, 49(46%) agreed. Also 3(3%) disagreed while 1(2%) strongly disagreed with that opinion. The illustrations suggested that almost all the respondents enjoy the University medical care.

4.3 Employees Commitment and Attitude

Individuals come to organizations with certain needs, skills, expectations and they hope to find a work environment where they can use their abilities and satisfy their needs. When an organization can provide these opportunities, the likelihood of increasing commitment is improved. The researcher found out the employees commitment and attitude at the University. The responses are represented in a pie chart.

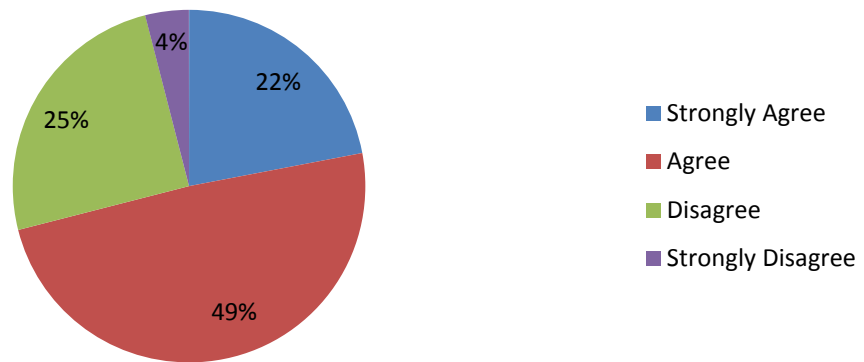


Fig. 4.1: I am personally involved in the organizational activities

Source: Field survey (2014)

Figure 4.1 illustrates that 23(22%) of the respondents strongly agree that they involved themselves into the University activities, 52(49%) respondents also agreed. Again, 26(25%) disagree while 4(4%) of the respondents strongly disagree. The result of the condition stated gave rise to the fact that almost half of the respondents being the majority do not involve themselves in the University's activities. Consistent with Aselage and Eisenberger (2003), they believe that if management failed to involve employees then the level of participation of any activities of the organization will be less participated.

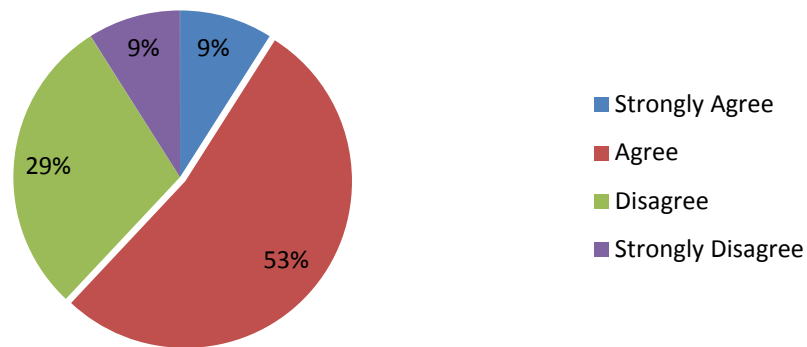


Fig.4.2: I am satisfied with working conditions in my organization

Source: Field survey (2014)

Figure 4.2 shows that 9(9%) of the respondents strongly agreed that they are satisfied with the working conditions at the University, 56(53%) agreed, 31(29%) also disagreed while 9(9%) strongly disagreed with that opinion. This means that, majority of the employees at UEW are really satisfied with the working conditions and that helps them give out their best at all times.

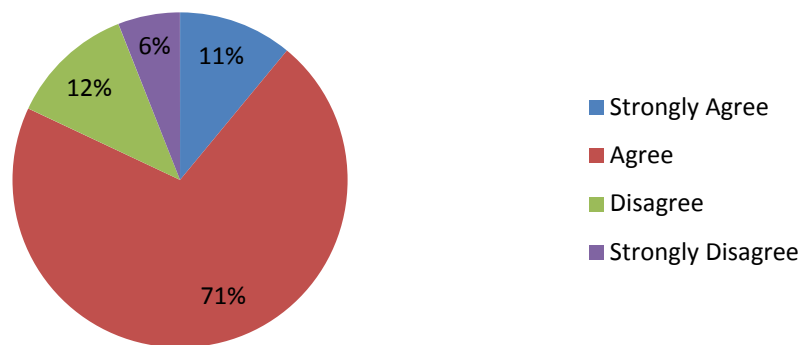


Fig.4.3: I am very happy with my responsibilities at work

Source: Field survey (2014)

Figure 4.3 depicts that 12(11%) of the respondents strongly agreed that they are happy with their responsibilities, 75(71%) also agreed, 13(12%) disagreed and 5(6%) strongly disagreed with that opinion. The results shows that majority of them were satisfied with their responsibilities at work.



Fig.4.4: The work environment is very conducive

Source: Field survey (2014)

Figure 4.4 indicates that 8 respondents strongly agreed, 70 agreed, 20 disagreed while 7 strongly disagreed constituting 8%, 67%, 19% and 6% respectively. This means that majority of the respondents were comfortable with UEW working environment.

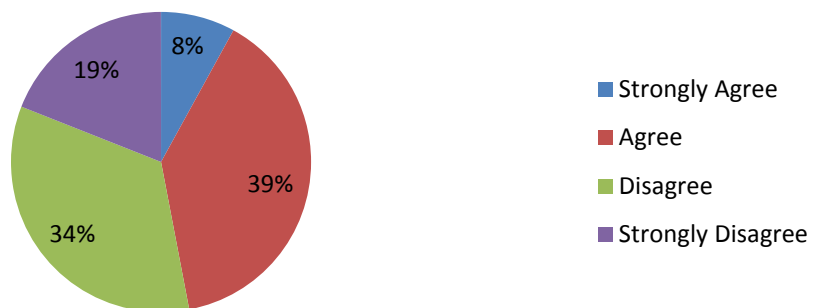


Fig.4.5: I am satisfied with the monetary benefits at UEW

Source: Field survey (2014)

Figure 4.5 sought to find out that the respondents thus 8(8%) strongly agreed, 41(39%) agree, 36(34%) disagreed and 20(19%) strongly disagreed that, they were satisfied with the monetary benefits at UEW. The greater number of respondents responding negatively shows that many employees are not happy with the monetary issues in the institution.

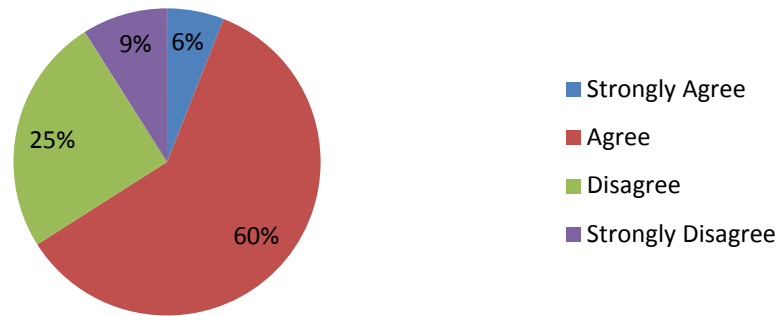


Fig.4.6: I have the right tools and equipment to do my job

Source: Field survey (2014)

Figure 4.6 illustrates that 6(6%) of the respondents strongly agreed that they have the right tools and equipment to do their job, 63(60%) also agreed, 26(25%) disagreed and 10(9%) strongly disagreed with that opinion. This means that more than half of them have the right tools and equipment to do their job from the data. The result of this study is consistent with Rhoades and Eisenberger (2002), where he advanced that businesses that makes right working tools available motivate the employees to improve upon their performance.

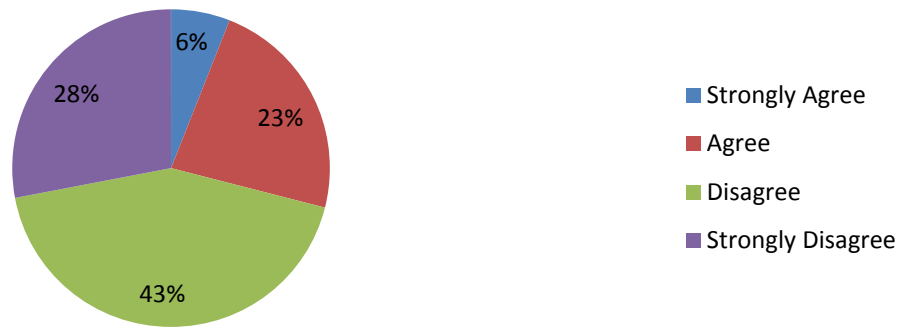


Fig. 4.7: I am consulted, when change is about to happen at UEW

Source: Field survey (2014)

Figure 4.7 shows a pictorial representation that 6(6%) of the respondents strongly agreed that they were consulted, when change is about to take place at UEW, 24(23%) agreed, 45(43%) also disagreed while 30(28%) strongly disagreed with that. This result indicates that, majority of the employees at UEW were not consulted when management execute change and as a matter of fact the employees do not contribute effectively to the success of the change. This claim support Rhoades and Eisenberger (2002) which found that changes made within the organization were less supported by employees when the changes were perceived to be out of their control.

4.4 Strategies for giving support in the University

Organizational goals inform employees where the organization is going. The researcher found out the strategies that UEW used to give support to its employees. The responses are discussed as follows;

Table 4.11: The institution cares about my opinion

Response	Frequency	Percentage
Strongly Agree	8	8
Agree	53	50
Disagree	38	36
Strongly Disagree	6	6
Total	105	100

Source: Field survey (2014)

Table 4.11 indicated that 8 respondents representing (8%) strongly agreed that the University cares about their opinion, 53 respondents also representing (50%) agreed, and 38 respondents thus (36%) disagreed while 6 respondents representing (6%) strongly disagreed with this opinion. More than half of the respondents were in support that the institution cares about their opinions. It therefore means that the employees have positive perception about how the University cares about their opinion during decision-making. In accordance with this, Liden et al (1997) propose that positive interactions between supervisors and subordinates contribute to constructive working relationship between the two interacting parties.

Table 4.12: UEW cares about my wellbeing

Response	Frequency	Percentage
Strongly Agree	17	16
Agree	75	71
Disagree	13	13
Strongly Disagree	0	0
Total	105	100

Source: Field survey (2014)

Table 4.12 shows that 17 respondents thus (16%) strongly agreed, 75 respondents also representing (71%) agreed while the remaining 13 respondents representing (13%) disagreed with that fact that the University cares about their wellbeing. No respondent strongly disagreed to this fact but a greater number of the respondents were in support of the opinion making them feel they were part of the institution.

Table 4.13: UEW respect my values

Response	Frequency	Percentage
Strongly Agree	7	7
Agree	61	58
Disagree	31	29
Strongly Disagree	6	6
Total	105	100

Source: Field survey (2014)

Table 4.13 shows that 7 respondents representing (7%) strongly agreed that the University respect their values, 61 respondents also representing (58%) agreed, 31 representing (29%) disagreed to the fact while 6 respondents representing (6%) strongly disagreed. Therefore the lower response in strongly disagree could give an indication that employees values are of great importance to the University.

Table 4.14: Help is available from the University when I have a problem

Response	Frequency	Percentage
Strongly Agree	10	9
Agree	70	67
Disagree	18	17
Strongly Disagree	7	7
Total	105	100

Source: Field survey (2014)

Table 4.14 indicates that the respondents gave 10 strongly agreed, 70 agreed, 18 disagreed and 7 strongly disagreed constituting 9%,67%, 17% and 7% respectively. Generally those who agreed were the majority followed by disagreed with strongly disagreed having the lower result. All indications from the results show that UEW’K gives assistance to its employees when they encounter problems or in trouble. Allen et al. (2003) opines that organizations that assist employees in period of troubles, gain the benefit of low employees turnover. It is therefore not surprising that employees in the university hardly leave for another organization.

4.5 Challenges with organizational support system

The researcher also found out some challenges of organizational support system from the respondents. They mentioned the following as the major challenges; absenteeism, employee turnover, lackadaisical attitude of some employees, tidiness, poor performance of employees, poor working condition, autocratic leadership style, lack of resources to cater for employees, lack of proper management and lack of motivation.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is devoted to the summary of findings, conclusions drawn, recommendations made from the result of the data analysis reported in the previous chapter and suggested areas for further studies.

5.2 Summary of key findings

This chapter has the principal objective of finding or identifying the effect of organizational support on employees' attitude to work at University of Education, Winneba-Kumasi Campus. The study involves one hundred and twenty (120) respondents made up of teaching staff, senior members, senior staff and junior staff. Some of the findings of the study were summarized as follows;

5.2.1 Forms of Organizational support in the University

Following the study, the result revealed that the University has the following forms; these includes; provision of modern and relevant working equipment, caring about the employees wellbeing, making monetary reward and educational support to employees. This has led to manage the behaviour of the employees towards the course of the University.

5.2.2 Organizational support and benefits in the University

The study reveals that generally employees' are satisfied with the organizational support coming from the University. This is because, employees are of the opinion that the University really cares about their well-being and their general satisfaction at work. The University is concern about the kind of support that the employees will need in other to achieve personal and corporate goals concurrently. It is evident that, the University support employees who want to pursued further academic studies to better their performance.

5.2.3 Employee commitment and attitude

For employees' commitment and attitude, the study revealed that employees of the University deeply involved themselves into the University activities and they were also satisfied with the working conditions at the University. Organizational commitment may be viewed in terms of a social exchange relationship in which the employee is expected to identify with, and work towards the realization of the goals and values of the organization in return for a range of benefits and rewards (Meyer & Allen, 1997). The University employees are committed to the course of the institution and have generally good attitude toward the goals and the aspiration of the University. This good attitude is said to have significant positive effect on the work performance of the employees.

5.2.4 Recommended organizational support measures

For every institution to manage it employees' behaviour, there is the need to put certain mechanisms in place. Following the study, the result revealed that the University has provided or adopted the following measures to manage their employees' behaviour; these includes; provision of modern and relevant working equipment, caring about the

employees wellbeing, making monetary reward to deserving employees, making employees opinion account and provision of educational support to employees. This has led to manage the behaviour of the employees towards the course of the University.

5.3 Conclusion

Attitudes can have a significant effect on the behavior of a person at work. Employees with higher levels of perceived organizational support are likely to have positive attitudes and behaviors. It would increase employees' felt obligation to help the organization reach its objectives, their affective commitment to the organization, and their expectation that improved performance would be rewarded.

Behavioral outcomes of perceived organizational support would include increases in job performance and job satisfaction and decreases in turnover. It can also be inferred from the discussion that when employees feel supported their outcomes towards organization are always positive which helps organization to achieve its goals. In summing up, it can be concluded that giving value to employees is actually giving value to UEW'K.

5.4 Recommendations

Following the findings of the study, the following recommendations are advanced to the University for Management Consideration.

5.4.1 Organizational support

On account of the forms of organizational support, it was discovered that the University provides educational support to employees but the employees were quick to add that sometimes because the funds is not enough; openness of the process is questioned,

therefore, the study recommends that the process of awarding educational scholarship for employees to do further studies should be fair and open to all. This will make employees feel they contested fairly but they lost on the basis of the procedure and requirement.

5.4.2 University Attitude to employees

Again, though majority of the employees of the University is committed to the course of the University, others are shelling against the University attitude to them. It is therefore recommended that the University should try to address the concerns and make sure they are brought to the side of the University course; this will bring unity and common sense of purpose for all the employees.

5.4.3 Improvement of Performance

It was discovered that provision of modern and relevant working equipment, caring about the employees wellbeing, making monetary reward to deserving employees, making employees opinion account and provision of educational support to employees are the core strategies that the University adopt to managing employees performance; the study recommends that the University should study the behaviour pattern of employees and come out with other strategies for making employees behavior more concern to the course of the institution since continue use of the same strategies will be ineffective given the constant changing environment.

5.4.4 Support for Employees

Finally, employees' perceptions toward organizational environment could influence on their attitude, motivation, performance, and healthy. Perceived organizational support is

main important to change employees' attitude in workplace. Therefore, it is recommended that the University authorities should support employees, to render organizational appropriate rewards, to do justice and to focus working conditions influence on employees' work positive attitudes.

5.5 Suggested areas for further Studies

No matter how perfect something is, there is always room for improvement. It is my hope that future researchers would delve deep into this research topic quantitatively to establish the relationship that exist between employees' attitude, commitment and organizational support.

Also, further research should be conducted by considering the relationships between perceive organisational support and employee socialization, employee attributions of positive valuation by the organization, contingent employment relationships, and strategic human resources management.

Finally, the researcher suggest that further studies of this area should be extended to different organisations and institutions since the study was confined at University of Education, Winneba-Kumasi Campus.

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APPENDIX

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
COLLEGE OF ARTS AND SOCIAL SCIENCES
SCHOOL OF BUSINESS**

**QUESTIONNAIRE ON THE EFFECT OF ORGANISATIONAL SUPPORT ON
EMPLOYEES' COMMITMENT AND ATTITUDE TO WORK. A CASE STUDY OF
UNIVERSITY OF EDUCATION, WINNEBA-KUMASI CAMPUS**

Dear Respondent

I wish to introduce myself to you as a Master of Business Administration (MBA) student of the School of Business, Kwame Nkrumah University of Science and Technology. As part of the programme, I am required to write a thesis whose title is the effect of organizational support on employees' commitment and attitude to work. Your organization has granted me permission to use it as my case study organization. I would therefore be most grateful if you could please spare some few minutes of your precious time to answer all the questions before you. You are assured that all the data/information you provide would be treated with utmost confidentiality. I thank you in advance for your co-operation.

Section A: Demographic Data

Instructions: Please tick (✓) which applies to you

1. Gender: Female () Male ()
2. Age Range :
 - 18-24 ()
 - 25-30 ()
 - 31-35 ()
 - 36- 40()
 - 41- 45()
 - 46- 50()
 - 51- 55()
 - 56- 60()

3. Highest Qualification
 DBS ()
 HND ()
 First Degree ()
 Postgraduate ()
 Doctorate ()
4. What is your Rank?
5. Number of Years with the University
 1-5 years ()
 6-10 years ()
 11-15 years ()
 16-20 years ()

Section B: Forms of organizational support and benefits at University

Instruction: Please read the items carefully and tick (✓) the response which best expresses your opinion about each statement.

Key: Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD)

No.	Items	SA	A	D	SD
6	UEW values my contribution to its well-being.				
7	UEW fails to appreciate any extra effort from me.				
8	The University really cares about my well-being				
9	Even if I did the best job possible, the institution would fail to notice.				
10	The University cares about my general satisfaction at work.				
11	UEW takes pride in my accomplishments at work.				
12	UEW benefits from employees education programmes				
13	I benefit from the University medical care.				

Section C: Employees attitude

No.	Items	SA	A	D	SD
14	I am personally involved in the organizational activities.				
15	I am satisfied with working conditions in my organization.				
16	I am very happy with my responsibilities at work.				
17	I feel proud about my work achievements				
18	There is high level of job satisfaction at UEW				
19	The work environment is very conducive				
20	I am satisfied with the monetary benefits at UEW				
21	I have the right tools and equipment to do my job.				
22	I am consulted, when change is about to happen at UEW				

Section D: Strategies for giving organizational support in the University

No.	Items	SA	A	D	SD
23	The institution cares about my opinion				
24	UEW cares about my wellbeing				
25	UEW respect my values				
26	Help is available from the University when I have a problem				
27	In general, my job measures up to the sort of job I wanted when I took it.				

Section E: Challenges with organizational support system

29. Please tick (✓) as many as applicable challenges to UEW organizational support system?

- a. Absenteeism ()
- b. Employee Turnover ()
- c. Lackadaisical attitude of some employees ()
- d. Tidiness ()
- e. Poor Performance of employees ()
- f. Poor working condition ()
- g. Autocratic Leadership style ()
- h. Lack of resources to cater for employees ()
- i. Lack of Proper Management ()
- j. Lack of motivation ()