

INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT

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CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	IMPACT OF ASSET QUALITY ON SOLVENCY & LIQUIDITY OF BANKS: A COMPARATIVE STUDY OF PUBLIC SECTOR AND PRIVATE SECTOR BANKS IN INDIA <i>NARASIMHA PRAKASH & DR. S. RAMESH</i>	1
2.	AN ANALYSIS OF ATTITUDES OF EMPLOYEES TOWARDS OVERTIME PRACTICES IN PHARMACEUTICAL INDUSTRY <i>DR. VIJAYALAKSHMI KANTETI</i>	6
3.	A COST EFFECTIVE ANALYSIS OF TECHNICAL TRAINING IN POWER SUPPLY COMPANY <i>COLLINS MUDENDA & PRISCA KAPUTO</i>	9
4.	A STUDY OF PROGRESS AND CHALLENGES OF SHGs IN KARJAT TALUKA <i>DR. B.S.RUPNAWAR & SNEHA G. UPADHYE</i>	14
5.	CYBER-BULLYING: VICTIMIZATION OF ADOLESCENT GIRLS <i>DR. AARTI TOLIA</i>	17
6.	FINANCIAL PERFORMANCE EVALUATION OF KARNATAKA CO-OPERATIVE MILK PRODUCERS FEDERATION LTD. IN KARNATAKA WITH SPECIAL REFERENCE TO DAKSHINA KANNADA MILK UNION <i>JAYALAKSHMI H. Y. & DR. P. N. UDAYACHANDRA</i>	19
7.	SOFTWARE EVOLUTION: PAST, PRESENT AND FUTURE <i>M. VENKATESWARA RAO</i>	23
8.	CUSTOMER PERSPECTIVE OF RELATIVE IMPORTANCE OF VISUAL MERCHANDISING VARIABLES: A CASE OF ELECTRONIC GOODS RETAILER IN HYDERABAD <i>M. HIMABINDU</i>	28
9.	CUSTOMER EXPECTATIONS & HEALTHCARE PROFESSIONALS PERCEPTION OF CUSTOMER EXPECTATION OF SERVICE QUALITY: A GAP ANALYSIS <i>SWETA DCUNHA, SUCHARITA SURESH & DR. VIJAYA KUMAR</i>	31
10.	HR PRACTICES AND PERFORMANCE ON THE HOTEL INDUSTRY IN INDIA <i>DR. V. SIVAKUMAR & ABDUL SIBIRIL</i>	38
11.	EFFECT OF PEOPLE PRACTICES ON TEACHER'S PERCEIVED ORGANIZATIONAL SUPPORT <i>NITHYAGOWRI.P. & DR. KIRUPA PRIYADARSHINI.M</i>	40
12.	ISSUES AND TRENDS CHANGING SUPPLY CHAIN MANAGEMENT <i>A. KIRAN KUMAR</i>	44
13.	FINANCIAL ANALYSIS OF CHHATTISGARH RENEWABLE ENERGY DEVELOPMENT AGENCY (CREDA) <i>SUMONA BHATTACHARYA & DR. R. P. AGARWAL</i>	47
14.	E-COMMERCE: THE INNOVATIVE FACE OF MARKET <i>PARUL GABA & KANCHAN WADHWA</i>	57
15.	GROWTH AND PERFORMANCE OF SELECT NON BANKING FINANCE COMPANIES IN INDIA <i>V. THILAGAVATHI & M. LALITHA</i>	60
16.	ROLE OF OUTSIDERS IN DISTRIBUTION OF INFORMATION OVER THE INTERNET <i>HARPREET SINGH WALIA</i>	64
17.	CSR AS A MEASURE FOR ENHANCED REPUTATION: A REVIEW OF WORLD RENOWNED SELECT COMPANIES <i>BHAWNA KAPOOR</i>	66
18.	A STUDY ON FACTORS INFLUENCING COMPACT CAR CUSTOMERS IN DECISION MAKING AND BUYING OF COMPACT CAR WITH SPECIAL REFERENCE TO COIMBATORE CITY <i>DR.V.RANGANATHAN, K.MANGAIYARKKARASI & M. KOVARTHINI</i>	71
19.	IN SEARCH OF EXCELLENCE IN SOFTWARE DEVELOPMENT PROJECT: A STUDY <i>AMIT KUMAR PARMAR</i>	77
20.	LIVELIHOOD ANALYSIS OF HANDLOOM COMMUNITY: A CASE STUDY OF BALARAMAPURAM HANDLOOM WEAVERS OF KERALA <i>MUHAMMED JABIR M M</i>	83
	REQUEST FOR FEEDBACK & DISCLAIMER	87

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EFFECT OF PEOPLE PRACTICES ON TEACHER'S PERCEIVED ORGANIZATIONAL SUPPORT

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ABSTRACT

Purpose: With increasing competition between schools to retain good talented and competent teachers there is also an increase in head hunting since the demand for quality teachers is more where as the supply is less. Relationship pattern between co-workers and principal define the perception of organizational support of a teacher in a major way. A harmonious inter personal relationship with the work people is very important in order to retain teachers. The aim of this paper is to examine the extent to which Perceived organizational support is driven by people practices (perceived supervisor support and co-worker support) in a school. The results of the study would enable a better understanding of what teachers actually expect from their principal and co-workers. **Design/Approach:** This study incorporates a model with linkage between people practices and perceived organizational support. A questionnaire was used in order to collect information from teachers of Dharapuram union. T-test, cross tabulation and correlation was performed to find the relationships between dimensions. Results revealed that high concentration on people practices would help retain talented teachers in school. **Originality / Value:** Generally Perceived organizational support and people practices have been studied to a greater extent in industries with not much importance given to education sector especially schools. This study is the first of its kind to study POS in udumalpet union taking people practices as the driver to POS.

KEYWORDS

teachers, pos (perceived organizational support), hr (human resource) practices, pss (perceived supervisor support), pcws (perceived co-worker support).

INTRODUCTION

In today's context of work in school environment the people practices of an organization namely the co-worker and principal support influence a teacher's perception about organizational support. It is with these two entities that the teachers engage with in day to day activities. So a cordial and harmonious relationship amongst them has a heavy impact on the extent to which a teacher forms an impression regarding organizational support.

Organizational support theory (Eisenberger, Cummings, Armeli, & Lynch, 1997; Eisenberger, Huntington, Hutchison, & Sowa, 1986; Rhoades & Eisenberger, in press; Shore & Shore, 1995) supposes that to meet socioemotional needs and to determine the organization's readiness to reward increased work effort, employees develop global beliefs concerning the extent to which the organization values their contributions and cares about their well-being (perceived organizational support, or POS). Accordingly, employees showed a consistent pattern of agreement with various statements concerning the extent to which the organization appreciated their contributions and would treat them favorably or unfavorably in differing circumstances (Eisenberger, Fasolo & Davis-LaMastro, 1990; Eisenberger et al., 1986; Shore & Tetrick, 1991; Shore & Wayne, 1993). Just as employees form global perceptions concerning their valuation by the organization, they develop general views concerning the degree to which supervisors value their contributions and care about their well-being (perceived supervisor support, or PSS; Kottke & Sharafinski, 1988). Because supervisors act as agents of the organization, who have responsibility for directing and evaluating subordinates' performance, employees would view their supervisor's favorable or unfavorable orientation toward them as indicative of the organization's support (Eisenberger et al., 1986; Levinson, 1965). Additionally, employees understand that supervisors' evaluations of subordinates are often conveyed to upper management and influence upper management's views, further contributing to employees' association of supervisor support with POS. Although over a dozen studies have reported positive relationships of POS with PSS (e.g., Hutchison, 1977a, 1997b; Kottke & Sharafinski, 1988; Malatesta, 1995; Rhoades, Eisenberger, & Armeli, 2001; Yoon, Han, & Seo, 1996; Yoon & Lim, 1999; Yoon & Thye, 2000) and related measures (e.g., Allen, 1995; Hutchison, Valentino, & Kirkner, 1998), little attention has been given to assessing the direction of causality between POS and PSS, the mechanisms responsible for this association, or the behavioral consequences of the POS-PSS relationship. Iverson defined coworker support as "the degree of consideration individuals receive from members of their social network" (p. 402). It may also be best to examine the impact of measures of coworker support on POS over a relatively short period of time. That is, POS should be examined in a relatively short period after coworker support is assessed. Friendships at work may provide a source of social contact, intimacy, and support with establishing an adult identity. In this respect, coworker emotional support is argued to meet individuals' needs beyond the immediate workplace. Developing friendships at work increases an employee's embeddedness, as leaving the organization would require the person to develop a new set of relationships elsewhere [(Mossholder, K. W., Settoon, R. P., & Henagan, S. C. (2005)].

LITERATURE REVIEW

On the basis of organizational support theory, findings of a positive relationship between PSS and POS have usually been interpreted to indicate that PSS leads to POS (e.g., Hutchison, 1997a; Rhoades et al., 2001; Yoon et al., 1996; Yoon & Lim, 1999). Yoon and Thye (2000) suggested that causality might also occur in the reverse direction, with POS increasing PSS: employees' perception that the organization values their contribution and cares about their well-being might lead them to believe that supervisors, as agents of the organization, are favorably inclined toward them. A relationship between the initial value of one variable and changes in a second variable over time provides stronger causal evidence than is afforded by the simultaneous measurement of the two variables (Finkel, 1995). Because supervisors act as organizational agents in their treatment of subordinates, PSS should contribute to POS. The strength of this relationship would depend on the degree to which employees identify the supervisor with the organization (Malatesta, 1995) Supervisors who appear to be highly valued and well treated by the organization would be highly identified with the organization's basic character and would therefore strongly influence POS. Of course, an employee may attribute a supervisor's high perceived status to the organization's misperception of the supervisor's character (Levinson, 1965). Employees' perception of the status accorded their supervisor by the organization, and therefore the employees' belief that supervisor support also represents organizational support, would increase with employees' perceptions concerning (a) the organization's positive valuation of the supervisor's contributions and its concern about the supervisor's well-being, (b) the supervisor's influence in important organizational decisions, and (c) the autonomy and authority accorded the supervisor in his or her job responsibilities (Shore, L. M., & Shore, T. H. (1995). Malatesta found evidence for both relationships: PSS increased extra-role performance beneficial to supervisors, and PSS increased POS, which, in turn, led to greater extra-role performance beneficial to the organization. The relational perspective posits that low-quality interpersonal relationships have negative organizational consequences, including high employee POS. In contrast, high-quality interpersonal relationships promote positive outcomes, such as greater employee retention (Uhl-Bien, Graen, & Scandura, 2000). Mossholder and colleagues (2005) argued that high-quality interpersonal relationships "enmesh individuals within a relational web, making them less susceptible to forces that could dislodge them from their organization"

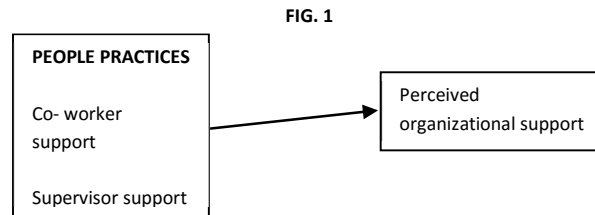
(p. 608). When confronted with negative features in the work environment, high-quality interpersonal relationships serve as a buffer to help ensure that employees remain with the organization. Mossholder et al. argued that as individuals develop more extensive, high-quality relationships, their attachment to the organization increases and they become more embedded in the organization. Furthermore, it may be critical to distinguish between different aspects of coworker support. Beehr et al. (2000) articulated that coworker support can reflect instrumental support or emotional support. Instrumental support is task-focused with the aim of getting work accomplished or resolving work-related issues. By contrast, emotional support is person-focused, grounded in friendship and personal concern (Beehr et al., 2000). Beehr et al. (2000) argued that it is important to differentiate between these two types of support, yet this distinction has not been clearly made and capitalized upon in prior coworker support-turnover research. Iverson’s (1999), Iverson and Pullman’s (2000), and Mossholder et al.’s (2005) measures included aspects of instrumental and emotional support.

OBJECTIVES

1. To study the effect of co-worker support on perceived organizational support.
2. To study the effect of perceived supervisor support on Perceived organizational support.

DESIGN METHODOLOGY

MODEL



RESEARCH DESIGN

This is a descriptive study which probes to find which of the people factors influence POS and to what extent. Random sampling method was used from the study. Questionnaire was distributed to 134 teachers of private state syllabus schools in Dharapuram region and 123 were got back. The metrics and their sources are as follows.

METRICS AND SOURCE

TABLE 1

Dimension	No of items	Source
Co-worker support	5	Michael J. Tews, John W. Michel, and Jill E. Ellingson, 2006
Perceived supervisor support	7	Eisenberger, Stinglhamber, Vandenberg, Sucharski, and Rhoades, 2002; Eisenberger, Huntington, Hutchison, and Sowa, 1986
Perceived organizational support	17	Robert Eisenberger

The reliability of the questionnaire is as follows.

TABLE 2

Dimension	Cronbachs value
Co-worker support	0.86
Perceived supervisor support	0.73
Perceived organizational support	0.79

ANALYSIS

DESCRIPTIVE STATISTICS

The mean values of the items are as follows:

TABLE 3

Dimension	Mean
Co-worker support	2.27
Perceived supervisor support	2.80
Perceived organizational support	3.20

From the table 3 it is seen that co-worker support has a mean of 2.27 and perceived supervisor support has 2.80 where both the dimensions are just averagely rated. Where as perceived organizational support has a mean of 3.20.

CROSS TABULATION

TABLE 4: AGE Vs. NO OF SCHOOLS WORKED

			No of schools worked before joining this school					Total
			1.00	2.00	3.00	4.00	5.00	
age	2.00	Count	28	2	3	3	1	37
		% within age	75.7%	5.4%	8.1%	8.1%	2.7%	100.0%
	3.00	Count	32	18	11	4	1	66
		% within age	48.5%	27.3%	16.7%	6.1%	1.5%	100.0%
	4.00	Count	5	6	5	1	3	20
		% within age	25.0%	30.0%	25.0%	5.0%	15.0%	100.0%
Total	Count	65	26	19	8	5	123	
	% within age	52.8%	21.1%	15.4%	6.5%	4.1%	100.0%	

From the table 4 it is seen that amongst teachers within age group 21 to 30, 75% of them have worked in only one school before joining current one. While in the age group of 31 to 40 nearing 27% have shifted 2 schools before joining the current one and 16% have worked in 3 schools earlier. It is very surprising to see that nearing 15 % of the teacher populations within age group 41 to 50 have shifted more than 4 schools before joining this.

HYPOTHESIS 1

Ho - There is no significant difference between the mean values of perceived supervisor support, perceived co-worker support and perceived organizational support.

Ha - There is significant difference between the mean values of perceived supervisor support, perceived co-worker support and perceived organizational support.

TABLE 5: ONE-SAMPLE TEST

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PSS	35.193	122	.000	2.80488	2.6471	2.9627
PCWS	55.834	122	.000	3.37398	3.2544	3.4936
POS	31.459	122	.000	2.60976	2.4455	2.7740

From the table 5 it is seen that the significant values of all dimensions is .000 which is <.05 and hence we reject null hypothesis and accept alternate hypothesis stating that there exists a difference in the mean values of perceived organizational support, perceived supervisor support and perceived co-worker support.

HYPOTHESIS 2

Ho - There is no significant relationship between perceived supervisor support and Perceived organizational support.

Ha - There is significant relationship between perceived supervisor support and Perceived organizational support.

HYPOTHESIS 3

Ho - There is no significant relationship between perceived co-worker support and Perceived organizational support.

Ha - There is significant relationship between perceived co-worker support and Perceived organizational support.

CORRELATION

TABLE 6: CORRELATIONS

		PSS	PCWS	POS
PSS	Pearson Correlation	1	.789	.880
	Sig. (2-tailed)		.009	.000
	N	123	123	123
PCWS	Pearson Correlation	.789	1	.743
	Sig. (2-tailed)	.009		.001
	N	123	123	123
POS	Pearson Correlation	.880	.743	1
	Sig. (2-tailed)	.000	.001	
	N	123	123	123

** . Correlation is significant at the 0.01 level (2-tailed).

From the table 6 it is seen that the significant values of all pairs are <.05 and hence for both the hypothesis 2 and 3 we reject null hypothesis and accept alternate hypothesis. Moreover Pearson correlation value for PSS and PCWS is .789 telling that a strong association exists between perceived supervisor support and perceived co-worker support. Similarly perceived co-worker support has a strong association with perceived organizational support with a value of .743 . there also exists a very strong association between perceived supervisor support and perceived organizational support with a value of .880.

FINDINGS

It is clear from the analysis that both the people practices perceived supervisor support and perceived co-worker support have a mean rating just above average telling that the teachers are not very much convinced with the support they receive from their colleagues as well from the principal. On a comparative basis they are convinced with the organizational support. More over it is seen that teachers with age group between 41 -50 have been shifting more number of schools than those with lesser age groups indicating that dissatisfaction with their principal or colleagues could have been a major reason behind them shifting schools. However it is also seen that by increasing the perception of support from colleagues and principal teacher’s perception regarding organizational support would increase.

CONCLUSION

This study reveals that people practices have to be very rich in order to make the teachers perceive they are being cared for. The principal plays a major role not only in having a one to one professional relation with the teachers but also in binding the teachers together in seeing that a harmonious environment exists between teachers and he should be well talented to resolve any conflicts or politics between them and to engage them in activities that would increase cohesiveness between them. This study would be very useful for the school management and the principals in order to control teacher resignation and to build a positive perception for them. There is lot of scope for further research where other antecedents of perceived organizational support can be studied along with the behavioral outcomes of teachers.

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