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**THE RELATIONSHIP AMONG TEACHERS' PERCEIVED
ORGANIZATIONAL SUPPORT, ORGANIZATIONAL
COMMITMENT AND TURNOVER INTENTION**

Master Thesis

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This thesis, entitled "The Relationship Among Teachers' Perceived Organizational Support, Organizational Commitment and Turnover intention" and prepared by Dara Jamil Hamid, has been deemed successful in exam held on the date of by the jury formed by the decision of the Board of Education of the Institute of Educational Sciences.

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ABSTRACT

Master Thesis

The Relationship among Teachers' Perceived Organizational Support, Organizational Commitment and Turnover Intention

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The primary objective of the current research is to examine the relationship between perceived organizational support, organizational commitment, and turnover intention among primary teachers in Erbil province. The population size of this research includes all primary teachers in Erbil province and they are more than 10,000 teachers. The questionnaire was used for data collection. Out of the total of more than 500 questionnaires distributed among primary teachers randomly, only 380 questionnaires were returned. Out of the 380 filled up forms, two of them were incomplete or the answer did not reliable, so a remaining was only 378 for further data analysis. The response rate depending on the number of the distributed questionnaire was 75.6%. Descriptive and correlation statistics like mean, frequency, percentage, t-test, ANOVA, correlation and regression analyses were used for data analysis.

The results showed that there is a significant positive relationship between teachers' perceived organizational support and organizational commitment (in terms of affective & normative commitment). However, an opposite pattern found between perceived organizational support with continuance commitment and turnover intention.

Moreover, affective commitment and normative commitment had a significant negative relationship with turnover intention. On the contrary, continuance commitment had a positive relationship with turnover intention.

Finally, regression analysis showed that perceived organizational support and organizational commitment were significant predictors of turnover intention.

Key Words: Perceived Organizational Support, Organizational commitment, Affective Commitment, Normative Commitment, Continuance Commitment, Turnover Intention



ÖZET

Yüksek Lisans Tezi

Öğretmenlerin Örgütsel Destek Algıları, Örgütsel Bağlılık Düzeyleri ve İşten Ayrılma Niyetleri Arasındaki İlişki

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Bu araştırmanın amacı, Erbil ilindeki ilköğretim öğretmenlerinin örgütsel destek algıları, örgütsel bağlılık düzeyleri ve işten ayrılma niyeti arasındaki ilişkiyi incelemektir. Araştırmanın evrenini Erbil ilinde görev yapan ilköğretim öğretmenleri oluşturmaktadır. Örneklemi ise, ilköğretim öğretmenleri arasından tesadüfi örnekleme yöntemiyle seçilen 500 öğretmen oluşturmaktadır. Bu kapsamda dağıtılan ölçeklerden 380 tanesi geri dönmüştür. İki ölçek tam olarak doldurulmadığından veri havuzundan çıkarılmış ve böylece 378 öğretmenden elde edilen veriler analizlere dahil edilmiştir. Veri analizi için ortalama, frekans, yüzde, t-testi, tek yönlü varyans analizi, korelasyon ve regresyon analizi teknikleri kullanılmıştır.

Araştırmadan elde edilen sonuçlara göre, öğretmenlerin algılanan örgütsel destek algıları ile örgütsel bağlılık (duygusal ve normatif bağlılık açısından) düzeyleri arasında pozitif yönde anlamlı bir ilişki olduğu belirlenmiştir. Bununla birlikte, öğretmenlerin algılanan örgütsel destek düzeyleri ile devam bağlılığı ve işten ayrılma niyeti arasında zıt yönlü bir ilişki olduğu tespit edilmiştir. Ayrıca, duygusal ve normatif bağlılık ile

işten ayrılma niyeti arasında negatif, devam bağlılığı ile işten ayrılma niyeti arasında ise pozitif bir ilişki olduğu sonucuna ulaşılmıştır.

Regresyon analizi sonuçları, araştırmaya katılan öğretmenlerin örgütsel destek algıları ve örgütsel bağlılık düzeylerinin, işten ayrılma niyetinin anlamlı yordayıcıları olduğunu göstermiştir.

Anahtar Kelimeler: Algılanan Örgütsel Destek, Örgütsel Bağlılık, Duygusal Bağlılık, Normatif Bağlılık, Devam Bağlılığı, İşten Ayrılma Niyeti



CONTENTS

DECLARATION	II
ACKNOWLEDGEMENT.....	III
ABSTRACT.....	IV
ÖZET	VI
CONTENTS	VIII
LIST OF TABLES	XI
LIST OF DIAGRAMS.....	XII
LIST OF ABBREVIATIONS	XIII
CHAPTER ONE	1
I. INTRODUCTION	1
1.1. Problem Statement.....	3
1.2. Research Objectives.....	4
1.3. Definitions of Key Terms	4
1.4. Limitation of the Research.....	5
CHAPTER TWO	6
II. LITERATURE REVIEW.....	6
2.1. Perceived Organizational Support	6
2.1.1. Definition of Perceived Organizational Support	7
2.1.2. Theories of Perceived Organisational Support	9
2.1.2.1. The Social Exchange Theory	9
2.1.2.2. The Organizational Support Theory	10
2.1.3. Antecedents of Perceived Organisational Support	11
2.1.3.1. Procedural Justice	13
2.1.3.2. Supervisor Support	13
2.1.3.3. Co-Worker Support.....	15
2.1.3.4. Role Stressor and Training	15
2.1.3.5. Organizational Rewards and Condition	16
2.1.4. Consequences of Perceived Organisational Support	17
2.1.4.1. Behavioral Outcomes of Perceived Organizational Support	17
2.1.4.2. Psychological Outcomes of POS	19

2.2. Organizational Commitment.....	20
2.2.1. Definition of Organizational Commitment.....	21
2.2.2 Components of Organizational Commitment	21
2.2.2.1 Affective Commitment	22
2.2.2.2. Normative Commitment	23
2.2.2.3 Continuance Commitment	23
2.2.3. Organizational Commitment and Perceived Organizational Support.....	24
2.2.4. Consequences of Organizational Commitment	25
2.2.4.1. Job Satisfaction	25
2.2.4.2. Turnover Intention	26
2.3. Turnover Intention	26
2.3.1. Definition of Turnover Intention	28
2.3.2. Antecedents of Turnover Intentions	28
2.3.3. Consequences of Turnover Intentions	29
2.3.4. Turnover Intention and Perceived Organizational Support	29
2.4. The Relationship among Perceived Organizational Support, Organizational Commitment and Turnover Intentions.....	30
CHAPTER THREE	33
III. METHODOLOGY	33
3.1. Design of the study	33
3.2. Population and sample	33
3.3. Descriptive Statistics.....	34
3.4. Description of the sample size	35
3.5. Data Collection Tools	38
3.6. Questionnaire Form Design and its Scales	39
3.7. Data Analysis	42
CHAPTER FOUR.....	43
IV. FINDINGS AND COMMENTS	43
4.1. Descriptive statistics for POS, OC and TI.	43
4.2. T-Test Results	44
4.2.1. T-Test Results for Gender Groups.....	44
4.2.2. T-Test results for marital status groups	45

4.3. ANOVA results.....	47
4.3.1. ANOVA test for level of education	47
4.3.2 ANOVA test for year of service	49
4.4. Correlation results among variables	51
4.5. Regression Analyses for variables	52
CHAPTER FIVE	54
V. DISCUSSION, CONCLUSION AND SUGGESTIONS	54
5.1. Summary of the findings.....	54
5.1.1. Teacher's POS, OC and TI.....	54
5.1.2. Biographical Effects on Dependant and Independent Variables	55
5.1.3. Relationships among Teachers' Level of Perceived Organizational Support, Organizational Commitment and Turnover Intention	56
5.2. Conclusion	58
5.3. Suggestions	59
REFERENCES	62
APPENDIX.....	77
Appendix 1. Questionnaire Form Cover	77
Appendix 2. Permission from Pro Dr. John Meyer to use organizational commitment scales.....	78
Appendix 3. Permission from Pro Dr. Robert Eisenberger to use POS scales	79
Appendix 4. Permission from MOE / General Director of Erbil education	80
Appendix 5. Permission from MOE / G. D. of Erbil education – Erbil Director of education.....	81
Appendix 6. Questionnaire items and references	81
Appendix 7. Originality Report	84
Appendix 8. Ethical permission.....	86
CIRRUCULUM VITAE.....	87

LIST OF TABLES

	Page
Table 3.1. Frequency of the gender.....	35
Table 3.2. Frequency distribution of marital status.....	36
Table 3.3. Frequency distribution of age	36
Table 3.4. Frequency distribution of level of Education.....	37
Table 3.5. Frequency distribution of length of service	38
Table 3.6. Demographic items with its measure	40
Table 4.1. Descriptive statistics for variables	43
Table 4.2. T-Test results for gender groups	44
Table 4.3. T-Test for Marital Status.....	46
Table 4.4. Means and Std. Deviations of Different Level of Education Groups	47
Table 4.5. ANOVA test for level of education	48
Table 4.6. Mean and Std. Deviation according to Year of Service.....	49
Table 4.7. ANOVA Test For Year of Service.....	50
Table 4.8. Correlation Matrix.....	51
Table 4.9. Regression analysis for (POS and dimensions of OC) as independent variables and TI as dependant variable	52

LIST OF DIAGRAMS

	Page
Diagram 2.1. Antecedents and Consequences of Perceived Organizational Support ...	20
Diagram 2.2. Different types of teachers' turnover.....	27
Diagram 2.3. The outcomes of previous researches on relationships among perceived organizational support, organizational commitment and turnover intention	32



LIST OF ABBREVIATIONS

- AC** : Affective Commitment.
CC : Continuance Commitment.
NC : Normative Commitment.
OC : Organizational Commitment
POS : Perceived Organizational Support.
TI : Turnover Intention.



CHAPTER ONE

I. INTRODUCTION

The retention of human resource is an effort to guarantee that teachers remain in process of education for the longest period of time as possible and reduce voluntary turnover intention (Jackson and Schuler 2004). Teachers' turnover is too high in northern Iraq and becomes a big problem. This is because it does not only affect the quality or experience of teachers, it also includes a lot of costs for new staffing process that include recruitment cost, selecting cost, training and developing cost ...etc. Teachers are voluntarily leaving schools because of many reasons such as lack of salary systems, lack of promotion, better occupation elsewhere, unfairness, dissatisfaction with their career, dissatisfaction with their manager ... etc. According to Griffeth and Hom (2004), employees will leave their job due to lack of support by an employer.

The high rate of turnover will lead to direct and indirect costs for the government. Indirect costs like loss of skilled and experienced teachers also has a bad effect on teachers' reputation (Dess and Shaw, 2001). However, direct costs such as staff process cost of new staff (Staw, 1980).

According to Ingersoll and Smith (2003), low level of performance and ineffectiveness within an organization are results of the high level of employees' turnover. Qualified teachers and their quantity are decreased as a result of high level of turnover. This will lead to teachers' shortage. There are many reports regarding teachers' turnover in a developed country like USA (Herbert and Ramsay 2004). Ingersoll (2002) reveals that teachers' shortage in the USA is a result of teachers' turnover.

Moreover, the government has put up a huge amount of money toward the costs of teacher turnover. According to Siong (2006), employer is experiencing very large costs as a result of voluntary employee turnover. These costs are for staffing process which included (leaving, recruiting, selecting and training) costs. All organization, governmental or non-governmental, extensively put up a large amount of money for staff developing and training. According to Murthy (2004), organizations send their

staff's for training program just to improve their staff's skill and performance. However, the staffs still quit their job after improving their skill and experience. Besides, the process of recruiting and selecting are time-consuming.

Furthermore, much more turnover can affect the morale of teachers and schools reputation as being a good place for working. It reduces morale among remaining staff. Therefore, it is important for human resource department and managers at all level what to do for maximizing retention of qualified teachers and minimizing teachers' voluntary turnover. According to Rhoades and Eisenberger (2002) employees have to be supported by both human resource department and manager of the organization.

In general, teachers' turnover is categorized into two types: voluntary and involuntary turnover. Voluntary refers to a decision that made by a teacher for quitting school. According to Morrell, Loan Clark and Wilkinson (2001), it means employees decide to leave the organization on their own accord. This is done through resignation letter. Involuntarily refers to the decision that made by principles, teachers have no chose in their termination. It may result in a situation such as weak performance, long-term sickness disability, fire... etc. The impact of these two forms on schools is different such that voluntary turnover leaves a negative impact on the organization. According to Noe and Gerhet (2003) organization are trying to minimize voluntary turnover, especially for those have good performance and efficiency. This is the reason that researchers pay more attention to the voluntary turnover.

Perceived organizational support and organizational commitment may have an essential role in controlling turnover intention when putting together. Whenever teachers believe that they are supported, level of their commitment may go up. That will lead to reducing turnover intention among teachers (Aselage and Eisenberger, 2003).

Therefore, the main purpose of this research is to discover factors which might contribute to teachers' voluntary turnover. More specifically, focused on impact that perceived organizational support and organizational commitment have on teacher's voluntary turnover in primary schools. Furthermore, it seeks to uncover the relationship between perceived organizational support, organizational commitment, and voluntary turnover intention. Finally, it finds out the extent in which teachers perceived support, the commitment of teachers and turnover intention in northern Iraq.

1.1. Problem Statement

Erbil general director of education / Erbil director has 10,682 teachers who are teaching from grade 1 to 9. According to data released by human resource department in the Erbil director of education, there were approximately 174 teachers' applications for getting leave without pay last year. Furthermore, 78 teachers have asked the government for being a pension. In addition of that, 154 teachers have been pensioned due to their age (have been 63 years). They tend to leave their work once they have other option to enjoy. These can be interpreted that most teachers have continuance commitment toward school and its objective rather than effective or normative commitment depending on the definition of each type of primary teacher's organizational commitment.

It is impossible to argue against the fact that one of the most powerful key factor that ensuring educators' selection to enhancement is the level of their commitment toward schools' target. In this commitment the educators' is predicted to disguise the school objective. The instructors' perception of organizational support is important for them to disguise the school objective, because, educators feeling supported will contributed more to accomplish the target of the schools. In this manner, it is believed that the connection between educators' perception toward help and commitment is fundamental of the school's aim.

On the other hand, the level of teacher's commitment is important because once this level is high; a ratio of turnover is reduced. Muse and Stamper (2007), Abdulkadir and Orkan (2009) and Culpepper (2011) in their studies uncovered that when organizational commitment among employees is high, turnover among them will reduce.

Teachers' turnover has become a major problem for the education sector of Northern Iraq for the reason of less support by government, an ambiguity of managerial system, unfair in the salary system, teachers promotion ... etc. Teachers frequently have asked the government namely ministry of education to change their address from teacher to employee. This is because most of them think that their profession is not coping their life. According to Wayne et al. (1997) when employees have experience lack of support, the employees are probable to show extraction attitudes which include

the intentions to disappear from the organization. This is the reason that government has made a new decision since 2014 to restrict teachers' request for changing their career from teacher to other occupation. However, this has no impact because the legal way has been found by teachers to leave their job and enjoy other work such as leave without pay ...etc. According to Tuzun and Kalemci (2011), an individual with high perceived organizational support would be less likely to seek out and accept jobs in alternative organizations.

Onyinin (2003) and Mankanjee, Hartzel and Uyz (2006) have found that organizational support is the strongest prediction of organizational commitment. In addition of that, Foong-Ming (2008) has emphasized that perceived organizational support is a powerful predictor for the turnover as well.

1.2. Research Objectives

The main aim of this research is to find out the relationship between perceived organizational support, organizational commitment, and turnover intention. Following objectives are also defined:

- 1- To what extent do teachers perceive organizational support in northern Iraq?
- 2- To what extent do teachers are committed to a school in northern Iraq?
- 3- What is teachers' turnover intention in Northern Iraq?
- 4- Is there any meaningful relationship between teachers' perceived organizational support and organizational commitment?
- 5- Is there any meaningful relationship between teachers' perceived organizational support and turnover intention?
- 6- Are perceived organizational support and organizational commitment meaningful predictors of turnover intention in teachers?

1.3. Definitions of Key Terms

The main concepts in this thesis are:-

- 1- **Perceived Organizational Support:** - Refers to the degree to which an individual believes that the organization cares about his/her values, his/her

input and provides his/her with help and support (Beheshtifari and Zare, 2012).

- 2- **Organizational Commitment:** - An attachment to the organization, characterized by an intention to remain in it; an identification with the values and goals of the organization; and a willingness to exert extra effort on its behalf (Porter et al, 1974).
- 3- **Turnover:** - Entrance of new teachers into the school and the departure of existing teachers from the school (Harkins, P.J., 1998).

1.4. Limitation of the Research

According to Albert (2007) all research or investigation have restrictions such as lack of support, restriction of sample, limited fund ... etc.

This research has faced the following limitations:-

- This study was limited just to Erbil province. Primary teachers in other provinces were not surveyed because of time restrict and financial.
- The population in this study was not categorized based on teachers' specialist. Also, it was not stratified between those who are teaching from public school and private school. These can make a problem and affect the final result.

CHAPTER TWO

II. LITERATURE REVIEW

This chapter gives an idea of the literature pertaining to the constructs being investigated in the current study. At the beginning, the term of perceived organizational support will be studied. After that, Myer and Allen's three dimensions of organizational commitment which are (emotional or affective, continuance and normative) commitment will be explored. Finally, turnover intention will be discussed. Studies which have conducted before on perceived organizational support, organizational commitment and teachers' turnover intention will also be reviewed in the literature.

2.1. Perceived Organizational Support

Perception is a mind-boggling process by which an employee chooses tangible jolts and organizes them so as to shape a sane and significant picture for him/her regarding a particular phenomenon. These pictures or perceptions offer ascent to specific states of mind and connections in light of the fact that an employee's sentiments and perspectives are molded by his/her perceptions (Lok, Westwood, and Crawford, 2005). Goulder (1960) argues that workers are probably going to perceive organizations as supportive if they sense a particular attachment and acknowledgment from the organization to the employee. Eisenberger et al. (1986) hold the belief that organizational support help employees determine whether the organization will satisfy their socio-emotional needs for affiliation, approval, and esteem and whether the organization will reward them for increased work effort and performance. It is important to note that these beliefs according to Aselage and Eisenberger (2003) stem from the employee's subjective perceptions and thus the process seems to be more informal than formal. The researchers purport that perceived organizational support is seen as an individual-level concept.

Rhoades and Eisenberger (2002), see it relating to employee attitudes, welfare, job satisfaction, level of commitment, job performance, positive mood, fairness, benefits and motivation.

2.1.1. Definition of Perceived Organizational Support

While the official idea about perceived organizational support was not presented and measured until the 1980s, the possibility of organizational support has been available in the administration writing for almost seventy years (Zagenczyk, 2001). Perceived organizational support started in 1986 and the first driving pioneer behind the investigation of perceived organizational support is Eisenberger. Chen (2010) states that perceived organizational support gets high though since the 1980s. Perceived organizational support implies rewarding, fulfilling and meeting the socio-emotional requirements of workers (Bilgin & Demirer, 2012). It includes the mentorship exercises, for example, employee counseling, guiding, challenging assignments for employees, employee protection, assurance, and training employees, guaranteeing fellowship among employees and role modeling (Baranik, Roling and Eby, 2010). In the writing, perceived organizational support has been characterized in different ways.

Scholars demonstrated a various type of definitions for perceived organizational support. One of these definitions which are stated by Eisenberger and colleagues (1986) is the perception that the organization cares about employee wellbeing and values employee contributions. This definition fuses two measurements: (i) a feeling that the organization values workers' commitments is supported by execution compensate hopes and (ii) a recognition that the organization thinks about worker prosperity is supported by the requirement for the satisfaction of socio-passionate needs at work (Rhoades & Eisenberger, 2002).

Similarly, Muse and Stamper (2007) separate perceived organizational support in two constructs as POS-J (think about workers' results or execution) and POS-R (think about representatives' prosperity or regard). Both these constructs affect employee's perception of help given by the organization. In the event that any of these components missed it would influence the general view of help given by the organization. Accordingly, organizational researchers argue that within the employer-employee

relationship, there is not only an impersonal resource such as money, services, and information exchanged, but also socio-emotional resources such as approval, respect, and support (Eisenberger, Armeli, Rexwinkel, Lynch, and Rhoades, 2001). These can contribute towards employees' perception of organizational support (Eisenberger et al., 1986).

Krishnan and Mary (2012) define perceived organizational support as sensitivity and opinion of an employee regarding the degree to which their involvement is appreciated and recognized by their institution and cares about their well-being. According to Wann- Yih and Hatik (2011), perceived organizational support is an employee's point of view regarding the extent to which organization is concerned for their welfare and consider its efforts for the organization. They put more efforts when there is an indication that all efforts will be owned and will be rewarded by the organization. Erdogan and Enders (2007) assert perceived organizational support refers to the degree to which an employee trusts that the organization cares about him/her, values his/her input and gives his/her with help and support. Chiang and Hsieh (2012) mention that perceived organizational support is the belief that the employer cares about the needs of employees.

Other experts think that the field of POS related to the organization's contribution to a positive reciprocity dynamic with employees, as employees tend to perform better to pay back for perceived organizational support (Aselage & Eisenberger, 2003; Allen, Shore, & Griffeth, 2003; Rhoades & Eisenberger, 2002). Employers typically and commonly value employees' dedication and loyalty. Perceived organizational support is also known as a guarantee - aid will be present from the organization when it is needed to carry out one's job effectively and to deal with stressful situations (Rhoades, Eisenberger, & Armeli, 2001).

The common element discovered within various definitions of perceived organizational support is that workers' commitments ought to be esteemed and their organizations ought to think about their prosperity. Moreover, employees see the activities of administrators and different people in initiative or supervisory positions as organizational activities (Eisenberger et al., 1986; Eisenberger et al., 2001). The implications are that the words and deeds of organizational leaders have the potential to

impact their employees' perceived organizational support, and in turn, influence employees' behaviors towards the whole organizations (Farh, Hackett, & Liang, 2007).

Dawley, Houghton and Bucklew (2010) suggest that organizational support is the best if workers and businesses take an interest in social exchanges that advantage all gatherings. For example, in return for pay rates, benefits, and recognition of work performance, organizations expected employees to show good performance, stay dedicated and committed, and to remain with their organizations with no plan to quit (Dawley et al., 2010).

2.1.2. Theories of Perceived Organisational Support

Perceived organizational support is on a very basic level established in the norm of reciprocity (Rhoades & Eisenberger, 2002). As per to the norm of reciprocity, two interrelated minimal demands exist in particular namely: (i) individuals ought to help the individuals who have helped them and (ii) individuals ought not to harm the individuals who have helped them (Gouldner, 1960). The general thought of reciprocity is that people ought to help those that have helped them and consequently, after some time, may generally expect that others will return such behavior (Rhoades & Eisenberger, 2002), which then gives rise to the social exchange relationship (Shanock & Eisenberger, 2006).

The underlying, contemporary theories used to explain perceived organizational support are the social exchange theory and the organizational support theory that explained in the following.

2.1.2.1. The Social Exchange Theory

Numerous researchers portray the hypothetical establishments for the social exchange model of connection between employees - organization. Organizational support theory (Eisenberger, Huntington, Hutchison, and Sowa, 1986) supposes that to determine the organization's readiness to reward increased work effort and to meet socio-emotional needs, employees develop global beliefs about the extent to which their employing organization both values their contributions and cares about their well-being.

The Social Exchange Theory has frequently been utilized to study organization trying to better comprehend the equal relationship that creates amongst workers and the organization (Dawley, Andrews & Bucklew, 2008; Baran, Shanock & Miller, 2012). This view recommends that when an employer gives employees reasonable treatment and when they esteem their workers' commitments and prosperity, the employees will perceive elevated amounts of support from the employer and therefore feel committed to reciprocating (Dawley et al., 2008; Shoss, Eisenberger, Restubog, & Zagenczyk, 2013). In light of these standards, it can be contended that people who get more prominent support from their organizations will be more disposed to give back the demonstration of goodwill. The employees' reciprocal act can include higher organizational commitment and loyalty which results in a decreased intention to leave the organization (Allen et al., 2003). Furthermore, Allen et al. (2003) argue that the inverse is true where employee's perception of low organizational support may result in an increased intention to leave the organization.

This suggests that organizations impact employees' view of the perception for help and, as a result, influence employee attitudes. Moreover, organizations may emphatically impact employee state of mind notwithstanding when occupation conditions are troublesome by making employees mindful of what can and can't promptly be changed (Eisenberger et al., 2004).

According to social identity theory, whenever employees believe that their organization values or appreciates them, this will be a signal of organizational respect for them (Tyler, 1999).

2.1.2.2. The Organizational Support Theory

Exchange relationship amongst employee and organization is the fundamental of organizational support theory (Eisenberger et al., 1986). Perceptions of organizational support are an essential asset that is getting approved day by day in the administration field of the modern business world especially in the service sector (Mowday, 1998).

Organizational support theory clarifies how POS creates and yields positive results for employees and organizations. The theory expresses that workers see their association as having an attitude to view them positively or ominously as reflected in

the treatment it gives them (Eisenberger, Huntington, Hutchison & Sowa, 1986). It likewise proposes that the improvement of perceived organizational support depends on a worker's thought that organizations have human attributes (Eisenberger et al., 1986). Eder and Eisenberger (2008) assert that employees associate the treatment to them by agents of the organization as indicative of the organizations whole favorable or unfavorable orientation towards them.

Organizational Support Theory serves to address the psychological consequences of perceived organizational support (Shoss et al., 2013). Eisenberger et al. (2001) asserts that the caring, approval and respect indicated by perceived organizational support fulfills employees' socio-emotional needs, which in turn, lead employees to incorporate membership and role status into their social identity. Besides, as per Eisenberger et al. (2001), perceived organizational support was appeared to empower workers' conviction that the organization recognizes and remunerates predominant execution (that is, performance-reward expectancies). These processes have positive results both for employees, for illustrate, decrease job dissatisfaction. Also heightened positive mood for the organization as an entire for example, increased emotional commitment, performance, and alleviate plan to leave an organization (Eisenberger, Stinglhamer, Vandenberghe, Sucharski, & Rhoades 2002).

2.1.3. Antecedents of Perceived Organisational Support

In order to cultivate perceived organizational support among its employees, an organization must show to its employees that it is focused on them. Perceived organizational support is impacted by a different part of the organization's behaviors towards its workers (Eisenberger et al, 1986). Actions taken by the administrator may also contribute to employees' perceived organizational support. The form in which organization behaves its employees via administrator actions may strongly affect individual's perceived organizational support (Eisenberger et al, 1986). At that point, as employees perceive that they are esteemed, they will build their dedication to the organization. However, every employee's perception of the organization will be different, so it is vital to consider the different ways in which employees see the organization. Thus, there are many factors which determine perceived organizational

support like, benefits, job conditions, career development, coworker support, procedural justice and work-family support.

Scholars studying perceived organizational support hypothesized and examined the relationships between numbers of prior antecedents and perceived organizational support (Aselage & Eisenberger, 2003; Allen et al., 2003; Eder & Eisenberger, 2008; Wayne, Shore, & Linden, 1997; Rhoades & Eisenberger, 2002).

Rhoades and Eisenberger (2002) thought that there are three primary ways in which employees perceive favorable treatment from their Organizations (which is, supervisor support, fair organizational procedures and favorable rewards and job conditions). However, Allen et al. (2003) and Wayne et al. (1997) emphasis on similar human resource practices such as growth opportunity and participation in decision making that indicate an organization's investment in employees and recognition of employee contributions.

Kazanchi (2005) showed that employees' trust can make a positive impact on perceived organizational support. Moreover, Ghani and Hussin (2009) highlighted that trust, access to information and opportunity to learn and develop has a high positive correlation with perceived organizational support.

Antecedents of organizational support are strongly based on the various shapes of favorable treatment the organization offers employees (Rhoades & Eisenberger, 2002). Some of these antecedents that will be explained here are: -

- 1) Procedural justice.
- 2) Supervisor support.
- 3) Co-worker support.
- 4) Role stressors and training.
- 5) Organizational rewards and conditions.

2.1.3.1. Procedural Justice

Shore and Shore (1985) explain that procedural justice refers to predict justice within procedures through which the outcomes are distributed. According to Greenberg (1990) procedural justice includes the fairness of organizational policies, politics, and procedures once distributing resources among workers. Shore and Shore (1995) mentioned that organizational decisions will lead to the perception of procedural justice. They think perceived organizational support will be increased by repeated exposure to fair decision making while constant exposure to unfair decision making will lead to falling down perceived organizational support inside an organization.

Researchers discover that employees' perception of procedural justice affects their perception of organizational support. For example, Surveying 171 teachers from a big public university in Pakistan by Khurram (2009) concluded that the antecedents of procedural justice, leader-member exchange, human resource practices and distributive justice were positively related to perceived organizational support. Also, that perceived organizational support was positively related to consequences of affective and normative commitment. Furthermore, DeConinck and Johnson's (2013) among 384 salespersons uncovered direct positive influence on performance through procedural justice. Whenever workers have the opportunity to take part in the process of decision making, there is an increase in perceived organizational support that indirectly impacts organizational commitment and finally the decision to turnover within an organization. Finally, the scholars are of the belief that organizations require determining if supervisors are providing environments which raise the level of perceived organizational support through adequate performance appraisal processes and addressing the needs of its employees (DeConinck & Johnson, 2013).

2.1.3.2. Supervisor Support

An organization is integrated of employees who strive to achieve some common aims. When employees work, they have to interact with other employees around them. They have direct interaction with a supervisor, management, subordinate, and coworkers. The one that has more influential to have an impact on employees is

supervisors. They make a bridge between employees and management. Supervisor support is defined as employees' views concerning the degree to which their supervisors value their contributions and care about their well-being (Eisenberger et al., 1986). Although the supervisors make decisions on behalf of the organization, and because the supervisor employs the organization's resources to fulfill these decisions, the employees will see their supervisor as an organizations' agent. This is the reason that the exchange which will appear between employees and supervisors can impact employees' perceived organizational support. In the studying of supervisor support, it has been discovered that the events of the agents of the organization impact the way employees see the organization (Eisenberger et al., 1986; Hutchison, 1997; Settoon et al., 1996; Wayne et al., 1997).

Supervisor support can affect the employee within an organization in many ways for example; Hatton and Emerson (1998) in their study discovered that low levels of supervisor support for the employees were related to an increased intention to turnover. Similarly, according to Kalliah and Beck (2001), good support from the supervisor can give help to decrease the probability of the employee to leave the job. Moreover, Baldwin and Magjuka, (1997) say that supervisors can provide facilitates for their employees by reducing their workload in the peak time of extensive training. However, the type of exchange relationship between an organization and its employees strongly depends on the trust that employees have in their supervisors (Dirks & Ferrin, 2002). Hatton and Emerson (1998) in their study noted that employees' turnover will rise when there is a low level of supervisor support for employees. Lastly, Wayne, Shore and Liden (1997) have found that supervisors are seen as a conduit to the organization, this is because supervisors deliver rewards and benefits , and also because they are a tool in such things as a training opportunity, increasing employees' salary and promotion.

Social exchange relationship tells that employees are more probably have the desire to work with the organization in which their well-being valued by a supervisor, reward their effort, hard work and contributions, give employees respect and recognition that they deserve and communicate good with them (Eisenberger et al., 2002).

2.1.3.3. Co-Worker Support

Co-worker support can know as co-workers helping one another in their duties once needed through sharing expertise and knowledge also giving support and encouragement (Zhou and George, 2001). Employees working within an organization appear like that organizations' agent. This is the reason that employees or peers can have an impact on the perceptions of support. Supportive, friendly, cooperative and coordinative peers imply a positive support from the organization for employees. Employees may exchange their knowledge and expertise when they encounter a problem and novel task for which a solution is not readily available (Scott and Bruce, 1994). According to Blau (1964) when employees see that others in the organization support them, they are likely to reciprocate toward that employee.

Ladd and Henry (2000) have found that support from coworker has strongly related to perceived organizational support. Moreover, Kahn (1990) has shown that relationships with co-workers and supervisor which extend support at work help employees to express themselves physically, cognitively, and emotionally during role performances. This is because they are more likely to focus on others-protection rather than self-protection.

2.1.3.4. Role Stressor and Training

Role stress means the demands at work with which employees are unable to cope. When employees perceive that job-related stressors are caused by the factors which are controllable by the organization and that the organization does not make any effort to lessen it, they feel less supported (Hakeem, 2016).

When organizations engage in policies and procedures which reinforce training and skills, older employees perceive the organization values their continued membership as a result of that they are more likely to continue for participating in the organization. That will lead to reducing turnover behaviors. According to Armstrong-Stassen and Ursel (2009), implementing and tailoring training and development practices, providing challenging job assignments as well that target older employees would increase the perception of perceived organizational support, job retention and

career satisfaction of experienced employees. Moreover, Hakeem (2016) noted that when employees receive training for carrying their jobs efficiently and competently, they are more likely to feel that they are supported by their organization.

Wayne et al. (1997) noted that job training is a discretionary practice communicating an investment in the employee, thus leading to increased POS. At the point when representatives get preparing for conveying their occupations productively and competently, they feel supported by their association.

Autonomy, supervisor support, and training are effective at flying up perceived organizational support because it positively communicates that employers are invested in their employees and care about their well-being (Drost, Veena, & Talia, 2010; Heilmann, Holt, & Rilovick, 2008).

2.1.3.5. Organizational Rewards and Condition

According to Agarwal (1998), the concept of reward is explained frequently in the literature like something which is given to employees by an organization in response to the employee's work or effort and is something that is desirable to the employee.

There is a belief that greater effort rewarded will raise employees' trust within the organization and make more belief that the organization will act in an impartial manner for long period of time (Eisenberger et al., 1990). Distributing benefits among employees should be fairly according to their performance and competency. Shore and Shore (1995) proved that benefits that are present for all employees regardless of their effort do not get along with perceived organizational support. Also, Moorman, Blakely and Niehoff (1998) noted that fair procedure that is run by an organization is a signal to employees that the organization values and care of them. Finally, Cohen, Cherish and Spector (2001) recommended that fairness is critical in the whole of human resource decision and human resource procedure.

2.1.4. Consequences of Perceived Organisational Support

Perceived organizational support probably lead to several individual and organizational consequences such as positive mood at work, job satisfaction, decrease strains, organizational citizenship behaviors, organizational commitment, employee engagement, high level of performance, reduce turnover intentions, strong desire to remain within an organization and decrease withdrawal behaviors.

According to Rhoades and Eisenberger (2002), different kind of organizational help outcomes have been identified like job satisfaction, level of commitment, job involvement, retention, performance. On the other hand, Krishnan and Mary (2012) have shown several outcomes of organizational support, for example, organizational commitment, desire to remain, low level of turnover intention and withdrawal behavioral.

Organizational citizenship behaviors defined as behaviors which employees display within the organization that are beneficial both to coworkers and to the organization itself (Brief & Motowidlo, 1986). According to Shore and Wayne (1993) one of the important outcomes of perceived organizational support is increased organizational citizenship behaviors. In addition to perceived organizational support leading directly to the behaviors mentioned above, it also leads to decrease absenteeism (Eisenberger et al., 1990) and turnover (Eisenberger et al., 1986; Wayne et al., 1997) in employees

In order to review, to give a context of organizational support, its outcomes are divided into two parts which are a behavioral outcome and psychological outcome.

2.1.4.1. Behavioral Outcomes of Perceived Organizational Support

Employees with a high level of perceived organizational support are more likely to show positive behaviors and attitudes toward organizations. It will raise employees' thought of obligation to help the organizations achieve their goals. Behavioral outcomes of perceived organizational support would include reduces employee's turnover intention. Moreover, increases in organizational commitment, job performance, and job

satisfaction. This section shows some of these employees' behavioral as perceived organizational support outcomes.

Chiang and Hsieh (2012) defined job performance as fulfilling specific job requirements, meeting job performance standards and expectations, one's effectiveness in the job and the ability to produce quality work. Many studies have shown that there is a positive relationship between organizational support and job performance. For instance, Amin (2013) discovered a relationship between impacts of organizational help on employee's performance from Pakistani academic sector. Similar relationships were also found between organizational support and performance in Riggie, Edmondson and Hansen's (2009) study. Furthermore, Monnastes (2010) found that employee thinks obligated to interest organization's target and put more effort to help it achieve its goals successfully if they feel supported by his/her organization. Lastly, Eisenberger, Armeli and Rexwinkel (2001) indicated that the perceived organizational support was related to extra-role performance.

Job satisfaction is pleasant /unpleasant emotional feelings that are the result of the assessment of a person's job or job experience, it presented what someone feels and thinks about the job (Judge and Klinger, 2009).

Perceived organizational support has been suggested to impact employees' general affective reactions to their jobs, including job satisfaction and positive feelings. Perceived organizational support should contribute to job satisfaction by meeting socio-economic needs, increasing performance reward expectations and signaling the availability of aid when needed (Eisenberger et al., 2001). In their studies, Eisenberger et al., (2001) and Eisenberger et al. (1997) discovered a significant positive relationship between perceived organizational support and job satisfaction. Perceived organizational support and general employment job satisfaction are unequivocally related but are distinct constructs; an employee may believe that the organization strongly values his/her contributions and cares about his/her well-being yet have a low overall job satisfaction because the employer does not have the resources to prevent unfavorable treatment. Shore and Tetrick (1991) indicated in their study that perceived organizational support and job satisfaction are distinct but related. Several studies in past have found a positive relationship between perceived organizational support and

the level of job satisfaction (Burke, 2003; Armstrong-Stassen, Cameron & Horsburgh, 1996; Burke & Greenglass, 2001)

The relationship between perceived organizational support and intention to turnover has been studied by many researchers. For example, Allen et al. (2003) in their study tested two individual samples and found that perceived organizational support has a significantly negative relationship with intention to quit in both samples. According to Eisenberger et al. (2001), there is a strong and negative relationship between perceived organizational support and intention to turnover. Moreover, Hussain and Asif (2012) have found that organizational support for employees' welfare has proven to be a strong predictor of employees' turnover intention.

2.1.4.2. Psychological Outcomes of POS

The outcomes of perceived organizational support are highlighted by three psychological processes by Rhoades and Eisenberger (2002). First, due to reciprocity norm perceived organizational support have to provide a sense of obligation to care about the organization and the coping of its goal. Second, perceived organizational support must reinforce employers' thought that the organization rewards employee' extra role. Lastly, the approval, respect and caring connoted by perceived organizational support must fulfill socio-emotional needs leading employees to incorporate organizational membership and role status into their social identity. Diagram 2.1. shows the antecedents and consequences of perceived organizational support.

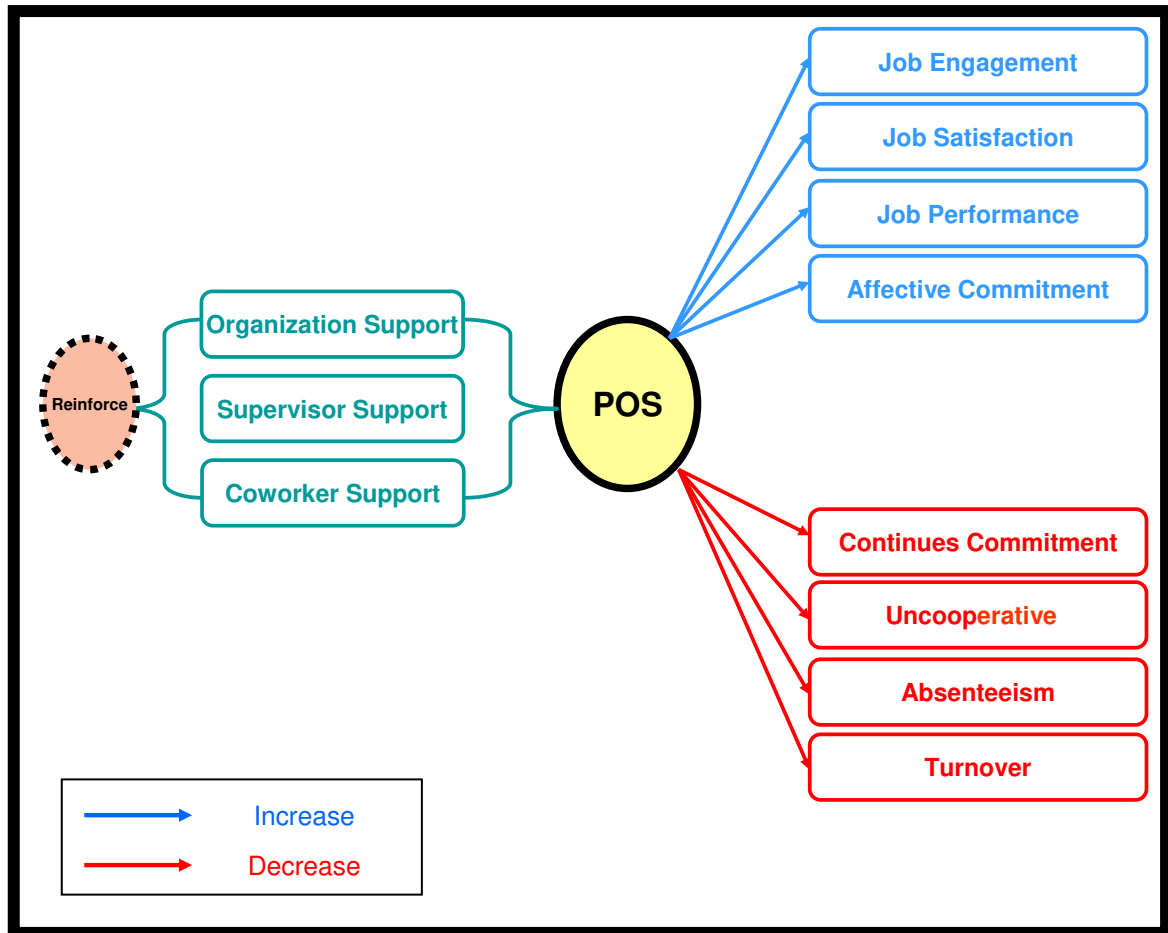


Diagram 2.1. Antecedents and Consequences of Perceived Organizational Support

2.2. Organizational Commitment

Chen, Wang, and Sun (2012), Tladinyane (2012) and Adzeh (2013) had extensive studies about organizational commitment in the few past decades. The continued interest in this subject has mostly been due to the theorized relation between organizational commitment and employee behaviors, for example, job satisfaction by Singh, Bhagat, and Mohanty, (2011), performance by Suliman and Iles (2000) and turnover by Lew (2009) and Suliman and Iles (2000).

Mowday, Steers and Porter, (1979) indicated that employees' organizational commitment can be summarized in three signals. First, make efforts beyond expectations in the name of the organization. Second, having believed in organizational values and sharing its goals. Finally, ready to keep membership of the organization.

2.2.1. Definition of Organizational Commitment

The term of organizational commitment defined in different ways by various researchers. According to Madigan, Norton and Testa (1999), committed employees would work diligently, conscientiously, provide value, promote the organization's services or products and seek continuous improvement.

Allen and Meyer (1990) highlighted that commitment is a psychological state that ties an employee to an organization. Similarly, Singh (2008) see the organizational commitment as a psychological feeling for an organization.

In the opinion of Begraim (2010), organizational commitment is the felt obligation by the employee to remain with the organization. Organizational commitment is also defined by Perryer et al. (2010) as the relative strength of an individual's identification with, and involvement in, an organization

In general, organizational commitment is identified by at least three factors namely:

- (i) Acceptance of the organizations' targets and values.
- (ii) Ready to work hard instead of the organization.
- (iii) A strong motivation to stay within an organization (Porter et al., 1974).

Similarly, organizational commitment has been defined in three dimensions by Becker, Randal and Riegel (1995) which are:

- (i) A willingness to exert high levels of efforts instead of the organization.
- (ii) A strong wish to stay as a membership of a particular organization.
- (iii) Believe of the values and targets of the organization.

2.2.2. Components of Organizational Commitment

Meyer (1997) has identified different types of commitments. First, affective commitment that known as emotional attachments, identification, and involvement to accomplished the organization's goal. Second, normative commitment which is defined as organizational commitments. Lastly, continuance commitment is the willingness to remain in an organization because of different investments.

According to Meyer and Allen (1991), all dimensions reflect either (a) a strong desire by employees' (affective commitment), (b) employees' need (continuance commitment), or (c) an employees' obligation (normative commitment) to keep employment in an organization. They also argued that an employee can face all three forms to different degrees, and that all three dimensions can exert independent impacts on a particular behavior. They also argued that affective commitment, normative commitment and continuance commitment will probably enhance as the result of various experiences, and have different implications for on-the-job behaviors and turnover. Moreover, although organizational commitment dimensions have different implications for behavior, their distinguishing has been reasonable.

2.2.2.1 Affective Commitment

Affective commitment means a situation where employees have an emotional attachment to their organization and a belief in its values. Meyer and Allen (1997) assert that affective commitment is the employee's attachment to, identification with and involvement in the organization. Employees with strong affective commitment tend to stay within an organization because they want to remain (Allen and Meyer, 1990). This would lead to creating a kind of commitment causes organizational members to continue working for the organization

According to Heery and Noon (2001) employees have an affective commitment when they stay within a particular organization because they share its values and objectives and feel a sense of loyalty.

Outcomes of affective commitment are useful for organizations this is because Meyer and Allen (1997) discovered that employees with strong affective commitment feel an emotional attachment to their organization, and will have a greater encouragement to participate meaningfully to the organization than what an employee with weak affective commitment would.

Meyer and Allen (1997), have argued that the most popular and effective type of commitment and the one that most of the organization want to instill in their employee is probably affective commitment. This is because affective commitment makes its employees attached to the organization emotionally. Similarly, in the opinion of

Manetjie and Martins (2009), a worker who is effectively committed to an organization are more willing to keep his/her relationship with the organization compare with those who are continence and normatively committed.

2.2.2.2. Normative Commitment

Normative commitment means a situation where employees believe it is their responsibility to stay within an organization. Normative commitment, in general, is an employee's feelings of obligation to stay with an organization (Allen and Meyer, 1990; Meyer and Allen, 1997). Furthermore, Felfe and Yan (2009) defined normative commitment as the degree to which an individual is psychologically attached to the employing organization through the internalization of its goals, values, and missions. Normative commitment is different from affective commitment because it reflects a sense an obligation or responsibility to work within the organization but not necessarily an emotional attachment. Employees with strong normative commitment tend to remain within an organization because they ought to remain (Allen and Meyer, 1990).

According to Martin and Roodt (2008), although employees feel moral when they remain within an organization, employees remain committed to an organization.

2.2.2.3. Continuance Commitment

Continuance commitment means a situation where employees predict the value of remaining within an organization due to cost. According to Greenberg and Baron (1997) continuance commitment is the strength of employees desire to continue working for an organization because they need to work. In these situations, employees would be concerned about what they might lose in terms of retirement funds, disrupting social networks, and knowledge gained if they decide to leave the organization and change jobs. Employees with strong continuance commitment tend to remain within an organization because they need to remain (Allen and Meyer, 1990).

Swales (2002), argued that employee with strong continuance commitment probably do his/her duty or responsibility only when he/she sees that it is necessary to perform due to protect his/her job.

2.2.3. Organizational Commitment and Perceived Organizational Support

In past few decades, there were many studies which found positive relationship between perceived organizational support and organizational commitment (Arshadi, 2011; Alijanpour, Dousti, & Khodayari, 2013). According to Tansky and Cohen (2001) perceived organizational support has a positive relationship with organizational commitment. Eisenberger et al. (1986) noted that if organizations make efforts to enhance their managers, the manager will become more committed to the organization. Moreover, Riggle, Edmondson, and Hansen (2009) discover that perceived organizational support can be a critical factor in revealing organizational commitment.

There are some studies searching the relationship between perceived organizational support and the three models of organizational commitment (affective, normative and continuous). According to Eisenberger et al. (1990), Aube et al. (2007), LaMastro (2008) and Eisenberger et al. (1986) employees who think they are supported and valued by their employer, are strongly attached to their organization. Kim et al. (2005) argued that employee feels a strong desire to keep membership within an organization when he/she see that his/her organization as supportive. La Mastro (2008) and Aube et al. (2007) noted that perceived organizational support has a positive relationship with normative commitment. Furthermore, Currie and Dollery (2006) argued that perceived organizational support was significant in predicting affective commitment and normative commitment. They believe that higher scores on perceived organizational support are associated with higher commitment scores. Finally, according to Rhoades et al. (2001) employees who predict that they are treated favorably by an organization are more likely to have affective committed toward their organization in turn less likely to show negative behavior within an organization, such as withdrawal.

Uçar and Ötken (2010) also indicated a significant correlation between perceived organizational support with both affective and normative commitments. However, they highlighted a reverse correlation between perceived organizational support and continuance commitment.

2.2.4. Consequences of Organizational Commitment

There are different outcomes of commitment that have been examined, a number of which are explored below.

2.2.4.1. Job Satisfaction

Previous studies (Susskind, Borchgrevink, Kacmar, and Brymer, 2000, Testa, 2001, Chen, 2007, Yoon and Thye, 2002 and Feinstein and Vondrasek, 2001) have conducted that job satisfaction is a significant predictor of organizational commitment. Eisenberger et al. (1997) showed that job satisfaction makes a sense of obligation to repay the organization by employees.

Regarding the impact of job satisfaction on dimensions of organizational commitment, a number of studies explained this subject. First of all, Yang (2010) has found that job satisfaction is a powerful contributor to affective commitment. Moreover, according to Gunlu, Aksaraylı, and Perçin (2010), there is significant effect between job satisfaction and affective commitment. Gunlu, Aksaraylı, and Perçin (2010) discovered that job satisfaction is a strong contributor to affective commitment. Finally, a study conducted by Yang (2010) viewed that job satisfaction has a negative effect on continuous commitment.

Flu, Bolander and Jones (2009) have highlighted that affective and normative commitment react a higher relationship with job satisfaction, whereas continuance commitment viewed no significant effect on job satisfaction.

2.2.4.2. Turnover Intention

Luchak and Gellatly (2007) highlighted that affective commitment has a positive relationship with work efforts and performance. According to (Paré and Tremblay, 2007) turnover and absenteeism are low when affective commitment is high. Employees whose loyalty is high for an organization are less likely to think of leaving the organization (Meyer et al., 2002). Wong, Ngo, and Wong (2001) argued that affective commitment is found to be both significantly and negatively related to turnover intention. Previous researchers have uncovered that the organizational commitment has a significant correlation with the employees' turnover intentions (Ben-Bakr et al., 1994).

2.3. Turnover Intention

Employees' turnover has an important topic for many researchers and academics because of its negative results (Mrara, 2010). It is important to identify clearly what unwanted turnover means. For this purpose, Griffeth and Horn (2001) focused on distinguishing initially between voluntary and involuntary employee turnover. Chen and Francesco (2003) assert that voluntary turnover appears when the employee freely chooses to quit the organization. On the other hand, involuntary turnover is job separation initiated by the employer over which the employee has no control. According to Griffeth and Horn (2001) voluntary turnover can be divided into two parts which are functional and dysfunctional employee turnover. Thus, functional turnover represents the exit of substandard performers, that is, persons the organization does not feel are of particular benefit to the achievement of the organization's goals. However, dysfunctional turnover involves the exit of effective performers or highly skilled or trained employees who are not easily replaced and, therefore, their loss will be costly for the organization. According to Chen and Francesco (2003), from the employer's perspective unwanted turnover is both voluntary and dysfunctional.

Studies on turnover also have differentiated two kinds of voluntary and dysfunctional turnover namely, avoidable and unavoidable dysfunctional turnover. Griffeth and Horn (2001) highlighted that unavoidable turnover represents those

employee separations that employers cannot control, such as terminations because of full-time care of relatives, migration and death, childbirth etc. Diagram 2.2. shows different types of turnover and relationships with each other.

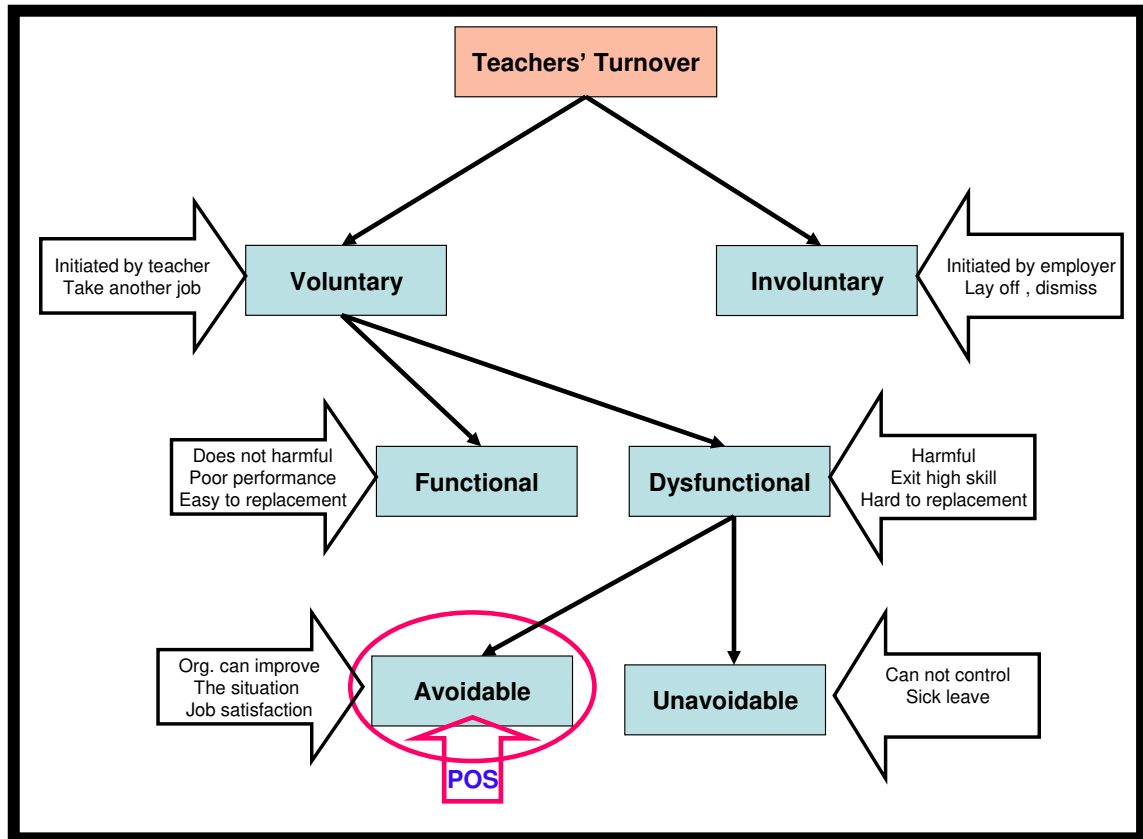


Diagram 2.2. Different types of teachers' turnover.

As shown from the diagram 2.2 turnover that can occur in any organization might be either voluntary or involuntary. However, the one that harms an organization is voluntary turnover and subject to alleviate by the manager. Therefore researches' attention is concentrated on the individuals that voluntarily quit the organization (Price, 2001). Voluntary turnover as can be seen from mentioned diagram divided into two types functional and dysfunctional. Functional turnover does not harm an organization and it is easy of hiring new ones or replacement. Therefore Employers do not worry about this kind of turnover. On the other hand, dysfunctional can harm an organization and it is hard to replacements. It is also classified into two kinds avoidable and unavoidable. Unavoidable is impossible to control but avoidable can be controlled by

the organization. In this regard perceived organizational support can play its role in avoidable dysfunctional voluntary turnover.

2.3.1. Definition of Turnover Intention

Retention and turnover are two concepts that almost used interchangeably in the literature regarding employee turnover behavior. According to Mobley, Horner and Hollingsworth (1979), intention to leave is considered a conscious and deliberate desire to leave an organization within the near future and considered the last part of a sequence in the withdrawal cognition process. Intention to leave also defined by Boshoff et al. (2002) as a strength of an individual's view that they do not want to stay with their employer.

Harkins (1998) explained employee turnover as the entrance of new employees into the organization and the departure of existing employees from the organization. Mobley, Griffeth, Hand and Meglino (1979) provided another definition of turnover rate as how much new recruitment was hired to replace resigned employees. Finally, Harris and Cameron (2005) highlighted turnover as the process of separating an individual from the organization.

2.3.2. Antecedents of Turnover Intentions

The level of job satisfaction is like to have some correlation with a several type of work behaviors for example turnover, accidents and absenteeism. Studies reveal that low absentee employees were more satisfied with their jobs. Less satisfied employees are more likely to leave their jobs than more satisfied employees. According to Martin (2007) job satisfaction is like to be the stronger predictor of turnover intention. Loveday (1996) found that there is a significant relation between employee turnover and employee satisfaction. If the employees' morale lessens and there is insecurity in a job, employees are likely to quit the organization and look for alternative employment.

In their research Samuel and Ikemefuna (2012) highlighted that higher the job satisfaction likely reveals less level of turnover intention, so confirming previous literature that an individual with a high level of job satisfaction holds positive attitude

toward the work and conversely the individual who is dissatisfied with the work holds negative attitude about the job. This means that employees who are satisfied with their job will retain their jobs and not leave. Thus it was found that specifically job satisfaction decreases employees' turnover intention.

Firth, Mellor, Moore and Loquet (2004) found that the intentions to leave were strongly impacted by job dissatisfaction and feeling of stress. Wunder, Dougherty, and Welsh (2001) on the other hand have found that job stressors have a direct and negative effect on the managers' job satisfaction, which, resulted in reduced organizational commitment. This will lead to leave and at the end the real leaving from organization.

2.3.3. Consequences of Turnover Intentions

Researchers studied the outcomes and impacts of turnover on organizational performance in the fields of psychology, economics, human resource management and sociology (Allen et al., 2003). Nyberg and Ployhart (2013) highlighted that, when huge quantities of employees leave an organization, various human capital assets are drained.

When a number of employees leave voluntarily, organizations encounter increased costs whenever they try to recruit and train employees to replace those who terminated (Park and Shaw, 2013). Although there are negative consequences tied to voluntary turnover, some of the positive consequences of involuntary turnover include a reduction in costs associated with compensation (for example, costs related to base salaries, vacation, and insurance), and the ability to eliminate employees who perform poorly (Park and Shaw, 2013).

2.3.4. Turnover Intention and Perceived Organizational Support

According to Rhoades and Eisenberger (2002), the most critical outcomes of perceived organizational support have been searched in the previous study is its relationship with intention to turnover. They demonstrated a negative relationship between perceived organizational support and plan to leave an organization. It is, therefore, useful for an organization to realize the role of perceived organizational support on reducing this harmful phenomenon within an organization.

Perceived organizational support has a negative relationship with turnover intentions. Godfrey (2010) strongly argued that when employees think that their organization appreciates their efforts for an organization and cares about their comfort and welfare, they will be more committed and decide to be part of the organization for the long period of time as they can. According to Tourangeau and Cranley (2006), perceived organizational support is a critical factor that indirectly impacts the intention to stay within employment.

Talat, Saif, Ungku, Ghulam, Ishfaq, and Zulfqar (2013) discover that perceived organizational support has a negative impact on turnover intentions. They noted that when employees experience support from organizations, the employees respond it by being more loyal and changing their intentions to leave the organization. In the opinion of Tuzun and Kalemci (2011) employees with high perceived organizational support would be less likely to look out and accept works in alternative organizations.

Loi, Ngo and Foley (2006) found that if employees have low perceived organizational support, they will more likely to encounter increased voluntary departures within an organization. By contrast, those organizations in which supports are part of the organizational culture (such as job security, upgrading and fair salary), employees were less likely to depart.

2.4. The Relationship among Perceived Organizational Support, Organizational Commitment and Turnover Intentions.

Nasrin Arshadi, (2011) in her research showed that perceived organizational support can affect employees' felt of commitment to care about their organization and to help it to get its goals, and this obligation can exert pervasive effects on turnover intention. Eisenberger *et al.* (1990) mentioned that perceived organizational support can have a positive impact on employee attitudes and behaviors. This is because perceived organizational support creates a sense of obligation to the employees to repay the organization through the organizational support theory.

Talat et al. (2013) think that high level of perceived organizational support among employees influence them through showing loyalty also change their expectation on turnover intention in order to stay for long period of time within the organization.

Thus, Kalidass and Bahron (2015) have emphasized that if employees think they are being appreciated and care about their well-being by their organization would reduce the turnover intention. Moreover, both the affective commitment and normative commitment shows a negative and significant relationship towards employees' turnover.

In their study Hussain and Asif (2012) have found that intention to turnover of employees is completely depend on the perceived organizational support and organizational commitment. Furthermore, the negative relation has found between perceived organizational support and organizational commitment with turnover intention.

According to Aydoğdu and Aşikgil (2011) when employees feel a high level of job satisfaction that mean employees are committed to the organization as well, high job satisfaction and organizational commitment will avoid intention to turnover, moreover, the findings of their study highlighted the positive relationship between organizational commitment and job satisfaction. Furthermore, the intention to turnover had a negative relationship with organizational commitment and job satisfaction.

Allen, Shore and Griffeth (2003) highlighted those perceptions of supportive human resource practices namely (growth opportunities, the fairness of rewards/recognition and participation in decision making) were related to employee intention to quit. As employees perceived organizational human resource practices in a supportive way, their affective attachment to the organization will increase, and thus, reduce the intention to quit the organization. Diagram 2.3. summarizes the outcomes of previous researches on relationships among perceived organizational support, organizational commitment and turnover intention.

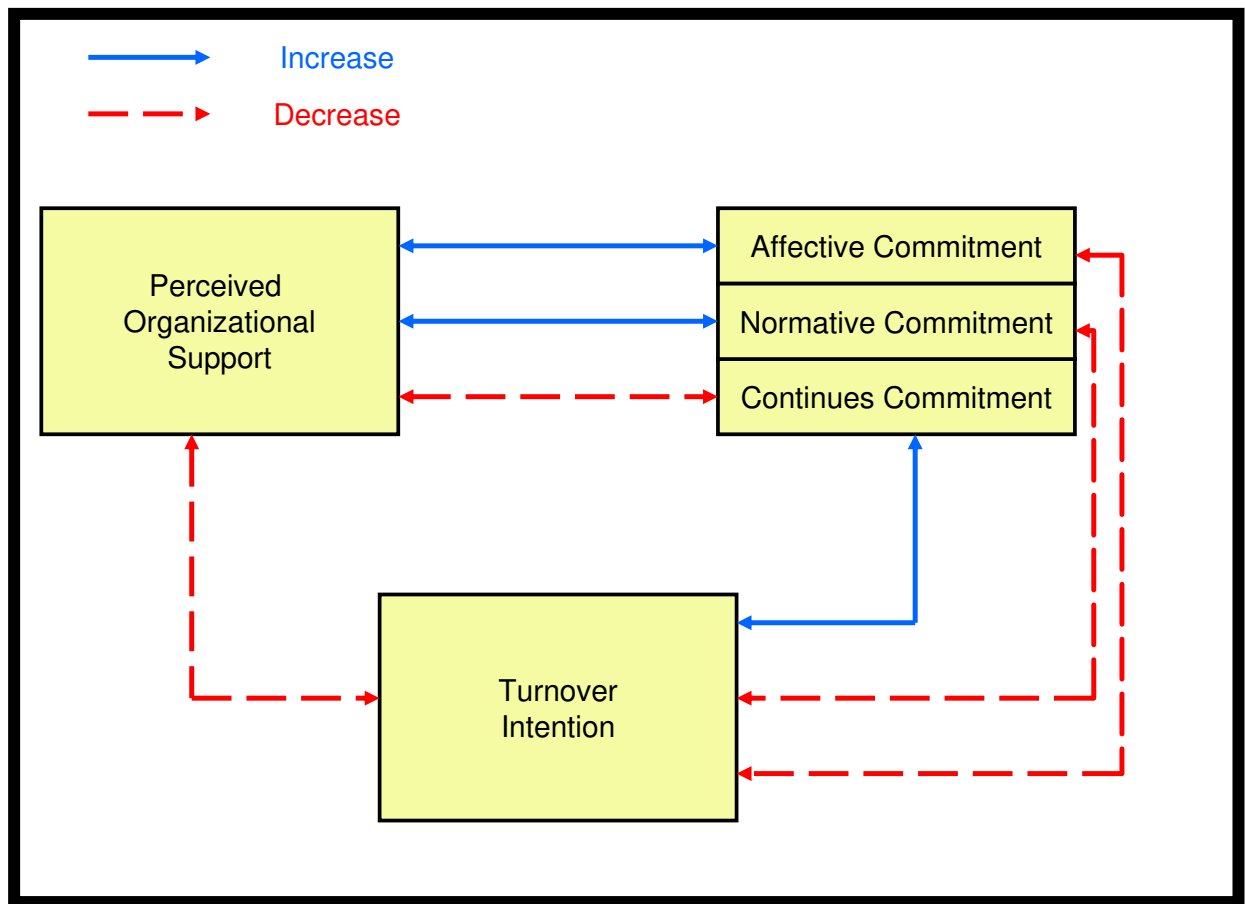


Diagram 2.3. The outcomes of previous researches on relationships among perceived organizational support, organizational commitment and turnover intention

CHAPTER THREE

III. METHODOLOGY

This chapter deals with the methodology of research and research framework which was used in examining the relationship between perceived organizational support, organizational commitment and turnover intentions among teachers at primary schools will be presented. More specifically, this chapter will explain the design of the study, description of the population and sample size, questionnaire design and scales, data gathering tools and data analyzing. Furthermore, demographic data of the teachers will explained in this chapter.

3.1. Design of the study

According to Ghauri and Gronhaug (2005) research design is an intensive plan design by a researcher of how a study is conducted. This includes plans for gathering data, a tool for collecting data, how information gathered would be processed and analyzed in order to give meaning to a research finding.

According to Privitera (2017), a correlation research design is the measurement of two or more factors to determine or estimate the extent to which the values for the factors are related or change in an identifiable pattern. Current research is a correlation study because the most important purpose of current study is to determine relationships between primary teacher's perception toward organizational support, level of their commitment and intention to quit their job in primary schools.

3.2. Population and sample

According to Neuman (2003), a research population is a specific group of individuals that researchers have desires to investigate to determine if the identified problem is congruent across the full group of people. The population aimed for this

study included all primary teachers who teach at northern Iraq / Erbil governorate. Thus the population of the primary teacher at northern Iraq / Erbil governorate has a total of (10,682) teacher (2712 Male & 7970 Female).

According to Leedy and Ormrod, (2005) Sampling is a process of selecting data from many sources such as a variety of people, objects, textual materials, audio-visual and electronic records. Out of three hundred (300) primary schools inside Erbil district, fifty-six (56) schools were selected and visited randomly; more than five hundred questionnaires were distributed among (10,682) primary teachers randomly to participate in this research. However, 378 teachers fully completed the questionnaires and returned back.

According to a plan, Erbil was divided into 8 areas namely (north, north-east, south, south-east, south-west, north-west, east and west). This plan helped to reach a large number of schools as much as possible. Also, visited everywhere inside Erbil district. In each direction, 7 schools were selected to visit. Thus, 56 schools were visited in each one (8-10) forms were submitted in order to fill up and answer.

This research conducted a questionnaire survey using convenient sampling. The survey period was from the middle of May up to the end of the same month 2017 and was conducted in 56 primary schools inside Erbil. Unfortunately, it couldn't do upon the plan due to employee's bad circumstance in general teachers in particular. Enough number of respondents couldn't collect. As a result of that, the survey period was extended up to end of July in order to collect more data as possible.

In general (500) copies of the questionnaire were distributed. Eight to ten (8-10) copies of the questionnaire in each school were submitted. A total of three hundred eighty (380) questionnaires were retrieved. After alleviated 2 returned incomplete survey forms, remaining only three hundred seventy-eights (378) completed samples.

3.3. Descriptive Statistics

In the current study, five hundred questionnaires were distributed among primary teachers randomly and three hundred seventy-eight teachers responded completely. Demographic results for respondents are shown in the following by statistic

and frequency distribution table. In this term, the properties of gathered data clearly come out and a whole picture is obtained.

3.4. Description of the sample size

This part gives the main idea of the descriptive statistic calculated on the basis of variables contained in the biographical section. The most important demographic variables in this study are:-

- Gender of the teachers.
- Marital status of the teachers.
- Teacher's age.
- Teacher's level of education.
- Teacher's years of service.

Frequency and percentage of each of the variables mentioned above presented in the following.

Table 3.1 Frequency of the gender of teachers

Gender	Frequency	Percentage
Male	197	52.12
Female	181	47.88
Total	378	100%

Table 3.1 is about respondents' gender which is classified into male and female. It shows the percentage and frequency of both groups. As can be seen from it just above the half of the respondent teachers are male. More specifically, 197 respondent teachers are males, whilst other group scored just 181. In another way, 52.12 percentages of the respondents are males while female respondents occupied just 47.88 percent of the total sample. This indicates that there is no big disparity between two sexes.

Table 3.2. Frequency distribution of marital status of teachers

Marital Status	Frequency	Percentage
Single	138	36.50
Married	240	63.50
Total	378	100%

Table 3.2 deals with the respondent's marital status which is divided into single and married. It provided the percentage and frequency of both categories. As can be seen from the above-mentioned bar chart there is a disparity between both groups. Most of the respondent teachers are married. Thus, 240 of the respondent teachers are married, while 138 of the respondent teachers are single. Additionally, 63.50 percentages of the respondents are married while those who are single occupied just 36.50 percent of the whole sample. This indicates that the majority of the respondents are married.

Table 3.3. Frequency distribution of age of teachers

Age	Frequency	Percentage
20-29	33	8.73
30-39	153	40.48
40-49	122	32.28
50-59	59	15.60
60 +	11	2.91
Total	378	100%

Table 3.3 deals with the respondent's age that are categorized into five categories namely (20-29, 30-39, 40-49, 50-59 and above 60). It gives the percentage and frequency of all categories. As can be seen, most of the respondent's age is between 30 to 39 years old followed by those between 40 to 49 years. They have the highest frequency and percentage of the sample size, 153 (40.48%) and 122 (32.28%) respectively. By contrast, respondents who are above 60 recorded the lowest amount, just 11 (2.91%) of the sample. The respondents between 50 to 59 years old recorded 59 (15.60%), while respondents between 20 to 29 years old scored only 33 (8.714%).

Respondents who are more than 60 years old constituted just 2.91 percentage of the sample, whereas 40.48 percentages of the sample size are between 30 to 39 years old. This means that the majority of the respondents are between 30 to 39 years old scored the highest percentage, (40.48%), while respondents above 60 years old are the minority of the sample size recorded the lowest percentage, (2.91%).

Table 3.4. Frequency distribution of level of Education of teachers

Level of Education	Frequency	Percentage
Diploma	114	30.16
Bachelor	203	53.71
Master	47	12.43
Phd	3	0.79
Other	11	2.91
Total	378	100%

Table 3.4 compares respondent's level of education that classified into five groups namely (Diploma, Bachelor, Master., Ph.D. and other). It clearly shows the percentage and frequency of all level of education. As can be seen from it the majority of the sample size, 203 (53.71%), hold bachelor degree. This indicates that just above half of the sample population has bachelor degree. Furthermore, 114 (30.16%) of the respondents have the diploma, 47 (12.43%) have master degree. Those who hold Ph.D. comprise the lowest total of sample size followed by those who hold another level of education. They scored 3 (0.79%) and 11 (2.91%) respectively. Overall, the majority of the sample holds bachelor degree while those who have Ph.D. among sample size are the minorities.

Table 3.5. Frequency distribution of length of service of teachers

Years of Service	Frequency	Percentage
1-10	118	31.22
11-20	165	43.65
21-30	68	17.99
31-40	24	6.35
40 +	3	0.79
Total	378	100%

Table 3.5 highlights the seniority of respondents' which grouped into groups namely (1-10, 11-20, 21-30, 31-40 and above 40). It indicates that 165 (43.65%) of the respondents have between 11 to 20 years service with education. It means that less than half of the respondents have 11 to 20 years of service. On the other way, 118 (31.22%) of the respondents have been in primary school for a period of 1 to 10 years. The respondents who have 21 to 30 years with primary schools scored 68 (17.99%). A total of 24 (6.35%) of the respondents have 31 o 40 years of teaching experience in primary schools. Finally, those who have more than 40 years with the process of education recorded only 3 (0.79%) out of 378 respondents

So we can say the majority of the respondents have been in primary schools between 11 to 20 years followed by those who have 1 to 10 years. By contrast, the minority of respondents have above 40 years service scored just 2 (0.830%) out of 378 sample population followed by people have 31 to 40 years as the length of service.

3.5. Data Collection Tools

Data collection is the process of collecting data or information that associated with the research topic. There are numbers of methods used in data collection, especially in the social sciences, for example, questionnaires, interviews, observation of participants and focus group discussions. Questionnaire method was used to gather data from primary teachers in the current study.

3.6. Questionnaire Form Design and its Scales

A questionnaire was originally prepared in English, after that, it translated into Kurdish by three Kurdish language experts. This is because, in northern Iraq, the Kurdish language is the official language of correspondence in all offices as well as schools. Therefore, in the questionnaires, all the questions were written in the Kurdish language. In addition of that, a number of questionnaires remained as the English language for some international schools such as American or Turkish schools.

The research questionnaire form was divided into three sections, in addition to biographical data. The first part had questions on the demographic factors of the teachers like, (gender, age, number of kids, marital status, and year of service and level of education). Teachers were requested to provide information related to their gender, age, marital status, years of service in the school ... etc). In this section, teachers were asked to write (age and years of service) as years. However, level of education had categorized into (diploma, bachelor, master, and doctorate). Table 3.6 depicts more detail about how demographic items were measured in this survey. Section two in the questionnaire has contained eight questions related to enabling teachers to evaluate the extent to which the organization cares about them (Perceived Organization Support). Furthermore, twenty-four questions about the commitment of the teachers were asked in section three. They were classified into 3 parts according to the level of teacher's commitment toward school. Finally, in the last section, just three questions were asked that associated with teacher turnover intention.

Table 3.6 Demographic items with its measure

Personnel Information		Male	Female			
	Gender	1	2			
		Single	Married			
	Marital Status	1	2			
		Nil	1	2	3	4+
	Number of kids	1	2	3	4	5
		20-29	30-39	40-49	50-59	60 +
	Age	1	2	3	4	5
		Diploma	Bachelor	Master	PhD	Other
	Level of education	1	2	3	4	5
		1-10	11-20	21-30	31-40	40+
	Year of service	1	2	3	4	5

In the current research, the survey of *Perceived Organizational Support* was used to elicit information on the teacher's perception of whether they are supported. A measure from Eisenberger (1986) was used to assess perceived organizational support after getting permission from him (Appendix three). Items for perceived organizational support were measured at 5 points. They are (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree and (5) strongly agree. Whole items regarded to perceived organizational support are shown in appendix -6-. The eight items of perceived organizational support scale have two reverse scoring namely item 6 and 7. Cronbach Alpha Internal Consistency Index was estimated to determine the internal consistency of the scales. Cronbach Alpha value of the scale was 0.857. Cronbach Alpha value showed that Kurdish version of Eisenberger's (1986) scale has enough psychometric features in order to assess the level of teachers' perceived organizational support.

Organizational commitment, on the other hand, was measured by using twenty-four items scale which developed by Allen and Meyer (1990) after getting permission from him (Appendix two). These scales measure all components of organizational

commitment such that the first eight scales measures teachers' affective commitments while the second eight one measure continuance commitments. Finally, the normative commitments were measured by the last eight one. The teacher's options to all items ranged from (1) strongly disagree to (5) strongly agree as mentioned above. All items related to organizational commitment are shown in appendix -6-. Each component of the commitment scale has reverse scoring such that affective commitment has four reverse scoring items and there were only two reverse scoring items for continuance commitment. Regarding normative commitment there were three reverse scoring items (Meyer & Allen, 1990). The alpha coefficients computed for organizational commitment (affective, normative and continuance) which were administered can be regarded as satisfactory in terms of the reliability of the instruments. Cronbach Alpha values of the scale were 0.797, 0.768 and 0.723 respectively. Cronbach Alpha values showed that Kurdish version of Meyer and Allen (1990) scales have enough psychometric features in order to assess the level of teachers' commitment.

Finally, three-item scale developed by Camman, Fichman, Jenkins, and Klesh (1979), asked teachers about their probability of staying or quitting schools. It has only 1 reverse scoring item namely item 3. Cronbach Alpha value which scored 0.912 has showed that Kurdish version of Camman, Fichman, Jenkins, and Klesh (1979) scale has enough psychometric features in order to assess the level of teachers' turnover intention. The detailed questionnaire items and its references can be seen in (Appendix six).

Researchers have various methods to administrate a questionnaire among respondents. Shaughnessy and Zechmeister (1997) highlighted that questionnaires can be administered via postal mail, telephone interviews, and the internet or self-administered. The questionnaire in the current study was administered through self-administered after organized a cover for the questionnaire that asked teachers to answer the questionnaire as accurately and honestly as much as possible (Appendix one). The cover and its attachment, questionnaire, were put into an envelope then submitted in order to fill up and answer. This motivates teachers to be as accurate and honest as possible when answering the questions. All of the mentioned above conducted after getting permission from Ministry of Education / General Director of Erbil education (Appendix four & five).

3.7. Data Analysis

According to Leedy and Ormrod (2005) a data analysis includes the description of the data collected, categorizing and interpreting them. The method that was used in the data analysis in the current study was the data analysis computer program statistical package for the social sciences. Frequencies, percentage, mean, t-test, ANOVA, correlation and regression analysis were applied to analyze data.



CHAPTER FOUR

IV. FINDINGS AND COMMENTS

Current chapter has two parts. The first part deals with descriptive statistics computed for the study. The second part deals with relations among perceived organizational support, organizational commitment, and teachers' turnover intention.

4.1. Descriptive statistics for POS, OC and TI.

Table 4.1 displays mean score and standard deviations for all variables used in current study (perceived organizational support, organizational commitment, and turnover intention).

Table 4.1. Descriptive statistics for variables

Scales	N	Mean	Std. Deviation
Perceived Organizational Support	378	2,689	0,87299
Affective Commitment	378	3,009	0,78448
Continuance Commitment	378	3,401	0,64682
Normative Commitment	378	3,094	0,57203
Turnover Intention	378	3,316	1,22765

First of all, regarding the perceived organizational support as can be seen from table 4.6 it has a mean value of 2,689 with 0.87299 as standard deviation. This value is belonging to the neutral but quite close with disagree. This, on five Likert scales, means that respondents thought that their school administration does not give enough supports them. Primary teachers at Erbil district do not feel of being appreciated, care of their well-being and value their contribution and effort. Secondly, regarding the dimensions of organizational commitment the descriptive statistics show almost similar means

value for both affective and normative commitment scored 3,009 (STD = 0.784) and 3,094 (std. = 0.572) respectively (see table 4.6). However, for continuance commitment the mean value is 3,401 (STD = 0.646) (see table 4.6). These indicate that respondents believed that they do not attach emotionally to the schools' target. Thus there is no sign of affective and normative commitment among respondents. By contrast, the mean value is quite close with agree. This means that the level of continuance commitment is high among the respondents. Thus, primary teachers at Erbil district are staying with a current job as a result of continuance commitment.

Lastly, table 4.6 revealed that the mean value for teachers' turnover intention is 3,316 (STD = 1,227). This value belongs to neutral but quite approaches with agree. On five Likert scales, this means respondents think of leaving their career as primary teachers. Thus, the level of turnover intention is high among primary teachers at Erbil district.

4.2. T-Test Results

4.2.1. T-Test Results for Gender Groups

Table 4.2. displays t-test results for gender groups applying to determine differences between male and female respondents.

Table 4.2. T-Test results for gender groups

Scales		Gender	N	Mean	Std. Deviation	t	p
Perceived Organizational Support		Male	197	2,655	0,868	-,634	,527
		Female	181	2,727	0,879		
Affective Commitment		Male	197	2,977	0,790	1,665	,507
		Female	181	3,044	0,779		
Continuance Commitment		Male	197	3,394	0,659	-,166	,868
		Female	181	3,408	0,635		
Normative Commitment		Male	197	3,087	0,599	-,216	,829
		Female	181	3,103	0,543		
Turnover Intentions		Male	197	3,420	1,229	1,378	,170
		Female	181	3,202	1,220		

As can be seen from table 4.2 the perceived organizational support does not show a significant difference in term of gender ($p > 0.05$). Males and females' perceived organizational support recorded similar mean value. Male perceived organizational support is 2,655 and females' is 2,977. This means that there is no significant difference in the level of perceived organizational support between male and female participants.

Males and females' affective commitment scored very close mean value each other (2,977 and 3,044 respectively). This indicates that the level of affective commitment is almost equal among respondents relating to gender ($p > 0.05$). Similarly, both sides' level of continuance commitment recorded almost the same mean value 3,394 for males and 3,408 for females. Finally, there is also no difference between males and females in the level of normative commitment ($p > 0.05$). Males participants' level of normative commitment is 3,087 and females are 3,103. Overall, the results showed that there is no significant difference in the level of all organizational commitment's dimensions between gender groups.

The same pattern repeated for turnover intention. Its results do not show a significant difference between males and females. Male turnover intention (3,420) is almost similar to females' (3,202). This means that there is no significant difference in the level of turnover intention between male and female participants ($p > 0.05$).

4.2.2. T-Test results for marital status groups

Table 4.3 displays t-test results for marital status groups (single and married participants) applying to determine differences between male and female respondents.

Table 4.3. T-Test for Marital Status

Scales	Marital Status	N	Mean	Std.	t	p
				Deviation		
				n		
Perceived Organizational Support	Single	138	2,600	0,917	-1,201	,231
	Married	240	2,741	0,845		
Affective Commitment	Single	138	2,967	0,841	-,630	,530
	Married	240	3,033	0,751		
Continuance Commitment	Single	138	3,522	0,699	2,226*	,027
	Married	240	3,331	0,606		
Normative Commitment	Single	138	3,046	0,614	-,989	,324
	Married	240	3,122	0,546		
Turnover Intentions	Single	138	3,435	1,297	1,141	,255
	Married	240	3,248	1,184		

Based on the results that were shown in the table 4.3, both single and married teachers have similar levels of perceived organizational support ($p > 0.05$). Single and married participants shared similar thoughts in term of organizational support (Mean values of single and married participants are 2.600 and 2.741 respectively).

Similarly, teacher's affective commitment followed the same pattern. Mean values of single and married teachers are 2.967 and 3.033 respectively. This means that there is no significant difference according to marital status ($p > 0.05$) in term of affective commitment. Also, the normative commitment of teachers does not have significant difference according to marital status ($p > 0.05$). The Normative commitment of single participants (3.046) is near to married ones' normative commitment (3.122). Teachers' continuance commitment, on the other hand, shows a significant difference according to marital status ($p < 0.05$). Single participants' continuance commitment (3.522) is higher than married ones' continuance commitment (3.331). This is a sign that singles' level of continuance commitment is higher than the level of married continuance commitment.

There is no significant difference in the level of turnover intention according to marital status ($p > 0.05$). Both sides more or less scored the similar mean value.

Overall, marital status demonstrated an insignificant difference in term of perceived organizational support, affective and normative commitment and plan to leave. On the contrary, there is a significant difference between single and married participants in term of continuance commitment such that single participants have more continuance commitment than married ones.

4.3. ANOVA results

4.3.1. ANOVA test for level of education

Table 4.4 and 4.5 show means and std. deviations of different education groups and ANOVA results according to level of education.

Table 4.4 Means and Std. Deviations of Different Level of Education Groups

		N	Mean	Std. Deviation	Std. Error	Difference
POS MEAN	DIPLOMA (a)	114	2,8176	0,90120	0,1047	
	BSC (b)	203	2,6572	0,82890	0,0732	
	MSC (c)	47	2,5545	0,95015	0,1521	
	Total	364	2,6898	0,87299	0,0562	
AC MEAN	DIPLOMA (a)	114	3,0456	0,73634	0,0856	
	BSC (b)	203	3,0820	0,79297	0,0700	a>c
	MSC (c)	47	2,7019	0,79141	0,1267	b>c
	Total	364	3,0093	0,78448	0,0505	
CC MEAN	DIPLOMA (a)	114	3,2973	0,61367	0,0713	
	BSC (b)	203	3,4102	0,60873	0,0538	
	MSC (c)	47	3,5705	0,79358	0,1270	
	Total	364	3,4015	0,64682	0,0416	
NC MEAN	DIPLOMA (a)	114	3,1368	0,50982	0,0592	
	BSC (b)	203	3,0947	0,59293	0,0524	
	MSC (c)	47	3,0160	0,61851	0,0990	
	Total	364	3,0949	0,57203	0,0368	
TI MEAN	DIPLOMA (a)	114	3,2523	103,487	0,1203	
	BSC (b)	203	3,1719	124,440	0,1099	c>b
	MSC (c)	47	3,9145	135,663	0,2172	c>a
	Total	364	3,3167	122,765	0,0790	

Table 4.5 ANOVA test for level of education

		Sum of Squares	Mean Square	F	p
POS MEAN	Between Groups	2,058	1,029	1,354	,260
	Within Groups	180,851	,760		
	Total	182,909			
AC MEAN	Between Groups	4,459	2,230	3,705*	,026
	Within Groups	143,238	,602		
	Total	147,698			
CC MEAN	Between Groups	1,927	,964	2,329	,100
	Within Groups	98,482	,414		
	Total	100,409			
NC MEAN	Between Groups	,373	,186	,567	,568
	Within Groups	78,159	,328		
	Total	78,532			
TIMEAN	Between Groups	16,931	8,465	5,844*	,003
	Within Groups	344,781	1,449		
	Total	361,711			

As can be seen from table 4.4 and 4.5, teacher's perceived organizational support ($F=1,345$, $p > 0.05$), continuance commitment ($F=2,329$, $p>0.05$) and normative commitment ($F=0,567$, $p > 0.05$) do not have a significant difference in term of level of education. However, teacher's affective commitment ($F: 3,705$, $p < 0.05$) and their turnover intention ($F: 5,844$, $p < 0.05$) have significant difference among teachers who holds Diploma, bachelor and master degree. Regarding the affective commitment, level of those who hold Diploma (Mean = 3.04) and bachelor (Mean = 3.08) degree are higher than those who hold master (Mean = 2.7) degree. Also, the teachers who has master (Mean = 3.91) have more intention to quit their job compared with those who have the diploma (Mean = 3.25) and bachelor (Mean = 3.17).

4.3.2 ANOVA test for year of service

Table 4.6 and 4.7 show means and std. deviations of different seniority groups and ANOVA results according to years of service.

Table 4.6 Mean and Std. Deviation according to Year of Service

		N	Mean	Std. Deviation	Std. Error	Difference
POS MEAN	1 – 10 (a)	118	2,7450	,84466	,09753	
	11 – 20 (b)	165	2,5702	,80673	,07873	
	21-30 (c)	68	2,7159	,99467	,14995	
	31+ (d)	27	3,1176	,96872	,23495	
	Total	378	2,6898	,87299	,05623	
AC MEAN	1 – 10 (a)	118	3,1450	,75757	,08748	
	11 – 20 (b)	165	2,9226	,78549	,07666	
	21-30 (c)	68	2,9148	,82113	,12379	
	31+ (d)	27	3,1912	,74755	,18131	
	Total	378	3,0093	,78448	,05053	
CC MEAN	1 – 10 (a)	118	3,4633	,68149	,07869	
	11 – 20 (b)	165	3,3845	,66137	,06454	
	21-30 (c)	68	3,4375	,55739	,08403	
	31+ (d)	27	3,1397	,59438	,14416	
	Total	378	3,4015	,64682	,04167	
NC MEAN	1 – 10 (a)	118	3,1917	,57662	,06658	
	11 – 20 (b)	165	3,0083	,58918	,05750	
	21-30 (c)	68	3,0881	,55744	,08404	
	31+ (d)	27	3,2206	,41110	,09971	
	Total	378	3,0949	,57203	,03685	
TI MEAN	1 – 10 (a)	118	3,1200	135,638	,15662	
	11 – 20 (b)	165	3,5111	119,120	,11625	a>d
	21-30 (c)	68	3,4091	112,032	,16889	b>d
	31+ (d)	27	2,7451	,83773	,20318	c>d
	Total	378	3,3167	122,765	,07908	

Table 4.7 ANOVA Test for Year of Service

		Sum of Squares	Mean Square	F	p.
POS MEAN	Between Groups	4,871	1,624	2,162	,093
	Within Groups	178,037	,751		
	Total	182,909			
AC MEAN	Between Groups	3,126	1,042	1,708	,166
	Within Groups	144,572	,610		
	Total	147,698			
CC MEAN	Between Groups	1,539	,513	1,230	,300
	Within Groups	98,870	,417		
	Total	100,409			
NC MEAN	Between Groups	1,760	,587	1,811	,146
	Within Groups	76,772	,324		
	Total	78,532			
TI MEAN	Between Groups	12,800	4,267	2,898	,036
	Within Groups	348,911	1,472		
	Total	361,711			

Table 4.7 reveals that teacher's perceived organizational support (F: 2,162, $p > 0.05$) and all dimensions of organizational commitment namely affective commitment (F: 1,708, $p > 0.05$), continuance commitment (F: 1,230, $p > 0.05$) and normative commitment (F: 1,811, $p > 0.05$) do not have significant difference according to year of service. Teacher's turnover intention, on the contrary, has significant difference according to year of service such that teachers who have been working for more than 30 years (mean = 2.74) have less intention to quit their job comparing with those who have less than 30 years (see table 4.6 for means & std. deviations).

4.4. Correlation results among variables

Table 4.8 provides correlation analysis results among all variables in the current study. It shows the relationships among POS, OC, and TI and sub-scales.

Table 4.8 Correlation Matrix

Variables		POS	AC	CC	NC	TI
POS	Pearson Correlation R	1				
	Sig. (2-tailed)					
AC	Pearson Correlation R	,763**	1			
	Sig. (2-tailed)	,000				
CC	Pearson Correlation R	-,274**	-,220 **	1		
	Sig. (2-tailed)	,000	,001			
NC	Pearson Correlation R	,373**	,437**	-,127*	1	
	Sig. (2-tailed)	,000	,000	,049		
TI	Pearson Correlation R	-,645**	-,644**	,277**	-,386**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

First of all, the results of the correlation matrix display that perceived organizational support positively correlated with affective and normative commitment (affective commitment $r = 0.763$ and normative commitment $r = 0.373$). Based on these results, primary teachers who feel supported by their government or school administration and feel valued as teachers are more attached with their job. Also, they feel a greater sense of obligation to remain and be loyal. Opposite from these patterns, a significant negative correlation found between perceived organizational support and continuance commitment ($r = -0.274$). Thus, perceived organizational support, in the light of these results, can play a role in changing primary teacher's wishes to stay within the school from a need to want or obligation. In the same way, finding displays a significant negative correlation between perceived organizational support and turnover intention ($r = -0.645$). These revealed that Primary teachers who feel that their

government or school administration do not value their contribution or care about their well-being, would be expected to show withdrawal behavior and display negative attitudes like an intention to quit. Thus, high scores on a perceived organizational support are associated with low scores on intention to quit.

Finally, the findings showed that the relationship between affective commitment and turnover intention is negative ($r = -0.644$). Likewise, normative commitment has negative relationship with turnover intention ($r = -0.386$). However, continuance commitment positively correlated with the turnover intention ($r = 0.277$). These mean that when teachers are emotionally attached to school target or feel a loyalty to their professional, they will less likely to have the intention to leave. However, teachers' intention to quit increases if they perceive as a sunk cost resulting from leaving the school.

In essence, if the government or school administration appreciated teachers' contribution and care about their welfare, those teachers will be more commitment and will decide to reduce their intention to quit working with the school. Therefore, the level of teachers' perception has to be constantly reviewed by the government or school administration to ensure good results for the process of education.

4.5. Regression Analyses for variables

Table 4.9 Regression analysis for (POS and dimensions of OC) as independent variables and TI as dependant variable

Predictors	R	R ²	B	Standard Error	β	t	p
Constant			18,446	1,482		12,451	,000
POS			-,175	,038	-,322	- 4,550	,000
AC			-,188	,044	-,321	- 4,318	,000
CC	0,701	0,491	,073	,034	,102	2,111	,036
NC			-,088	,042	-,109	- 2,107	,036
Dependent variable: Turnover intention							
R ² =0,49; F=56,92; p<0,05							

As can be seen from tables 4.9 the regression analyses ($R^2 = .491$) indicates that perceived organizational support together and dimensions of organizational commitment (affective, normative and continuance) are meaningful predictors of turnover intention ($R^2 = 0.49$; $F = 56.92$; $p < 0.05$). Based on β , t and p values, it can be said that perceived organizational support, affective commitment and normative commitment are negatively associated with turnover intention while continuance commitment is positively associated. This means that perceived organizational support and organizational commitment explain 49.1% of the variance in teachers' intention to turnover. More specifically, it is realized that just less than half percentage of turnover intention is explained by POS and OC if put together. Correlation analysis results are supported by regression analysis results.

CHAPTER FIVE

V. DISCUSSION, CONCLUSION AND SUGGESTIONS

In this chapter, firstly we will focus on results got from the current research, explaining the results in related with past studies conducted. Finally, suggestions for policymakers and practitioners will be presented.

5.1. Summary of the findings

5.1.1. Teacher's POS, OC and TI

Regarding the teacher's level of perceived organizational support, mean value is scored 2.68. This value coincides with “neutral” but it is very close to “disagree”. This means that primary teachers at Erbil district have not viewed their school administrations as supported or caring about their well-being. Also, they have believed that their effort and contribution were not valued by administrators.

Similarly, affective and normative commitments have scored approximately same mean value 3.00 and 3.09 respectively. They are just located in neutral. These mean that respondents' levels of normative and affective commitment are quite low and they don't attach to schools emotionally and feel an obligation to remain with their current job. Different from this, mean value of continuance commitment was 3.40 which belong in neutral but sharply linked with agree. This indicates that teachers stay with their job because it is not easy for them to get a better attractive alternative. Also, they need a cost.

Finally, mean value teacher's turnover intention scored as 3.31. This value also belongs to neutral but very close to agree. This means that the majority of primary teachers would like to leave their current job once they get a better alternative.

5.1.2. Biographical Effects on Dependant and Independent Variables

The results of t-test showed that there was no significant difference between levels of male and female teachers' perceived organizational support, affective commitment, normative commitment, continuance commitment and turnover intention. Females and males teacher have similar levels of perception of support, commitment and plan to leave school at Erbil district.

In the same way, single's level of perceived organizational support, affective commitment, normative commitment and turnover intention are in line with the level of those who are married. This means that single and married teachers have the similar levels of perception of support, affective and normative commitment and turnover intention at Erbil district. On the other hand, singles teacher's continuance commitment is higher than married teacher's continuance commitment. This means that single teachers are less likely to quit their job due to the costs compared with those who are married.

ANOVA Test showed the impact of teacher's level of education and years of service on teacher's perceived organizational support, affective commitment, continuance commitment, normative commitment and plans to leave. First of all, the level of education results showed that teacher's level of education has not differentiated teacher's levels of perceived organizational support, continuance commitment and normative commitment. At the same time, there are meaningful differences between teachers' affective commitment and their intention to quit in term of level of education such that, those who have diploma and bachelor. are more committed emotionally compare with those who hold master degree. In addition of that, teachers who hold master degree has more desire to leave their work compared the teacher whose degree is bachelor or diploma. This result was predicted because teachers with the highest level of education have more chance to get an alternative attractive job elsewhere. Moreover, better salary, more benefits, and rewards fewer work hours from other better employer can attract and encourage them to quit their work. Therefore, the level of education can influence teacher's intention to quit. According to Adames equity theory (1965), an employee seeks to maintain equity between his/her inputs (education, effort, and time) that they bring to work and his/her outputs (salary, promotion, reward) which they

receive from the employer. Failure to view equity will lead to various negative events one of which may be to quit the organization.

Finally, there are not any meaningful differences among different years of service groups in terms of perceived organizational support, affective commitment, normative commitment and continuance commitment. On the other hand, the turnover intention of teachers who have been working for less than 30 years is higher than those who have more than 30 years. In other words, younger teachers have more intention to leave their work than older teachers. That is because old teacher's chances for getting a better job elsewhere are by far slim compared with young teachers. Therefore, older teachers have more desire to stay and continue with their work.

5.1.3. Relationships among Teachers' Level of Perceived Organizational Support, Organizational Commitment and Turnover Intention

The current study discovered that teachers' perception of organizational support has a negative significant correlation with their turnover intention ($r = - 0.645$). This finding revealed that if teachers' perception for help rises up, negative significant correlation will appear with their intention to quit school. It is true that when support for teachers goes up their turnover is likely to reduce, and its opposite is true. According to Eisenberger (1986), employees who receive expected support from their organization are wished to repay this favor by staying within an organization. The wish to remain with an organization has a strong and positive correlation with perceived organizational support (Rhoades & Eisenberger 2002). This finding is also supported by different researchers who discovered a strong negative correlation between perceived organizational support and plan to leave (Islam, Khan, Ahmed, Ali, Ahmed and Bowra, 2013; Wayne, 1997; Batt and Colvin, 2011; Al Sakranah, Alhaway, 2009).

Based on study findings, there is a meaningful correlation between dimensions of organizational commitment and teacher's turnover intention. The results revealed that affective commitment has a significant reverse correlation with teacher's turnover intention. That gets along with Al-Aameri (2000) who found that employee with a high level of affective commitment will show good performance for the organization and

want to continue as a member of an organization. This result implies that teachers with a lower feeling of affective commitment toward school goal have more intention to quit.

The normative commitment has a negative significant correlation with teacher's intention to leave. Thus, not only affective commitment but also normative commitment has a negative significant correlation with intention to leave among primary teachers. On the other hand, a positive significant correlation appeared between teacher's continuance commitment and turnover intention.

Regarding the relationship between teacher's perception of support and their commitment, the current study found that when teachers think that their school interests their efforts and values their welfare, they will show good commitment. However, the level of continuance commitment will decrease. These mean that when perceived organizational support amongst primary teachers increase, it will lead to rising up their level of commitment toward school target. These results are in line with Currie and Dollery's (2006) results. They indicated a significant relationship between perceived organizational support with normative and affective commitment, while a negative relationship between has been found between perceived organizational support and continuance commitment. Perceived organizational support was not significantly predicting continuance commitment. Ucar (2009) emphasizes that perceived organizational support has a negative correlation with continuance commitment. In the same way, Ozedvecioglu (2003) found that increases of the perceived organizational support affected continuance commitment negatively.

Furthermore, out of the all dimensions of organizational commitment, affective commitment is shown as the strongest level that has a significant positive relationship with teacher's perception of support. This finding is supported by Eisenberger (2001). According to him perceived organizational support directed and positively related to affective commitment.

The importance of these findings is to control and alleviate teacher's turnover intention at school. This is because as teachers think that the school managerial is showing its support and commitment to them then the teachers realize that the school managerial is supportive, this view makes them attached to their job and in turn will reduce turnover intention. According to Chand (2005), if an organization is showing its commitment to employees and supporting them then the employees will believe that

their organization is supportive this view makes them more devoted to their organization. Consequently, the level of turnover is decreased.

Overall, the school administrators should constantly develop their organizational support. By doing this in the school, teachers will have more sense of attaching to the school. This will lead them to reduce their intention to leave.

5.2. Conclusion

Teacher's perceived organizational support and organizational commitments are considered as two key factors that derive teacher's intention to stay within the process of education for the longest period of time as could. Therefore, the main purpose of the current research was to uncover relationships among teacher's perceived organizational support, organizational commitment, and turnover intention.

Based on responses from 378 respondents at Erbil district, it is revealed that perceived organizational support has a negative correlation with turnover intention. In the same fashion, it is confirmed that affective and normative commitments also have a negative correlation with turnover intention. Conversely, a positive relationship has been found between continuance commitment and turnover intention. More specifically, low level of teachers' perception due to lack of support and low level of commitment because of lack of commitment affected teachers' turnover intention.

Depended on the obtained results if school administration implements an intensive procedure, plan, and program for providing teachers with adequate support, increasing level of organizational commitment can lessen teachers' turnover intention. Under these circumstances, qualified teachers are kept in process of education for a long time, turnover's cost for replacement is decreased and schools' reputation as a sacred place for working is kept.

In essence, the primary teachers' commitment towards their professional and support through the government or school administration are the main factors that should be addressed and watched upon by the government or school administration, if they want to reduce the negative effects of teacher's turnover intention and its damages. Depending on the regression analysis results, perceived organizational support and organizational commitment explained 49.1% of the variance in turnover intention

among primary teachers at Erbil district. It is considered as an approximately half percentage of intention to quit is explained by the perceived organizational support and organizational commitment.

5.3. Suggestions

Depending on study results, following suggestions can be proposed to policymakers and practitioners in the education sector:

1. According to the results of current study, teachers felt that their school's administration or the government did not sufficiently care about their well-being. That means wellness and health programs are not being used. These programs significantly affect teacher's retention. They send a powerful message to teachers the government is interested in their well-being and their family's health as well.

2. Most of the primary teachers that participated in this survey believed that their opinions are not valued. They complained that their school administration would not listen to their opinion and their administration would take advantage of them if given a chance. This means that qualified managers are not employed by the government. The government should employ qualified and experienced managers or provide its teachers with various training programs for example (how to appreciate of work performed, how to make good communication, how to make a positive relationship with teachers... etc) influences teacher's intention to quit negatively. Moreover, the government should provide managers with opportunities to participate in such events like seminars, courses, workshop, and conferences. According to Kalliah and Beck (2001) strong support of the supervisors will lead to decrease the probabilities of the employee to leave. Hatton and Emerson (1998), shows that lack of supervisor support for the employee was related to raised turnover intention. Thus, it is important for managers to understand their role in retaining teachers.

Headmaster should constantly develop his/her support by allowing teachers to participate in decision making, appreciating teacher's contribution and efforts, providing teachers with fair rewards, conducting extensive two-way communication. These will lead to creating a healthy culture in the school. As result, teachers will have more sense of attaching to the school success, thus preventing them from quitting the school.

3. The majority of the respondents did not have a powerful belief for attaching to their school. It indicates that primary teachers are currently staying with their professional as a result of first, normative commitment second, continuance commitment. Teachers are most likely quit their job once their normative and continuance commitment level moved downward. However, continuance commitment is identified as the biggest predictor of intention to turnover. If teachers feel a sense of belonging to remain with school because of a belief of loyalty or because of less alternative work after quitting school. Once the current teachers found other better alternative they would probably leave the school. Therefore, it is imperative for the school administration to identify a factor which raises teachers' affective commitment. Also, find ways to make teachers feel that they are being supported and recognized by the school administration. Finally, they have to take steps to understand barriers that decrease teacher's commitment to the school.

4. The results of this research revealed that reinforcing antecedents of perceived organizational support among primary teachers is important. For this reason, it is imperative for the government and school administration to identify factors that foster teacher's perception of support. By doing this, teachers are highly committed remain longer, perform better, engage stronger with school goal and work hard toward school success. Moreover, they put more efforts in the classroom compared with teachers who view government or school as not supported. According to Gardner, Pierce, Van Dyne and Cummings (2000) perceived organizational support is a type of contact between employees and organization to show employees a view that organization takes an interest in them.

Furthermore, human resource department should take a step to recognize tactics for encouraging teachers to perceive that the school administration considers their efforts also interests their welfare. Perceived organizational support is important for school managerial by developing teacher's positive beliefs about the school. As a result of that, teachers are more likely to be emotionally committed to the school, then to increase performance and less likely to be tardiness, absent or quit their current job.

5. As has been noted teachers who have a higher level of education are less committed toward school's success and have more intention to leave their work. Better pay, more rewards, and benefits and fewer working hours elsewhere have a role in

increasing teacher's intention to quit and to show less commitment toward school. Therefore, it is crucial for the government to take steps for reducing gap for salary system, distributing rewards and benefits among public sectors alike. This will lead to reducing turnover intention among primary teachers who have a high level of education such as master degree or Ph.D. In addition, make them identified with the school and want to actively continue to take parting in it.



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APPENDIX

Appendix 1. Questionnaire Form Cover

The relationship among perceived organizational support, organizational commitment and turnover intention questionnaire



University of Firat

Institute of educational sciences

Educational management

Educational management department

My name is (**Dara Hamid Jamil**). I am a Masters student at the University of Firat in the Department of educational management. I am presently conducting a study on the relationship among perceived organizational support, organizational commitment and turnover intention amongst teachers at northern Iraq / Erbil governorate.

You are requested to complete the attached questionnaire as accurately and honesty as possible. Accurate and honest completion will assist in motivating your organization to care about your opinions and wellbeing, enhance commitment and alleviate turnover. This research study is strictly for academic purposes and all the information provided by you will be treated confidentially.

The aim of the study is to collect data on the relationship among perceived organizational support, organizational commitment and turnover intention amongst teacher at Erbil governorate. This survey will only take maximum (10 -15) minutes of your time and your input is greatly appreciated. This study intends collecting data for research purposes only. All data is strictly confidential.

For further information please do not hesitate to contact me via (964 750 452 0166) or dara_jamil@yahoo.com

Appendix 2. Permission from Pro Dr. John Meyer to use organizational commitment scales.

dara jamil <dara_jamil@yahoo.com>

To meyer@uwo.ca

Apr 18 at 1:01 PM

Dear Sir,

Hope you are fine and nothing wrong with you.

My name is (Dara H. Jamil). I am a master student in the field of education administration at Firat University / Turkey.

Kindly I would like to ask you for giving me permission in order to use your original commitment scale items (Allen and Meyer, 1990) in my questionnaire. Your help is highly appreciated.

Thanks and warm regards

Dara Jamil

John Meyer <meyer@uwo.ca>

To 'dara jamil'

Apr 18 at 2:57 PM

Dear Dara,

You can get the commitment measures and permission to use them for academic research purposes from <http://employeecommitment.com>. I hope all goes well with your research.

Best regards.

John Meyer

Dr. John Meyer

Department of Psychology

Rm 8411, Social Science Centre

Western University

London, Ontario, Canada

N6A 5C2

Phone: (519) 661-3679

Fax: (519) 661-3961

Email: meyer@uwo.ca

For my latest work on commitment, see [Handbook of Employee Commitment](#).

Appendix 3. Permission from Pro Dr. Robert Eisenberger to use POS scales

dara jamil <dara_jamil@yahoo.com>

To

reisenberger2@uh.edu

Apr 13 at 12:19 PM

Dear professor Robert Eisenberger,

Hope you are fine and nothing wrong with you.

My name is (Dara H. Jamil). I am a master student in the field of education administration at Firat University / Turkey.

Kindly I would like to ask you for giving me permission in order to use your perceived organizational support scale items in my questionnaire. Your help is highly appreciated.

Thanks and warm regards

Dara Jamil

Eisenberger, Robert W <reisenbe@Central.UH.EDU>

To [dara jamil](mailto:dara_jamil@yahoo.com)

Apr 13 at 5:25 PM

Hi Dara,

I am happy to give you permission to se the POS scale.

Cordially,

Bob

Robert Eisenberger

Professor of Psychology

College of Liberal Arts & Soc. Sciences

Professor of Management

C. T. Bauer College of Business

University of Houston

reisenberger2@uh.edu

(302)353-8151

Appendix 4. Permission from MOE / General Director of Erbil education

هەرێمی کوردستان - عێراق
ئەنجومەنی وەزیران
وەزارەتی پەروەردە
بەرێوەبەرایەتی گشتی پ.ههولێر
بەرێوەبەرایەتی پلان دانانی پەروەردەیی
هۆبەیی پلاندانان

اقليم كوردستان العراق
مجلس الوزراء
وزارة التربية
المديرية العامة لتربية أربيل
مديرية التخطيط التربوي
شعبة التخطيط

Kurdistan Regional Government
Council of Ministers
Ministry of Education

نۆ: ٨٤٥٦ / ٣ / ٢٠١٧
پێکهوت: ٢٧١٧ / ١ /
ژماره: ٨٤٥٦ / ٣ / ٢٠١٧
پێکهوت: ٢٧١٧ / ١ /

بۆ/ بەرێوەبەرایەتی پەروەردەیی ناوەندی ههولێر
ب/ ئاسانکاری

داواکارین هاوکاری و ئاسانکاری بکەن بۆ بەرێز (دارا حامد جمیل) قوتابی خوێندنی بالا ماستەر لە زانکۆی فورات لە ولاتی تورکیا، بۆ ئەنجام دانی پاپرسییەک لە لایەن مامۆستایانی قۆناغی بنەرەتی لە سنووری پەروەردەتان لە بواری کارگیری و پلانی پەروەردەیی، بە مەرجێک کار ئەکاتە سەر رەوشی خوێندن لە قوتابخانەکاندا.

لەگەڵ رێزدا.....

فیصل حسن طه
ی.بەرێوەبەری گشتی تەکنیکی

لەبەک بۆ:
بەرێز یاریدەدەری بەرێوەبەری گشتی تەکنیکی/ بۆ زانیین/ لەگەڵ رێزدا.
زانکۆی فورات/ بۆ زانیین/ لەگەڵ رێزدا.
پلاندانان/ لەگەڵ سەرەتاییەکان.

n Pagi on - Erbil | Gdoe erbil@moe.gov.krd

Appendix 5. Permission from MOE / G. D. of Erbil education – Erbil
Director of education

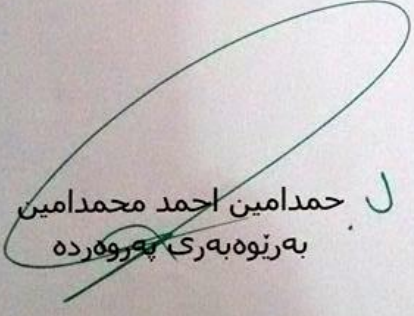
إقليم كوردستان - العراق مجلس الوزراء وزارة التربية المديرية العامة لتربية اربيل مديرية تربية مركز اربيل التخطيط	 Kurdistan Regional Government Council of Ministers Ministry of Education	هه رێمی کوردستان - عێراق نه‌نجومه‌نی وه‌زیران وه‌زاره‌تی په‌روه‌رده به‌رێوه‌به‌رایه‌تی گشتی . پ . هه‌ولێر به‌رێوه‌به‌رایه‌تی پ . ناوه‌ندی هه‌ولێر پلان دانان
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No: / / 2017
 Date: / / 2017

ژماره، ٧٩١٧
 رێکهوت، ٥ / ٢ / ٢٠١٧
 گولان / ٢٧١٧ کوردی

بۆ / گشت قوتابخانه‌کانی بنه‌ره‌تی سنووری په‌روه‌رده‌که‌مان
 بابه‌ت / ئاسانکاری

ناماژه به نووسراوی به‌رێوه‌به‌رایه‌تی گشتی په‌روه‌رده‌ی هه‌ولێر / هه‌به‌ی پلان دانان / ژماره (٨٤٥٦) له رێکهوتی (٢٠١٧/٥/٢) هاوکاری و ئاسانکاری بکه‌ن بۆ به‌رێز (دارا حامد جمیل) قوتابی خۆنبدنی بال‌ا ماسته‌ر له زانکۆی فورات له ولاتی تورکیا ، بۆ نه‌جامدانی راپرسیه‌یه‌ک له لایه‌ن مامۆستایانی قوتابی بنه‌ره‌تی له سنووری په‌روه‌رده‌که‌مان له بوا‌ری کارگێری و پلانی په‌روه‌رده‌یی ، به‌مه‌رجێک کار نه‌کاته‌ سه‌ر پرۆسه‌ی خۆنبدن له قوتابخانه‌کاندا .



حه‌مدامین احمد محمدامین
 به‌رێوه‌به‌ری په‌روه‌رده

❖ وێنه‌یه‌ک بۆ //
 ❖ یه‌که‌ی سه‌ره‌رشته‌ی کردنی په‌روه‌رده‌یی بنه‌ره‌تی و باخچه‌ی منداڵانی هه‌ولێر / بۆ زانیشتن / له‌گه‌ل رێزماندا .
 ❖ پلان دانان .

Kurdistan Region - Erbil
 Phone :
 E- mail :info@kurdistan-moe.org
 ل . پلان دانان علی عباس صالح

Appendix 6. Questionnaire items and references

Constructs	Sn	Items	Ref.
Perceived Organizational Support	1	My organization cares about my opinions.	Eisenberger, (1986)
	2	My organization really cares about my well-being.	
	3	My organization strongly considers my goals and values.	
	4	Help is available from my organization when I have a problem.	
	5	My organization would forgive an honest mistake on my part.	
	6	If given the opportunity, my organization would take advantage of me. (R).	
	7	My organization shows very little concern for me (R).	
	8	My organization is willing to help me if I need a special favor.	
Affective Commitment	1	I would be very happy to spend the rest of my career with this organization.	Allen and Meyer (1990)
	2	I enjoy discussing about my organization with people outside it.	
	3	I really feel as if this organization's problems are my own.	
	4	I think that I could easily become as attached to another organization as I am to this one (R).	
	5	I do not feel like part of the family at my organization (R).	
	6	I do not feel emotionally attached to this organization (R).	
	7	This organization has a great deal of personal meaning for me.	
	8	I do not feel a strong sense of belonging to my organization (R).	
Continues Commitment	1	I am not afraid of what might happen if I quit job without having another one lined up. (R)	Allen and Meyer (1990)
	2	It would be very hard for me to leave my organization right now ever if I wanted to.	
	3	Too much in my life would be disrupted if I decided to leave my organization now.	
	4	It wouldn't be too costly for me to leave my organization now. (R)	
	5	Right now, staying with my organization is a matter of necessity as much as desire.	
	6	I feel that I have very few options to consider leaving this organization.	
	7	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	
	8	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice-another organization may not match the overall benefits leave here	

Normative Commitment	1	I think that people these days move from company to company too often.	Allen and Meyer (1990)
	2	I do not believe that a person must always be loyal to his or her organization. (R)	
	3	Jumping from organization to organization does not seem at all unethical to me. (R)	
	4	One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain.	
	5	If I got another offer for a better job elsewhere I would not feel it was right to leave my organization.	
	6	I was taught to believe in the value of remaining loyal to one organization	
	7	Things were better in the days when people stayed in one organization for most of their careers.	
	8	I do not think that to be a company man or company woman is sensible anymore (R).	
Turnover	1	I often think of leaving the organization.	
	2	It is very possible that I will look for a new job next year.	
	3	If I could choose again, I would choose to work for the current organization (R).	

THE RELATIONSHIP AMONG
TEACHERS' PERCEIVED
ORGANIZATIONAL SUPPORT,
ORGANIZATIONAL
COMMITMENT AND
TURNOVER INTENTION

Yazar Dara Hamid Jamil

Gönderim Tarihi: 07-Kas-2017 09:39AM (UTC+0200)

Gönderim Numarası: 875800271

Dosya adı: thesis-2.doc (493K)

Kelime sayısı: 16152

Karakter sayısı: 94511

THE RELATIONSHIP AMONG TEACHERS' PERCEIVED ORGANIZATIONAL SUPPORT, ORGANIZATIONAL COMMITMENT AND TURNOVER INTENTION

ORIJINALLIK RAPORU

%**20**

BENZERLİK ENDEKSİ

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Appendix 8. Ethical permission



Kurdistan Region-Iraq
Council of Ministers
Ministry of Education
General Directorate of Education in Erbil
Directorate of Educational Planning
Section of Planning

No.: 10464 Date: 04.06.2017

To: Institute of Educational Sciences in Firat University

Subject: Letter of Certification

Based on your letter on 16.05.2017 in relation to the master thesis of the student (MR. Dara Hamid JAMIL), and after studying the proposal and questionnaire prepared by said student, it has been cleared that it has no any educational, administrative and ethical problems. Thus, we have given our approval in accordance with our letter No.(8456) on 03.05.2017 to start his research entitled "The Relationship among Teacher's Perceived Organizational Support, Organizational Commitment and Turnover Intention) in the schools of Directorate of Education in Central Erbil.

(Signed)

Bashdar Abdul Khudhur
For General Director of Education

A copy to:

- Office of General Director/this is for your information, with regards.
- Assistance of General Director of Technical/ this is for your information, with regards.
- Planning/with the dossier(Original)

I, Mr. Dier Abdulqadir Mustafa, a legal translator, license NO: 37/2010, testify that this translation in English is a true and accurate translation of the original document. Thus, I sealed and signed it on 06.06.2017.



CIRRUCULUM VITAE

Dara Hamid JAMIL

1. Personal Information

Nationality: Iraqi
Date of birth: December 6, 1973.
Place of Birth: Erbil, Iraq
Gender: Male
Marital Status: Married
Email Address: dara_jamil@yahoo.com

2. Education/ Qualifications

A. From Oct.1994 to Jun.1998.

(B.Sc. in Mathematics) Erbil University of Salahaddin, College of Education- Department of Mathematics/ Iraq

B. From Oct.2006 to Jul. 2010.

(B.Sc. in Law) Erbil University of Salahaddin, College of Law and Politician – Law Department / Iraq.

3. Work experiences

- A. I am working with ministry of education as a training manager. I have started this job since 2009.
- B. From 15 Feb 2007 to 05 June 2007 I have worked with AGEF.
- C. From 28 Mar 2005 to 28 Feb 2007 I have worked with IMC.
- D. From 08 Dec 2002 to 31Dec 2003 I have worked with UN-Habitat.
- E. 01 June 2000 to 01 Dec 2002 I have worked with UN-WFP.