UNIVERSITY OF EDUCATION, WINNEBA

ASSESSING EMPLOYEES' SATISFACTION TOWARDS EMPLOYER SUPPORT

FOR HIGHER EDUCATION: A CASE STUDY OF ELECTRICITY COMPANY OF

GHANA ASHANTI WEST AND EAST AREAS

PATRICIA KALIDU

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ASHANTI WEST AND EAST AREA

PATRICIA KALIDU

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A Dissertation in the Department of Management Studies, Faculty of Business Education, submitted to the School of Graduate Studies, University of Education, Winneba in partial fulfilment of the requirements for award of the Master of Business Administration (Human Resource and Organizational Behaviour) Degree.

AUGUST, 2017

DECLARATION

STUDENT'S DECLARATION

I Patricia Kalidu declare that this dissertation with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE...

DATE...

SUPERVISOR'S DECLARATION

I hereby declared that the preparation and presentation of this work was supervised by me in accordance with the guidelines for supervision of dissertations as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: Rev. Dr John Poku

Signature......................................

Date...

DEDICATION

This work is dedicated to my husband Mr Jonathan Danzerl and my children Marino and David Danzerl.

ACKNOWLEDGEMENTS

I give all the glory to the Lord Almighty the giver of wisdom and knowledge and the source of my strength for providing me the mental altitude throughout my entire course work. Again I am very grateful to Dr. John Poku my supervisor who guided me with useful insight and knowledge, may the Lord Almighty shower his blessing upon him. I also extend my profound appreciation to my friends Mrs Vestal Esi Tay the women commissioner during our time and Mrs Vivian Konadu Ohenaku for their support and encouragement. I also extend my profound gratitude to Mr Asante for his tremendous assistance.

Finally, I would like to thank all staff of ECG most especially those working within the Ashanti West and East Areas of the Electricity Company of Ghana for their patience and time and the insightful information they shared with me during my data collection exercise without them this work would have been fruitless.
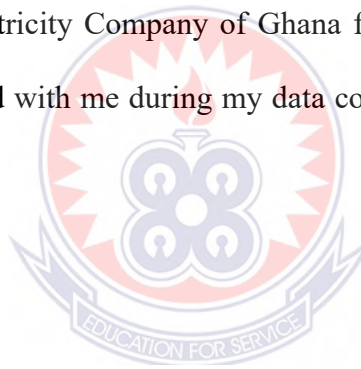
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ABSTRACT

The study investigated employees' satisfaction towards employer support for higher education among. The main objectives of the study were to identify the employer support systems provided by ECG to assist its employees in higher education programmes. This study was positioned within the positivism worldview hence quantitative methodology was adopted. The study used simple random sampling to select the study participants. The study subsequently used the Krejcie and Morgan (1970) sampling table to determine the sample size for the 500 population size. Based on the table, the sample size for this study stood at 217 and on a 95 percent confidence level. The study used questionnaires to gather data from the respondents. First descriptive statistics such as Mean and Standard deviation were used to analyse the study data. Afterwards, inferential statistics thus, Pearson correlation and multiple regression were used for the relationship analysis. The study revealed that most of the respondents said they were not released from their job duties when they gain admission to pursue educational or higher learning programmes or courses. On this score it is recommended to management to equally look at new modalities or work systems that will permit employees due for educational programmes to pursue it since it will go a long way to reinforce the educational support systems provided by ECG to its workforce.
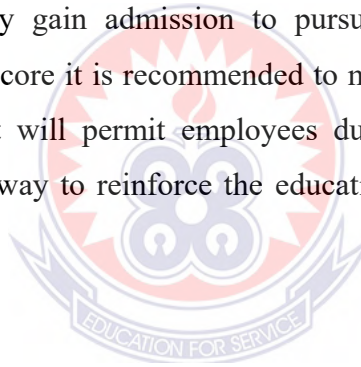
CHAPTER ONE

INTRODUCTION

1.1   Background of the study

According to Riggle, Edmondson and Hansan (2009) and Hamid (2011) institutions' that were found to have more employee focused policies have enjoyed tremendous growth than their competitor's within the same industry. Hamid(2011) attributed this feat to the fact that organizations' with such policies tend to commit substantial amount of their institutions' resources into developing their employees hence the end result is, their employees' become committed to the organizations' goals and become more efficient in their work roles. This is mainly because when organizations invest in people, in their training, what they get in return is higher skill and greater competence that helps improve their workforce morale and productivity.

In spite of this established fact several business entities still make that blunder bybelieving that workers are merely after the monetary benefits attached to their job duties(Shelton, 2001).Clearly, this assumption defeats the great importance most workersattached to the non-monetary benefitsof their job roles. According to Shelton (2001), for organizations to have a workforce who will be more fit to this dynamic world economy, organizationsought to invest a substantial amount of their resources into employees' development initiatives in order to have in place capable workforce who will be well prepared to meet the changing needs of its business environment as and when it becomes necessary.

Notwithstanding this deviation, available evidence still suggests that employee development is not a new concept in the corporate world. For innstance, Gerbman(2000) established that in the

ealier times of the 1950's, big mutinational companies realizing the benefits their organizations would gain ifthey invest in their employees' developmentwent a step further to establish corporate universities. For example, General Motors established General Motors Institute, General Electric established Crotonville Management Development Institute, Walt Disney created Disney University and McDonald's established Hamburger University(Garger, 1999; Gerbman, 2000) all aimed at building the compentencies and skills set of its workforce for future work roles or positions.

Importantly, different business entities have copied this approcah by creatingg different forms of employee development programmes for a variety of reasons(Shelton, 2001). For instance, some institutions have relied on ''on-the-job training'' whereas others too have relied on off-job training programmes to build their workforce skill gap. Interestingly, many issues have been raised at the two main forms of training initiatives. For example, Meister (1998) argues that , knowledge transforsmspeedily and people have to keep up in the same direction as well. This means that workersmay not be able to keep up in today's fast-paced world if they are to solely rely or wait upon their employers for developmental intiatives and not take upon theirselves to develop theirselves.According to Garger (1999), providing employees with the necessary financial assistane so that they can enrol in advance studies of their choice seeks toput the recipient in charge of his own development. Hence, this approach has been reported to be the best approach to employees development since it puts the training in the hands of the recipients (Garger, 1999).

Although this employer support system approach thus, the provision of tution and scholarship packages have been found to be efficient way of putting the training and development programmesin the hands of the worker nonetheless, the procedure for its implementation seems

to be defeating its impact. For instance, an earlier studies by Corporate University Xchange found out that in real terms less than 10 percent of people eligible for their organization support system for higher education have really enjoyed or benefited from such a support scheme(Rosenwald, 2000).In spite of its implementation difficulties recent studies by Great Place to Work Institute(2007)show that employee supportprogrammes which initially seemed to beunpopular a decade ago, have become common business practices in contemporary times.Nontheless, the question raised forth by business leaders and academics have always been''do these programs work or are they capable of engendering more favourable employee attitudes and behaviours (Riggle et al., 2009).

Accordingly, it is against this background that this study seeks to investigate employees' satisfaction towards their organization support systems for higher education using the study context of Electricity Company of Ghana which in recent times have implemented an array of support systems aimed at supporting their workforce general wellbeing.
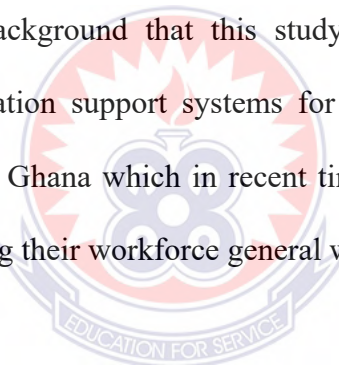
1.2 Problem statement

Evidently, many businesses have been chanelling a significant amount of their organization scarce resources into their institution support systems.Startling examples of these support systems can be found in the Fortune's annual listing of "The 100 Best Companies to Work For" (Levering & Moskowitz, 2007). Google, for example, offers a Global Education Leave Programme through which employees can further their education and equally provides employees gourmet meals, onsite doctors, and the use of swimming and health club facilities at no cost (Riggle et al., 2009). Riggle et al. (2009) again established that Qualcomm provides

health care for employees and offers a service through which employees working late are provided catered dinners. S.C. Johnson & Co. subsidizes hotel stays for employees who live 25 miles or more from work and provides discounts at its childcare centre (Riggle et al., 2009). Equally statistics by the American Society for Training and Development (ASTD), show that U.S. organizations alone spend more than $126 billion annually on employee training and development initiatives(Paradise, 2007).Evidently, these clearly show that employers have put in place adequate support system to address their workforce concerns and again meet their personal aspiration.

In spite of these enormous investments made by organizations in their institutions' support systems, it appears its impact on employees attitude and outcome have been inconclusive. For example, a study done by Great Place to Work Institute (2007, pg. 5) put it succintly the frustrations expressed by a Google executiveat this "…no hard data can ever prove that a free lunch and a multicultural, campus-like environment contribute to the organization's success and profit". Findings from the academic worksalso appear tobe inconclusive (see for eg., Riggle et al., 2009). Nonetheless, other studies have reporteda statistically significant association between employer support systems and desired employee outcomes (see for eg., Babakus, Cravens, Johnston, & Moncrief, 1996; Eisenberger, Fasolo, & Davis-LaMastro, 1990; Randall, Cropanzano, Borman, & Birjulin, 1999; Whitener, 2001), others too have established very weaker association (e.g., Blau, Merriman, Tatum, & Rudmann, 2001; Coyle-Shapiro & Kessler, 2000; Stinglhamber & Vandenberghe, 2003), or even negative (e.g., Cropanzano, Howes, Grandey, & Toth, 1997; Masterson, Lewis, Goldman, & Taylor, 2000).

Admittedly, these enumerated studies all sought to measure the impact of employer support systems on employees performance but not aimed at assesing the recipients satisfaction levels

towards their organization support systems.Additionally, these conflicting views clearly show that employees were either not satisfied with their organization's support system or the process used to implement these support systemswere not regarded by the recipient to be fair and just. Hence, a study will be required to empirically investigate employees satisfaction towards their organization support system because the resources invested in these support systems constitute a significant portion firms' operations.

Riggle et al. (2009) equally held similar views when they argued that organization support systems marginally led to a significant difference in employees' performance, hence argued for the need for additional studies to examine employees' satisfaction towards their organizations' support systems. Accordingly, it is against this backdrop that this study seeks to examine employees' satisfaction towards their organization support systems for higher education using the study context of Electricity Company of Ghana.
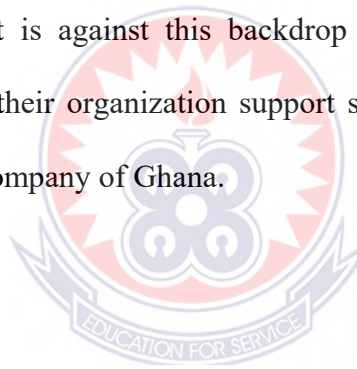
1.3Aim/Objectives of the Study

The main aim of the study is to assess employees' satisfaction towards employer support for higher education.

The following are the objectives:

1. To identify the employer support systems provided by ECG to assist its employees in higher education programmes.

2. To measure the respondents' satisfaction towards their organization's support for higher education.

3. To ascertain the relationship that exist between procedural and distributive justice and respondents' satisfaction towards their employer support for higher education.

1.4 Research Questions

The following research questions are put forward to guide the study:

1. What are the employer support systems implemented by ECG to support its employees' in higher education?

2. How satisfied are employees with their organization support system aimed at assisting them with higher education?

3. What is the relationship that exists between procedural and distributive justice and respondents' satisfaction towards their employer support for higher education?

1.6 Significance of the study

As indicated earlier significant proportion of firms' resources have been invested in institutions' support systems nonetheless, its impact has been inconclusive as to whether it was able to motivate their workforce or not. Hence, findings from this study will provide an empirical result to establish whether the support systems provided by ECG with regards to its support for higher education have achieved its purpose in terms of its employees' satisfaction towards these initiatives. Accordingly, findings from this work will provide ECG insightful information to know what specific support system is working and what is not working. More so, findings from the study seek to fill the gap in the literature as it was revealed that most of the studies have largely concentrated on the support system impact on employees' performance but not on employees' satisfaction towards their organization support systems.

1.7 Limitation of the study

A cross-sectional survey would have been more ideal for the study since many businesses have implemented or have a bundle of organizational support systems for its workforce however, as a result of the time and resource constraints impose on the study, the study adopted a case study approach as the research design for the study. Therefore, the results would not be able to be generalized to other industries and sectors since the study is context specific and only interested in establishing the workers of ECG satisfaction towards their organization support system for higher education. A final limitation was that participation in this study was voluntary and some members chose not to participate. Nevertheless, the researcher adopted these measures to reduce the effects that are likely to affect the studies due to above stated limitations.

Indeed, the study used all the branches of ECG Ashanti West and East Areas hence increasing the sample size to a substantial level. This then made its outcome fairly reliable and robust since generally surveys conducted from large pull of respondents reduce possible defects associated with small sample size hence increasing the study's ability to generalize its findings to the study population.

1.8. Scope of the study

The scope of the study took an institutional dimension. The study area for this thesis was the Electricity Company of Ghana in the Ashanti Strategy Business unit. The study population came from senior and junior staffs within ECG Ashanti West and East Areas. Anecdotal evidence suggests that senior staffs or managerial employees tends to be workers that have large access to their organization's support systems hence, employing both junior and senior employees

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provides the study a greater avenue to measure the employees' satisfaction towards their organization support systems. Again this was to control the employees' response bias likely to results from collecting the data from only a section of ECG employees. Therefore, using both junior and senior staffs within this study corrected the response biases likely to come from one perspective.

1.9 Organization of the Study

This study is organized into five chapters. Chapter One, provides background information of the work and sets the topic of the study in context. It addresses the aims and objectives of the study and explains the structure of the dissertation. Chapter Two contains the literature review. This chapter entails a review of related literature conducted in the in the context of employer support systems taking into consideration its relevance to the research topic in question, whilst pointing out gaps in previous research which this study intends to fill. Chapter Three discusses the research methodology. It dwells on the methodology to be employed to arrive at the conclusions in the last chapter. Explanation and justification for the selection of methods used in analysis were discussed focusing on their reliability, validity and effectiveness in realising the goals of the study. Chapter four presents the results/findings and discussions. The results of the research were presented, explained and discussed in this chapter. Also significant and new results of the research and the inferences were made from them in line with findings from related previous studies. The last chapter thus, Chapter Five involves the summary of findings, conclusions and recommendations. This chapter itemizes the major research findings and indicates how this research work contributes to knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviews relevant literature on employees' satisfaction towards employer support systems. Similarly, this chapter commences with the definition of the various concepts related to employer support systems, followed by the theoretical framework that guided the study and finally empirical review on employees' satisfaction towards their organization support systems was looked at.

2.2 Definition of concepts

According to Riggle et al. (2009) the concept employer support system emanated from Eisenberger, Huntington, Hutchinson and Sowa(1986)Perceived Organizational Support (POS) theory. Eisenberger et al. (1986) described POS as the situation where employees' percieve the contributions made by their employer towards their personal growth and well being as a condition indicating how their employer values and care about them. Hence, employers seek to look for avenues that can continuously build employees' perception about this kind of condition. A review done by Levering and Moskowitz (2007) shows that employers have invested a quantifiable amount of their resources in support of programmes such as: worklife balance policies, training and development programmes, compensation and benefits packages, etc. Hence, from these illustrations, employer support can beviewed as bundles of programmes

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implemented by organization for its workforce with the intent of shaping their beliefs about how the organization cares or values their efforts.

Morover, as the study is specifically interested in support system for empoyee learning, the concept learning would be defined. Nonetheless, before that a distinction between education, training and development have to be made. Interestingly, the concept education, training and learning have often been used interchangeably within the literature however, Mayo and Lank (1994) as cited in Gold, Holden, Iles, Stewart and Beardwell(2010)think otherwise about its perceive similarity.To Mayo and Lank (1994) as cited in Gold et al. (2010) there is a clear distinction between the three concepts. First, Mayo and Lank (1994) as cited in Gold et al. (2010) defined education as the exposure to new knowledge, concepts and ideas in a somewhat more structured manner. Hence, the emphasis with this concept is to increase the recipient knowledge or alter his or her beliefs and behaviours. However, training constitutes those solutions to a learning need that involve teaching or showing the beneficiaryhow to do or perform a certain task (Mayo & Lank, 1994 as cited in Gold et al., 2010). Hence, it is mostly skill centred and skill related. On the other hand learning is a worker need centred and commences with the individual as beneficiary.

Arguably, the above distinction made by Mayo and Lank (1994) clearly shows that the concepts are not the same. Accordingly, education tends to be more structured in nature whereas the intent behind training is to address an employer skill gap or improve a worker performance and with learning being viewed as the recipient centred thus starts from the worker's own initiative.

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2.3 Theoretical Framework

According to Ajala(2017) the organizationl justice theory has been one of the main theories used in measuring employees satisfaction levels towards their organization policies or systems. Likewise Zamini(2014)corroborated Ajala's (2017) views when the author argued that organizational justice theory have been largely used in measuring employees' satisfaction towards their organization systems such as compensation and pay, promotions, training and development, etc.Accordingly, this study would rely on the organizational justice theory to understand how it mediates employees satisfaction towards their organizations' support systems.

According to Crawshaw, Cropanzano, Bell and Nadisic (2013) the concept justicedenotes a type of moral appraisal. Hence, an action is viewed to be 'just' or 'fair' if it acquiesces to certain standards of ethical behaviour. For instance, it is considered fair to provide employees at ECG all the relevant information about the criteria they have to meet before they can qualify for grants from their organization to further their education (Bies, 1987; Sitkin & Bies, 1993).

Interestingly, it has been established that the concept fairness or justice goes back as far as many decades ago (Sandel, 2009). Hence, as human beings we often strife individually and culturally with the problem of the fundamental tension between self-interest and belonging, between being the same as others and being unique, and with coordinating and responding to these same interests and motives in others (Brewer, 1991; Fiske, 1992). It is not surprising, therefore, that justice has been viewed as an essential feature in human beings dealings. Indeed, neuroscientific research suggests that a concern for fairness is hard-wired into the human brain (Sanfey, Rilling, Aronson, Nystrom, & Cohen, 2003). From these assumptions the recipient of any benefit will

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always evaluate whether the given benefit meets the justice assumption or not. Hence, from this analogy it is expected that the workers of ECG satisfaction levels towards their employer support system for higher education will be mediated by how the entire processes will be deemed as fair and just by its recipients or the entire workforce.

According to Cropanzano and Greenberg(1997),organizational justice looks at the antecedents of fairness perceptions, as well as the consequences of those evaluative judgements (Cropanzano & Greenberg, 1997).Barsky and Kaplan(2007)conceptualised organisational justice into three constructs namely; distributive justice, procedural justice and interpersonal justice. To Crawshaw et al. (2013) distributive justice means the fairness of one's outcomes from a decision-making process. For example, some individuals prefer an equity-rule, whereby employees who have served for longer time with ECG will qualify for their organizaition support system (i.e. tuition fees, study leave with pay, excuse from duty to write exams,etc.). Procedural justice on the other hand refers to the fairness of the processes used to decide ECG support system outcomes (Crawshaw et al., 2013). For example, workers at ECG will assess the processes used by their organization to approve an employees request for study leave or tuition fees. Finally, interactional justice refers to the fairness of the interpersonal exchanges that occur during the entire approval processes (Crawshaw et al., 2013).

As argued by Ajala (2017), for an organization workforce to be satisfied towards its institutions' systems or practices, the said entity ought to be fair with its implementation thus meeting the entire organizational justice assumption: distributive justice, procedural justice and interactional justice. Accordingly, an organization will receive favourable ratings from its workforce on its organization systems only when the employees' have a widespread perception that their organization systems vis-à-vis; rules, compensation, rewardpackages are done in a fair and just

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manner. Accordingly, the study would employ the two main domain of the organizational justice theory namely: procedural and distributive justice to establish how it influences the understudied respondents' satisfaction towards their organization support system for higher education.

2.4 Forms of Organization Support Systems

Hamid (2011) posits that business entities that have in place adequate employer support systems (i.e. people oriented programmes) appear to have witnessed greater performance in terms of better products and services. The author attributed this feat to the fact it is through these initiatives that organizations invest in their workforce which subsequently leads to improved skills and high employee morale. Accordinlgy, this section seeks to discusss some of the employer support systems being used by business entities to build their workers' skills and enthusiasm about their organization.

2.4.1 Training and development

According to Paradise (2007), in terms of revenue businesses spend around \$126 billion annually on employee training and development programmes.Interestingly, in an attempt to increase employees commitment towards their jobs, employers have relied on training and development initiatives (Lowry, Simon, & Kimberley, 2002). Equally other organizations have relied on this support system as a means of enhancing their workforce performance as well as communicating their company's vision and goals to the entire workforce (Galanou & Priporas, 2009). Interestingly, other school of thoughts argued that since employees skills erode and become obsolete over time, institutions would have to rely on training and development initiatives to replenish their workforce skills and competencies for new work roles (Langer & Mehra, 2010).

For instance, a study done by Hutchings, Zhu, Cooper, Zhang and Shao(2009) revealed that through training and development programmes organizations' were able to retooltheir employees' skill and competencies in areas like technical abilities, interpersonal abilities, teamwork, job confidence and work motivation.In other instances, organizations' have relied on training development programmes as a means of retaining its talented workforce. For instance, a study by Sunny Steadman, a recruiter for Management Recruiters of Boston posited that the main reason people change jobs is to seek for opportunities for personal development (Rosenwald, 2000). Hence, corporations such as; General Motors, General Electric, Walt Disney and Hamburger have created universities as form of employer support systems to support its employees in skills development and upgradement (Garger, 1999; Gerbman, 2000). Also other insitutions who do not have the resources to establish corporate universities on their own provide their employees with the necessary financial assistance in the form of tuition and scholarship packages to assist their employees in skills development (Garger, 1999; Rosenwald, 2000). Other corporations such as Google, for example, provides a Global Education Leave Programme through which employees can further their education as part of its organization support systems(Great Place toWork Institute, 2007).

2.4.2 Work Life Balance Policies

Work-life balance is how well an individual is able to manage their professional life as an employee and at the same time coordinate their social life alongside in order to achieve a comprehensive personal satisfaction (Acheampong, 2013). Hence, in an attempt for organization to ensure balance between their employees' job roles and family roles they have created work life balance policies as part of their organization's support systems.

According to Yasbek (2004) as cited in Dickson(2016),work-life balance policiesrefer to policies created by businesses, as part of their human resources management strategies with the intent to assist employees fit well their lives around work by minimizing any outside interference with their work roles.

Work-life balance policies involve catalogue of programmes and policies that are implemented by organizations to assist employees to have harmony between their work and family responsibilities, gain improvements in well-being and provide organizational benefits (Dickson, 2016). There are a large variety of family friendly policies which include but are not limited to the following: flexible working hours, job sharing and part-time work, compressed work weeks, parental leave, telecommuting, on-site child care facility (Hartel et al., 2007 as in Dickson, 2016). Also, some organizations do provide a range of benefits connected to workers' health and well-being, including extended health insurance for a worker and his dependents, personal days, and access to programmes or services to encourage fitness and physical and mental health (Dickson, 2016). A good example of corporations who have these work balance policies in place for its workforce is that of S.C. Johnson & Co. who provides discounts at its childcare centre for its employees' (Great Place toWork Institute, 2007). The Container Store on their part provides employees with a more family-friendly work schedule(Great Place toWork Institute, 2007).

Moreover, all these work life balance policies are aimed at shaping the behaviours and attitudes of an organization workforce into a more desirable one. For instance, studies by (Randall, Cropanzano, Borman, & Birjulin, 1999; Whitener, 2001; Riggle et al., 2009) have found a significant positive relationship between organizations' support systems and desired employee outcomes.

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2.4.3Flexi working time

According to Lazăr, Osoian and Raţiu (2010),flexi working time is another support system provided by organizations to allow its employees determine (or be involved in determining)the start and end times of their working day provided a certain number of hours is worked for. This can allow them to meet family or personal commitments or emergencies (i.e. to commit themselves extra studies or have time to write an impending examination),during the day or to reduce their commuting time by starting and ending work before or after the rush hour. Ample evidence suggests that workers who have this flexibility with reference to their working hours are able to boost productivity and have less work-family spill over and they are less likely to miss work due to family related issues (Tinuke, 2014). A flexi working time gives employees more options and is especially appropriate in jobs where specific work hours really do not matter.

Additionally, the legislation in some countries especially Organization of Economic Cooperation and development (OECD) countries grant individual employees the right to request for reduced or flexible hours in situations of provision of child and elder care services (OECD, 2005; Fagan & Walthery, 2006). Interestingly, within the context of Ghana there are no such legislation which gives employees' the right to ask for flexi time when an emergency roles pop out unexpectedly (Dickson, 2016). The only available legislation is the three (3) months maternity leave which the Labour Act 2003, Act 651 grants working mothers even with that provision it excludes working fathers too. Surprisingly, the Labour Act does not apply to employees within the security service being it the police service, the armed forces, the immigration service, the fire services, etc. (Dickson, 2016).

2.4.4 Child Care Support

According to Dickson (2016), child care assistance is one of the core employer support systems aimed at helping nursing mothers to provide motherly care to their children when still at the work premises. Child care options for working parents can be significant in work life balance and job satisfaction. The emphasis is towards dual-earning families because life is now excessively costly for a prospective money-maker to stay at home. People with families no longer possess the extravagance to stay at home for child care. Therefore, Vlems (2008) as cited in Dickson (2016) observes the demand for child care options as a means of helping employees achieve work-life balance is becoming more and more imperative. Childcare options include crèche, day-nursery, after school child care, teen care, host parent care, and leader-at-home. A positive example of childcare support is the one practiced by Star City Casino in Sydney which provides a 24-hour childcare facility for its workforce (Australia Government Website, 2005 as cited in Dickson, 2016).Management believes this has helped both staff and the organization, as evidenced by the lowest staff turnover rate of any casino in Australia (Australia Government Website, 2005 as cited in Dickson, 2016).

Intriguingly, though the Ghana Labour Act does not oblige employers to provide such facilities for nursing mothers however, section 57(6) of the Act 651 grants nursing mothers' opportunity to interrupt their work for an hour during working hours to nurse their babies. However, just having such a provision without encouraging employers to have in place a facility that will provide assistance to nursing mothers during such times makes it even difficult to practice because in reality a nursing mother being a nurse or within any of the service industry cannot interrupt her work to breastfeed her baby or even have her child beside her all day long since their industry is highly customer intensive.

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2.5 Why Organizations Provide Support Systems to aid Employees in Training and Development Programmes

As argued earlier by Langer and Mehra (2010), there is no permanency in employees skills meaning knowledge previously learnt may become obsolete especially in dynamic markets with a lot of product and procedural innovations hence, organizations rely on support systems such as corporate universities, tuition, study leave and scholarship packages to provide avenue for their workforce to build or replenish their competencies. Accordingly, this section seeks to identify the reasons why organizations provide their employees with support systems to further their education or development.

First, Coyle-Shapiro, Hoque and Kessler(2013) argued that in attempt for businesses to diferentiate their products and services from that of the competition, they have sought to largely rely on quality product and services. However, Coyle-Shapiroet al. (2013) held that the panacea to quality creates considerable training and developmental gaps which ought to be filled. For instance, the authors made a succint argument by saying if an organization workforce should have the ability to identify the defects and weaknesses within a production line, they need the skills to be able to detect such faults and likewise provide solutions to cure these defects when identified.

A clear example of using training to shape an organization from competition is when Goeters(2002)delivered crew resource management (CRM) training to aircrewsfrom an eastern European airline. After the completion of the training Goeters (2002) found out that, aircrews substantially improved nontechnical skills (e.g., team building) as well as situation awareness and decisionmaking, each of which contributed to the airline safety. Hence, it was clear that this

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specific training enhanced theeastern European airline safety identity tag and likewise differentiated its operations from the lots.
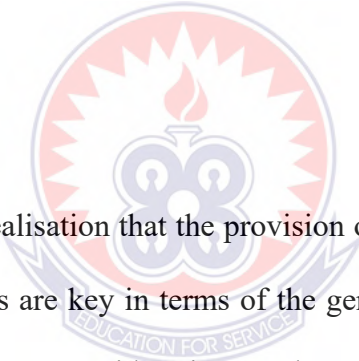
Also another reason why organizations' provide support system for their employees' training is, in recent times business are faced with a more dynamic business environment (Coyle-Shapiroet al., 2013).Accordingly, for any organization to have the agility to adapt to this continuous changing business environment, its workforce ought to be provided with support systems to upgrade their skills (Coyle-Shapiroet al., 2013). More so, for a buiness to have the capacity to take advantage of an emerging market or move into a new market niche,its employees have to be retooled continuoulsy in order to have the required skills to operate effectively within an emerging market(Crofts, 1995). Indeed, the increasing demand for emergent skills have created enormous need to provide support systems that will be able to build employees skills and competencies for future needs (Coyle-Shapiroet al., 2013).
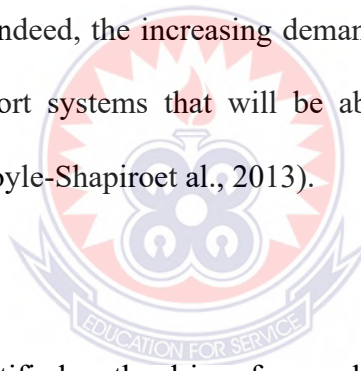
Additionally, another reason identified as the driver for employer support system for workforce development is the continuous advancement in technologies (Coyle-Shapiroet al., 2013). According to Coyle-Shapiroet al. (2013),the continuous growth in advanced technologies mean that an organization workforce would have to acquire the relevant skills and competencies in order to be able to use these technologies efficiently. This clearly, shows that without any intentional plan to develop an organization workforce to take advantage of these innovations, the organization will find it difficult to remain viable in this contemporary times. As Hyman(1996) clearly puts it, training has even become a requirement for top level managers to receive training

in technology in order for them to be in a better position to share their knowledge and know-how with their subordinates.

A clear example, was established in the study of Darch and Lucas(2002)which conducted interviews with 20 small and medium-size business owners in the food industry in Queensland (Australia). The main problems of their study were to understand business owners' barriers to the adoption of e-commerce and to identify strategies enabling them to engage in e-commerce initiatives. Results from the study showed that out of the several barriers the study established, the key among the lot wasthe lack of training. Study participants noted that training would be a key strategy by which they could address their need to acquire the necessary knowledge and technological skills.

Interestingly, there is a growing realisation that the provision of training, employee development and long-term education initiatives are key in terms of the generation of employee commitment (Holden, 2001). For instance, it became evident in a study conducted by Tulgan(2009)when his study results established that new graduates were unwilling to work for companies that did not guarantee them opportunities to learn new skills or opportunities for systematic management development (Tulgan, 2009). Similarly, in a recent survery by Society for Human Resource Management [SHRM](2016) it became evident that one of the key reasons why employees search for new jobs elsewhere was the desire for better employer benefits and better career advancement opportunities than what their current job offered.Likewise, Benson, Finegold and Mohrman(2004)collected data from each of the 9439 permanent, salaried employees of a large high-technology manufacturing firm to assess the effects of organization's investment in

employee development on employee turnover throughtuition reimbursement programme. Findings from the authors study showed that the organization support system through tuition reimbursement reduced turnover while employees were still taking classes.

Another reason why institutions provide support system for their employees training is the spillover effect a trained employee brings back to the workplace (Coyle-Shapiroet al., 2013). According to Coyle-Shapiroet al. (2013),the training of an individual worker may equally have a beneficial effect on all the other employees in that team or section. For instance, new ideasor more skilled working practice may be transferred from the person who undertook the study to their co-workers through collaboration and daily interaction. The organisation stands to gain when the said employee shares his acquired knowledge to his work colleagues(Coyle-Shapiroet al., 2013). Hence, in certain instances,an organization may take a deliberate decision to send only one worker on the course to learn new skills and expects that worker to train the others upon return (Coyle-Shapiroet al., 2013). According to the authors, the benefits associated with this approach is that it is easiest and the less expensive approach as only one worker have to go on a course and return with the expectation to share his acquired skills with the rest of his colleagues. However, the reverse will be if the trained colleague has not fully understood the training, then all the workers in that section will not be fully trained as a consequence.

The final reason why organizations invest in support system is the condition of shortage of certain skill setin the labour space (Coyle-Shapiroet al., 2013). For instance, Coyle-Shapiroet al. (2013) argued that in matured economies where unemployement rate is very low, businesses find

it difficult to identify highly skilled workers amongst the ageing population or dwindling workforce.In such a condition, if a business need specific skills, it becomes increasingly important to find it in-house or build it in-house (Coyle-Shapiroet al., 2013).Interesingly, the contrast is not always valid that an organization do not have to train its workforce when there is high incidence of unemployment within an economy (Coyle-Shapiroet al., 2013). For instance, the authors observed that many labour eonomies suffer from skills shortages and though there may be many people seeking for employment however, they may not have the skills and knowledge required by the employer. Hence, in an attempt to cure this shortfall, organizations have resorted to employer support programs aimed at assisting their employees to further theirstudies in areas that can enable the organizationto achieve its strategic goals.

2.6 Employees' Satisfaction Towards their Organization Support Systems

Ajala (2017) reported in his study that organization that ensured that its entire business processes met the organizational justices assumption in its implementaion witnessed a significant increasein employees satisfaction towards their organization support systems. Similarly, Bakhshi, Kumar and Rani(2009) confirmed Ajala results in their study when they equally postulated that when a worker perceives that its institution support systems were implemented or performed in a just or fair manner, that person felts pleasurable sensation of satisfaction towardsits employer support systems, inversely if they did not perceive such fairness, the frustration will eventaully culminate into dissatisfaction.

Also in the studies of Ajala (2015), Ajala and Bolarinwa (2015) and Cohen-Charash and Spector, (2001) it was established that organisational justice and its dimensions were found to have a

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significant impact on employees satisfation towards their organizations' support systems. Again how employees'perceived the distribution of organization support systems such as reimbursement of tuition, granting of study leave, promotion, pay increaseto be fair had a significant impact on the recipient satisfaction level towards these support systems (Cohen-Charash & Spector, 2001; Feinstein & Vondrasek, 2001). The authors reported that the understudied employees satisfaction towards their organizations' support systems became only evident when they perceived its outcome to be fair and void of any bias and favoritism. More so, with regards to procedural justice and its impact on employees' satisfaction towards their organizations' practices Konovsky and Cropanzano (1991) and Cobb and Frey(1996) all assertedthat if a worker doubt the fairness of the processes leading to promotion, or any sort of employer support programs and also believed that the processes for its distribution are biased it significantly affect their beneficiary satisfaction towards these support systems.

Additionally, Cropanzano, Howes, Grandey and Toth(1997)as well as Masterson, Lewis, Goldman and Taylor(2000) established in their respective studies that beneficiaries of organizations' support system had a negative reaction towards the understudied support systems. Though their study did not found the reasons for the respondents dissatifaction however per the studies done by Ajala (2015), Ajala and Bolarinwa (2015) and Cohen-Charash and Spector, (2001) it can be argued that the procedural processes for their institutions' support system approval and distribution may have contributed to this effect.

However, in the studies of Babakus, Cravens, Johnston and Moncrief(1996), Whitener(2001) and Riggle et al. (2009) it became evident that employees within their respective studies had positive attitude towards their organization support systems. Equally, an earlier study by Corporate University Xchange found out that less than 10 percent of people eligible for their organization

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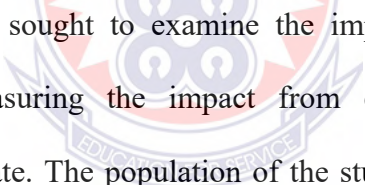
support system for higher education were actually using it (Rosenwald, 2000). The authorsfurther addedthe low level of its usage consequently led to a high incidence of employees' dissatisfaction towards their organization support system for higher education. Interestingly, within the same study it became evident that thetop management enjoying this support system were the ones found to be having stronger level of satisfaction towards their organizations' support systems (Rosenwald, 2000). Likewise a recent work by Grund and Martin (2010)affirms the study results of Rosenwald (2000) which underscored that a person's job status affected his satisfaction as well participation in employer support systems for training and development programs.

In contrast, Sanjeevkumar(2011) studies results could not confirmed the claims made by Grund and Martin (2010)and Rosenwald (2000). Again findings from Sanjeevkumar(2011)study'sdid not identify anysignificant differences among employees personal characteristics and their satisfaction levels. For example, in Sanjeevkumar(2011)studies, a worker personal characteristics (i.e gender, age, marital status, and educational level) did not affect his satisfaction level towards his organization support systems for higher education.Also in study conducted by Giangrecoa, Sebastiano and Peccei(2009) respondents satisfaction towards their organization support systems for training and development programs were mediated by the the perceived usefulness of organization support systems.

2.7 Empirical Review

This section seeks to discuss previous works that investigated employees' satisfaction towards their organization support systems within the human resource management literature.

Grund and Martin(2010) study sought to investigate the factors that predicted employees' participation in futher training programs among German workforce. The study explored formal training and establish the key individual and job-based determinantsthat predicted employees' decision to participate in further learning programs. Results from their study showed that a person's job position and firms's size were the variables that influenced respondents decision to participate in their organization training and development programs. Evidently, their study results showed factors that did predicted employees' decision to accept their organization support system to participate in their organization training initiatives. Nonetheless, their study did not sought to establish the employees' level of satisfaction towards their employer support systems for higher education.

Ajala (2017) on the other hand sought to examine the impact of organizational justice on employees job satisfaction measuring the impact from employees' working within the manufacturing sector in Ogun State. The population of the study came from employees of five institutions at the manufacturing sector in Ogun state, Nigeria. The main instrument used for the study data collection was questionnaire. The job satisfaction was measured from promotion, pay and compensation, leadership, training and development practices. Finding from the study revealed that there is a significant relationship between thethree dimensions of organisational justice and employees job satisfaction towards their organization practices. Though Ajala (2017) work sought to measure bundles of organization practices, nonetheless, its emphasis was not on employer support systems for higher education hence, findings from this study will not in anyway be similar to that of Ajala (2017).

Also Riggle et al. (2009) on their part sought to measure the impact of organization support supports systems on employees' outcome: organizational commitment, job satisfaction, performance, and intention to leave. The authors also examined the extent to which these effects were moderated by a respondents job type. Findings from the study posited that these organizational support systemshave a strong, positive impact on employees' satisfaction and organizational commitment; a moderate. Again findings from the study reveal positive effect on employee performance; and a strong, negative effect on intention to leave. The study findings also indicated that the effects of organizational support systemswere more significant for non-frontline employees.Evidently, Riggle et al. (2009) sought to measure the impact of organizational support systems on employees behaviour outcome nevertheless, its findings did not explicitly sought to measure the recipients satisfaction towards these support systems. However, with this present study, it seeks to measure employees' satisfaction levels towards their organization support systems for higher education. Accordingly, findings from this study will provide additional insight as to how beneficiaries of these employer support systems are sastified or dissatisfied with their organization support systems.

Similarly, Babakus et al. (1996), Whitener(2001) and Coyle-Shapiro and Kessler(2000) studies equally sought to measure the impact of organizational support systems on employees performance. Their study results established a significant positive impact between organizational support systems and employees behavioural outcome. As argued earlier, Babakus et al. (1996), Whitener(2001) and Coyle-Shapiro and Kessler(2000)studies all sought tofollow the same

trajectory by measuring the impact of organizational support systems on employees outcome.Hence, their studies did not measure employees satisfaction towards their organization support systems. Accordingly, findings from this study will add more width to the literature with regards to employees' satisfaction towards their organization support systems.

Additionally the work's of Al-Zu'bi(2010)measured the association that exist between organizational justice (i.e. distributive justice, procedural justice and interactional justice) and job satisfaction, and employees' perceptionsof workplace justice. The study measured the relationship of these justice constructs in a Jordanian setting. The data was collected through the distribution of questionnaires among 229 employees of number ofElectrical Industrial Companies selected through a stratified random sampling. The study revealeda significant relationship between the study respondent's satisfaction andperceptions of organizational justice. The findings also suggested that there is a positive association between organizational justice and job satisfaction.

Equally most of these organizational satisfaction studies have sought to measure employees' sastisfaction from a bundle of organizational practices but not on a specific organization suppor system. Hence, findings from this study will provide an empirical evidence to establish employees' satisfaction towards their organization support systems for higher education.

Finally a study by Schmidt(2004) sought to examine the nature of associationthat existbetween satisfaction with employer-provided workplace training and overall job satisfaction. Survey completion data were obtained from 301 customer and technical service employees in nine

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different organizations. The sampled institutions for the study were made up of organizations in manufacturing, technology, service, and government. Findings from the study established a significant association between job training satisfaction and overall job satisfaction. Likewise time spent in training, training methodologies, and type of training were found to be significant in their relationships to job training satisfaction. Equally the tools or methodology employed in training made a significant difference in job training satisfaction. Also the study found significant relationship between job tenure and employment type (customer service representative or technical service representative) when examined with job training satisfaction. Admittedly, Schmidt(2004)work's did an extensive enquiry with regards to how on-job training increased recipients satisfaction levels as well as how the modes of instruction and tenure equally predicted employees satisfaction of their jobs. Nonetheless, a clear review of Schmidt(2004) studies show that the researcher sought to extensively measure how on-the job training impacted on employees' satisfaction but not to establish therespondents' satisfaction towards the processesused to select an employee for the training initiative.

Clearly, as argued by Great Place to Work Institute (2007) employer support programmes were unusual a decade ago, however, same cannot be said in contemporary times because they have become commonplace business practice. Nonethless, the mystery around these support systems is, do these programmes work? Do they serve as a catalyst for desired employee outcomes? Are they capable of engendering more favorable employee attitudes and behaviors?Interestingly, practitioners and academicsappear to be struggling with these type of questions (Riggle et al., 2009). An executive at Google, for example, even puts the frustrations with these employer support programs in more better perspective when he argues that , there are no hard data to prove

that a free lunch and a multicultural, campus-like environment contribute to the organization's success and profit" (Great Place toWork Institute, 2007). Then question is, why have this inconclusiveness being so?

Clearly, the above reviews show that earlier works have largely sought to measure its impact on employees outcome and have forgotten to measure the recipient satisfaction towards these employer support systems. Accordinlgy, the above reviews vividly show the gaps in the literature that this work seeks to address.

2.8 Conceptual Framework of the Study

Conceptual framework is a visual or written product which seeks to explain either graphically or in a narrative format the main study constructs to be studied, the key factors, concepts, or variables and the presumed relationships among them (Miles & Huberman, 1994). Therefore, a conceptual framework presents the relationship that exists between the independent and dependent variables. The conceptual framework of this study is based on the study variables thus employers support system being the independent variable and employees' satisfaction being the dependent variable. However, the mediation variables expecting to moderate the respondents' satisfaction towards their employer support system for higher learning are distributive justice and procedural justice. Hence, the assumption of these mediation variables is that for the recipient to be satisfied with the understudied support system, its outcome and procedures for distribution ought to be perceived by the respondent as fair, just and void of any bias and subjectivity. A conceptualization of the relationship between the independent variables and the dependent variable is illustrated in Figure 2.1.

Conceptual framework for the Study
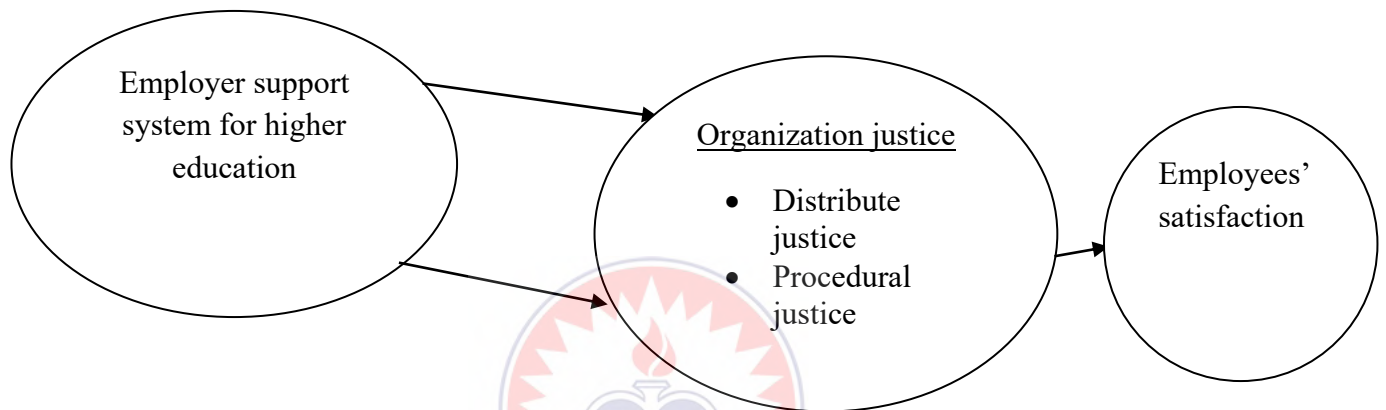
**Figure 2.1 Framework for analyzing how organizational justice mediate employees'
satisfaction towards their organization support systems for higher education**
Source: Author's construct, 2017

CHAPTER THREE

METHODOLOGY

3.1   Introduction

The methodology for the study is discussed in this chapter. The chapter covers the research design, population and sample size, sampling technique, sources of data and instruments and tools to be used in both data collection, and analysis.

3.2 Research Design

According to Creswell (2014),research designs are the forms of investigation within qualitative, quantitative, and mixed methods approaches that present the exact direction for processes with which a scientific enquiry may be carried out. Interestingly, Kumar(2011) was of the view that it is through a research design that a researcher determines for himself and communicates to others about his decisions concerning what study design he ought to employ, how the study is to gather data from its participants, how the study is to choose its participants, how the gathered data will be computed or analyzed and finally how the study will share its findings to its targeted audience. Accordingly, the study employed a case study as the research design for the study. According to Bryman(2012), acase study entails the detailed and intensive analysis of a single case or multiple cases. Likewise, Kumar (2011) shared Bryman's (2012) view when he postulated that a case study design could take the form of an individual, a group, a community, an instance, an episode, an event, a subgroup of a population, a town or a city. The author again added that with a case study design, the case the researcher selects becomes the basis of a thorough, holistic and in-depth exploration of the aspect(s) that a study may want to find out

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about. Additionally, it is a means through which specific instance or a few carefully selected organizations or situations are studied thoroughly (Gilbert, 2008).Though this research design is not without limitation but provides the best means for the study to achieve its study objectives. For instance, Kumar (2011) argued that it is a very relevant design when investigating an area where little is known or where you want to have a holistic comprehension of the situation, phenomenon, episode, site, group or community. Similarly, a case study is of great importance when the focus of a study is on intensively examining and understanding rather than confirming and quantifying. For these assumptions a case study design is the best approach since earlier evidence from the literature suggested that employee's satisfaction towards their organization support systems are less investigated or explored.

3.3 Target Population

According to Malhorta and Birks(2007), target population is the group of individuals that possess the information required by the researcher and about which inferences are to be made. The target population for this study comprises all the employees of Electricity Company of Ghana within the Ashanti West and East Areas (i.e. Offinso, Suame, Danyame, Abuakwa, Asokwa, Manhyia, Kwabre and Ayigya Business Centres). In inquiring into their total number of workforce, it was established that ECG has a total workforce of 500 for the Ashanti West and East Areas. Hence, 500 employees were identified as the total population for the study.

3.4 Sample

A sample is a small subset of a population and also said to be representative of the total population (Quinlan, 2011). Sampling can be a vital procedure when analysing data as it is a

valid way of collecting data without using the entire population, in particular when both time and budget constraints exist for the researcher. Moreover, since every member of the Ashanti West and East Areas of the Electricity Company of Ghana forms part of the targeted population for the study, a simple random sampling was employed to make the outcome fairly representative. Subsequently, the study employed the Krejcie and Morgan(1970) sampling table to determine the sample size for the 500 targeted population size. Based on the table, the sample size for this study was 217 on a 95 percent confidence level and 5 percent error of margin.

3.5 Research Instrument

Bryman (2012) made an interesting argument about the relevance of research instrument to study success. For instance, the author posited that merely identifying an institution and deciding to study it comprehensively are not in itself going to provide any form of data. However, it the research instrument that will inform the researcher how to obtain its study data and the processes to use to analyse the data gathered.

According to Bryman (2012), a research instrument is simply a technique used for collecting data. It can involve a specific instrument, such as a self-completion questionnaire or a structured interview schedule, or participant observation whereby the researcher listens to and watches others.

Specifically, within this study context questionnaire was used as the main data collection tool in this study. According to Yin (2009), the type of research questions being asked is important in determining the kind of instrument a study would have to employ. For example, Yin (2009) held that when phrases such as 'who', 'what', 'how much', and 'to what extent' questions are used,

the appropriate tool to use is questionnaire instruments. In this study, the nature of the research questions being investigated, for example are; 'What are the employer support systems implemented by ECG to support its employees in higher education? What is the satisfaction of the respondents towards their organization support system aimed at assisting them with higher education? What is the relationship that exists between procedural and distributive justice and respondents' satisfaction towards their employer support for higher education? Therefore, questionnaire instrument was seen to be appropriate for this study. A questionnaire is a highly structured data collection technique whereby each respondent is asked the same questions (McColl, 1993). Questionnaires are popular as they allow the collection of a large amount of data in a highly economical way (Saunders, Lewis, & Thornhill, 2009). Hungler (1999) underscores that questionnaires equally reduce bias or faults which could be caused by the researcher's attitude and preferences and besides offer an objective view on the research question. Notwithstanding its numerous benefits it equally has some deficiencies as well. According to Bryman and Bell (2007) questionnaires do not provide the opportunity for a researcher to probe further of questions asked and for the answers that are given and also one can never be sure that the questionnaire is being completed by the right person; it could very well be completed by someone other than the desired respondent. Nevertheless, questionnaire was deemed as the appropriate instrument that would enable the researcher to achieve the study objectives.

3.6 Sources of data

The study relied on both primary and secondary sources of data. The study used the secondary source in gathering information from the ECG website as well as previous studies relating to employer support systems. Rodson (2002) argued that, primary sources of data refer to data that

will be collected to express a specific purpose. The primary data for this study were obtained from the study sample. The primary data enabled the researcher to compare and contrast information to see whether the data gathered affirm or disaffirm the findings of previous studies.

3.7 Data Collection Procedure

The questionnaires were sent out to ECG employees at the following business centres; Offinso, Suame, Danyame and Abuakwa, Asokwa, Manhyia, Kwabre and Ayigya on the 10th of June, 2017 to enable the researcher gather data into the problem under study. The questionnaire was the main instrument used in the study since it was less expensive way to gather data from a large number of respondents and also required less skill for its distribution and retrieval. The questionnaire administration was carried out by the researcher through personal visits to the business centers on five consecutive occasions. Also, because the researcher is an employee of the firm understudy, it made it quite easy to retrieve most of the distributed questionnaires since the workers were familiar with the researcher. Nonetheless, approval was sought from Business centres' heads before the questionnaires were given out to the respondents to answer. However, the collection of the questionnaires was done on the 15th of June, 2017. Hence, it took five days for the researcher to retrieve the questionnaires.

3.7.1 Pre-Testing

To ascertain reliability and content validity of instrument, a pilot test was conducted to check and ensure that no irrelevant question was present. Any indications of ambiguities realized were modified to make them straight forward and more meaningful. The pre-test was carried out at

Adum office where the researcher works. Additionally, the study supervisor read through the questionnaire items thoroughly to ascertain whether they match the research questions the study sought to understudy.

3.8 Ethical considerations

Ethical conduct states that it is the responsibility of the researcher to assess carefully the possibility of harm to research participants and to the extent that any likely event that has the potential of harming the respondents are minimised (Bryman & Bell, 2007). When carrying out research it is important that participants are made aware of why the study is being carried out and what will be done with the information they provide. If this is not made clear, the information given may not be entirely truthful or accurate. Again it is important to inform respondents that participants' identities will not be shared and that there is full confidentiality. Similarly, it is equally important that in quantitative research, investigators must be completely objective and try not to influence a study with their own values and perceptions (Burns & Grove, 1993). In an attempt to address these concerns first, permission was sought from the Business Centres coordinators before the researcher distributed the questionnaires to the participants to fill out. Second, every questionnaire that was sent out was attached to a cover letter which clearly espoused the purpose of the survey. The questionnaire did not require the names of the respondents; this was to protect their identity and remain anonymous. As a result, the employees' were aware from the beginning what the researcher was doing, why and where the information was going and why it was being gathered.

3.9Analysis of Data

As stated earlier, quantitative research expresses human experiences and opinions into numbers (Duffy & Chenail, 2008). To analyse the collected research data, the researcher used Statistical Package for Social Scientist (SPSS) version 20. SPSS is a system for statistical analysis and helps to display findings by creating charts and tables. To Bryman and Bell (2007) SPPS is one of the most widely used computer software packages for analysis of quantitative data for social scientists. In order to achieve the findings and results for the dissertation, the author used descriptive analysis to summarise the data. These methods were numerical and/or graphical. The analysis consisted of graphs, tables and charts outlining the responses received. The reasons for using this procedure are to make it easier for the research audience to compare and understand the findings.

3.10 Summary

This chapter has provided a detailed explanation of the methodological approach to be used in the study. The survey is positioned within the case study research design and accordingly, research strategies related to quantitative research have been discussed. The questionnaire measuring instrument was used as the main data collection method, and its development followed the rigorous procedures recommended by Churchill and Iacobucci(2002)and Su and Parham(2002)respectively.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1   Introduction

This chapter focuses on the descriptive analysis of the final data collected from the survey and summaries of the basic statistics related to the respondents' demographic profile and the other measuring scales of the study. The Statistical Package for Social Sciences (SPSS) version 20.0 was used for the descriptive analysis of the data and subsequently multiple linear regression was used for the determinants analysis. The chapter is structured into three sections. The first section presents the response rate and the demographic profile of the respondents. The second section dealt with the reliability scale of the various measuring construct of the study (i.e. Cronbach Alpha). Finally the third section looked at the measurement construct of the study and discusses the findings in reference to the research objectives.
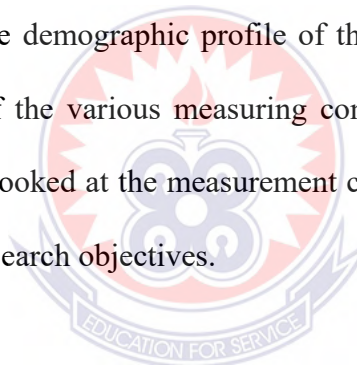
4.2 Response Rate

The study distributed 217 questionnaires to selected ECG employees at the following Business Centres; Offinso, Suame, Danyame, Abuakwa, Asokwa, Manhyia, Kwabre and Ayigya all within the Ashanti region. From the questionnaires distributed, a total of 150 completed questionnaires were received. Out of these received questionnaires, 125 were usable for analysis, giving an effective response rate of 65.10%. This response rate is considered to be highly enough, since per the views of Baruch and Holtom (2008) the average response rate for research works in management and behavioural sciences ought to be 52.7%.

4.3 Demographic Profile of Sample

Table 1 below shows the demographic profile of the respondents (age gender, educational qualification, the specific Business Centre the respondents worked with and the number of years the respondents have been with ECG).

Table 1: Demographic Profile of the Respondents

Demographic variable	Category	Frequency	Percentage
Gender	Female	56	44.8%
	Male	69	55.2%
Age	21-30 yrs	3	2.4%
	31-40 yrs	55	44%
	41-50 yrs	63	50.4%
	Above 50 yrs	4	3.2%
Education	WASSCE/SSCE/Technical Technical/Vocational	52	41.6%
	Diploma/HND	51	40.8%
	Bachelor's degree	14	11.2%
	Master's degree	8	6.4%
Business Centre	Danyame	15	12%
	Suame	15	12%
	Abuakwa	15	12%
	Offinso	16	12.8%
	Asokwa	16	12.8%
Years worked with the	Manhyia	16	12.8%
ECG	Kwabre	16	12.8%
	Ayigya	16	12.8%
Position	1-5 years	9	7.2%
	6-10 years	23	18.4%
	11-15 years	62	49.6%
	16-20 years	18	14.4%
	Above 20 years	13	10.4%
	Managerial	23	18.4%
	Non-managerial	102	81.6%

Source: Field study, 2017

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The demographic profile of the respondents in Table 1above shows that 44.8% of the respondents, were female and 55.2% were male. Also with the respondents ages, more than half of the respondents 121 (96.8%) were between the ages of 21-50 years and the restfell within the above 50 years' category. With the respondents' education qualification,41.6% of the respondents had WASSCE/SSCE/Technical as their academic qualification, 40.8% of the respondents equally had diploma as their academic qualification, 11.2% of the respondents had bachelor's whereas 6.4% had master's degree. In total, 15(12%) of the respondents worked with the Danyame, Suame, and Abuakwa Business Centres of the ECG respectively whereas 12.8% of the respondents worked with Offinso, Asokwa, Manhyia and Kwabre Business Centres of the ECG respectively. Also with reference to the number of years the respondents had worked with ECG, it became evident that 92% of the respondents have been with ECG for over a period of 1-20 years. Also 8% have worked with ECG for 20 years and over. Finally, with regards to position the respondents occupied at their respective Business Centres, it became evident that 18.4% of the respondents held managerial roles whereas 81.6% held non-managerial positions.

4.4 Analysis of Measurement Reliability Scale

Table 2 below presents the reliability of the four measuring constructs.

Table 2: Reliability of Measuring Construct

No.	Measuring Constructs	No. of Measuring items	Cronbach Alpha
1.	Employer support system for higher learning	9	0.980
2.	Distributive Justice	4	0.938
3.	Procedural Justice	4	0.964
4.	Employees satisfaction	7	0.972

Source: Field study, 2017

In all 24-item instruments were employed to elicit participants' responses about their satisfaction level towards their organization's support system for higher learning. The first determinant item, labelled 'employer support system for higher education', included 9 items measuring the various employer support schemes being implemented by ECG to support its employees in higher learning education (Cronbach alpha=0.980). The second determinant item, labelled 'distributive justice' hadfour items measuring the fairness of ECG support system for higher learning outcomes from a decision-making process(Cronbach alpha=0.938). The subsequent measuring item, 'procedural justice'consisted of four items measuring the fairness of the processes used to decide ECG's support system for higher learning outcomes.The final item, labelled 'employee satisfaction' had six items measuring how the respondents were satisfied with their organization's support system for higher learning (Cronbach alpha= 0.972). It could be established from Table 2 above that the reliability score for all the constructs ranged between0.938 and 0.980. This shows that the study instruments were highly reliable (Kline, 2005).

4.5 The Employer Support Systems Provided by ECG to assist its Employees in Higher Education Programmes

One of the objectives of the study sought to establish from the respondents the main employer support systems that existed or were provided by their organization to assist employees' in higher education programmes. Accordingly, respondents' ratings on the main support systems of ECG (i.e. had to support its employees' in higher studies) have been presented in Table 3 below. The study employed 5 likert scale thus, strongly disagree, disagree, neutral, agree and strongly agree to ascertain the respondents level of agreement on the various measuring items.

Table 3: Respondents Rating on their Employer Support System for Higher Education

Responses	N	Minimum	Maximum	Mean	Std. Deviation
My organization provides tuition fees/scholarships to workers who would want to seek further studies which are in line with the ECG's strategic goals	125	1	5	3.74	1.360
Whenever I gain admission to further my studies, I am released from my job activities to pursue that programme	125	1	5	2.44	1.526
My company offers me sufficient flexibility to reconcile my academic life with my job	125	1	5	2.54	1.260
My organization helps employees to develop their career goals	125	1	5	2.54	1.473
Whenever I have an examination to write, I am released from my job activities	125	1	5	2.58	1.515
My employer provides its workers study leave with pay to pursue higher learning programmes	125	1	5	4.20	1.474
My job schedule provides flexibility for me to engage in career progression activities like part-time studies	125	1	5	2.55	1.443
When I am not qualified for study leave with pay to pursue an academic programme I am equally provided with study leave without pay for the same programme	125	1	5	3.55	1.537
My employer encourages its workers to pursue additional studies that are in line with the organization vision	125	1	5	2.22	1.528
Valid N (listwise)	125				

Source: Field study, 2017

With the first measuring item, it sought to establish from the respondents as to whether their organization provided them with tuition fees/scholarshippackages when they wanted to seek further studies which were in line with ECG's strategic goals. On this measuring item, results from Table 3 above shows that most of the respondents agreed that their organization had this support system in place for its workforce. It recorded a Mean value of 3.74 and SD of 1.360.

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Similarly, as to whether when the respondents gain admission to further their studies, they were released from job duties to pursue that programme, it became evident that most of the respondent disagreed to this issue. This means that most of the respondents held that this particular support system was not provided by their employer to its workforce. It had a Mean value of 2.44 and SD of 1.526.

Moreover, with the third measuring item, it sought to establish from the respondents as to whether their employer offered them sufficient flexibility to reconcile their academic life to that oftheir job. On this item, results from Table 3 above show that most of the respondents were neutral in their rating, Thus, it had a Mean value of 2.54 and a SD of 1.260. This means that most of the respondents could neither agree nor disagree as to whether their employer offered them sufficient flexibility to reconcile their academic life with that of their job duties.

Furthermore, with the fourth item, results from Table 3 above show that most of the respondents could not tell as to whether their employer helped employees in developing their career goals. On this item most of the respondents rating fell within the neutral score. It had a Mean value of 2.54 and SD of 1.473. More so, as to whether their employer released them from work duties whenever they had examination to write, it became evident that most of the respondents ratings on this item fell with the neutral score. It had a Mean value of 2.58 and a SD of 1.515.

In addition, as to whether their employer providedthem study leave with pay to pursue higher learning programmes, it became evident that most of the respondents' rating on this item fell within the agreed score. It had a Mean score of 4.20 and SD of 1.474. This means that large section of the respondents agreed that their employer provided its workers study leave with pay to pursue higher learning programmes.

As to whether their job schedules provided them flexibility to engage in career progression activities like part-time studies, it was revealed that most of the respondents'answers to this item fell with the neutral score. It had a Mean score of 2.55 and SD of 1.443. This means that majority of the respondents could neither agree nor disagree as to whether their job schedules provided themwith much flexibility for them to engage in career progression activities like part-time studies or not.

The last but not the least item under this construct sought to establish from the respondents as to whether on instances where they were not qualified for study leave with pay to pursue an academic programme they were equally provided with study leave without pay for the same programme. On this item results from Table 3 above show that majority of the respondents agreed to this issue. It had a Mean value of 3.55 and SD of 1.537.

The final item equally sought to establish from the respondents as to whether their employer encouraged its workers to pursue additional studies that are in line with the organization's vision. On this item it became evident that most of the study respondents disagreed to this issue. It recorded a Mean value of 2.22 and SD of 1.528.

Findings from this study suggest that the main employer support systems provided by ECG to assist its employer in higher education are tuition fees, scholarhship, study leave with pay and study leave without pay. In contrast, ECG did not have in place systems that encourage workers to pursue additional studies that are in line with the organization's vision. Also ECGdid not provide its employees with that flexibility to combine both their work duties with that of academic studies.

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Findings from this study is consistent with the works of Garger (1999) and that of Rosenwald(2000) which established that through support systems like tuition and scholarship packages organizations' provide assistance to their employees' to further their education. Also findings from this study affirm the works of Great Place toWork Institute(2007)which equally established leave programme as part of employees support system given to employees to assist them to pursue studies of higher learning.

In contrast, findings from this study could not confirm the study results of Lazăr et al. (2010) and that of Hartel et al. (2007) ascited in Dickson (2016) where they established that organizations provided its employees with support systems such as flexible working time, job sharing and telecommuting working arrangements to assist its employees to further their education.

4.6 Respondents' Satisfaction towards ECG Support Systems for Higher Education

Having established the support systems provided by ECG to assist its employees in higher education programmes, this study objective sought to establish the respondents level of satisfaction towards the identified support systems. However, the two main organzational justice namely distributive and procedural justice are expected to mediate the respondents satisfaction hence respondents ratings as to how their organizational support system met these organizational justiceare first presented in Table 4 and Table 5 below before the respondents' satisfaction towards ECG support system for higher education are eventually presented in Table 6.

Table 4: Responses on Distributive Justice

Responses	N	Minimum	Maximum	Mean	Std. Deviation
My institution support system aimed at assisting employees to further their studies are performed in a clear and unbiased manner	125	1	4	2.25	1.155
The scholarship/tuition packages provided for its workforce for higher learning programmes are characterized by high favouritism	125	1	5	4.42	1.284
Workers who qualify for the study leave with pay package receive it	125	1	5	2.35	1.173
My institution support system for employees to further their studies is well designed and well implemented	125	1	5	2.25	1.242
Valid N (list wise)	125				

Source: Field study, 2017

Results from Table 4 above concerning whether the respondents' institution support systems aimed at assisting employees to further their studies were performed in a clear and unbiased manner, it became evident that most of the respondents rating on this item fell within the disagreed score. It had a Mean value of 2.25 and SD of 1.155. With the second measuring item, results from Table 4 above show that most of the respondents agreed when asked to indicate their level of agreement on whether the scholarship/tuition packages provided by their organization for its workforce for higher learning programmes were characterized by high favouritism, it became evident that most of the respondents agreed to this issue. It had a Mean value of 4.42 and a SD of 1.284. This suggests that most of the respondents agreed that their organization scholarship/tuition packages were characterized with high favoritism. Also on the third measuring item it sought to establish from the respondents as to whether workers who qualified for their institution's study leave with pay package received it. On this item results from Table 4

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above show that most of the respondents disagreed to this issue. It had a Mean value of 2.35 and SD of 1.173. With the final measuring item under the distributive justice construct, results from Table 4 above show that most of the respondents disagreed when asked to indicate whether their institution support system for employees to further their studies were well designed and well implemented. It had a Mean value of 2.25 and SD of 1.242.

Findings from Table 4 above revealed that the employer support system aimed at assisting employees at ECG to further their education did not meet the distributive justice criteria. Thus, per the perception of the employees the distribution of this support system was not fair or just.

Table 5: Responses on Procedural Justice

Responses	N	Minimum	Maximum	Mean	Std. Deviation
My organization has in place adequate processes and structures to properly implement its support system aimed at assisting its workforce in higher education studies	125	1	5	2.62	1.293
Headquarters' utilize the institution processes to assess my education intention/admission request objectively and without biases whatsoever	125	1	5	2.51	1.311
If I have problems with decisions made by headquarters' with regards to my education request denial I can communicate my concerns openly to my supervisor	125	1	5	2.54	1.429
I feel treated fairly whenever I put in request to continue with my academic studies	125	1	5	2.24	1.340
Valid N (listwise)	125				

Source: Field study, 2017

Procedural justice construct sought to assess the procedures ECG employed to grant its employees with its support systems packages to further their education. Hence, it seeks to assess

how fair the procedures were from the perspective of the respondents. As to whether the respondents organization had in place adequate processes and structures to properly implement its support system aimed at assisting its employees' in higher education studies, it became evident that most of the respondents' rating on this item fell within the neutral score. It had a Mean score of 2.62 and SD of 1.293. This suggests that most of the respondents could neither agree nor disagree as to whether their organization had in place adequate processes and structures to properly implement its support system.

Moreover, on the second measuring item, it sought to establish as to whether headquarters' utilize the institution's processes to assess respondents' education intention/admission request objectively and without any biases whatsoever. On this item it became evident that most of the respondents' ratings fell within the neutral score. It recorded a Mean value of 2.51 and SD of 1.311. Findings on this item suggest that the respondents were inconclusive in their responses on this item.

Results on the third measuring item suggest that most of the respondents could not agree nor disagree as to whether when they had problems with decisions made by headquarters' with regards to their education request denial they were able to communicate their concerns openly to their supervisor. On this item large section of the respondents rating fell within the neutral score. It had a Mean score of 2.54 and SD of 1.429.

On the last measuring item under the procedural justice construct, results from Table 5 above show that most of the respondents disagreed when asked to indicate as to whether they feel treated fairly whenever they put in request to continue with their academic studies. It had a Mean value of 2.24 and SD of 1.340.

Generally, findings from the study with regards to the procedural justice construct suggest that most of the respondents held that the processes used by ECG to grant its support for employees to further their education was not entirely fair.

As aforementioned Table 6 below shows respondents' satisfaction towards ECG support system for higher education.

Table 6: Respondents' Satisfaction towards the Existing Employer Support for Higher Education

Employees' Satisfaction	N	Minimum	Maximum	Mean	Std. Deviation
The tuition fees/scholarships packages provided by my employer have enabled me to further my studies	125	1	5	2.47	1.267
The working arrangements being provided by my employer has enabled me to finish academic programmes I gained admission to pursue	125	1	5	2.31	1.399
The flexibility provided by my employer has enabled me to reconcile my academic life with my job	125	1	5	2.44	1.433
I am satisfied with my organization's assistance provided to its employees to develop their career goals	125	1	5	2.26	1.351
I am satisfied with the working arrangements provided by my employer to assist workers who may have examination to write	125	1	5	2.50	1.389
The job schedule provided by my employer has given me flexibility to engage in career progression activities like part-time studies	125	1	5	2.54	1.359
The encouragement provided by my employer has incentivized me to pursue additional training programs aimed at improving my skills	125	1	5	2.44	1.358
Valid N (listwise)	125				

Source: Field study, 2017

Results from Table 6 above show that most of the respondents disagreed when asked to indicate their level of agreement on whether the tuition fees/scholarship packages provided by their employer have enabled them to further their studies. On this item most of the respondents rating fell within the Mean score of 2.47 and SD of 1.267. Also as to whether the working arrangements being provided by their employer has enabled them to finish academic programmes they gained admission to pursue, it became evident that most of the respondents disagreed to this issue. It had a Mean value of 2.31and a SD of 1.399.

Similarly, on the third measuring item, it sought to establish from the respondents as to whether the flexibility provided by their employer has enabled them to reconcile their academic life with their job roles. On this item, it was revealed that majority of the respondents' rating fell within the disagreed score. It had a Mean value of 2.44 and SD of 1.433. Equally large section of the respondents disagreed when asked to indicate their level of agreement on whether they were satisfied with their organization's assistance provided to its employees to develop their career goals. This measuring item had a Mean value of 2.26 and SD of 1.351.

Moreover, results from Table 6 above show that most of the respondents could not be conclusive when asked to indicate their level of agreement on whether they were satisfied with the working arrangements provided by their employer to assist workers who may have examination to write. This suggests that most of the respondents' ratings on this item fell within the neutral score. It had a Mean value of 2.50 and SD of 1.389.

Furthermore, most of the study respondents could neither agree nor disagree as to whether the job schedule provided by their employer has given them much flexibility to engage in career

progression activities like part-time studies. Thus, most of the respondents rating on this item fell within the neutral rating. It had a Mean value of 2.54 and SD of 1.359.

Finally, the last item under the employee satisfaction construct sought to establish from the respondents as to whether the encouragement provided by their employer has incentivized them to pursue additional training programmes aimed at improving their skills. It recorded a Mean value of 2.44 and SD of 1.358.

Findings from the study suggest that most of the respondents were not satisfied with the employer support provided by ECG for higher education programmes. Findings from this study corroborate the studies of Ajala (2017) which established that employees satisfaction towards their organization's practices and systems were found to be negative when the employees' perceived its implementation outcome as not fair and just. Likewise within the context of this study it became evident that ECG support system for employees' were found not to be fair and just in terms of its distribution and procedures accordingly, the respondents held that they were not satisfied with the employer support system provided by their employer.

Similarly, findings from this study is consistent with the works' of Bakhshi et al. (2009) which established that when a worker perceives that its institution support systems werenot implemented or performed in a just or fair manner, the frustration towards these systems translate into dissatisfaction.

Evidently the present study established that ECG provided its employees' with some support systems vis-a-visreimbursement oftuition, scholarships,study leave with pay as well as study leave without pay nonetheless, it became evident that the respondents' were not satisfied with these support systems. Hence on this score findings from this study is consistent with the works

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of Cohen-Charash and Spector(2001)Feinstein and Vondrasek(2001) where they established that the perceived fairness in the distribution of organization support systems such as reimbursement of tuition, granting of study leave, promotion, pay increasewere established as the significant predictor on the recipient satisfaction level towards these support systems. Accordingly, the high level of the respondents' dissatisfaction towards their organization's support system for higher education programmes can be attributed to the lack of distributive and procedural justices in its implementation processes.

Findings from this study confirm the study results ofCropanzano et al. (1997)and that of Masterson et al. (2000)which all established that employees had a negative reaction towards their organization support systems.

Accordingly, findings from this study affirm the views espoused by Konovsky and Cropanzano (1991) and that of Cobb and Frey (1996) when they argued if a worker doubt the fairness of the processes leading to promotion, or any sort of employer support programmes and also believe that they were done in biased manner their satisfaction towards such system will reduce.

4.7 The Relationship that exist between Procedural and Distributive Justice and Respondents' Satisfaction towards their Employer Support for Higher Education

This section sought to determine the relationship between the procedural and distributive justice and respondents' satisfaction towards their employer support for higher education. Accordingly, this model is presented to identify how the independent variables would have a greater prediction on the dependent variable.

The model is presented algebraically as follows:

Employee satisfaction = $\beta_0 + \beta X_1$ (Procedural justice) $+\beta X_2$ (Distributive justice) +E

Where: Y is the dependent variable, purchasing decisions

β_0 is the constant

E is the error term

βX_1 (Procedural justice) βX_2 (Distributive justice) are the independent variables and E (Error of margin)

Table 7, 8 and 9 below show the model summary, ANOVA and coefficient of the regression analysis.

Table 7 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.952[a]	.907	.905	2.42477

a. Predictors: (Constant), Procedural justice, Distributive justice

Table 8:ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6960.794	2	3480.397	591.953	.000[b]
	Residual	717.301	122	5.880		
	Total	7678.096	124			

a. Dependent Variable: employee satisfaction

b. Predictors: (Constant), Procedural justice, Distributive justice

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Table 9: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.487	.509		-.957	.340
	Distributive justice	.606	.139	.277	4.354	.000
	Procedural justice	1.309	.120	.695	10.936	.000

a. Dependent Variable: employee satisfaction

Simple linear regression analysis was carried out and it was established that procedural and distributive justice constructs had a significant impact on the respondents' satisfaction towards their organization support system for higher education since $F (2, 122) = 591.953, p<0.05$. Also the correlation coefficient for all the predictors variable was at $(R=0.952)$ meaning there was a strong positive association between procedural and distributive justice and employees' satisfaction. Again the Adjusted R square value of$(0. 905)$ suggests that90.5% of the variability in employees' satisfaction towards their employer support system for higher education could be explained by procedural justice and distributive justice.

Moreover, results from Table 9 above reveal that distributive justice had a significant impact on the respondents' satisfaction towards their employer support system for higher education since $p<0.01$. This means that as trust issues with regards to how ECG support systems are being implemented are improved, respondents' satisfaction towards their employer support system for higher education will increase concurrently by 0.606 percentage points. On this score the null

hypothesis which suggested that distributive justice will have no significant impact on the respondents' satisfaction towards their employer support system for higher education is rejected and alternative hypothesis is maintained.

Finally, it became evident that procedural justice had a significant impact on the respondents' satisfaction towards their employer support system for higher education since $p<0.01$. Hence, the null hypothesis which assumed that procedural justice will not have a significant impact on the respondents' satisfaction towards their employer support system for higher education is likewise rejected.

Findings from the study suggest that respondent's satisfaction towards their employer support system for higher education will improve or be positive when issues relating to the outcomes of their organization support system and procedures for approving these support systems are fair and just.

Findings from this study is consistent with the recent study results of Ajala (2017) which established asignificant relationship between thethree dimensions of organisational justice and employees satisfaction towards their organizations' practices. Likewise findings from the study corroborated the study results of Al-Zu'bi(2010)which established a significant positive association between organizational justice and respondents satisfaction towards their organization practices.

Likewise findings from this study corroborate the works of Ajala and Bolarinwa (2015) and Cohen-Charash and Spector (2001) which all in their respective studies established that organisational justice and its dimensions had a significant impact on employees satisfation towards their organization support systems and behaviour.

Finally, findings from this study confirm the studies of Bakhshi et al. (2009) which likewise posited a significant relationship between organizational justice and employees' satisfaction towards their organization support system.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1   Introduction

This chapter presents the summary of the main findings of the study as guided by the research objectives and research questions. The chapter also presents conclusion reached based on the findings as well as recommendations for additional research studies.

5.2 Summary of Main Findings

The first specific objective of the study sought to identify the employer support systems provided by ECG to assist its employees in higher education programmes. Findings from the study revealed that the main support systems provided by ECG were provision of tuition fees/scholarships, study leave with pay and study leave without pay. Equally on the same research objective it became evident that the employer support system aimed at assisting employees at ECG to further their education did not meet the distributive justice criteria. Thus, per the perception of the employees the distribution of this support system was not done in a fair and just manner. Also under the same research objective the study established that the processes used by ECG to grant this support system were not fair.

The next objective the study sought to measure was to ascertain the respondents' satisfaction towards their employer support system for higher education. On this study objective results from the study revealed that most of the respondents were not satisfied with the employer support provided by ECG to assist workers who may want to pursue higher learning programmes.

The third objective was to establish the relationship that exists between procedural and distributive justice and respondents' satisfaction towards their employer support for higher education. On this research objective finding from the study established that procedural justice and distributive justice had a significant impact on the respondents' satisfaction level towards their employer support system for higher education. This suggests that as ECG distributive and procedural justice improves their workforce satisfaction towards their organization support system for higher learning will improve concurrently.

5.3 Conclusions

The main problem of the study was to assess employees' satisfaction towards their employer support for higher education at the Electricity Company of Ghana. The study employed the organizational justice theory to assess how factors such as distributive and procedural justice affected employees' satisfaction towards employer support for higher education among ECG workers.
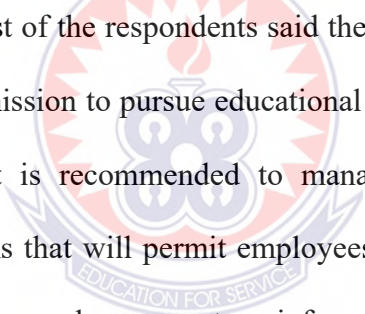
The study found out that the support system ECG provided to its workforce to support them in higher education were the provision of tuition fees/scholarships, study leave with pay and study leave without pay. Also it became evident that support systems such as releasing employees' from their job activities to pursue higher learning programme, provision of sufficient flexibility to enable employees' reconcile their academic life with their job roles, assisting employees to develop their career goals and ensuring that employees' job schedules provided them flexibility to engage in career progression activities like part-time studies were not part of the support systems ECG provided to its workforce to assist them in higher learning programmes.

Again results from the study show that most of the respondents were not satisfied with the employer support provided by ECG for higher education since the process for granting employees' approval were not perceived by the employees to be just and fair.

Finally, the study found out that distributive justice and procedural justice had a significant impact on the respondents' satisfaction towards their organization's support system for higher learning.

5.4. Recommendation

The following recommendations are put forward to management:

A. It became evident that most of the respondents said they were not released from their job duties when they gain admission to pursue educational or higher learning programmes or courses. On this score it is recommended to management to equally look at new modalities or work systems that will permit employees due for educational programmes to pursue it since it will go a long way to reinforce the educational support systems provided by ECG to its workforce.

B. Moreover, it became evident that ECG did not offer its employees' sufficient flexibility to reconcile their academic life with their job roles. On this note, it is recommended to management to introduce support programmes such as flexi working hours and job sharing working arrangements that can make it easier for its employees' to combine both their academic studies to that of their job roles.

C. Additionally,the study found out that most of the respondents were not satisfied with the existing support system provided by ECG to assist employees' in higher learning

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programmes. On this it is recommended to ECG to improve its procedural systems since it was established that most of its approval processes were not done in a fair and just manner.

D. Finally, findings from the study revealed that most of the respondentsheld that the scholarship/tuition packages provided by ECG were characterized with high incidences of favoritism. On this note it is recommended to management to eschew this favoritism and biases from its support systems since it presence will defeat the benefits that come with employer support systems.

5.5 Recommendation for further research

Firstly, this study confined itself to a public sector organization. Accordingly, a comparative study should be carried out to compare whether the findings also apply to other private entities in order to validate whether the findings can be generalized to all sectors of the Ghanaian economy. Also, other study variables such as respondents' personal characteristic such as, position within their work organization, number of years being with the company and their educational level did not form part of the moderating variables to ascertain how these variables affected an individual satisfaction towards their organization support systems. Hence, other studies should employ these variables to measure how they affect a person's satisfaction levels.

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Appendix

UNIVERSITY OF EDUCATION WINNEBA-KUMASI CAMPUS

Master of Business Administration

Questionnaire Items

Dear Sir/Madam,

This questionnaire is designed to collect information about employees' satisfaction with their employer support systems for higher education. The study is for academic purpose solely, your responses, though voluntary, are greatly appreciated and would be treated with the utmost confidentiality. Thank you.

Instructions: Please tick [√] the response that best describe your view.

SECTION A: RESPONDENTS PROFILE

1. **Age**

[ ] 21-30   [ ] 31-40   [ ] 41-50   [ ] above 50

2. **Gender**

[ ] Male   [ ] Female

3**. Educational Background of Respondent**

[ ] Diploma [ ] Degree [ ] Post-degree [ ] Please others(s), specify………………………………

4. Please state the specific ECG Business centre you work at?

…………………………………………….

5. Please indicate your current job position/directorate/section at ECG?

……………………………………………………………………

SECTION B: EMPLOYER SUPPORT SYSTEM FOR HIGHER EDUCATION

Please indicate your level of agreement to the following employer support systems as to whether they are being provided by your employer to assist you in your higher education. Use this scale: **(SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD – Strongly Disagree)**

	EMPLOYER SUPPORT SYSTEM FOR HIGHER EDUCATION	**SA**	**A**	**N**	**D**	**SD**
6.	My organization provides tuition fees/scholarship to workers who would want to seek further studies which are in line with the ECG's strategic goals					
7.	Whenever I gain admission to further my studies, I am released from my job activities to pursue that programme					
8.	My company offers me sufficient flexibility to reconcile my academic life with my job					
9.	My organization helps employees to develop their career goals					
10.	Whenever I have an examination to write, I am released from my job activities					
11.	My employer provides its workers study leave with pay to pursue higher learning programmes					
12.	My job schedule provides flexibility for me to engage in career progression activities like part-time studies					
13.	When I am not qualified for study leave with pay to pursue an academic programme I am equally provided with study leave without pay for the same programme					
14.	My employer encourages its workers to pursue additional studies that are in line with the organization vision					
	Distributive justice	**SA**	**A**	**N**	**D**	**SD**
15.	My institution support system aimed at assisting employees to further their studies are performed in a clear and unbiased manner					
16.	The scholarship/tuition packages provided for its workforce for higher learning programmes are characterised by high favouritism					
17.	Workers who qualify for the study leave with pay package receive it					
18.	My institution support system for employees to further their studies is well designed and well implemented					
	Procedural justice	**SA**	**A**	**N**	**D**	**SD**
19.	My organization has in place adequate processes and structures to properly implement its support system aimed at assisting its workforce in higher education studies					
20.	My **Business centre/Directorate** utilizes the institution processes to assess my education intention/admission request objectively and without biases whatsoever					
21.	If I have problems with decisions made by headquarters' with regards to my education request results I can communicate my concerns openly to my supervisor					

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22.	I feel treated fairly whenever I put in request to continue with my academic studies					

SECTION C: EMPLOYEES SATISFACTION LEVELS TOWARDS THEIR ORGANIZATION SUPPORT SYSTEM FOR HIGHER EDUCATION

This section seeks to measure how satisfied employees are with the employer support system being provided by ECG to assist its workers in higher education programmes. With respect to your experience please indicate the degree of your level of agreement or disagreement with each statement by using the scale **(SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD – Strongly Disagree)**

	Employees Satisfaction	**SA**	**A**	**N**	**D**	**SD**
23.	The tuition fees/scholarship packages provided by my employer has enabled me to further my studies					
24.	The working arrangements being provided by my employer has enabled me to finish academic programmes I gained admission to pursue					
25.	The flexibility provided by my employer has enabled me to reconcile my academic life with my job					
26.	I am satisfied with my organization's assistance provided to its employees to develop their career goals					
27.	I am satisfied with the working arrangements provided by my employer to assist workers who may have examination to write					
28.	The job schedule provided by my employer has given me flexibility to engage in career progression activities like part-time studies					
29.	The encouragement provided by my employer has incentivized me to pursue additional training programmes aimed at improving my skills					