

THE EFFECT OF PERCEIVED  
ORGANISATIONAL SUPPORT AND  
MOTIVATING LANGUAGE OF LEADERS ON  
JOB PERFORMANCE, SATISFACTION AND  
COMMITMENT OF EMPLOYEES

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UNIVERSITI TUNKU ABDUL RAHMAN  
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MANAGEMENT  
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Satisfaction and Commitment of Employees

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## ABSTRACT

Effective downward communication has been playing a very important role in enhancing relationship between a superior and a subordinate such that it may contribute to good performance, satisfaction and commitment of the subordinate to the organisation. At the same time, perceptions held by employees about the organization that they care, respect and value them are also equally vital to bring about similar positive human resource or organisational outcomes. Thus, the advocacy of motivating language among leaders and the adequacy of the provision of socio-emotional and instrumental support by the organisation for the employees are the two factors or predictors that are theorized in this paper to possibly have effects on important human resource outcomes mentioned earlier. Organisational commitment is of paramount importance and it may clearly speak to the leadership success of any organisation. The proposed conceptual framework in this paper would mainly examine the possible effects of motivating language and perceived organisation support on employee outcomes in a renowned and established pre-university private college here in the Klang Valley that has been earning a good reputation for its administrative and service quality excellence in a premium education market. However, the academic staff of this college are one of the most important stakeholders, and as such, measures should be taken to preserve and enhance the value of this human capital. This study could be justified to further identify, explore and address the possible problems of the adequacy or the lack of strategic superior communication (leader motivating language) and organisational support for the academic staff to be satisfied, motivated to perform and commit to the college they have been working for to achieve its mission and objectives in the long run.

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# CHAPTER 1

## INTRODUCTION

### 1.0 Introduction

This chapter attempts to propose a research that will add to an understanding of how employees' commitment to an organisation is dependent on their leader communicational strategies and the provision of organizational support for their (employees) contribution and their services to the organization in attaining their task goals and organizational goals. The primary focus of this research emphasizes on how effective leadership communication and provision of intrinsic and extrinsic support at the organisational level should explain job satisfaction and job performance, and hence, how at the end, result in high commitment and loyalty to the organization. Hence, this research would contribute to the field of organizational behavior and point out to the fact that factors that are largely associated with communication and motivation do contribute to employee outcomes. Employees are the internal customers of an organisation and also important stakeholders that will need to be protected and taken care of by both leaders and the organization as a whole so that their performance will be enhanced and they will be satisfied with their jobs and task roles assigned to them. All these may then contribute to organizational commitment, connoting their loyalty to the organization. This research would also provide a further insight into perceived organizational support, which is a fairly new area and not adequately explored. Perceived organisational support revolves around employees' assessment of an organization's reciprocity of their contributions and services. This research would attempt to posit that the employees' perceived organisational support, together with motivating language, which is a leader communicational strategy, affect employees' job satisfaction, job performance and eventually, commitment and involvement in an organization. The discussions that follow will be background of the study.

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## 1.1 Background of the Study

It is undeniable that for many decades now, communication has been playing a very important role in the development of trust between people working within an organizational setting, such that it contributes to performance, satisfaction and commitment. Thomas et al.'s framework (2009) mainly theorizes that performance outcomes are led by communication practices which mainly entails development of trust, perceptions of organizational openness, and employee involvement. However, in their work, communication was only defined in terms of the extent to which the quality and the quantity (adequacy) of such information were involved in the communicational exchange between organizational members. In this research, it will be postulated that the other communicational factor, that has largely to do with downward communication, would play an important role in engaging employees to perform, be satisfied and commit to the organization.

In the proposed framework, the downward communicational factor that was perceived to be equally important in bringing about employee engagement was the advocacy of the motivating language (ML) by the leader. The underlying model for motivating language (ML) was first conceptualized by Sullivan (1988), as cited in Mayfield, et al. (1998). There were several other write-ups on this concept by other authors. Motivating language (ML) Motivating language is relatively simple yet firmly based in widely accepted leadership and communication theories (Mayfield et al., 1998). Sullivan (1988) conceptualized the importance of a leader having a balance three speech acts that are transformational in nature, thus bringing about positive organizational outcomes like job performance and employee engagement. The three speech acts will be discussed in details in the next chapter and according to Mayfield et al., 1998, they all about a leader reducing uncertainty in his or her work relationship with his or her subordinate, the willingness to share his or her affect with a subordinate and when a leader explains the organization's cultural environment to a worker, including its structure, rules, and values. Since motivating language (ML) is in line with transformational leadership, many scholarly activities pointed out that transformational leadership bring about positive organisational outcomes. A leader success is measured by the employees' commitment (Mayfield

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and Mayfield, 2002), which reaps benefits far beyond improved organizational performance.

In the proposed conceptual framework, another important explanatory factor that would bring about performance, satisfaction and commitment to the organization would be the perception held by the employees about the organization that they care, respect and value them. It reflects the kind of reciprocation from the employer's side, where such reciprocation by the employers should not be just intrinsic, but extrinsic as well. Hence, the construct that would measure and describe such perceptions is called the Perceived Organisational Support (POS), will be incorporated into the proposed framework.

In fact, the idea of the commitment shown by the employees to an organization has attracted considerable interest recently. As cited in Neves and Eisenberger, 2014, and in line with organizational support theory (Eisenberger et al., 1986; Eisenberger and Stinglhamber, 2011; Rhoades and Eisenberger, 2002; Shore and Shore, 1995), the provision of valued resources by the employer (e.g. pay raises, developmental training opportunities) would enable employees in the employment to develop high POS and feel obligated, based on the reciprocity norm (Gouldner, 1960), to strive to repay the organization by helping it reach its objectives. As cited in Neves and Eisenberger, 2014, employees with high POS have been found to repay the organisation with increased in-role and extra-role performance (Eisenberger et al., 2001).

When employees hold positive perception that the organization cares and values them, they feel a sense of belonging and sense of identity with the organization. According to Eisenberger et al. (1990) individuals with high POS are found to be less likely to seek out and accept jobs in alternative organizations (Allen, Shore and Griffeth, 2003). In their (Allen, et al., 2003) work, they focused on HR practices that imply the organization values and cares about employees. Allen et al., 2003, highlighted that investment in employees and showing recognition of employee contributions (e.g., valuing employee participation, Eisenberger et al., 1986, as cited in Allen et al., 2003) may signal that the organization is supportive of the employee and is seeking to establish or continue a social exchange relationship with employees. As such, in return, it may bring favourable and healthy employee



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outcomes such as employee job satisfaction, performance and ideally, commitment and loyalty. The social exchange approach, in line with the norm of reciprocity, argues that for when organisations provide tangible incentives as pay and fringe benefits and also socio-emotional benefits, such as esteem, approval, and caring (Blau, 1964; Eisenberger et al., 1986, as cited in Shanock and Eisenberger, 2006), workers would trade effort and dedication to their organization in exchange.

## **1.2 Problem Statement**

The main objective of conducting this research is to put forth the idea of advocating leader motivating language and providing the necessary organisational support for the academic staff of a renowned and established pre-university private college here in the Klang Valley. The college was not too long ago was rated 6-star form their service quality and administration by MyQuest, which is a Quality Evaluation System for Private Colleges, set out by the Ministry of Higher Education, Malaysia (MyQuest was introduced by the Department of Higher Education, Ministry of Education (MoE), Malaysia, to provide a wider access towards achieving a better quality of higher education system in Malaysia). The executives and members of this renowned college have been expected to upkeep administrative excellence and service quality, in carrying out the college's mission and objectives effectively.

However, for a college with such a reputation (6-star rating) in the market, one would wonder if their leaders are adopting strategic communication that is effective in enhancing work relationships with their subordinates, especially the academic staff. Thus, this research is expected to anticipated to provide valuable information as to whether the leaders, as in the heads of department and principals of the mentioned college, are advocating effective communicational strategies and also whether enough support is given by the college to create job satisfaction among the academic staff and in enhancing their performance, which is vital to the college's success in the long run and which is also what really matters to the market (students).

Effective communication between the leaders and the followers of this college could be compromised if not enough efforts are stepped up to preserve it. Thus,

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from this research, it would further benefit the college if their leaders come to understand that the academic staff are an important internal stakeholder to them. As such, some efforts should be taken to preserve the value of this human capital that operates within this organisation. In fact, this research could be justified to further explore and address the possible problems of the adequacy or lack of strategic superior communication and organisational support for employees to be satisfied and motivated to perform to meet college's mission and objectives. Besides, it is undeniable that turnover is an important HR metric that indicates the success of an organisation in carrying out its mission, goals and objectives. One has to understand that dysfunctional turnover could cause decreased productivity, high cost of replacement and training, the loss of valuable organizational knowledge, and lowered morale among remaining employees (Cascio, 1998; Mitchell, Holtom, Lee, & Graske, 2001, as cited in Mayfield and Mayfield, 2007). Retentions have been shown to be imperative to the success of an organisation, immaterial of the size of the organisation, its form of ownership, or its goods and services the offered to the market (Butler & Waldroop, 2001; Cappelli, 2001; Cascio, 1998, as cited in Mayfield and Mayfield, 2007).

As such, the objective of this research would be mainly an attempt to highlight the importance of the executives of this college having proper communicational strategies (motivating language) to engage their academic staff and also at the same time, proving the necessary support for their academic staff to get them to perform, seek satisfaction in their jobs and most importantly, to commit to the college that they are working for. It is hoped and anticipated that the main predicting factors, or the explanatory variables that will be explored in this research explain important employee outcomes like job satisfaction, job performance and organizational commitment, are the leader motivating language (ML) and the perceived organisational support (POS). Founded in the study conducted by Mayfield and Mayfield, 1998, Allen et al., 2003 and Zampetakis et al., 2009, an further attempt will be made in this paper to hypothesise that ML and POS do collectively explain employees job satisfaction, job performance and eventually leading to employees commitment to the organization in the local context. In line with the research objectives in this research, the outcomes of the empirical study that will be conducted in this research would hopefully point out to possible causal relationships

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between good leader communicational strategies, coupled with good organisational support, and HR employee outcomes like job satisfaction, job performance and organizational commitment, especially in the context of people management in the college mentioned. This research would be anticipated to provide useful insights to sound HR Management in the college. In the conceptual framework, the construct ML will be used to measure of the level of the advocacy of motivating language among the leaders in the college, whilst perceived organizational support (POS) would be the construct used to measure the level of support provided by the organization. The term leaders in this research refer to the immediate superior(s) of the academic staff (lecturers), who could be the heads of departments, principals or the academic director, of the mentioned college.

### **1.3 Research Objectives**

Pertinent to the problem statement above, the objectives of this research are outlined as below, and these objectives will give the study throughout this report.

#### **1.3.1 The General Objective**

The purpose of this research is to determine if there are any specific and significant linkages, between motivating language (ML) and perceived organizational support on employee outcomes (HR outcomes) in the private college mentioned. At the same time, this research would determine the linkage between each of the HR outcomes to employees' (academic staff's) commitment to the college (organisational commitment). The general objective may eventually point out to some general relationships that could be inferred from this paper but the specific objectives may clearly spell out any underlying relationships that clearly explain the variations in the main dependent variables in this research, which are job satisfaction and job performance leading to organizational commitment. As such being the case, the following section outlines the specific objectives of this research.

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### **1.3.2 The Specific Objectives**

The specific objectives are generally derived from the general objective above. Thus, in the context of the mentioned private college's administration, the specific objectives of the study are as follows:

- (4) To examine if there is a positive correlation between motivating language and job satisfaction.
- (5) To examine if there is a positive correlation between perceived organizational support and job satisfaction.
- (6) To examine is there is a positive correlation between motivating language and job performance.

To examine if there is a positive correlation between perceived organizational support and job performance.

To examine if there is a positive correlation between job satisfaction and organizational commitment.

To examine if there is a positive correlation between job performance and organizational commitment.

To examine, which of the two, motivating language or perceived organisational support, has a greater impact on job satisfaction.

To examine, which of the two, motivating language or perceived organisational support, has a greater impact on job performance.

### **1.4 Research Questions**

Subsequent to the identification of the research objectives in the preceding section, the following research questions were formulated and posed: In the context of the mentioned private college's administration:

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*Research Question 1:* How do motivating language (ML) of the leaders and the perceptions of organizational support (POS) held by the employees correlate to job performance?

*Research Question 2:* How do motivating language (ML) of the leaders and the perception of organizational support (POS) held by the employees correlate to job satisfaction?

*Research Question 3:* How then do job performance and job satisfaction correlate to organizational commitment?

*Research Question 4:* Which of the two, motivating language (ML) or perceived organisational support, has a greater impact on job satisfaction?

*Research Question 5:* Which of the two, motivating language (ML) or perceived organisational support, has a greater impact on job performance?

## **1.5 Hypotheses of the Study**

Based on the research objectives and research questions as highlighted above, the following hypotheses are developed for the correlation and multiple regression analyses for the main predictor variables (ML and POS) and how they influence the responding (outcome) variables of job satisfaction (JS), job performance (JP) and how then these two, JS and JP, influence organisational commitment. All these will be tested in and reported in Chapter 4 of this research. The findings of the hypotheses will definitely contribute to the understanding as to how motivation (manifested in the form of perceived organizational support) and leader communication (manifested in the form of motivating language) lead to employees' outcomes in the mentioned college. Thus, it is hoped and believed that the results would hopefully provide some insights to effective people and performance management in the mentioned college.

The eight (8) hypotheses developed are:

*H<sub>0</sub>: There is no significant correlation between motivating language and job satisfaction*

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*H1: There is a positive correlation between motivating language and job satisfaction*

*H0: There is no significant correlation between perceived organization support and job satisfaction*

*H2: There is a positive correlation perceived organization support and job satisfaction*

*H0: There is no significant correlation between motivating language and job performance*

*H3: There is a positive correlation between motivating language and job performance*

*H0: There is no significant correlation between perceived organization support and job performance*

*H4: There is a positive correlation perceived organization support and job performance*

*H0: There is no significant correlation between job satisfaction and organisational commitment*

*H5: There is a positive correlation between job satisfaction and organizational commitment*

*H0: There is no significant correlation between job performance and organisational commitment*

*H6: There is a positive correlation between job performance and organizational commitment*

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*H<sub>0</sub>: All the coefficients for the predictor variables (ML and POS) of job satisfaction are zero*

*H<sub>7</sub>: There is at least one coefficient (for one of the predictor variables) that is not zero*

*H<sub>0</sub>: All the coefficients for the predictor variables (ML and POS) of job performance are zero*

*H<sub>8</sub>: There is at least one coefficient (for one of the predictor variables) that is not zero*

## **1.6 The Significance of the Study**

This study should provide valuable insights, especially for the leaders of the mentioned private college, into how communicational strategies, particularly motivating language, are in line with transformational leadership and that are important to a leader, in terms of contribution to employee outcomes in an organisation. The first thing leaders in the college need to know about earning the trust and confidence of the academic staff on them is that it has a lot to do a lot with how they communicate. People do not know how much they could rely or depend on you as a source of motivation to perform and commit until and unless you demonstrate it (walking the talk). Thus, it will be attempted in this research to prove motivating language is an important communicational strategy of leaders to yield positive employee outcomes.

The other important factor would perhaps be the perceptions held by the employees concerning the support provided by the college to motivate them to perform and seek satisfaction in their jobs. It could be viewed as a form of trust placed on the college – the trust which could only be earned if the college places importance on supporting and taking care of the well-being of the employees.

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It is hoped and anticipated that the two main factors mentioned above would be proven as important predictors of employee outcomes of satisfaction and job performance, in the context of the mentioned college. It is clearly asserted then, in this research, that being able to engage the academic staff by strategic communication, coupled with the provision of intangible (and tangible) support for them would result in favorable outcomes in the end. In the event that the outcomes in this research point out to significant relationships between the variables present in the proposed conceptual framework, that will be discussed at length in the next chapter, then it would then be imperative that such factors be clearly spelt and incorporated into the HR plans of the college, including the provision of training for leaders (ML training) to address communicational deficiencies, review of criteria for leader selection based on communicational abilities, and so on, while at the same time, stepping up measures to ensure the provision of socio-emotional and instrumental support for the employees, so that the employees' POS could be enhanced. Those would be discussed in details in the last chapter of this research report. In general, employee outcomes that are favourable could clearly be reflected by positive outcomes manifested in the HR metrics of any organization, and not just the mentioned college, which also points out to the effectiveness of people management in an organisation in preserving and upgrading human capital. Efforts taken to preserve and upgrade the human capital would lead to the success of any organization.



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## CHAPTER 2

### LITERATURE REVIEW

#### 2.0 Introduction

In this section, a comprehensive review of the researches done on the topic of the employee job performance, job satisfaction and commitment (a connotation of loyalty) to organization and how leader communicational factors and perception of organizational support held by the employee build on those employee outcomes mentioned. In the second section, the discussions revolving around the relevant theoretical models, which points out to this proposed conceptual framework in this paper will be made. The proposed framework will be developed based on the research objectives and research questions. Finally, in the last section, hypotheses on each of the components will be developed to be tested later to review the relationships proposed within the framework, and how the results and the empirical outcomes could contribute to the theories developed for the prescribed ways of engaging the employees in any organization, and not the just the academic staff of the renowned private college mentioned in Chapter 1 earlier, which would be the target population of this study.

#### 2.1 Review of Literature

##### 2.1.1 Motivating Language of Leaders

Leader communication is imperative to an organisation. It is an essential ingredient to organizational success. Some business executives around the world invest time and money to create organizational leaders who effectively communicate information, ideas, and feelings to his or her employees (Xiaojun & Venkatesh, 2013). The work of Thomas et al., 2009, prove that organization members, especially employees who feel adequately informed by their supervisors or immediate and higher level managers are likely to carry out their work duties and

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responsibilities more efficiently and effectively. In fact, the provision of adequate information by leaders should supposedly reduce uncertainty and generate increased satisfaction among employees. It was demonstrated in the works of Hargie, Tourish, and Wilson (2002) who espoused the idea of communicational audit, that when management focuses on increasing information and reducing uncertainty, communication satisfaction among employees increases. All these clearly point out to the fact that there must be a strategic leader communication to enhance and achieve desirable employee outcomes eventually. This then also bring us to the definition and the discussion of Motivating Language.

The concept of Motivating Language was first conceptualized by Sullivan (1988) and now it is a well-defined model of effective leadership speech. It is a form of “strategic talk” has the objective of bridging the gap between leader intention and employee understanding to favorably influence employee outcomes (Mayfield, Mayfield and Kopf, 1998). Motivating language (ML) in fact is a widely accepted leadership and communication theory. It is undoubtedly a promising leader language strategy that has responded to these encouragements for discovery of augmented employee and organizational outcomes (Mayfield and Mayfield, 2012). According to Motivating language theory (MLT) the deliberate variance in leader speech can motivate employees to meet desired organizational and personal objectives (Mayfield, et al., 1998). As such, one would be able to justify why the word “motivating” is used in the first place for this concept. It is important to note that ML only explains subordinate responses to superior- initiated language and not the counterpart (i.e., comparable superior responses to subordinate initiated language). From the above discussions, motivating language (ML) has been proven to be a useful predictor of many essential worker and workplace outcomes, like the one in this paper, where the ultimate outcome is employee commitment (engagement).

As cited in Mayfield et al., 1998, and as conceptualized by Sullivan, 1988, motivational language is about having a balance of three speech acts that are transformational and relationship building in nature, thus bringing about positive organizational outcomes like job performance and employee engagement. The three speech acts are;

- 
- *Perlocutionary* language- the component of leader language that is *direction-giving* to mostly reduce uncertainty.
  - *Illocutionary* language- the component of leader language that *empathetic*-demonstrating the willingness to share his or her affect with a subordinate and
  - *Locutionary* or *meaning-making*- language component that a leader uses when he or she clearly explains and emphasizes the organization's cultural environment to a worker, including its structure, rules, and values.

The first speech act, perlocutionary language helps clarify subordinate's issues relating to what their job is and how that job is expected to be completed (Madlock and Sexton, 2015). It is a necessary component in leadership language that helps clarify both a subordinate's job roles and duties. The use of this language is in line with goal setting and MBO initiatives within an organisation (Mayfield and Mayfield, 2002).

Unlike the first speech act which is basically an assignment clarification, the second speech act, which is illocutionary language, is mostly an expression of humanity shown by leaders. One instance of this speech act is when, for instance, a manager compliments a worker for a job well done (Mayfield, Mayfield and Kopf, 1998). This speech is clearly demonstrated when a supervisor expresses care of positive affect to a subordinate, which includes shared feelings, praise, and criticisms. This 'empathetic' language would lend itself well to the provision of support for personal problems of employees, validate worker affect and complement good performance of employees (Mayfield and Mayfield, 2007),

The third speech act which is locutionary or meaning making is equally important. The use of such speech act happens mainly when a leader clarifies (and emphasizes) organizational culture, norms, values, rules, and expected behaviors unique to each organization (Mayfield and Mayfield, 2007). All these could be considered as initiatives of the leaders to 'absorb' the employees into the organisation so that they fit well into the culture, values and norms of the organisations and be identified as a part of it. The inclusion of meaning-making language is mostly indirect, i.e., through stories or metaphors (Cooke & Rousseau, 1988). In fact, it could be considered as a powerful form of leader communication, especially for an

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employees' organizational assimilation and organisational change management (Mayfield & Mayfield, 2002; Sullivan, 1988).

The findings by Madlock and Sexton, 2015, point out to the fact that motivating language as a whole had positive bearings on the communication competence of the supervisors in their local context (Mexico). It was also found that it had positive impact on the employees' job satisfaction and organizational commitment in the context of the study. Besides, based on the findings of Mayfield and Mayfield, 2012, a leader ML was proven to have had positive and significant relationship with employee self-efficacy and a positive and significant relationship with employee performance. Further to that, it was discovered in their findings that employee self-efficacy have had a positive and significant relationship to his or her performance. In fact, in their work in 2015 (Mayfield et al., 2015), they proposed that if ML is adopted at the top management, positive outcomes would be achieved within the organisation as a whole- higher organizational performance, enhanced internal stakeholder motivation, work relations, and quality of work life. Apart from that, it was discovered that ML adoption into top leader strategic vision and related value statements will support improved organizational performance through better relations with external stakeholders and enhanced organizational reputation (Mayfield and Mayfield, 2015). From the literature, it appears that ML is applicable and effective to all levels of leadership and not just the lower level leaders. This is exactly what will be posited in this paper as well.

### **2.1.2 Perceived Organizational Support**

Most employees may feel that their services to an organization, in ensuring organizational objectives are met, should be reciprocated with organizational support for their well-being and welfare. Thus, a social exchange will be needed and sought after by employees from the employers to perform, be satisfied with their work and to commit to the organization they are working for. Such reciprocity would bring about a perceived balance of exchange and, in turn, intensify relationships (Shukla and Rai, 2015).

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Perceived Organization Support, or in short POS, is all about employees' perception that the organization values their contribution and cares about their well-being (Neves and Eisenberger, 2014). According to organizational support theory, as cited in Neves and Eisenberger, 2014, employees who receive valued resources (e.g. pay raises, developmental training opportunities) develop their POS and feel obligated, based on the reciprocity norm (Gouldner, 1960) to strive to repay the organization by helping it reach its objectives (Eisenberger et al., 1986; Eisenberger and Stinglhamber, 2011; Rhoades and Eisenberger, 2002; Shore and Shore, 1995). Consistent with same organisational support theory, Masterson, 2001, as cited in Shanock and Eisenberger, 2006, suggested that, when service based employees receive favorable treatment from the employers, it would have a positive impact in the treatment of their customers. In fact, Masterson, 2001, found that service employees who held the perception that they were treated fairly by the employer, have generally treated their customers well. In fact, customers were found to rate service employees with high POS as more attentive, more courteous, and concerned about the their (customers') best interest than the employees with low POS (Bell and Menguc, 2002) as cited in Shanock and Eisenberger, 2006. In fact, in this research, the focus is on a college and they are a premium private education provider, where service is of utmost importance. Thus, perceived organisation should be viewed as an important factor to the success of such a service based organisation.

When employees hold the perception that they are being valued and cared about by the organization, it would encourage them to work towards incorporating organizational membership and role status into their self-identity, whilst increasing their prosocial acts carried out on behalf of the organization (Brief & Motowidlo, 1986; Buchanan, 1974, 1975; Etzioni, 1961; Hrebiniak, 1974; Kelman, 1961; Levinson, 1965; Meyer & Allen, 1984; Mowday et al., 1979, 1982; O'Reilly & Chatman, 1986; Steers, 1977, as cited in Eisenberger et al., 1990). Perceived organizational support ( POS) for an employee is about his or her psychological well-being, positive orientation towards the organization, and demonstration of behaviour that is helpful to the organization (e.g., Allen, Shore, & Griffeth, 2003; Eisenberger et al., 1990; Rhoades & Eisenberger, 2002, as cited in Hayton, Carnabuci and Eisenberger, 2011).

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Many studies indicate that when an organization does not place much value on the employees' contributions and well-being, it would reduce their POS and lessen their obligations to them (the organisation) (Eisenberger, Cummings, Armelli and Lynch, 1997). For such employees, it was found that their affective organizational commitment could decrease, and in turn, it may affect their performance in their standard job activities and extra role behaviors. Tumwesigye, 2010, found a rather interesting significant positive correlation between perceived organizational support and organizational commitment. Conversely, the extent to which the organization is perceived to be willing to reciprocate the services of the employees with desirable impersonal and socio-emotional resources would determine the extent to which such employees would increase their efforts carried out on behalf of the organization (Aselage & Eisenberger, 2003, as cited in Shanock and Eisenberger, 2006)).

A high level of POS among employees would bring about a higher commitment to the organisations that they work for and more satisfaction in their jobs (Rhoades and Eisenberger, 2002, as cited in Zampetakis, Beldekos and Moustakis, 2009). Employees with lower level of POS may decrease their organizational involvement by being absent more often and such employees are more likely to search for employment elsewhere or may possibly take the option of early retirement (Eisenberger et al, 1997). In fact, in the study by Zampetakis et al., 2009, where POS was considered as a contextual variable, an interestingly positive correlation was found between POS and entrepreneurial behaviour. Collectively, a high perceived organisational support coupled with job satisfaction might create a felt obligation within an employee to repay the organization he or she works for (Eisenberger et al., 1997), which now clearly makes it possible and create the need for the testing of the relationships between the variables mentioned above in this paper. However, it would be interesting to find out if POS would have significant implication on employee's performance. Thus, if possible, it is hoped that this paper would contribute some theories to draw a clear line of relationship between the two, especially in the context of this research.

For the purpose of this research, POS will be measured based on the short version of the Survey of Perceived Organisational Support (SPOS) carried out by

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Eisenberger et al., 1986, covering aspects of the perceptions that will be captured from the employees about the provision of support from the organization for their (employees') contribution, well-being, accomplishments, general satisfaction, creation of interest in job and performance to their best ability.

### **2.1.3 Job Satisfaction**

Job satisfaction has been defined as a pleasant or unpleasant emotional state resulting from the appraisal of one's job (Brief & Weiss, 2002; Locke, 1976, as cited in Hsieh, 2016), or an affective reaction to one's job and an attitude toward one's job (Weiss, 2002, as cited on Hsieh, 2016). In fact, job satisfaction has been (interestingly) defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976). Employee job satisfaction is valuable to an organization's growth. It could be viewed as a "function of the perceived relationship between what one wants from one's job and what one perceives it as offering" (Locke 1976 as cited in Lund, 2003). Based on the works of Edmans, 2012, and Baloyi, van Waveren, & Chan, 2014 job satisfaction was defined as a collection of employee attitudes concerning various features of work circumstances. Job satisfaction could be explained as an overall state that is derived from experiencing a work situation (Christen, Iyer and Soberman, 2006).

Employee performance, attitudes, and behaviors help create job satisfaction and promote job motivation (Sathyapriya, Prabhakaran, Gopinath, & Abraham, 2012). Job satisfaction is an appropriate indicator of job effectiveness and dependent work arrangements within an organization (de Graaf-Zijl, 2012). Frenkel, Sanders, and Bednall (2013) examined the relationship between strategic management, operational management, HR specialist and HR communication practices that motivate and influence employee perceptions of job satisfaction and employee intentions to quit. The work of Frenkel et al., 2013 indicated how employees who had constant contact and communication with leadership and HR specialist demonstrated a higher level of job satisfaction and less inclined to quit their jobs. Also, it was indicated in their work that it could decrease negative attitudes and

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behaviors among such employees. Therefore, channels in organizations should guarantee constant contact and communication among employees, leaders, and HR specialist.

Motivation factors (e.g., recognition, responsibility) are needed to motivate an employee to higher performance (Herzberg, 1964) and so therefore, someone who receives motivation factors from job satisfaction is expected to perform well (Hsieh, 2016). The measurement of job satisfaction, based on the work of Hsieh, 2016, which will be adopted in this research as well, covered aspects of satisfaction of employees on involvement in decisions, reception of information, recognition given, leadership practices, and opportunity to obtain a better job within the organization.

#### **2.1.4 Job Performance**

Job performance could be considered as an important research topic in the context of organisational behaviour, and cumulative studies have engaged in investigating the factors that influence job performance. Job performance could mostly relate to an aspect of effort and the resulting delivery of work execution. By broad definition, job performance is defined as an aggregate construct of effort, skill, and outcomes that are important to the employee and outcomes that are important to the firm (e.g., Behrman and Perreault 1984; Lusch and Serpkenci 1990; Walker, Churchill, and Ford 1977, as cited in Christen, Iyer and Soberman, 2006).

The work of Hsieh, 2016, saw job performance as a multi-dimensional construct consisting of task-specific behaviors, non-task-specific behaviors, written and oral communication tasks, effort, personal discipline, help for groups and colleagues, supervisory components, and organizational goals, all in line with Campbell's (1990) proposed model for measuring job performance. Motivation factors (e.g., recognition, responsibility) are needed to motivate an employee to higher performance (Herzberg, 1964), which speaks out to the purpose of this paper as well. Thus, someone who receives motivation factors from job satisfaction is expected to perform well (Hsieh, 2016). Based on the findings by Christen et al., 2006, some studies used a narrow definition of job performance that was based on



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actual sales or other objective productivity measures. However, these studies do not include effort as a separate construct. In Christen et al.'s (2006) studies, job performance and job satisfaction were taken as two separate constructs and they also posited clearly that effort is an input to work, and job performance is an output from this effort.

In this research, adopted from the work of Hsieh, 2016 (based on Wayne, Shore and Liden's (1977) study), the measurement of job performance will point out what extent the employee has been effectively fulfilling some performance aspects involving key features of behaviours, productivity, organizational goals and so on. Hsieh (2016) included the following dimensions when measuring job performance: collaborative skills, communications skills, planning and organizing capacity, technical skills, work/service quality, workload, and overall work. Furthermore, an attempt will be made to posit that motivating language and perceived organizational support could bring about some form of psychological empowerment to positively affect job performance.

### **2.1.5 Organisational Commitment**

Organizational commitment is an indicator of positive attitude towards one's organization (Shukla and Rai, 2015). Organizational commitment as a concept has attracted considerable interest among researcher. It would be useful to delve into this concept while attempting to understand the intensity and stability of employees' dedication to work organizations (Eisenberger, Fasolo and LaMastro, 1990). The concept of organizational commitment evolved from the Becker's (1960) concept of 'side-bets' –referring to all tangible and intangible investments (time, relationships, efforts, etc.) made by employee during the course of their engagement in an organisation. These investments develop consistency in their (work) behaviour and fortify their intention to stay. Employee commitment is one of the most important indicator of leadership success (Mayfield and Mayfield, 2002). Employee commitment would reap far beyond organizational performance (Mayfield and Mayfield, 2002).

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Organizational commitment could be viewed as (an employee's) strong belief in and acceptance of the organization's goals and values- a willingness to exert considerable effort for the organization, and expressing desire to maintain membership within it (Sager & Johnston, 1989). Also, organisational commitment could also be also be viewed as emotion attached. The emotion-based view of organizational commitment emphasizes the employee's sense of unity and shared values with the organization (e.g., Buchanan, 1974, 1975; Etzioni, 1961; Hrebiniak, 1974; Kelman, 1961; Levinson, 1965; Meyer& Allen, 1984; Mowday, Steers, & Porter, 1979; O'Reilly & Chatman, 1986, as cited in Eisenberger, 1990). Hence, by adopting the work of Eisenberger et al., 1990 in this paper, we will measure organizational commitment technically as an emotion based attachment to the organisation. Thus, for the purpose of this research, organisational commitment will be technically regarded as an Affective Attachment to the organization throughout this paper. Based on Eisenberger et al., work (1990), they used the scales by Meyer and Allen's (1984) Affective Commitment Scale and 2 OCQ (organisational commitment questionnaire) items for their measurement of commitment.

Some prior research were able to point out that both job satisfaction and organizational commitment are directly related, in that the more satisfied employees are the more committed to the organization they appear to be (Firth, Mellor, Moore, & Loquet, 2004). Thus, a further attempt to solidify the evidence of the relationship is made in this research by the proposed conceptual framework of study. Based on the work of Allen, Shore and Griffeth, 2003, they expected Perceived Organisational Support (POS) to positively correlate to both commitment and satisfaction, and that in turn will mediate relationships with withdrawal from organization (low commitment). As also cited in their work, Rhoades et al. (2001) provided longitudinal evidence that POS leads to commitment. The findings of Allens et al., 2003, came out to be confirmative and hence, would provide a useful input to the proposed framework.

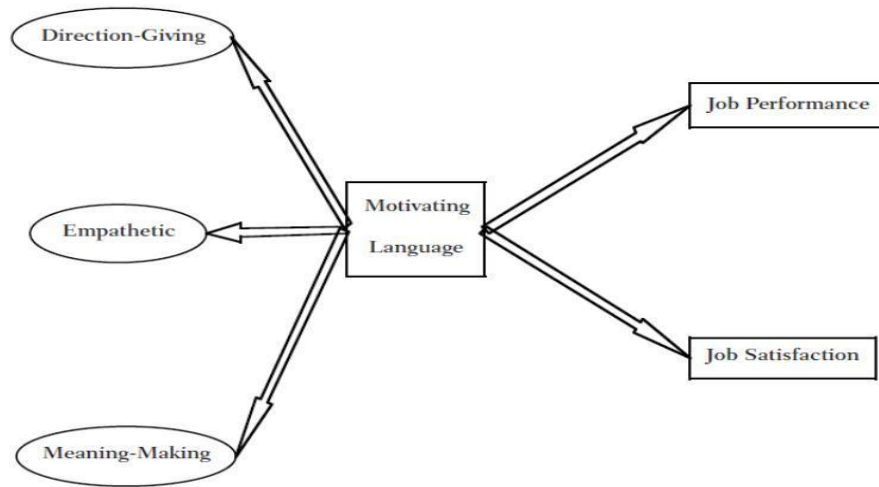
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## 2.2 Review of Relevant Theoretical Models

There are many relevant models that are theorized to have Motivating language (ML) and Perceived Organisational Support pointing out employee outcomes like job satisfaction, job performance and organizational commitment. It should be clearly understandable why such theories were asserted in the first place. Based on its concept, motivating language is communicational strategic language that could be used by leaders to merge humanitarian aspects of leadership with task-orientation. Hence, it should be expected to lead to favourable employee outcomes. Conversely, perceived organisational support, would be expected provide for both intrinsic and extrinsic motivation of employees to perform while creating work satisfaction at the same time. All of these are ultimately expected to lead to organizational commitment which should be an important organisational performance metric. In the next few paragraphs, the relevant models are discussed at length.

In the context of Motivating Language and how it impacts employee outcomes, the work of Mayfield, Mayfield and Kopf (1998) seem to have bridged the theory and practice to show that superiors' use of Sullivan's (1988) "motivating language theory" had shown notable correlations with subordinates' performance and job satisfaction. Sullivan (1988) hypothesized that the use of motivating language by leaders, which includes direction-giving, illocutionary or empathetic and locutionary or meaning making, had positive impacts on key worker productivity and process outcomes that included performance and job satisfaction- in line with employee involvement in the pursuit of organizational goals. This theory was tested by the Mayfield et al, 1998, using a LISREL analysis and found to be true. The diagram (Figure 1) illustrates the hypothesized motivating language model with employee outcomes postulated by Mayfield et al, 1998.

Figure 1: The Conceptual Framework of Mayfield et al., 1998



Note. From Mayfield, J., & Mayfield, M. & Kopf, J. (1998). The Effects of Leader Motivating Language On Subordinate Performance and Satisfaction. *Human Resource Management*, vol. 37, No. 3 & 4, Pp. 235–248

This study clearly pointed out that motivating language (Sullivan, 1988) appears to have significantly and positively related to better employee outcomes, measured as worker performance and job satisfaction. Table 1 below shows the necessary evidence to substantiate the findings for then LISREL analysis:

Table 1: LISREL Analysis Results of Motivating Language and Outcomes

**TABLE II** Results from Lisrel Analysis Lisrel Estimates of Path Coefficients and t-tests.

	Exogenous Variable	Path Coefficient to Latent Variable	t-test <sup>a</sup>
Independent	Direction-Giving	.93	14.16
	Empathetic	.92	14.05
	Meaning-Making	.68	9.25
Dependent	Performance	.22	2.48
	Job Satisfaction	.67	5.92

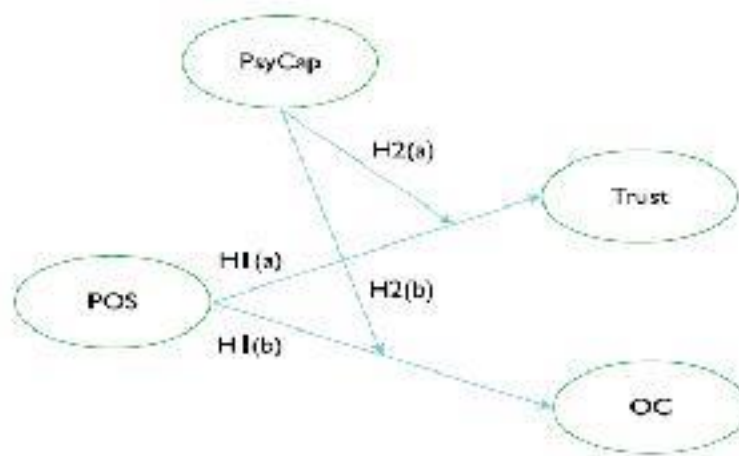
<sup>a</sup>All t-tests are significant at the .05 level.

Note. From Mayfield, J., & Mayfield, M. & Kopf, J. (1998). The Effects of Leader Motivating Language On Subordinate Performance and Satisfaction. *Human Resource Management*, vol. 37, No. 3 & 4, Pp. 235–248

In fact, Mayfield et al. (1998) have identified the need for formal leader training in communication, especially motivating language. Training in these particular forms of language should support managers' ability to guide employees toward goal attainment. (Mayfield et al, 1998). Mayfield et al., 1998, also felt that motivating language was a form of relationship building language that could be used to develop interpersonal bonds between a leader and a worker, which makes trust workable. Trust, of course may not be the central themes in this paper, but it may have some undertones of employees' commitment. Mayfield and Mayfield (2009) found that that there was a positive correlation between ML and attitude towards work attendance and a negative correlation between ML and absenteeism. In fact, yet another similar recent study in 2012 was conducted by them to link ML to self-efficacy and job performance and the results out positive. The results were significant.

Based on the work of Shukla and Rai (2015) an assertion that was made to link perceived organizational support (POS) to organizational trust and POS to organizational commitment, where psychological capital had the moderating role in the relationship. Psychological capital represents individual motivational propensities that accrue through confidence, optimism, perseverance (and hope) and resilience (Luthans, Youssef & Avolio, 2007, as cited in Shukla and Rai, 2015). The model is represented diagrammatically as illustrated below (Figure 2).

Figure 2: The Conceptual Framework of Shukla and Rai, 2015

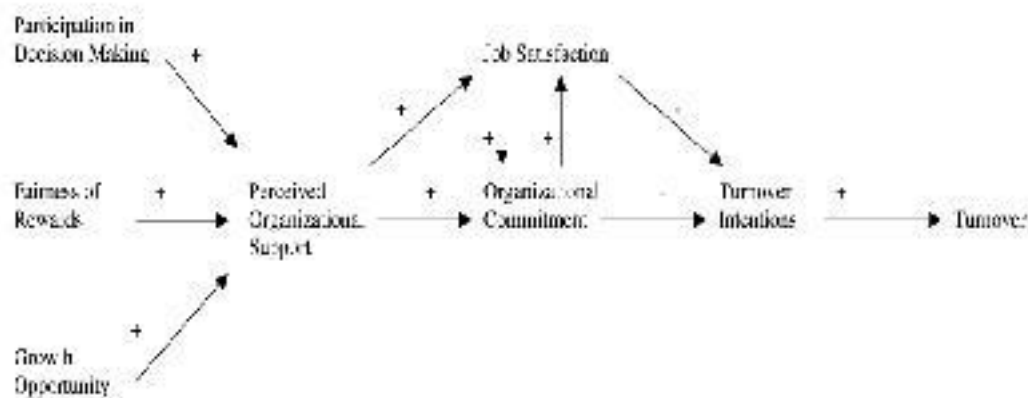


Note. From Shukla, A., & Rai, H. (2015). Linking Perceived Organizational Support to Organizational Trust and Commitment: Moderating Role of Psychological Capital. *Global Business Review*, 16(6), 981-996.

Employees with high levels of POS are more committed to the organisations they work for and more satisfied with their jobs (Rhoades and Eisenberger, 2002) as cited in Zampetakis et al., 2009. The findings were in line with organisation support theory. As such, employees with high POS would have lower likelihood of absent, or resignation (Eisenberger et al., 1986); are more likely to go “above and beyond” formal job duties and have higher in-role performance (Armeli et al., 1998; George and Brief, 1992; Rhoades and Eisenberger, 2002).

In the work of Allen et al., 2003, in attempting to posit that supportive human resources practices explains job satisfaction and organizational commitment, perceived organisational support (POS) was found to be significant mediating role. In the same study, a negative correlation was found to exist between job performance and turnover intentions. Thus, in the proposed framework that will be presented later, an attempt will be made to draw a link between job performance and intentions to stay (opposite of turnover intentions), which has a connotation of organisational commitment. The work of Allen et al, 2003, could be summarized in the following diagram (Figure 3):

Figure 3: The Conceptual Framework of Allen et al., 2003



Note. From Allen, D. G., Shore, L. M., & Griffeth, R. W. (2003). The role of perceived organizational support and supportive human resource practices in the turnover process. *Journal of management*, 29(1), 99-118

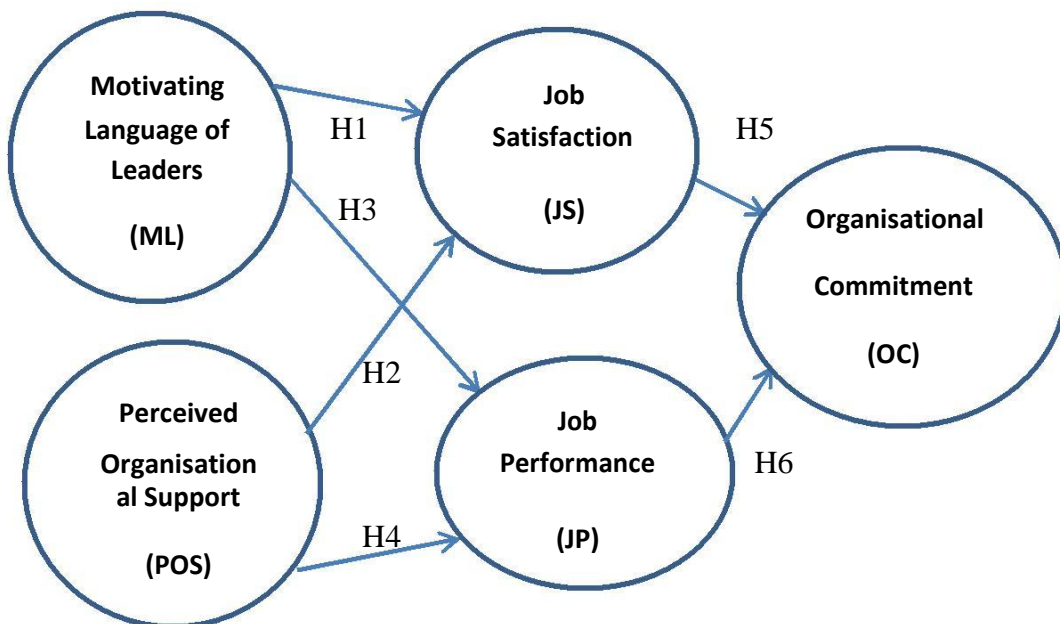
In conclusion, the above theoretical models provide discussions on how communicational factors (motivating language) and employees’ perception of

organizational support explain favourable employee outcomes. Despite the importance of the topic, the literatures did not clearly provided a link between perceived organizational support (POS) and job performance. The proposed framework of research in this paper will incorporate this, by considering the fact that the findings of the work of Zampetakis et al., 2009 clearly designate and implicate the relationship between POS and entrepreneurial behavior which has much to do with in-role performance and beyond that (Armeli et al., 1998; George and Brief, 1992; Rhoades and Eisenberger, 2002 as cited in Zampetakis, 2009).

### 2.3 Proposed Conceptual Framework

Figure 4 shows the diagrammatic representation below proposed conceptual framework that serve as the foundation to continue in this research study.

Figure 4: The Proposed Conceptual Framework



This model is adopted from the above reviewed theoretical models. It gives the idea or a starting point to provide a further extension to the concept developed by Mayfield and Mayfield, 1998, Allen et al., 2003, and Zampetakis et al, 2009. The new conceptual framework for this study is based on the identified gap mentioned

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in the earlier section. This research would mostly attempt to postulate that employees' perceived organisational support (POS) could be the "other" missing explanatory factor that could also explain job performance. Besides, the model in this paper attempts to collectively incorporate both motivating language (ML) and perceived organisational support (POS) as the main two constructs or predictor variables that are the independent to explain favourable employee outcomes like job performance and job satisfaction, and that in turn, brings about commitment (and loyalty) to the organisation.

In essence, the proposed model in this research clearly positions motivating language as the necessary communicational strategy that a leader can advocate to set the path straight for the employees to attain their task related goals as well as organizational goals, while effectively engaging them. In the attempt of engaging them, using motivating language as a form of strategic communication will send out the right signals to the employees that the leaders are leading by example and taking their leadership seriously by walking the talk (Mayfield and Mayfield, 2012). Hence by doing that, job performance and job satisfaction would hopefully be enhanced. Besides, this research also attempts to posit that perceived organizational support, POS, which is essentially the perception held by employees about the organisation's readiness to value the contribution and services and their reciprocation to such contributions and services with rewards, recognition and other forms of support, will affect job performance and job satisfaction. POS is mostly consistent with reciprocity norm (Gouldner, 1960) as obvious from literature discussed earlier and may implicate employee outcomes. Hence, it will be hypothesized that ML and POS will positively affect job performance, job satisfaction and at the end affecting the employees' commitment to the organization. This proposed framework is developed and researched because POS is a relatively new concept and ML (founded by Sullivan, 1988) was not explored much by researchers, except for the extensive studies carried out by Mayfield and Mayfield over the many years. Besides, the proposed framework is based on the entire research objective and research question in this research. However, the main outcome variable in this research is organisational commitment, which undisputedly speaks to the intention of an employee to stay within an organization. There will be eight (8) hypotheses that will be presented in the following section.



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## 2.4 Hypotheses Development

Based on the research objectives and research questions, the following hypotheses are developed and will be tested in Chapter 4 of this research. The findings of the hypotheses may in general contribute to the field of organizational behavior. However, due to the nature of this research, it is certainly hoped that the outcomes from it would point out to the fact that organisational support and strategic leader communication are indeed essential. Further, the implications from this research would hopefully provide some useful insights to effective people and performance management (HR related) of the academic staff of the renowned 6-Star rated college mentioned in Chapter 1, which is the one of the main purposes of this research.

So, in the context of the target population of the academic staff mentioned earlier, the hypotheses developed and will be tested for relationships, using correlation and multiple regression analyses are:

*H<sub>0</sub>: There is no significant correlation between motivating language and job satisfaction*

*H<sub>1</sub>: There is a positive correlation between motivating language and job satisfaction*

*H<sub>0</sub>: There is no significant correlation between perceived organization support and job satisfaction*

*H<sub>2</sub>: There is a positive correlation perceived organization support and job satisfaction*

*H<sub>0</sub>: There is no significant correlation between motivating language and job performance*

*H<sub>3</sub>: There is a positive correlation between motivating language and job performance*

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*H0: There is no significant correlation between perceived organization support and job performance*

*H4: There is a positive correlation perceived organization support and job performance*

*H0: There is no significant correlation between job satisfaction and organisational commitment*

*H5: There is a positive correlation between job satisfaction and organizational commitment*

*H0: There is no significant correlation between job performance and organisational commitment*

*H6: There is a positive correlation between job performance and organizational commitment*

*H0: All the coefficients for the predictor variables (ML and POS) of job satisfaction are zero*

*H7: There is at least one coefficient (for one of the predictor variables) that is not zero*

*H0: All the coefficients for the predictor variables (ML and POS) of job performance are zero*

*H8: There is at least one coefficient (for one of the predictor variables) that is not zero*

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## CHAPTER 3

### RESEARCH METHOD

#### 3.0 Introduction

In the literature review chapter, relevant theoretical models and the proposed conceptual framework, as well as the developed hypotheses were highlighted. All this would provide the underlying foundation for this chapter to proceed. The main focus of this chapter is on the general discussion of the detailed methodology. The details would include the method used to collect the needed data in order carry out the descriptive analyses and then the inferential analyses, mainly to test the correlation and regression hypotheses outlined in the previous chapter. The chapter would mainly discuss at length the research design in general, the data collection methods, sampling design, operational definitions of constructs and their measurement scales, and finally the methods of data analyses.

#### 3.1 Research Design

Burns & Bush (2006) defines research design as a set of advance decisions that make up the master plan specifying the methods and procedures for collecting and analyzing the needed information. To substantiate the relationships highlighted in the previous sections with proper evidence, it is important to clearly depict the processes involved, i.e., by showing the progression of carrying out the research in an appropriate and systematic mode.

In this study, quantitative research involving a questionnaire survey, that will be administered online, will be conducted in order to measure the variables that would affect job satisfaction and job performance that would eventually influence organisational outcome. Descriptive research is undertaken to obtain answers to question of who, what, where, when, and how (Burns & Bush, 2006). Thus,

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statistical techniques would be deemed the best to test the effect of the predictor variables, namely motivating language (ML) and perceived organizational support (POS), and their roles in influencing the mentioned private college's academic staff job performance, satisfaction and their commitment to the college that they are working for. Based on the proposed conceptual framework as described in Chapter 2, it would be best to test each hypothesized relationship in the model using correlation and multiple regression techniques. From the results, it is hoped that they (the results) would provide communication-related insights to help managers of the mentioned college to harness their communicational skills and the top executives of the college to realize how important is to provide the much needed support for their academic staff to engage them to perform and seek satisfaction in their jobs so that they would commit themselves to the college that they are working for.

### **3.2 Primary Data Collection Method**

Data Collection is an important aspect of every type of research. Inaccurate data collection can both influence the results of a study and lead to invalid or questionable results. Therefore, it is vital to decide which type of data should be used for the study. In this research, both primary and secondary data will be used to find solutions to the research problem.

This primary data collection method that will be used for this research is a questionnaire survey (administered online) to provide the necessary standardization in which all respondents (the lecturers/academic staff) are answering the same question and are exposed to the same response options for each question. The standardization is necessary to avoid biasness or variation in the responses, so that the results of the study would not be subject to much error. Also, it is hoped that they captured responses would lead to the ease of administration and analysis in the end. All the collected statistical data will be manipulated by the statistical analysis techniques in order to produce useful findings in Chapter 4.

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### **3.3 Sampling Design**

#### **3.3.1 Target Population**

The target population is the collection of elements or objects that researcher seeks to acquire information and about which inferences are to be made (Malhotra, 2006). The main objective of this research is to gain a further insight into the respondents', in this case, the mentioned college lecturers' perceptions on whether there is a strategic use of language, specifically motivating language (ML), by their superiors (leaders) to communicate with them on task and non-task related issues and also whether there is a social exchange, namely organizational support (POS), rendered by the mentioned college that they are working for, so that would eventually help it would help garner their commitment to the college. Hence as such, the rightful target population of this research will be the academic staff (lecturers) of the mentioned college, who each report to a superior (or superiors) and who has all forms of communications with them on a timely basis. So, generally all the lecturers, in the mentioned college of all job grades, which vary in accordance to their seniority and experience, would be the target population. As long as a lecturer, a senior lecturer, or a principal lecturer in the college has a superior to report to, who would mostly be the department head, he or she is an eligible respondent. In the mentioned college, the heads of department, who mostly are mostly promoted lecturers, report to the Principal of the Pre-University Division. These heads do still teach and hence, they are still considered academic staff. So, even they are considered as a part of the population in this study.

#### **3.3.2 Sampling Frame and Sampling Location**

A sampling frame is a representation of the elements of the target population, which is some master list of all the sample units for identifying the target population (Malhotra, 2006). The sampling frame in this study would be briefly the list of the number of lecturers in each of the pre-university division in the mentioned college. Table 2 describes the sampling frame of the study.

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Table 2: Sampling Frame of Study

<b>Pre-University Division</b>	<b>Number of lecturers / Heads of Department</b>
South Australian Matriculation (SAM)/SACE International Programme	23
Cambridge A-Level Programme	62
Canadian Pre-University Programme	15
<b>Total</b>	<b>100</b>

The sampling location in this study is within the Klang Valley, precisely, within the mentioned college. The questionnaire will be administered online to the lecturers and the heads of department in the college, after seeking their consent for participation.

### **3.3.3 Sampling Elements**

An element is the object (or person) about which or from which the information is desired (Malhotra, 2006). This research will be conducted within the college- where the target respondents, as mentioned in the preceding section, are the lecturers, heads of department who have lecturing duties and responsibilities. These lecturers / heads of department have proper work relationships with their superiors- such that they would be able to share their perceptions of the college's support (perceived organisational support), as well as, on the provision of motivating language of their superiors as the basis for engaging them. These variables, by theory, are supposed have the leveraging effect on human resource (HR) and organizational based outcomes. Neither students nor non-working members (including jobless or retired lecturers) will be allowed to participate in the survey. Their responses will of course not be relevant and will not reflect the current situations in the mentioned college.

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### 3.3.4 Sampling Technique and Sample Size

Two sampling techniques are often used in a study; they are probability technique and non-probability technique. In this study, non-probability technique has been used as non-probability technique is inexpensive, extensively used and does not require larger population. Thus, it can help reduce the cost of sampling and bring about convenience in the sampling process.

Convenience sampling technique is selected for this research, where cases are selected haphazardly only because they are easily available (or most convenient) to obtain the sample (Saunders, 2012). Although, convenience sampling would to some extent lead to biasness and influences, Saunders (2012) points out that samples ostensibly chosen for convenience often meet purposive sample selection criteria that are relevant to the research aim, where purposive sampling involves judgment to select cases that will best enable you to answer your research question(s) accurately. Since, the respondents (lecturers) are very informative and intellectually sound and opinionated, and most importantly, hold independent views on the management and leadership issues in the college, convenience sampling could be justified. The lecturers will be approached to seek their consent for their participation individually. Convenience sampling could be justified for another reason- the lecturers' work station arrangements in the staff rooms are such that they are not seated according to job grade, or seniority or other forms of strata that one could possibly think of. Their seating is somewhat random. Hence, it would be alright to use this method of sampling. Besides, this study is mostly an adoption from previous related studies that had contributed to its conceptual framework, the convenience sampling method could still be offered some credit.

Sample size refers to the number of the elements to be included in the study (Malhotra, 2006). Since the target population size is 100, the intended sample size for this research is 79, to yield a maximum margin of error of 5% for the sample's representation of the population (Saunders, 2012). Subsequently, the convenience sample method will be employed to administer the questionnaire to the intended respondents. Often, respondents are selected because they occur in the right place and right time (Malhotra, 2006). In addition, convenience sampling techniques provide at relative low cost and least time consuming on collecting the data and it

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create the greater convenience to select the cases or elements. A pilot test will not be conducted- since the scales that are used in the measurements of the constructs are proven to be valid and reliable and also, since this study is mostly a local adoption. The other purpose of the pilot survey is to pretest the questionnaire together with the objective of obtaining significant feedback or revises from the respondents, because they might help in identifying any difficulty future respondents may face, for instance, confusing words or phrases within the questionnaire. No improvisation or fine-tuning will be needed because the words used in the items of questions are similar to the original forms used in the closely related researches that led to the proposition of the framework in this research.

### **3.4 Research Instruments**

The main research instrument that will be used in this study is a self-administered online questionnaire with no interviewer bias. Self-administered survey is a data collection in which the respondent reads the questions and completes the survey on his or her own answers without the presence of interviewer (Burns & Bush, 2006). The online questionnaire survey was developed based on the literature reviewed with the objective of examining the relationships highlighted in the study, i.e., the effect of communicational factors on leadership and organizational support on employee related outcomes of job satisfaction, performance and commitment (loyalty) to the organization. It is undeniable that using questionnaire can translate the research objectives into specific questions that are asked of the respondents and provide standardization to all respondents' reaction to the survey identically (Burns and Bush, 2006). Thus, online questionnaire would probably be one of the easiest tools that can speed up the process of data analysis and quality control conducted by a researcher.

#### **3.4.1 Questionnaire Design**

In this survey, close-ended questions or scaled-response questions will be used whereby respondents are required to choose from a set of response options or scale



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points for each question in the questionnaire. The online questionnaire will be conducted in English as it is the international language and suitable for communication with the respondents. Generally, the questionnaires are divided into three major sections, which are Part A (Respondents' Essential Information (Demographic Work Profile)), Part B (Motivating Language (ML), Perceived Organisational Support (POS), Job Satisfaction (JS), Job Performance (JP) and Organisational Commitment (Affective Attachment (AA))), and Part C (Other relevant comments).

In section A, the close-ended questions that relate to general (not detailed) essential demographic information would be asked from the respondents. The questions relate to gender, age, and number of superior that one report to, the number of years of working experience in the similar field and the number of years of working experience in the organisation (the college).

In section B, the questions here mainly contribute to the research and relate to the measurements of the independent variables (predictor variables) and dependent variables (responding variables) in the survey, namely, Motivating Language (ML), Perceived Organisational Support (POS), Job Satisfaction (JS), Job Performance (JP) and Organisational Commitment (Affective Attachment (AA)) will be asked. Respondents will be required to choose and answer the structured questions in the five-point Likert scales ranging from strongly disagree to strongly agree for the constructs POS and AA, and five-point linear rating scales ranging from highly dissatisfied to highly satisfied for JS and five-point linear frequency rating scales ranging from never to always for ML and JP. The scales should provide a good yardstick to measure the constructs with reasonable accuracy.

Lastly, section C will record or capture any other comments that the respondents would like to give with regard to their communicational experiences with their superior(s) and (or) the support (any form) rendered (or not rendered) by their organisation (the college) to keep them satisfied or motivated to perform. Here, it would be an open-ended response form of question and it would serve as an opportunity for the respondents to complement their structured responses with a more flexible and open-ended extended response to the main issues investigated in this research.

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### **3.4.2 Pilot test**

Pilot test is also known as pre-testing. A pilot test is mostly carried out to obtain feedback, to minimize error and improve the content of questionnaire to result in the study to have a better capacity of obtaining more complete, accurate and reliable responses from the respondents. If there are no problems being identified on the pilot test, only then questionnaire will be distributed to the target respondents thereafter. However, a pilot test will not be conducted- since the scales that are used in the measurements of the constructs are proven to be valid and reliable and also, since in essence, this study is mostly a local adoption. The other purpose of the pilot survey is to pretest the questionnaire together with the objective of obtaining significant feedback or revises from the respondents, because they might help in identifying any difficulty future respondents may face, for instance, confusing words or phrases within the questionnaire. No improvisation or fine-tuning will be needed because the words used in the items of questions are similar to the original forms used in the closely related researches that led to the proposition of the framework in this paper.

## **3.5 Construct Measurement**

As mentioned earlier, the predictor variables and the dependent variables in the survey are Motivating Language (ML), Perceived Organisational Support (POS), Job Satisfaction (JS), Job Performance (JP) and Organisational Commitment (Affective Attachment (AA)). In this section, how the constructs or the variables are measured will be explored.

### **3.5.1 Motivating Language (ML)**

The items in the construct of Motivating Language are adapted from Mayfield et al. (1998). Here, a five point rating scale will be used instead. The scale ranges from never to always. The measures are modified to include numerical equivalents for ease of measure:

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Never = 1, Hardly = 2, Sometimes = 3, Most of the time = 4 and Always = 5

All measures of motivating language showed high levels of reliability (Churchill, 1979). Direction-giving language component had a reliability of 0.95; whilst empathetic language component had a reliability of 0.97; and meaning-making language had a reliability of 0.93 (Mayfield et al., 1998). The following table (Table 3) illustrates the items used in the construct.

Table 3: Measurement Items for Motivating Language (ML)

<b>DIMENSION: DIRECTION-GIVING/UNCERTAINTY REDUCING LANGUAGE</b> <b>(6 items)</b> Never = 1, Hardly = 2, Sometimes = 3, Most of the time = 4 and Always = 5
My superior (s):
1. Gives me useful explanations of what needs to be done in my work.
2. Offers me helpful directions and advice on how to do my job or solving job related problems.
3. Provides me with easily understandable instructions about my work.
4. Offers me helpful advice on how to improve my work.
5. Gives me good definitions of what I must do in order to receive rewards or recognition.
6. Offers me specific information on how I am evaluated.
<b>DIMENSION: EMPATHETIC LANGUAGE (5 items)</b>
My superior (s):

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2 Gives me praise for my good work job well done.

3 Shows me encouragement for my work efforts.

4 Shows concern about my job satisfaction.

5 Expresses his/her support for my performance and professional development.

6 Shows or expresses trust in me.

**DIMENSION: MEANING-MAKING LANGUAGE (5 items)**

My superior (s):

12. Tells me stories about key events in the organization's past.

13. Gives me useful information that I will not be able to get through official channels.

14. Tells me stories about people who are admired in my organization.

15. Offers me advice about how to "fit in" with other members of this organization.

16. Tells me stories about people who have been rewarded or recognized by this organization.

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### 3.5.2 Perceived Organisational Support (POS)

Perceived Organisational Support will be measured based on a short version of the Survey of Perceived Organizational Support (Eisenberger et al., 1986). In this paper, six (6) high-loading items were selected from the mentioned survey and a five point Likert Scale (1 = Strongly Disagree, 5 = Strongly Agree) will be used. Table 4 provides the items that will be used in the measurement of POS.

Table 4: Measurement Items for Perceived Organisational Support (POS)

<b>Perceived Organisational Support (POS) (6 items)</b>
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
1. My organization values my contribution to its well-being.
2. My organization really cares about my well-being.
3. My organization takes pride in my accomplishments at work.
4. My organization cares about my general satisfaction at work.
5. The organization tries to make my job as interesting as possible.
6. The organization is willing to extend itself in order to help me perform my job to the best of my ability.

### 3.5.3 Job Satisfaction

Job satisfaction will be measured, based on Hsieh's 2016 work, as how pleasant or unpleasant is the emotional state resulting from the appraisal of one's job (Brief & Weiss, 2002; Locke, 1976, as cited in Hsieh, 2016). Although several job satisfaction questionnaires have been widely used, such as the Minnesota Satisfaction Questionnaire (MSQ) and the Job Satisfaction Survey, in this research, five (5) satisfaction survey items from the U.S. Federal Human Capital Survey will be used. A five point rating scale would be adopted where 1 = Highly Dissatisfied,

5 = Highly Satisfied will be used. The following table (Table 5) provides the items that will be used in the measurement of JS.

Table 5: Measurement Items for Job Satisfaction (JS)

<p><b>Job Satisfaction (JS) (6 items)</b></p> <p>1 = Highly Dissatisfied 2 = Dissatisfied 3 = Neutral 4 = Satisfied 5 = Highly Satisfied</p>
<p>1. How satisfied are you with your involvement in decisions that affect your work?</p>
<p>2. How satisfied are you with the information you receive from management on what's going on in your organization?</p>
<p>3. How satisfied are you with the recognition you receive for doing a good job?</p>
<p>4. How satisfied are you with the policies and practices of your senior leaders?</p>
<p>5. How satisfied are you with your opportunity to get a better job in your organization?</p>

### 3.5.4 Job Performance

Job performance will be measured based on Hsieh's, 2016, work which adopted the scales used by Wayne, Shore, and Liden's (1997) study. The items in the measurement would point out to what extent has the employee been effectively fulfilling some performance aspects involving key features of behaviors, productivity, organizational goals, and so on. The questions will be administered to the respondent's (lecturer's) immediate supervisor if possible, but if not possible, the respondents (lecturers) will be asked to honestly self-rate and responses will be captured based on a trust basis- the similar trust that is placed upon them when they are asked to rate themselves for a year –end appraisal or a periodical assessment. The items in the measurement, as listed in the table below would capture job

performance as a multidimensional construct consisting of task-specific behaviors, non-task-specific behaviors, written and oral communication tasks, effort, personal discipline, help for groups and colleagues, supervisory components, and organizational goals, which Campbell (1990) used to propose the model of measuring job performance. Seven (7) job performance–related outcomes (adapted from Wayne, Shore, and Liden (1997), which were itemized, will be measured on a 5-point Likert-type scale where 1= Never, 5 = Always . Refer to Table 6.

Table 6: Measurement Items for Job Performance (JP)

<b>Job Performance (JP) (7 items)</b>	
Overall, to what extent has this employee been effectively fulfilling the following aspects?	
1 = Never 2 = Hardly 3 = Sometimes 4 = Most of the time 5 = Always	
3.9	Collaborative skills
3.10	Communications skills
3.11	Planning and organizing skills
3.12	Technical skills
3.13	Work/service quality
3.14	Workload
3.15	Overall work

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### 3.5.5 Organisational Commitment /Affective Attachment

Organisational Commitment will be measured as Affective Attachment to the organization based on the studies of Eisenberger et al., 1990. Here, a five (5) point Likert scale where 1= strongly disagree, 5 = strongly agree will be used for the six (6) items that were selected from Eisenberger et al.'s study , 1990, that clearly point out to affective attachment or commitment to the organization. Table 7 illustrates the items.

Table 7: Measurement Items for Organisational Commitment (AA)

<b>Organisational Commitment/ Affective Attachment (AA) (6 items)</b>
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree
1. Working in this organization has a lot of personal meaning for me.
2. I feel a strong sense of belonging to this organization.
3. I am proud to tell others that I work for this organization.
4. I feel emotionally attached to this organization.
5. I would be happy to work here until I retire.
6. I really feel that any problems faced by this organization are also my problems.

### 3.6 Data Processing

The entire process of data preparation is guided by the preliminary plan of data analysis that was formulated in the research design phase, as highlighted by Malhotra et al. (2002), Thus, in this research, the first step will be to check for acceptable questionnaire, followed by editing, coding, transcribing the data and finally the data are cleaned and a treatment for missing responses is prescribed. The conduct of the processes would be in line with the prescribed steps recommended by Malhotra et al. (2002).



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## **3.7 Data Analysis**

After the data collection and processing are completed, Statistical Package for Social Sciences (SPSS version 22) software will be used to analyze the data.

### **3.7.1 Descriptive Analysis**

Descriptive analysis will be used to describe the variables (question responses) in a data matrix (all respondents' responses). Basically, descriptive analysis entails the descriptive summary statistics, particularly the mean or percentages (Aaker et al., 2007). The mean, range, standard deviation and skewness are the common indicators used to measure and describe the distribution of the variables in a descriptive way in this study. Descriptive measure are typically used early in the analysis process and become foundation for subsequent analysis. The objective of descriptive analysis is able to provide accurate, simple, and meaningful figures by summarizing the distribution of dependent and independent variables in a large set of data.

#### **3.7.1.1 Frequency distribution**

A frequency distribution basically reports the number of responses that each question receives and it used to determine the experimental of the variable (Aaker et al., 2007). Frequencies themselves are raw counts, and normally these frequencies are converted into percentages for straightforward of comparison the variable (Burns & Bush, 2006). The objective of a frequency distribution is to obtain the count of the number of responses associated with different values of the variable (Malhotra, 2006). The categorical variables (like gender, number of years of experience, etc.) will be analysed simply with bar charts that can be found in Appendix D. The scales for the metric variables, like the ML, POS, and so on will provide the basis for measurements of their descriptives as well as for the purpose of correlation and multiple regression analyses in this research.

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### 3.7.2 Scale measurement

#### 3.7.2.1 Reliability test

Reliability test will be conducted to verify whether the items in the questionnaire are related to each other or vice versa. Cronbach's Alpha of reliability test is used to examine the reliability of the measurement scale. Since, in essence, this research is all about adopting the scales that were already tested and deemed reliable, the reliability test will not be conducted. The reliability coefficients (Cronbach's

Alpha) for each of the constructs based on the adopted scales are as follows, and they are all above 0.7 and found to be reliable and thus, are adopted in this research.

Table 8: Table of Reliability Coefficients

<b>Construct</b>	<b>Cronbach's Alpha (<math>\alpha</math>)</b>	<b>Source</b>
MLDG	0.950	Mayfield et al., 1998
MLEL	0.970	Mayfield et al., 1998
MLMM	0.930	Mayfield et al., 1998
POS	0.93	Eisenberger et al., 1986
JS	0.893	Hsieh, 2016
JP	0.940	Hsieh, 2016
AA	Between 0.810 to 890	Eisenberger et al., 1990

#### 3.7.3 Inferential Analysis

To generate useful and reliable conclusions about the population's characteristics of the main research variables based on the sample data, the type of analysis that will be chosen is Pearson's Correlation Analysis and the Multiple Regression Analysis.

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### 3.7.3.1 Pearson's Correlation Analysis

In this study, Pearson's correlation coefficient will be used to measure the correlation or associations between the dependent variables, job satisfaction (JS) and job performance (JP) and independent variables, perceived organisational support (POS) and motivating language (ML). The findings from this part of the research, especially on the relation possibility of POS and ML on JP and JS, will provide the most useful insights to people management. Further correlation analyses between job satisfaction, JS, and organisational commitment (AA) and job performance, JP, and organisational commitment (AA) will be conducted to confirm the logical and anticipated relationship between JS and AA; and between JP and AA. The significance of the relationship between two or more variable are important for interpreting the results of the relationships between the variables. Hence, the tests for the significance of the relationships will be conducted. Once the result showed the relationship is statistically significant, one would be able to identify the acceptable strength of the association. The size of correlation coefficient (close to 1 or close to zero) is use to quantitatively illustrate the strength of the association between two variable (Burn & Bush, 2006). The direction of the relationship (the focus of this study is to prove mostly positive relationships) will be clearly indicated by the signs of the correlation coefficient.

### 3.7.3.2 Multiple Regression Analysis

The multiple regression analysis will be used as the other statistical technique which would provide a reliable linear relationship between a dependent variable and the corresponding independent variables by estimating coefficients for the equation in the form a straight line. The equations of the multiple regression models that this study aims to produce is in the following forms of Model 1 and Model 2.

$$\text{Model 1: } JS = b_1 ML + b_2 POS + Const + \varepsilon$$

Where *JS* = Job Satisfaction

*ML* = Motivating Language

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*POS* = Perceived Organisational Support

*Cons* = constant       $\varepsilon$  = error

In this research, Model 1 helps to clearly identify which of predictor variables, ML or POS, have the greater impact on job satisfaction (JS). It would help address the related research question in this paper, which is research question 4, and provide some insights as to how impactful (the values of coefficients  $b_1$  and  $b_2$ ) and significant (the  $p$ -values of the test) is each of the variables ML and POS to job satisfaction.

The next model that will be tested will be model 2.

$$\text{Model 2: } JP = c_1 ML + c_2 POS + Const + \varepsilon$$

Where *JP* = Job Performance

*ML* = Motivating Language

*POS* = Perceived Organisational Support

*Cons* = constant       $\varepsilon$  = error

In this research, Model 2 helps to clearly identify which of predictor variables, ML or POS, have the greater impact on job performance (JP). It would help address the related research question in this research, which is research question 5, and provide some insights as to how impactful (the values of coefficients  $c_1$  and  $c_2$ ) and significant (the  $p$ -values of the test) is each of the variables ML and POS to job performance.

For both models, the  $R^2$  will be analysed to find out to what extent the predictor variables ML and POS would reliably explain the variations in JS and JP respectively. The values of  $R^2$  would indicate the overall fit of the models as well.

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### **3.8 Conclusion**

This chapter described the research design, data collection methods, sampling design, research instrument, construct measurement, data processing and methods of data analysis that will be adopted in this study. Chapter 3 provide the necessary lead to Chapter 4, and they are highly inter-related chapters. Chapter 4 will show the patterns of the results and analyses of the results which are relevant to the research questions and hypotheses outlined in the first place. Chapter 4 will report on the result of the statistical analyses as well as the discussions and the results of the hypotheses.

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## CHAPTER 4

### RESEARCH RESULTS

#### 4.0 Introduction

This chapter would mainly discuss the results of the analyses of data followed by a discussion of the research findings. The findings would point out to research questions that generally guided this research. Data were analyzed statistically using SPSS version 22 package to identify, describe and explore the relationship between the variables mentioned in the earlier chapters and hence, the research questions will be partially addressed in this chapter and fully addressed in the next chapter.

#### 4.1 Characteristics of the Sample

The sample size of 79 was used in this research. The respondents were the lecturers (of all grades) and heads of departments (who also had to take on lecturing jobs) from the well-known and reputable premium pre-university college in the Klang Valley that had obtained the 6-Star rating from MyQuest. They lecturers were chosen as the sampling elements as they predisposed to the same work conditions, requirements and expectations from their superiors, and mostly having the same reporting structure to adhere to. The next paragraph summarises the distributions of the main categorical variables that describe the characteristics of the sample in this study in terms of the frequencies and the percentages of the attributes.

From the 79, respondents, 46 were female, making up 58.2%, and 33 male, making up, 41.8% of the respondents. The female respondents out-numbered the male counterparts. Table 8 would summarise the distribution. As for the age distribution, most of the respondents were 41 years and above; 32 out of 79, making the highest percentage of 40.5% of the respondents, and the least of the respondents were aged 21 to 25; 3 out of 79, making 3.8% of the respondents. Hence, it is obvious that the

age distribution is notably skewed to the left. These statistics tells us that the most of the lecturers were mature and hence, were trusted to give honest and reliable responses to the survey, thus increasing the credibility of the survey. Table 9 would summarise the age frequency distribution of the sample;

Table 9: Gender Distribution of Sample

<b>Gender</b>		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	Female	46	58.2	58.2	58.2
	Male	33	41.8	41.8	100.0
	<b>Total</b>	<b>79</b>	<b>100.0</b>	<b>100.0</b>	

Table 10: Age Distribution of Sample

<b>Age</b>		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	21 - 25	3	3.8	3.8	3.8
	26 - 30	14	17.7	17.7	21.5
	31 - 35	14	17.7	17.7	39.2
	36 - 40	16	20.3	20.3	59.5
	41 and above	32	40.5	40.5	100.0
	<b>Total</b>	<b>79</b>	<b>100.0</b>	<b>100.0</b>	

With regards to the number of years of working experience in the field of education (teaching line), the respondents were impressively experienced; 31 out of 39 (39.3%) had at least 15 years of teaching experience, and on the contrary, only one

(1) out of 39 (1.3%) had less than a year of experience in the field. As for the number of years of experience with the current employer, to which the survey pertains to, especially relevance to the responses, majority of them, 25 out of 79, or 31.6%, had at least 5 but less than 10 years of experience, and also an almost equally sizeable number of them, 24 out of 79, or 30.4% of them had at least 1 but less than 5 years of experience working with the current employer (college). Three (3) or 3.8% of them were new to the college (less than one year). Again, these statistics tells us that the most of the respondents were mature and thus, were hoped and trusted to give honest and reliable responses to the survey, thus increasing the credibility of the research. The Tables 10 and 11 would summarise the statistics for the distributions of the number of years of experience in the field, as well as with the current employer.

Table 11: The Distribution of the Number of Years of Experience in the Field

<b>Number of Years of Experience in the Current Field</b>		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	15 years and above	31	39.2	39.2	39.2
	At least 1 year but less than 5 years	14	17.7	17.7	57.0
	At least 10 years but less than 15 years	15	19.0	19.0	75.9
	At least 5 years but less than 10 years	18	22.8	22.8	98.7
	Less than 1 year	1	1.3	1.3	100.0
	<b>Total</b>	<b>79</b>	<b>100.0</b>	<b>100.0</b>	



Table 12: The Distribution of the Number of Years of Experience with the Current Employer

Number of Years of Experience with the Current Employer		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	15 years and above	17	21.5	21.5	21.5
	At least 1 year but less than 5 years	24	30.4	30.4	51.9
	At least 10 years but less than 15 years	10	12.7	12.7	64.6
	At least 5 years but less than 10 years	25	31.6	31.6	96.2
	Less than 1 year	3	3.8	3.8	100.0
	<b>Total</b>	<b>79</b>	<b>100.0</b>	<b>100.0</b>	

Finally, for the distribution of the number of superior(s) that one reports to, a vast majority of them; 34 (43%) of them, have had to report to one (1) superior and a sizeable number of them; 28 (35.4%), have had to report to two (2) superiors. This due to their involvement in other functional units or students development activities within the organisation, which also explains why some of them had multiple reporting; 17 (21.5%). However, these respondents, who had more than one, were verbally advised to give their responses based on their relatively more extensive communication with the most immediate superior as far as teaching (lecturing) responsibilities are concerned. Thus, the validity of the responses are still preserved to some extent. Table 12 summarises the statistics of the number of superiors that one reports to in the organisation.

Table 13: The Distribution of the Number of Superior(s) Reporting to

Number of Superior(s) Directly Reporting To		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	34	43.0	43.0	43.0
	2	28	35.4	35.4	78.5
	More than 2	17	21.5	21.5	100.0
	<b>Total</b>	<b>79</b>	<b>100.0</b>	<b>100.0</b>	

## 4.2 Descriptive Analyses of Target Variables

This and the next two sections section are mainly dedicated to present the results of the analyses of the variables that were contained in Part B of the survey. The main quantitative variables in this study are motivating language (ML), which comprises of ML Direction Giving (MLDG), ML Empathetic Language (MLEL) and ML Meaning Making (MLMM), Perceived Organisational Support (POS), Job Satisfaction (JS), Job Performance (JP) and Organisational Commitment/Affective Attachment (AA). The main predictor variables were ML and POS, whilst the other, mostly responding. The main descriptives for each of the variables will be outlined in this section.

### 4.2.1 Descriptive Analysis of Motivating Language

Six (6) items were used in the measurement of MLDG, five (5) items were used in the measurement of MLEL and another five (5) were used in the measurement of MLMM. So, a total of 16 items were used in the measurement of ML. The scales that were used for all the three were a 5-point rating scale, where the descriptors

were; Never = 1, Hardly = 2, Sometimes = 3, Most of the time = 4 and Always = 5. Hence, the *average* of the scores for the six items in MLDG, five items in MLEL and five items for MLMM, for each of the cases (respondents) were computed using SPSS v. 22. The overall average for ML, based on 16 items, which was imperative to the study, were computed as well. The following Table 13 summarises the descriptives statistics that were computed using the mentioned SPSS package.

Table 14: Descriptives of Motivating Language (ML)

<b>Variable</b>	<b>Range</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Skewness</b>
<b>MLDG</b>	3.17	1.83	5.00	3.41	0.80	-0.21
<b>MLEL</b>	3.80	1.20	5.00	3.40	0.95	-0.44
<b>MLMM</b>	4.00	1.00	5.00	2.60	0.96	0.43
<b>Overall ML</b>	3.56	1.44	5.00	3.15	0.79	0.04

Among the three components of motivating language (ML), MLDG had the narrowest range and the lowest standard deviation of 3.17 and 0.80 respectively; whilst MLMM has the greatest range of 4.00 and the greatest standard deviation of 0.96 respectively. Thus, it clearly suggests that the responses to the questions in MLDG did not vary as much from one respondent to the other on average, compared to MLMM. There were probably relatively more extreme views about the provision of Meaning Making Language from the respondents' superiors. The overall range for ML was found to be 3.56.

The mean for the distribution of MLDG was found to be 3.41, the highest among the three and 3.40 for MLEL, almost equally high as MLDG. Both the distributions had a negative skew, suggesting that there were relatively more respondents who believed that their superior(s) were providing more often the necessary direction giving and empathetic languages to set the directions clear for them. The lowest mean (significantly lower) was found to be for MLMM, which suggests that most of the respondents believed that the provision of meaning making language was significant absent in the communication of the superiors. Plus, the distribution for

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MLMM had a notable positive skew, which confirms the prior statement. The overall mean for motivating language (ML) was found to be 3.15, suggesting that on average, the provision of motivating language was generally perceived to be at the moderate level, or occasional level (sometimes) based on the scale used. The overall distribution for ML was found to be somewhat symmetrical too.

#### 4.2.2 Descriptive Analysis of Perceived Organisational Support (POS)

Six (6) items were used in the measurement of Perceived Organisational Support, POS. The scales that were used for all the items were a 5-point Likert scale of agreement, where the descriptors were; 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree. The *average* of the scores for the six items in POS for each of the cases were computed. The following Table 14 summarises the descriptive statistics that were computed using the SPSS v.22 package.

Table 15: Descriptives of Perceived Organisational Support (POS)

<b>Variable</b>	<b>Range</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Skewness</b>
<b>POS</b>	3.67	1.33	5.00	3.02	0.79	-0.09

The distribution of POS was found to have a mean of 3.02, with a standard deviation of 0.79. On average, the respondents were neutral when it came to their perceptions about the provision of organisational support, despite the responses being fairly variable from one respondent to the other. The distribution was found to have a very slight negative skew, suggesting there were slightly more respondents who felt that there were getting the needed organisational support.

#### 4.2.3 Descriptive Analysis of Job Satisfaction (JS)

Five (5) items were used in the measurement of Job Satisfactions, JS. The scales that were used for all the items were a 5-point rating scale of satisfaction, where the descriptors were; 1 = Highly Dissatisfied 2 = Dissatisfied 3 = Neutral 4 = Satisfied

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5 = Highly Satisfied. The *average* of the scores for the five items in JS for each of the cases were computed. The following table (Table 15) summarises the descriptive statistics that were computed using the SPSS v.22 package.

Table 16: Descriptives of Job Satisfaction (JS)

<b>Variable</b>	<b>Range</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Skewness</b>
<b>JS</b>	4.00	1.00	5.00	3.08	0.86	-0.09

It is obvious that the distribution of JS has one of the greatest range and standard deviation, which was found to be 4.00 and 0.86 respectively. It clearly indicates that there was a high variability in the responses relating to job satisfaction. The mean was found to be 3.08, indicating that the respondents on average were neutral about their job satisfaction. The slight negative skewness indicate that there were slightly more respondents who were inclined to believe that there were somewhat satisfied with their jobs.

#### **4.2.4 Descriptive Analysis of Job Performance (JP)**

For Job Performance (JP), respondents were asked: “Overall, to what extent has you been effectively fulfilling the following aspects? The options given to the respondents were based on the following rating scale for the frequency of applying such skills in their daily to day job:

1 = Never 2 = Hardly 3 = Sometimes 4 = Most of the time 5 = Always

JP was measured based on seven (7) items were used in the measurement of Perceived Organisational Support, POS. The seven aspects of performance that were given to the respondents to consider were; collaborative skills, communications skills, planning and organizing skills, technical skills, work/service quality, workload and overall work. The respondents were asked to honestly rate in the mentioned aspects of work performance. Their responses were captured based on a *trust* basis- a similar trust that has always been placed upon

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them when they were asked to rate themselves for a year -end appraisal or a periodical assessment.

The *average* of the scores for the seven items in JP for each of the cases were computed. The following table (Table 16) summarises the descriptive statistics that were computed using the SPSS v.22 package.

Table 17: Descriptives of Job Performance (JP)

<b>Variable</b>	<b>Range</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Skewness</b>
<b>JP</b>	2.57	2.43	5.00	3.91	0.55	-0.32

The results of descriptive analysis that was done on JP clearly indicate an obvious difference from the other variable distributions. The range and the standard deviation was found to be interestingly low, which is 2.57 and 0.55 respectively, generally speaks out to the fact that the responses had low variability. Most of the responses were generally on the higher end; the minimum being 2.43 and the maximum being 5.00. The mean of 3.91 (approximately 4) indicate that most of the respondents believe that *most of the time* they were meeting the 7 requirements (aspects) of their job performance. It could be undeniably true and acceptable, as the respondents were mostly highly experienced and well-versed with their jobs. The skewness, which was found to be notably negative, clearly indicating and further confirming the prior statements made. However, one could argue that the responses to job performance were not each based on the superior's viewpoint about the subordinate, rather they were the self-reflection and self-rating of the subordinates' performance.

#### **4.2.4 Descriptive Analysis of Organisational Commitment / Affective Attachment (AA)**

Finally for the last dependent outcome variable, which is the Organisational Commitment / Affective Attachment (AA), there were six (6) items that were used to measure it. The scales that were used for all the items were a 5-point Likert scale

of agreement, where the descriptors were; 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree. The *average* of the scores for the six items in AA for each of the cases were computed. The following table (Table 17) summarises the descriptive statistics:

**Table 18: Descriptives of Organisational Commitment/Affective Attachment**

<b>Variable</b>	<b>Range</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Value</b>
AA	4.00	1.00	5.00	3.51	0.83	-0.27

The results for AA was found to be interesting. The range of 4.00 and the standard deviation of 0.83 were found to be relatively high, clearly signaling the generally high variability of the responses, as far commitment to the organisation is concerned. The mean of 3.51 (more inclined towards 4) could be considered as relatively different as JP, as described in the earlier section. The mean of 3.51 clearly indicates that there were slightly more respondents who felt that they were a part of the organisation or that they had the affective attachment to the organisation. Also, it is an indication of their commitment to the organisation. The skewness, notably negative, could further confirm the prior statements made

### **4.3 Normality of Target Variables.**

All the main variables in the study were tested for normality using the Shapiro-Wilk W Test, since our sample is not too large (n=79). Shapiro-Wilk W Test is mainly used for normality of the variables in question, especially when the sample size does not exceed 2000. The null hypothesis of the test; H<sub>0</sub>: The sample data for the variable is normally distributed, is argued against the alternative hypothesis; H<sub>a</sub>: The sample data for the variable is not normally distributed, and the null hypothesis was tested at 5% level of significance. The outcome, as to whether the null hypothesis results that is illustrated in Table 18.

Table 19: Test Results of Normality

Variable	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<b>MLDG</b>	.145	79	.000	.951	79	.004
<b>MLEL</b>	.131	79	.002	.956	79	.008
<b>MLMM</b>	.097	79	.063	.971	79	.065
<b>ML</b>	.063	79	.200*	.986	79	.515
<b>POS</b>	.084	79	.200*	.980	79	.236
<b>JS</b>	.098	79	.060	.981	79	.284
<b>JP</b>	.130	79	.002	.966	79	.034
<b>AA</b>	.068	79	.200*	.978	79	.182

Based on the results for the Shapiro-Wilk test that was conducted for the variables using SPSS v.22, the test statistic for sample data of the main variables of the study, ML, POS, JS, JP and AA were ranging from 0.966 to 0.986 and could be considered relatively close to 1, implicating the data for the variables mentioned were close to a normal distribution. The Normal Q-Q plots for the variables, which could found in the appendix, also indicate that the points lie close to the line of normality, with the exception of the variable JP, where there was a clear pattern of a curved trend in the distribution points against the line. Also the *p*-values of the tests for all the main variables mentioned were more than 0.05 (5%), where the null hypothesis for normality for each of the variables was not rejected, thus implicating normality, however, with the exception of JP, where the value was found to be 0.034. This could be possibly due to the obvious lopsidedness of the distribution for JP, there were mentioned in the earlier section. However, the value of 0.034 is still greater than 0.01, thus justifying the normality of JP if a 1% significance level were to be used for the tests. One has to bear in mind that the sample is only 79 in number, and hence, such test slightly deviated outcomes would be usually expected. The only concern would be the *p*-values for the individual components of ML, which are MLDG, MLEL and MLMM, where the values are found to be less than 0.05, or even 0.01. However, these variables would not be the main inferential variables



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individually in the study, as the collective of the three, which make up ML, would be mainly considered for inferences in this study.

Since the assumptions of normality were met for each of the main variables in the study, the inferential analyses (the correlation analyses) that were carried out using SPSS, and the results that would be presented in the next sections on inferential analyses involving correlations and multiple regression would earn some credibility. Thus, the inferences that could be drawn would be expected to be somewhat reliable.

#### **4.4 Pearson's Correlation Analyses**

This section of this chapter is dedicated to present the results of the correlation analyses that were conducted for the variables, and based on the hypotheses that were developed for the study, there will be individual sections that would describe the results and addresses the hypotheses, one by one and in the order there were presented in the earlier chapters.

##### **4.4.1 Between Motivating Language (ML) and Satisfaction (JS)**

Hypotheses were developed to test for a significant positive correlation (one-tailed test) between ML and JS. The hypotheses were:

*H<sub>0</sub>: There is no significant correlation between motivating language and job satisfaction*

*H<sub>1</sub>: There is a positive correlation between motivating language and job satisfaction*

Table 19 describes the results output summary that were obtained using the bivariate correlation application in SPSS v 22:

Table 20: Correlations between ML and JS

		ML	JS
ML	Pearson Correlation	1	.663**
	Sig. (1-tailed)		.000
	N	79	79
JS	Pearson Correlation	.663**	1
	Sig. (1-tailed)	.000	
	N	79	79

Note: Correlation is significant at the 0.01 level as well.

ML was found to be significantly positively correlated to JS, with the Pearson's Correlation Coefficient of 0.663. The  $p$ -value is markedly lower than 0.05 and significantly lower than 0.01 as well. Hence, the null hypothesis is rejected, to conclude that there is indeed a significant positive correlation between ML and JS; thus implicating that generally when motivating language is present in a superior's communication, to some extent job satisfaction is created.

#### 4.4.2 Between Perceived Organisational Support (POS) and Satisfaction (JS)

Hypotheses were developed to test for a significant positive correlation (one-tailed test) between POS and JS. The hypotheses were:

*H<sub>0</sub>: There is no significant correlation between perceived organisational support and job satisfaction*

*H<sub>2</sub>: There is a positive correlation between perceived organisational support and job satisfaction*

Table 20 describes the results output summary that were obtained using the bivariate correlation application in SPSS v 22:

Table 21: Correlations between POS and JS

		POS	JS
POS	Pearson Correlation	1	.767**
	Sig. (1-tailed)		.000
	N	79	79
JS	Pearson Correlation	.767**	1
	Sig. (1-tailed)	.000	
	N	79	79

Note: Correlation is significant at the 0.01 level as well.

The outcome results in this part is rather interesting. POS was found to be significantly positively correlated to JS, with a high Pearson's Correlation Coefficient of 0.767. The  $p$ -value is markedly lower than 0.05 and significantly lower than 0.01 as well. Hence, the null hypothesis is rejected, to conclude that there is indeed a significant positive correlation between POS and JS; thus implicating that generally when the needed support is rendered by the organisation, job satisfaction would mostly tend to be present in the employee as well.

#### 4.4.3 Between Motivating Language (ML) and Performance (JP)

Hypotheses were developed to test for a significant positive correlation (one-tailed test) between ML and JP. The hypotheses were:

*H<sub>0</sub>: There is no significant correlation between motivating language and job performance*

*H<sub>3</sub>: There is a positive correlation between motivating language and job performance*

Table 21 describes the results output summary that were obtained using the bivariate correlation application in SPSS v 22:

**Table 22: Correlations between ML and JP**

	ML	JP
ML		
Pearson Correlation	1	.138
Sig. (1-tailed)		.112
N	79	79
JP		
Pearson Correlation	.138	1
Sig. (1-tailed)	.112	
N	79	79

Unexpectedly, ML was not found to be significantly positively correlated to JP, with a low (and insignificant) Pearson's Correlation Coefficient of 0.138. The *p*-value of 0.112 is higher than 0.05, and not to mention, even more significantly higher than 0.01. Thus, the null hypothesis is not rejected, to conclude that there is not enough evidence to conclude that there is a significant positive correlation between ML and JP; thus implicating in generally that it does not really matter if motivating language is present in a superior's communication to observe a presence of job performance.

#### **4.4.4 Between Perceived Organisational Support (POS) and Performance (JP)**

Hypotheses were developed to test for a significant positive correlation (one-tailed test) between POS and JP. The hypotheses were:

*H<sub>0</sub>: There is no significant correlation between perceived organisational support and job performance*

*H<sub>4</sub>: There is a positive correlation between perceived organisational support and job performance*

Table 22 describes the results output summary that were obtained using the bivariate correlation application in SPSS v 22:

Table 23: Correlations between POS and JP

		POS	JP
POS	Pearson Correlation	1	.117
	Sig. (1-tailed)		.153
	N	79	79
JP	Pearson Correlation	.117	1
	Sig. (1-tailed)	.153	
	N	79	79

Like in the case of ML, POS also was unexpectedly not found to be significantly positively correlated to JP, with an even lower (and insignificant) Pearson's Correlation Coefficient of 0.117. The *p*-value of 0.153 is markedly higher than 0.05, and not to mention, even more significantly higher than 0.01, just as in the case of ML against JP. Thus, the null hypothesis is not rejected, to conclude that there is not enough evidence to conclude that there is a significant positive correlation between POS and JP; thus implicating in generally that it does not really matter if organisational support is present to observe the presence of job performance. It appears that job performance seems to be a stand-alone HR factor that does not seem to depend on the organisational environment. The reasons to justify and argue this in the context of the study would be discussed in detail in Chapter 5.

#### **4.4.5 Between Job Satisfaction (JS) and Organisational Commitment (AA)**

Hypotheses were developed to test for a significant positive correlation (one-tailed test) between JS and AA. The hypotheses were:

*H<sub>0</sub>: There is no significant correlation between job satisfaction and organisational commitment (affective attachment)*

*H<sub>1</sub>: There is a positive correlation between job satisfaction and organisational commitment (affective attachment)*

Table 23 describes the results output summary that were obtained using the bivariate correlation application in SPSS v 22:

**Table 24: Correlations between JS and AA**

		JS	AA
JS	Pearson Correlation	1	.546**
	Sig. (1-tailed)		.000
	N	79	79
AA	Pearson Correlation	.546**	1
	Sig. (1-tailed)	.000	
	N	79	79

Note. Correlation is significant at the 0.01 level as well.

As expected, JS was found to be interesting significantly positively correlated to AA, with a moderate yet significant Pearson’s Correlation Coefficient of 0.546.

The *p*-value is markedly lower than 0.05 and significantly lower than 0.01 as well. Hence, the null hypothesis is rejected, to conclude that there is indeed a significant positive correlation between JS and AA; thus implicating that generally when job satisfaction is present, one could also possibly observe the presence of organisational attachment.

#### **4.4.6 Between Job Performance (JP) and Organisational Commitment (AA)**

Hypotheses were developed to test for a significant positive correlation (one-tailed test) between JP and AA. The hypotheses were:

*H<sub>0</sub>: There is no significant correlation between job performance and organisational commitment (affective attachment)*

*H<sub>6</sub>: There is a positive correlation between job performance and organisational commitment (affective attachment)*

Table 24 describes the results output summary that were obtained using the bivariate correlation application in SPSS v 22:

Table 25: Correlations between JP and AA

		JP	AA
JP	Pearson Correlation	1	.334**
	Sig. (1-tailed)		.001
	N	79	79
AA	Pearson Correlation	.334**	1
	Sig. (1-tailed)	.001	
	N	79	79

Note. Correlation is significant at the 0.01 level as well.

By expectation, JP was found to be modestly positively correlated to AA, with a *modest* yet significant Pearson's Correlation Coefficient of 0.334. The *p*-value of 0.001 is lower than 0.05 and lower than 0.01 as well. Hence, the null hypothesis is rejected, to conclude that there is indeed a significant positive correlation between JP and AA; thus implicating that generally when job performance is present, some, but not large extent, organisational attachment could be observed as well.

## 4.5 Multiple Regression Analysis

This section of this chapter is dedicated to present the results of the multiple regression analysis that were conducted for the main variables. The analysis were based on the two models developed for the study to explain job satisfaction and job performance. The predictor variables ML and POS were used in the models to explain job satisfaction and job performance. There will be two sections in this part to describe each of the two models.

### 2 Model 1 Analysis: Explaining Job Satisfaction

Model 1 was developed in Chapter 3 to see if ML and POS would significantly explain job satisfaction and also help to clearly identify which of predictor

variables, ML or POS, have the greater impact on job satisfaction (JS). The results are summarised in the following tables (Tables 25, 26 and 27)

Table 26: Coefficients in Model 1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.189	.262		.720	.474		
ML	.318	.098	.292	3.255	.002	.591	1.692
POS	.627	.097	.580	6.461	.000	.591	1.692

Note. Dependent Variable: JS

Table 27: Model 1 Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.799 <sup>a</sup>	.638	.629	.52355

Note. Predictors: (Constant), POS, ML

Table 28: ANOVA: Model 1

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	36.737	2	18.368	67.012	.000 <sup>b</sup>
Residual	20.832	76	.274		
Total	57.569	78			

Note. Dependent Variable: JS

Predictors: (Constant), POS, ML



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The model to predict JS using predictors ML and POS appeared to be a good fit. From Table 4.5.1.2, interpreting the value of  $R^2$ , about 63.8% of the variations in JS are explained by ML and POS. In fact, 63.8% would be considered as a good fit. ML and POS were found to significantly contribute to JS, since the  $p$ -values of the tests for ML and POS are markedly lower than 5% or even 1%, with POS even more significant. Also, based on analysis of variance, ANOVA (Table 4.5.1.3), the predictor variables were confirmed to have come from the population with different means, since the  $p$ -value is significantly lower than 0.05 or even 0.01.

The implications from the values of the coefficients of the predictors are that POS has a greater influence on JS, compared to ML, based on both unstandardized and standardized (beta) coefficients. This is because, the values of both the unstandardized and standardized coefficients for POS were higher than those of ML. Now, from carefully interpreting the values of the coefficients, the following could be concluded:

- When ML increases by one unit in score, JS increases by 0.318 units.
- When POS increases by one unit in score, JS increases by 0.627 units.

Or that

- When ML increases by one standard deviations in score, JS increases by 0.292 standard deviations.
- . When POS increases by one standard deviations in score, JS increases by 0.580 standard deviations.

Thus, the whole model of regression is reliable and has a good fit.

The equation of the model could be summarised as:

$$JS = 0.318 ML + 0.627 POS + 0.189 + \epsilon$$

#### 4.5.2 Model 2 Analysis: Explaining Job Performance

Model 2 was developed in Chapter 3 to see if ML and POS would significantly explain job performance and also help to clearly identify which of predictor variables, ML or POS, (if any) have the greater impact on job performance (JS). The results are summarised in the following tables (Tables 28, 29 and 30)

Table 29: Coefficients in Model 2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	3.579	.275		13.028	.000		
ML	.075	.102	.108	.729	.468	.591	1.692
POS	.033	.102	.048	.323	.748	.591	1.692

Note. Dependent Variable: JP

Table 30: Model 2 Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.143 <sup>a</sup>	.020	-.005	.54828

Note. Predictors: (Constant), POS, ML

Table 31: ANOVA: Model 2

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.476	2	.238	.792	.456 <sup>b</sup>
	Residual	22.847	76	.301		
	Total	23.323	78			

Note. Dependent Variable: JP

Predictors: (Constant), POS, ML

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It appeared obvious and speaks out to the fact that Model 2 is insignificant, and does not have a good fit. Both ML and POS would only explain 2% of the variations in JP. Both ML and POS were not found to be significant in influencing JP, as the  $p$ -values of the test for both were markedly higher than 5% or even 1%. From ANOVA analysis (Table 4.5.2.3), it was also obvious that the test for the variability of the means did not point out to the fact that the variables came from the population with different means ( $p$ -value more than 5% or 1%). The coefficients for the variables are somewhat insignificant to be interpreted, and hence, are abandoned. ML and POS are deemed to have failed to explain JP, at least far as this study is concerned.

## **4.6 Conclusion**

In this chapter, the results of the descriptive and inferential analysis for all the variables, including the nominal variables were discussed at length. The inferential analyses, involving correlation and multiple regression for main variables; ML, POS, JS, JP and AA could be considered reliable to a large extent since the variables are proven to be normally distributed, at least at the minimum 0.01 level of significance, using the test for normality. The results and their indications were briefly discussed in the chapter. The overall conclusions of the study and the implications of the proven relationships would be discussed at length in the next chapter. The next chapter would also address each of the individual research questions, while addressing the research objectives in the research problem as well.

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## **CHAPTER 5**

### **DISCUSSION AND CONCLUSION**

#### **5.0 Introduction**

This chapter would mainly discuss the gist of the findings in general. In addition, the implications of the findings of this research will also be discussed at length as well as the recommendations for future related researches will be made. While the outcomes of this research is expected to reinforce and substantiate certain theories in organisational behaviour, they could very well be implicated in strategic human resource management of the academic staff of the premium 6-Star rated college mentioned in the earlier chapters.

#### **5.1 Summary of Findings**

The findings in Chapter 4 could be summarised in the following subsections; General Demographic Findings and Statistical Analyses Findings.

##### **5.1.1 Summary of General Demographic Findings**

Females made up 58.2%, and males made up 41.8% of the 79 respondents, who were lecturers of all grades in the renowned and reputable (6-Star rated) pre-university college in the Klang Valley. The age distribution was such that most of the respondents were 41 years and above and made the highest percentage of 40.5% of the respondents, and the least of the respondents were aged 21 to 25; 3 out of 79, made 3.8% of the respondents.

With regards to the number of years of working experience in the field of education, the respondents were found to be impressively experienced; 31 out of 39 (39.3%) had at least 15 years of teaching experience, and on the contrary, only one (1) out

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of 39 (1.3%) had less than a year of experience in the field. As for the number of years of experience with the current employer, to which the survey pertained to, majority of them, 25 out of 79, or 31.6%, had at least 5 but less than 10 years of experience, and also an almost equally sizeable number of them, 24 out of 79, or 30.4% of them had at least 1 but less than 5 years of experience working with the college. Three (3) or 3.8% of them were new to the organization (less than one year). Based on the age and work experience distributions, credibility of the research to some extent would have been upheld due to the reliability and accuracy of the responses. As for the distribution of the number of superior(s) that one reports to, a vast majority of them; 34 (43%) of them, have had to report to one (1) superior and a sizeable number of them; 28 (35.4%), have had to report to two (2) superiors, and the remaining, more than two. The respondents were nevertheless advised to give their responses to motivating language (ML) based on the most immediate superior as far as their teaching (lecturing) responsibilities are concerned.

## **5.1.2 Summary of Statistical Analyses Findings**

### **5.1.2.1 Summary of Descriptive Statistics for the Variables**

Six (6) items were used in the measurement of MLDG, five (5) items were used in the measurement of MLEL and another five (5) were used in the measurement of MLMM, totaling 16 items pointing out to the overall measurement of ML. The scales that were used for all the three were a 5-point rating scale, where the descriptors were; Never = 1, Hardly = 2, Sometimes = 3, Most of the time = 4 and Always = 5. Among the three components of motivating language (ML), MLDG had the narrowest range and the lowest standard deviation of 3.17 and 0.80 respectively; whilst MLMM has the greatest range of 4.00 and the greatest standard deviation of 0.96 respectively. The overall range for ML was found to be 3.56 with a standard deviation of 1.44. The mean for the distribution of MLDG was found to be 3.41, the highest among the three, and 3.40 for MLEL, almost equally high as MLDG with negative skewness for both distributions. Those results indicated that direction giving and empathetic language were more or less present sometimes in the leaders' communication. The lowest mean (significantly lower) was found to be

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for MLMM, which was 2.60 and its distribution had a notable positive skew, which suggests that most of the respondents believed that the provision of meaning making language was significant absent in the communication of the superiors with their subordinates. The overall mean for motivating language (ML) was found to be 3.15, suggesting that on average, the provision of motivating language was generally perceived to be at the moderate level (or occasional level (sometimes)). The overall distribution for ML was found to be somewhat symmetrical.

POS was measured based on six (6) items using 5-point Likert scale of agreement, where the descriptors were; 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree. The distribution of POS was found to have a mean of 3.02, with a standard deviation of 0.79. The results pointed out to the fact that on average, the respondents were more or less neutral when it came to their perceptions about the provision of organisational support. The distribution was found to have a very slight negative skew, suggesting there were slightly more respondents who felt that there were getting the needed organisational support.

Five (5) items were used in the measurement of Job Satisfactions, JS. The scales that were used for all the items were a 5-point rating scale of satisfaction, where the descriptors were; 1 = Highly Dissatisfied 2 = Dissatisfied 3 = Neutral 4 = Satisfied 5 = Highly Satisfied. It was quite notable that the distribution of JS has one of the greatest range and standard deviation, which was found to be 4.00 and 0.86 respectively and thus indicated high variability in the responses relating to job satisfaction. The mean was found to be 3.08, indicated that the respondents on average were more or less neutral about their job satisfaction. A slight negative skewness was observed and implied that were slightly more respondents who were generally more inclined to believe that there were somewhat satisfied with their jobs.

JP was measured based on seven (7) items where for each, a 5-Point rating scale of frequency (1= Never 2 = Hardly 3 = Sometimes 4 = Most of the time 5 = Always) was used, similar to motivating language. The seven aspects of performance that were given to the respondents to consider were; collaborative skills, communications skills, planning and organizing skills, technical skills, work/service quality, workload and overall work. The results of descriptive analysis

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that was done on JP clearly indicated a significant difference from the other variable distributions. The range and the standard deviation was found to be interestingly low, which is 2.57 and 0.55 respectively, which confirmed that the responses had low variability, mostly on the higher end of the scale. The mean of 3.91 (approximately 4) indicated that most of the respondents believe that *most of the time* they were meeting the 7 requirements (aspects) of their job performance in the college.

For Organisational Commitment / Affective Attachment (AA), there were six (6) items used to measure it. The scales that were used for all the items were a 5-point Likert scale of agreement, where the descriptors were; 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree. The results for AA was found to be interesting. The range of 4.00 and the standard deviation of 0.83 was found to be relatively high, clearly signaled a high variability in the responses, as far commitment to the organisation is concerned. The mean of 3.51 (more inclined towards 4) clearly indicated that there were slightly more respondents who felt that they were a part of the college (organisation), or that they had the affective attachment to the organisation. Thus, an indication of their commitment to the college, was quite evident in slightly more cases.

All the main variables in the study were tested for normality using the Shapiro-Wilk W Test, since our sample was not too large. Based on the results, the test statistic for sample data of the main variables of the study, ML, POS, JS, JP and AA were ranging from 0.966 to 0.986 and could be considered relatively close to 1, and they implicated that the data for the variables mentioned were close to a normal distribution at the 5% level of significance, except, JP, which was only significant at 1%. Also, due to the fact that the  $p$ -values of the tests for all the main variables mentioned were more than 0.05 (5%), where the null hypothesis for normality for each of the variables was not rejected, thus implicating normality of their distributions. For JP however, where the value was found to be 0.034, but was still greater than 0.01, thus justifying the normality of JP at a 1% significance level. Since the assumptions of normality were more or less met for each of the main variables in the study, the inferential analyses (the correlation analyses) that were carried out using SPSS earned some credibility.

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### 5.1.2.2 Summary of Correlation and Multiple Regression Analyses for the Variables

In this section, the specific research objectives and the research questions would be addressed in details. Pertaining to those objectives and questions, hypotheses were developed to test for a significant positive correlation (one-tailed test) between the variables mentioned in the earlier section. This section begins with all the alternative hypotheses that were tested in this paper:

*H<sub>1</sub>: There is a positive correlation between motivating language and job satisfaction*

*H<sub>2</sub>: There is a positive correlation between perceived organisational support and job satisfaction*

*H<sub>3</sub>: There is a positive correlation between motivating language and job performance*

*H<sub>4</sub>: There is a positive correlation between perceived organisational support and job performance*

*H<sub>5</sub>: There is a positive correlation between job satisfaction and organisational commitment (affective attachment)*

*H<sub>6</sub>: There is a positive correlation between job performance and organisational commitment (affective attachment)*

*H<sub>7</sub>: There is at least one coefficient (for one of the predictor variables for JS) that is not zero*

*H<sub>8</sub>: There is at least one coefficient (for one of the predictor variables for JP) that is not zero*

Based on the results, *H<sub>1</sub>* was supported and ML was found to be significantly positively correlated to JS, with the Pearson's Correlation Coefficient of 0.663. The *p*-value was markedly lower than 0.05 and significantly lower than 0.01 as well. So, from the results, one could infer that when motivating language is present in a superior's communication, job satisfaction is to some extent present in the academic staff of the college.



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Pertinent to the second hypothesis,  $H_2$  was supported. So, POS was found to be significantly positively correlated to JS, with a high Pearson's Correlation Coefficient of 0.767. The  $p$ -value is markedly lower than 0.05 and significantly lower than 0.01 as well. The implication would be that generally when the needed support is rendered by the organisation in any form, to a large extent, job satisfaction is present in the academic staff of the college.

The third test revealed a result that did not support  $H_3$  at the 5% level of significance. Unexpectedly, ML was not found to be significantly positively correlated to JP, with a low (and insignificant) Pearson's Correlation Coefficient of 0.138. The  $p$ -value of 0.112 was higher than 0.05, and not to mention, even more significantly higher than 0.01. Thus the results clearly implicate that in general, it did not really matter if motivating language was present in a superior's communication in observing the presence job performance. In short motivating language did not seem to have had influence on the presence of job performance of the academic staff of the mentioned college.

The fourth hypothesis,  $H_4$ , was not supported as well. Like in the case of ML, POS also was unexpectedly not found to be significantly positively correlated to JP, with an even lower (and insignificant) Pearson's Correlation Coefficient of 0.117. The  $p$ -value of 0.153 was markedly higher than 0.05, and not to mention, even more significantly higher than 0.01. One could conclude that there was not enough evidence to prove that POS was positively correlated to JP. The general implication would be that it did not really matter if organisational support was present in observing job performance. It interestingly appeared that job performance of the academic staff in the college seemed to be a stand-alone HR factor in the college that did not seem to depend on the organisational environment, at least as far as this study is concerned.

As expected, the fifth test revealed a result that supported  $H_5$  at the 5% level of significance. Indeed, JS was found to be interestingly significantly positively correlated to AA, with a moderate yet significant Pearson's Correlation Coefficient

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of 0.546. The  $p$ -value was markedly lower than 0.05 and significantly lower than 0.01 as well. The implication from this outcome would be that generally when job satisfaction is present in the academic staff of the college, to some extent his or her attachment to the college is present.

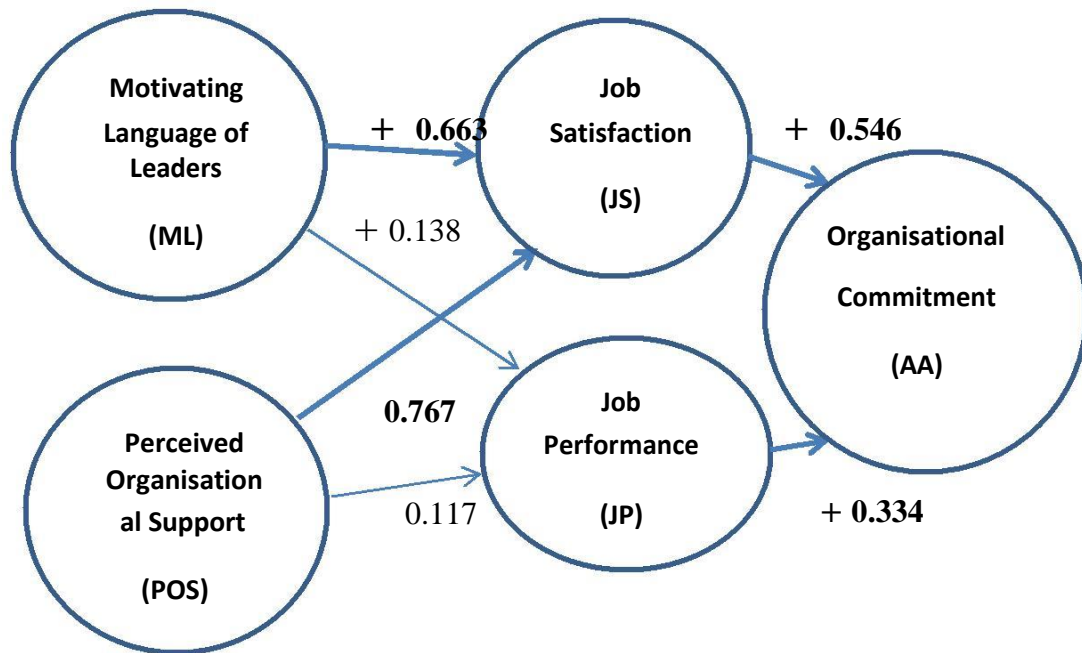
Pertinent to the sixth test,  $H_6$  was supported. So, JP was found to be modestly positively correlated to AA, with a Pearson's Correlation Coefficient of 0.334. The  $p$ -value was lower than 0.05 and also lower than 0.01 as well. The implication would be that generally when the academic staff performed well, it does, to a modest extent, it does bring about a slight positive shift in his or her attachment to the college.

For the multiple regression model 1 test, where the model was used to predict JS using predictors ML and POS, it appeared to be a good fit and  $H_7$  was supported. Interpreting the value of  $R^2$  for the model, about 63.8% of the variations in JS were explained by ML and POS. In fact, 63.8% should be considered as a good fit. ML and POS were found to significantly contribute to JS, since the  $p$ -values of the tests for ML and POS were markedly lower than 5% or even 1%, with POS even more significant. Also, based on analysis of variance, ANOVA (Table 4.5.1.3), the predictor variables were confirmed to have come from the population with different means, since the  $p$ -value is significantly lower than 0.05 or even 0.01. The equation of the model was summarised as  $JS = 0.318 ML + 0.627 POS + 0.189 + \varepsilon$ . From the model's coefficients, it was discovered that perceived organisational support (POS) among the academic staff contributed more to job satisfaction, compared to motivating language. In fact, when ML increases by one standard deviations in score for an academic staff in the college, JS increases by 0.292 standard deviations; whilst, when POS increases by one standard deviations in score for the academic staff in the college, JS increases by 0.580 standard deviations.

For the multiple regression model 2 test, where the model was used to predict JP using predictors ML and POS, did not appear to be a good fit-  $H_8$  was not supported. The coefficients for ML and POS were insignificant to explain job performance. Plus, the  $p$ -values were significantly higher than 5% or even 1%. Hence, it could be concluded that motivating language of the leaders and the presence of support in the college did not seem have had any impact on job performance.

As a summary to this section, the following diagram (Figure 5) would provide the necessary information on the direction of the correlation and the Pearson's Correlation Coefficient for each of the six relationship examined in this research, based on the conceptual framework. The significant ones are bolded.

Figure 5: Correlations in Proposed Conceptual Framework



Based on the outcomes of this empirical research, founded on the proposed conceptual framework, it appears that both motivating language and perceived organisational support were good predictors of job satisfaction in the college, in line with the findings of Mayfield and Kopf (1998), Rhoades and Eisenberger, 2002, Madlock and Sexton, 2015, Allen, Shore, & Griffeth, 2003, Frenkel, Sanders, and Bednall (2013), Zampetakis, Beldekos and Moustakis, 2009, but not necessarily are the predictors of job performance, as contradictory to the findings of Mayfield and Kopf (1998). The presence of motivating language seem to have a more profound influence on job satisfaction, which was anticipated from the very beginning. However, it was rather surprising that perceived organisational support held by the academic staff of the college did not seem to have had any bearing on both the HR outcomes of job satisfaction and job performance, as opposed to findings of Mayfield and Mayfield, 2007, Mayfield and Mayfield 2012, Zampetakis et al.,

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2009, Masterson, 2011, Hsieh, 2016, and Aselage & Eisenberger, 2003. There could be a number of reasons for this, which could mostly relate to the nature of the job in the population that was studied. These could be addressed in the last part of this Chapter later.

Based on the focus of this study, both job satisfaction and job performance were found to have some impact on organisational attachment in the college, which ultimately is the most important outcome variable in this study, since organisational commitment is an alternative expression of loyalty and sense of belonging to the organisation that one is working for. The outcomes are in line with the findings of Allen, Shore and Griffeth, 2003, Firth, Mellor, Moore, & Loquet, 2004, Madlock and Sexton, 2015, Frenkel, Sanders, and Bednall (2013) and Rhoades et al. (2001) and Shukla and Rai, 2015. It is a very important determinant of the future success of an organisation, especially for a reputable 6-Star rated college, which is in the service industry. From this study, one could say that it is imperative for an academic staff to have both job satisfaction and job performance to serve loyally in a service based organisation, like the mentioned college.

Based on the multiple regression analysis, perceived organisational support was found to play a significant role in explaining job satisfaction in the college, pertinent to the findings from Allen, Shore, & Griffeth, 2003; Eisenberger et al., 1990; Rhoades & Eisenberger, 2002, Frenkel, Sanders, and Bednall, 2013 and Font, 2012.

From the outcomes of the research, it is undeniable that it would substantiate certain theories asserted in the field of organisational behaviour. The two most important explanatory variables were the motivating language and perceived organisational support in this research. Thus, summing up from the outcomes of this research based on the overall conceptual framework and the significant relationships that were proven within it, it could be inferred that a superior needs to have motivational language included in his or her day to day or timely conversation with his or her academic staff in the mentioned college, so that it would create, to some extent, job satisfaction for the staff. Similarly, it would be equally, if not, more important, for the college to provide the needed support (tangible or intangible) for the academic staff to be satisfied with his or her job. Such provisions would greatly enhance the staff's perceived organisational support (POS), which would in turn, create a sense

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of satisfaction. Also, for an employee, when job satisfaction is created, it would likely lead to his or her commitment to the college, which would actually in turn, benefit the college in the long run, in terms of reducing dysfunctional turnover within the college, getting a better return on their investment (ROI) on human capital and value-adding to the organisation's service and offerings to the market, while also enhancing the quality of such service delivery and offerings mentioned. Dysfunctional turnover must be taken seriously and must be controlled by the college. Dysfunctional turnover would imply decreased productivity, replacement and training expenses, loss of valuable organizational knowledge, and lowered morale among remaining employees (Cascio, 1998; Mitchell, Holtom, Lee, & Sablynski, 2001, as cited in Mayfield and Mayfield, 2007).

The only variable that did not seem to tie in well in the proposed framework was job performance. Although it had some impact on organisational attachment in this study, it was not proven (not significant) that by having motivating language and perceived organisational support, it would enhance job performance. It is probably the way job performance was defined in this study, or its scope. Perhaps, job performance, especially as far as educating (teaching or lecturing) may not much depend on the job environment (like superior factors or the organisation itself). These would be addressed as limitations and/or recommendations for future research in the last section of this topic.

## **5.2 Implications for Practice**

This research will provide a valuable insight into how communicational strategies, particularly motivating language, are important to a leader, in terms of contribution to employee outcomes in an organisation, especially job satisfaction. Leaders need to earn the trust and confidence of the employees, and it has a lot to do with how they communicate. Some business executives around the world invest time and money to create organizational leaders who effectively communicate information, ideas, and feelings to his or her employees (Xiaojun & Venkatesh, 2013). Proper communication of the leaders that includes direction giving, empathetic language and meaning making, would enable leaders to walk the talk and bring about a sense

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of job satisfaction and organisational commitment in the employees. The findings by Madlock and Sexton, 2015, clearly pointed out that motivating language as a whole had a positive influence on the communication competence of supervisors in their local context and their employees' job satisfaction and organizational commitment. Motivating language (ML) in fact is a widely accepted leadership and communication theory and it is undoubtedly a promising leader language strategy that has responded to these encouragements for discovery of augmented employee and organizational outcomes (Mayfield and Mayfield, 2012). In fact, the findings in the research revealed that the meaning making component of motivating language was significantly absent in the communication of the superiors of the academic staff of the college that was studied. Perhaps, the college has not been closely advocating the concept meaning making language- that has largely to do with clearly communicating and cascading the organisational culture to the lower levels and taking the initiative to offer advice to subordinates about how to fit into the organisation through stories and metaphors (Cooke & Rousseau, 1988 as cited in Mayfield and Mayfield, 2007). This should be viewed seriously by the management of the mentioned college, as otherwise, the academic staff would lose a sense of work direction and would also feel that they are not a part of the organisation. In fact, meaning-making language is a powerful form of leader communication, especially during organizational assimilation and change management (Mayfield & Mayfield, 2002; Sullivan, 1988).

Hence, in general motivation language is indeed an important communicational strategy of leaders and this research has proven that did bring about important employee outcomes in the college in the long run.

The other important proven factor would of course be the perceptions held by the employees concerning the support provided by the organization (POS) to motivate them to perform and seek satisfaction in their jobs. Organizations should place importance on supporting and taking care of the well-being of the employees (Neves and Eisenberger, 2014). In fact, employees who receive valued resources (e.g. pay raises, developmental training opportunities) develop their POS and feel obligated, based on the reciprocity norm (Gouldner, 1960, as cited in Neves and Eisenberger, 2014), to strive to repay the organization by helping it reach its

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objectives. In this study, perceived organisational support (POS) of the academic staff of the college was nevertheless proven to drive job satisfaction to a larger extent compared to motivating language. Also, POS would be important to encourage staff to commit to the organisation and the works of Allen, Shore and Griffeth, 2003, Rhoades and Eisenberger, 2002 and Shukla and Rai, 2015 confirmed it. Hence, organisational support was indeed proven to be another important factor (besides motivating language) to bring about important employee outcomes in the mentioned college in the long run.

In short, it is now clearly asserted then from this study, that being able to engage employees by strategic communication, coupled with the provision of intangible (and tangible) support for the academic staff in the college, would result in favourable organisational outcomes

Besides, this research had also proven that job satisfaction and job performance of the academic staff would yield organisational commitment or affective attachment to the college, which literally translates to loyalty and a sense of belonging to it.

For practice, motivating language and the related scales could provide the management of the college, with a tool that can be used to quickly target the leaders' communication deficiencies across the college or in specific groups. The ML scale and theory have been well established and validated (J. Mayfield & Mayfield, 2009 as cited in Mayfield and Mayfield, 2012). As pointed out in the work of Sharbrough, Simmons and Cantrill, 2006, the feedback from the scales along with motivating language theory (MLT) can form the basis for designing targeted supervisory training programs in the college to address leaders' communication deficiencies unique to the college or its leaders in question. Further, motivating language training (ML training) programs may well benefit from accentuating both leader based and dyadic skills. (Mayfield and Mayfield, 2010). In fact, in the first place, communication skills should be emphasized as a criteria for leader selection and development in the college, including performance feedback and rewards (Mayfield and Mayfield, 2010).

As far as perceived organisation support (POS) is concerned, employers like the college can influence their employees POS by nurturing supportive social networks

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at work characterized by embedded ties that provide socio-emotional and instrumental support (Hayton et al. 2012). As Hayton et al., 2012, pointed out, it can be done by encouraging and rewarding greater communication and team approaches to achieving common goals and by fostering the values of cooperation and solidarity. By provision of adequate support (socio-emotional and instrumental), the general emotional well-being and satisfaction of the employees could be enhanced in the college.

The initiatives as mentioned above however may not point out to performance of the academic staff in the college, since performance could be a unique factor in the college. This study has proven its independence, since it did not seem to clearly emanate from motivating language nor POS of the staff. Job performance and job satisfaction could however collectively lead to organisational commitment, as proven from this study.

Employee outcomes that are favourable could clearly be reflected by positive outcomes manifested in the HR metrics of an organization, which points out to the effectiveness of their people management in preserving and upgrading their human capital. Efforts taken to preserve and upgrade the human capital could lead to the success of any organization.

### **5.3 Recommendations for Future Research**

One of the major limitations of this study, in the context of the target population (academic staff), is that it was not able to prove that a leader's provision of motivating language and the subordinate having a positive perception of organisational support would translate to the staff's job performance in the college, as initially anticipated. Some of the probable reasons for the insignificance as far as this study is concerned could be that the academic staff were passionate about their jobs (lecturing jobs) and enjoyed their work, immaterial of the provision of support or the presence of motivating language. In fact, the age of the staff and their vast experience in the field could further prove that their performance had nothing to do with motivating language or provision of organisational support. Based on some casual conversations and the some of the comments given in the survey, the



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respondents did enjoy their work. As of them, work was work, and it was about thoroughly enjoying their work. The nature of their job was also that it was mostly neither dependent of the supervisory factors nor the organisational support factor, which could be true in a private education field. As many would agree, teaching or lecturing is a noble profession! Thus, it would be highly recommended for one to do a similar research in other fields of work, where there would be sense dependency on motivating language and perceived organisational support for an employee to perform.

The other limitation was that job performance was self-evaluated by the academic staff, based on trust. There could have been be some elements of biasness in the responses, although it was clearly stressed and impressed upon them that they were trusted to give their genuine responses upon reflecting on their actual current performance. Further adaptation of this research would be advisable, where, in the process of data collection, job performance of employees are independently evaluated by their superiors. As such, accuracy of data could to some extent be preserved. However, such procedures will inevitably run into some inconveniences and difficulties in capturing data. Plus, job performance was defined and described as the measure of one's performance in the seven aspects mentioned in Chapter 3 and Chapter 4. Perhaps, the concept of job performance could be further explored as to how it could be used to prove its possible emanation from communication and organisational support.

As described earlier, the study was conducted in the context of a premium private education provider that the earned a reputation and a 6-Star rating by MyQuest. The implications of this research based on the conceptual framework does not extend to other private colleges, government linked colleges, other educational institutes or let alone other fields of work or industries. Hence, this model could be adopted to see its fit in other industries or field of work. Such studies could provide useful insights as to how communication and organisational support may play an important role in bringing about organisational outcomes, as theorized by many writers of such related topics.

Finally, unlike the proposed conceptual framework in this research, job performance could be viewed as an independent intervening factor to organisational

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commitment, since the findings does not clearly point out the roles of motivating language and organisational support in influencing performance. If it could be proven, then the framework would be more reliable in predicting organisational commitment.

## **5.4 Conclusion**

In this chapter, the summary of findings and their implications were explored. One of the main reasons of conducting this research, especially in the college's context was to get its leaders and the college to understand that academic staff should be viewed as an important internal stakeholder to them. As such, some efforts should be taken to preserve the value of this human capital that operates within the said organisation. It is undeniable that turnover is an important HR metric that it does indeed indicate the success of an organisation in carrying out its mission, goals and objectives. Therefore, efforts must be stepped up to prevent unnecessary dysfunctional turnover in this organisation.

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**APPENDICES**

1. Survey Questionnaire Cover Letter	A
2. Survey Questionnaire	B
3. Certification Letter from UTAR	C
4. Sample Demographic Summary Charts	D
5. Normality Plots of Target Variables	E

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## APPENDIX A

### **The Effect of Perceived Organisational Support and Motivating Language of Leaders on Job performance, Satisfaction and Commitment of Employees**

Dear Participant,

I invite you to participate in a research study entitled “The Effect of Perceived Organisational Support and Motivating Language of Leaders on Job performance, Satisfaction and Commitment of Employees”. I am currently enrolled in the Masters in Business Administration (General) Programme at Universiti Tunku Abdul Rahman (UTAR), and am in the process of writing my Research Project Paper.

The purpose of the research is to determine if there are any significant effects of motivating language of leaders, coupled with employees’ perceived organizational support, on employee outcomes (HR outcomes). Concurrently, this paper would determine the linkage between each of the HR outcomes mentioned to employees’ commitment (or affective attachment) to the organisation. This research is anticipated to provide useful insights to leaders and their organisations on how the use of strategic leader communication (motivating language) and provision of support by the organization (employees’ perceived organizational support) would yield positive employee outcomes and their (employees’) commitment to the organisation that they work for.

The enclosed questionnaire has been designed to collect information on your perceptions about the extent of the use of motivating language by your superior(s), your perceived level of support provided by the organization that you are working for, your general level of job satisfaction, your perceived level of job performance and your commitment (or affective attachment) to your organization.

Your participation in this research project is completely voluntary. You may decline altogether, or leave blank any questions you don’t wish to answer. There are no known risks to your participation and you can be assured of that. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one, other than the researchers, will know your individual responses to this questionnaire.

If you agree to participate in this project, please answer the questions on the questionnaire as best as you can. Your genuine and honest response to each question is much expected and appreciated. It should take approximately 6 to 8 minutes on average to complete this questionnaire. Please return the questionnaire as soon as possible to the investigator. If you have any questions about this project, feel free to contact me, James Stephon A M Louis @ 016-3144343. Information on the rights of human subjects in research is available through the UTAR Scientific and Ethical Review Committee.

Thank you for your assistance in this important endeavor.

Sincerely yours,

James Stephon A/L A M Louis

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## APPENDIX B

### Questionnaire Survey on the Effect of Perceived Organisational Support and Motivating Language of Leaders on Job performance, Satisfaction and Commitment of Employees

*Kindly respond to the following questionnaire survey by ticking the appropriate boxes or filling in the blanks for all parts, A, B and C. For the scaled and rating questions in part B, carefully read the scale /rate descriptors and kindly fill in the appropriate score between 1 and 5 inclusive for each.*

*Your honest and genuine response to each question is much expected and appreciated.*

#### PART A

##### YOUR ESSENTIAL PERSONAL DETAILS

1. Gender :  Male  Female

2. Age:

<input type="checkbox"/>	21 - 25
<input type="checkbox"/>	26 - 30
<input type="checkbox"/>	31 - 35
<input type="checkbox"/>	36 - 40
<input type="checkbox"/>	41 and above

3. No of years of working experience in the current field of job:

<input type="checkbox"/>	Less than a year
<input type="checkbox"/>	At least 1 year but less than 5 years
<input type="checkbox"/>	At least 5 years but less than 10 years
<input type="checkbox"/>	At least 10 years but less than 15 years
<input type="checkbox"/>	15 years and above

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4. No of years of service with your current employer (organisation)

<input type="text"/>	Less than a year
<input type="text"/>	At least 1 year but less than 5 years
<input type="text"/>	At least 5 years but less than 10 years
<input type="text"/>	At least 10 years but less than 15 years
<input type="text"/>	15 years and above

5. No of superior(s) that you **directly** report to:

<input type="text"/>	One
<input type="text"/>	Two
<input type="text"/>	More than 2

**PART B:**

***YOUR PERCEPTIONS ON THE MOTIVATING LANGUAGE OF YOUR LEADER(S), ORGANISATIONAL SUPPORT, JOB SATISFACTION, JOB PERFORMANCE AND YOUR ORGANISATIONAL COMMITMENT***

**1. Motivating Language (ML)**

Motivating Language (ML) is a form of “strategic talk” has the objective of bridging the gap between leader intention and employee understanding to favorably influence employee outcomes. It is a promising leader language strategy that can be used as a motivational tool to help employees meet desired organizational and personal objectives. Motivating language has three (3) dimensions; Direction-Giving Language, Empathetic Language and Meaning-Making Language.

For all the three (3) dimensions, kindly rate the following questions based on your perception of the level of the use of motivating language of your superior(s).

<b>DIMENSION: DIRECTION-GIVING/UNCERTAINTY REDUCING LANGUAGE</b> <i>Never = 1, Hardly = 2, Sometimes = 3, Most of the time = 4 and Always = 5</i>	<b>Score</b>
My superior (s):	
1. Gives me useful explanations of what needs to be done in my work.	
2. Offers me helpful directions and advice on how to do my job or solving job related problems.	
3. Provides me with easily understandable instructions about my work.	
4. Offers me helpful advice on how to improve my work.	
5. Gives me good definitions of what I must do in order to receive rewards or recognition.	
6. Offers me specific information on how I am evaluated.	
<b>DIMENSION: EMPATHETIC LANGUAGE</b>	
My superior (s):	
7. Gives me praise for my good work job well done.	
8. Shows me encouragement for my work efforts.	
9. Shows concern about my job satisfaction.	
10. Expresses his/her support for my performance and professional development.	
11. Shows or expresses trust in me.	
<b>DIMENSION: MEANING-MAKING LANGUAGE (5 items)</b>	
My superior (s):	
12. Tells me stories about key events in the organization's past.	
13. Gives me useful information that I will not be able to get through official channels.	
14. Tells me stories about people who are admired in my organization.	
15. Offers me advice about how to "fit in" with other members of this organization.	
16. Tells me stories about people who have been rewarded or recognized by this organization.	

## **2. Perceived Organizational Support (POS)**

Perceived Organization Support, or in short POS, is all about employees' perception that the organization values their contribution and cares about their well-being. The perceptions held by the employees about the provision of support from the organization for their contributions, well-being, accomplishments, general satisfaction, creation of interest in job and performance to their best ability

For each of the following questions, kindly respond to what extent do you agree that support is provided by the organization on the aspects of your contributions, well-being, accomplishments, general satisfaction, creation of interest in job and performance to their best ability.

<b>Perceived Organisational Support (POS)</b>	<b>Score</b>
<i>1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree</i>	
7. My organization values my contribution to its well-being.	
8. My organization really cares about my well-being.	
9. My organization takes pride in my accomplishments at work.	
10. My organization cares about my general satisfaction at work.	
11. The organization tries to make my job as interesting as possible.	
12. The organization is willing to extend itself in order to help me perform my job to the best of my ability.	

### 3. Job Satisfaction (JS)

Job satisfaction is the emotional state resulting from the appraisal of one's job or job experiences. It could also be defined as an affective reaction to one's job or an attitude toward one's job. Job satisfaction is normally implied in the attitudes and behaviors toward management, coworkers, and the job itself.

Kindly rate the level of satisfaction to each of the following aspects of your job:

<b>Job Satisfaction (JS)</b>	<b>Score</b>
<i>1 = Highly Dissatisfied 2 = Dissatisfied 3 = Neutral 4 = Satisfied 5 = Highly Satisfied</i>	
6. How satisfied are you with your involvement in decisions that affect your work?	
7. How satisfied are you with the information you receive from management on what's going on in your organization?	
8. How satisfied are you with the recognition you receive for doing a good job?	
9. How satisfied are you with the policies and practices of your senior leaders?	
10. How satisfied are you with your opportunity to get a better job in your organization?	



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#### 4. Job Performance (JP)

Job performance is about to what extent an employee has been effectively fulfilling some performance aspects involving key features of behaviors, productivity, organizational goals, and so on.

We seek your kind co-operation in honestly rating yourself in the following general aspects of work performance. Your responses will be captured based on a trust basis- a similar trust that has always been placed upon you when you are asked to rate yourself for a year -end appraisal or a periodical assessment.

<b>Job Performance (JP)</b>	<b>Score</b>
Overall, to what extent have you been effectively fulfilling the following aspects of your performance?  <i>2 = Never 2 = Hardly 3 = Sometimes 4 = Most of the time 5 = Always</i>	
8. Collaborative skills	
9. Communications skills	
10. Planning and organizing skills	
11. Technical skills	
12. Work/service quality	
13. Workload	
14. Overall work	

#### 5. Organisational Commitment /Affective Attachment (AA)

Organisational Commitment or Affective Attachment to the organization is about the strong belief in and acceptance of the organization's goals and values, a willingness to exert considerable effort for the organization, and a desire to retain membership in the organization.

For each of the following questions, kindly respond to what extent do you agree that you are committed or affectively attached to the organization that you are working for.

<b>Organisational Commitment/ Affective Attachment (AA) (6 items)</b>  <i>1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree</i>	<b>Score</b>
7. Working in this organization has a lot of personal meaning for me.	
8. I feel a strong sense of belonging to this organization.	
9. I am proud to tell others that I work for this organization.	
10. I feel emotionally attached to this organization.	
11. I would be happy to work here until I retire.	
12. I really feel that any problems faced by this organization are also my problems.	

**PART C**

***FURTHER COMMENTS***

Any further comments you would like to share, especially about your communicational experiences with your superior(s) and (or) the support (any form) rendered (or not rendered) by your organisation to keep you satisfied or motivated to perform:

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**End of Questionnaire**

Thank you for your participation. Your responses will be viewed seriously and would contribute a great deal to the success of this research project.

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**APPENDIX C**

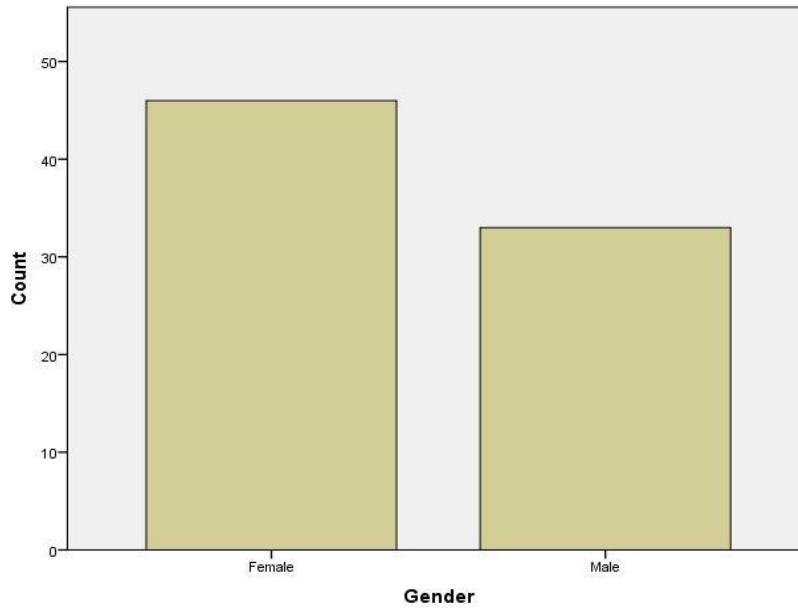
*(Certification Letter from UTAR)*

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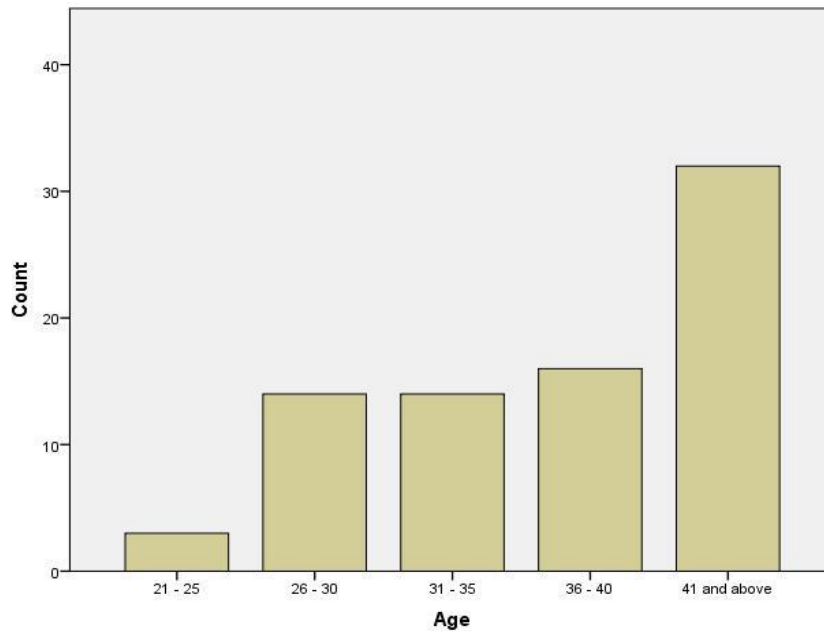
## APPENDIX D

### SAMPLE DEMOGRAPHIC SUMMARY CHARTS

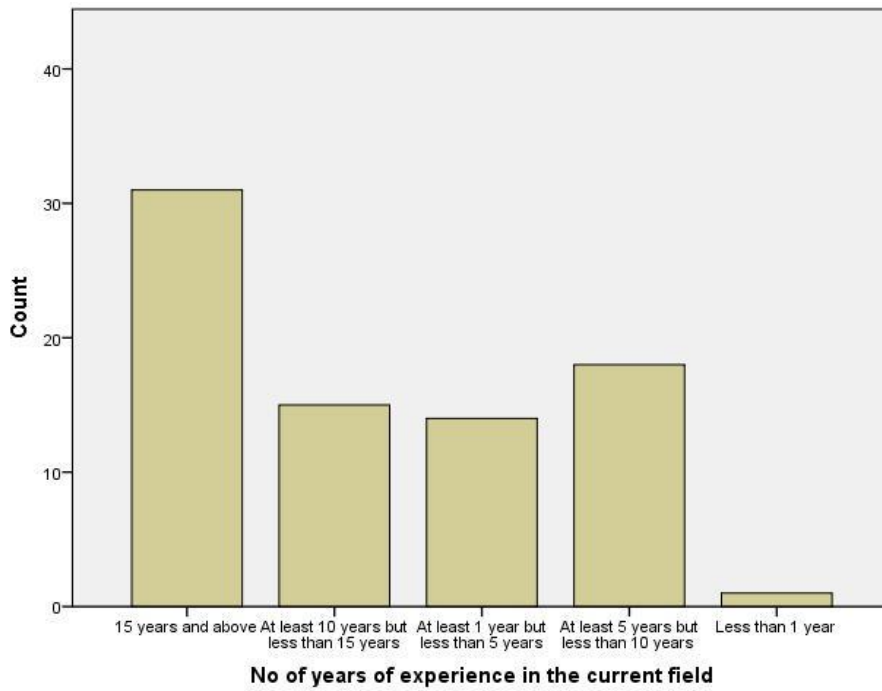
Bar Chart of the Gender Distribution of the Sample



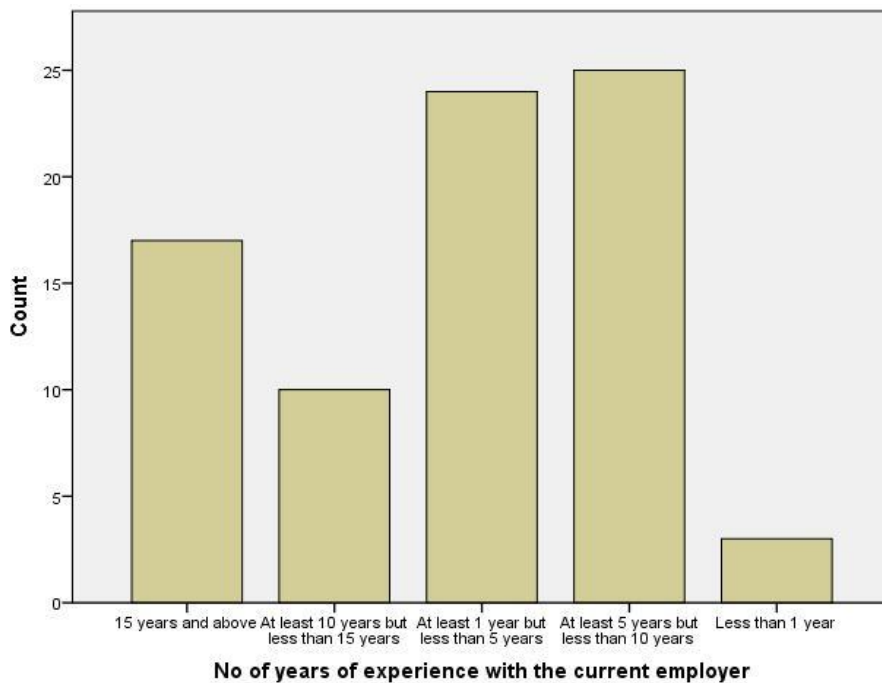
Bar Chart of the Age Distribution of the Sample



Bar Chart of the Number of Years of Experience in the Field

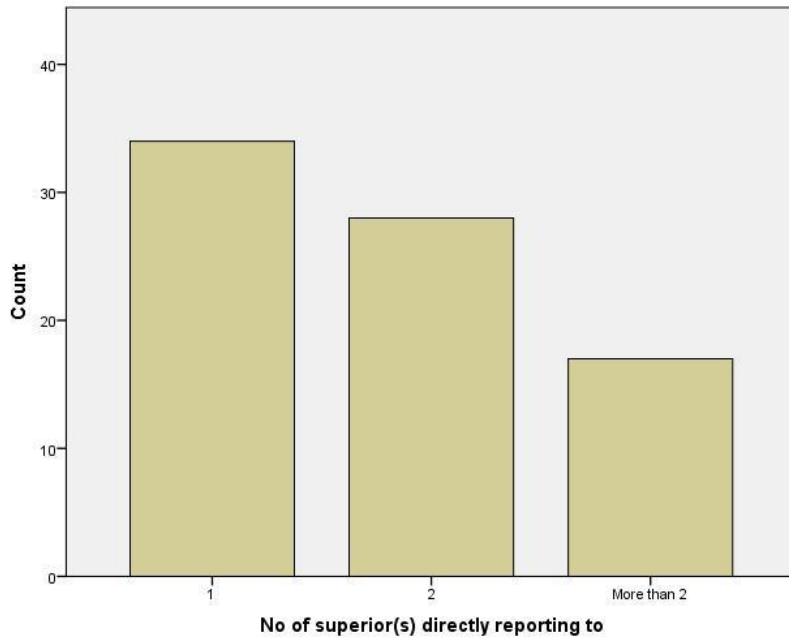


Bar Chart of the Number of Years of Experience with Current Employer



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Bar Chart of the Number of Superior(s) One Reports To

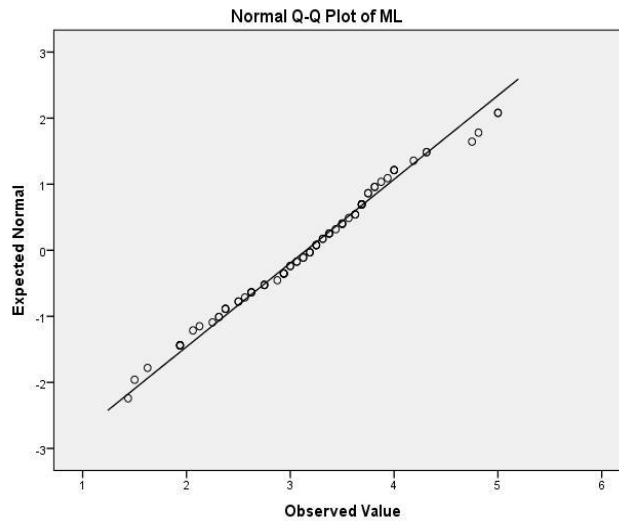


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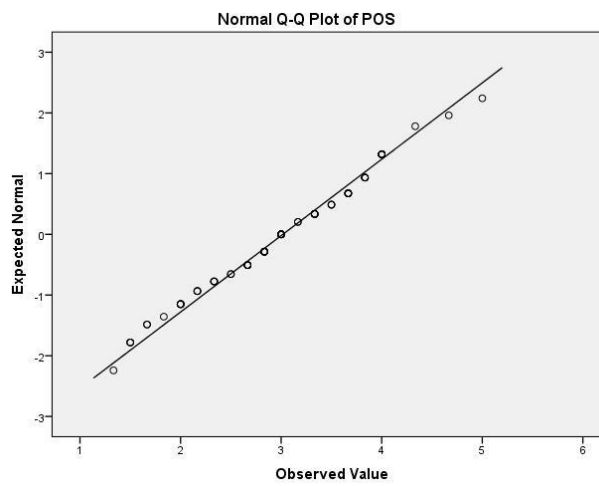
## APPENDIX E

### NORMALITY PLOTS OF TARGET VARIABLES

#### Normality Plot of Motivating Language (ML)

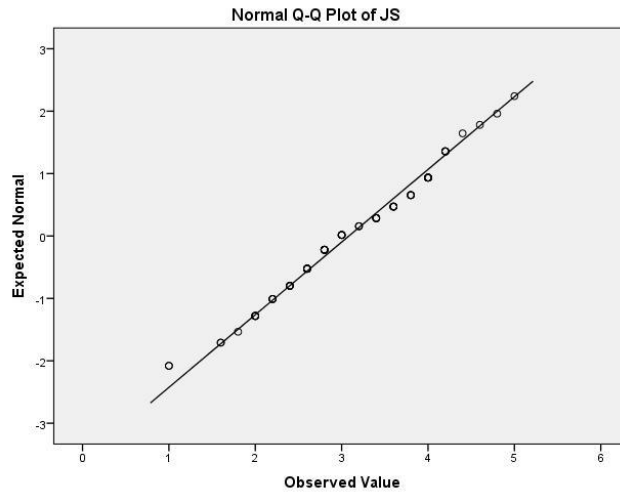


#### Normality Plot of Perceived Organisational Support (POS)

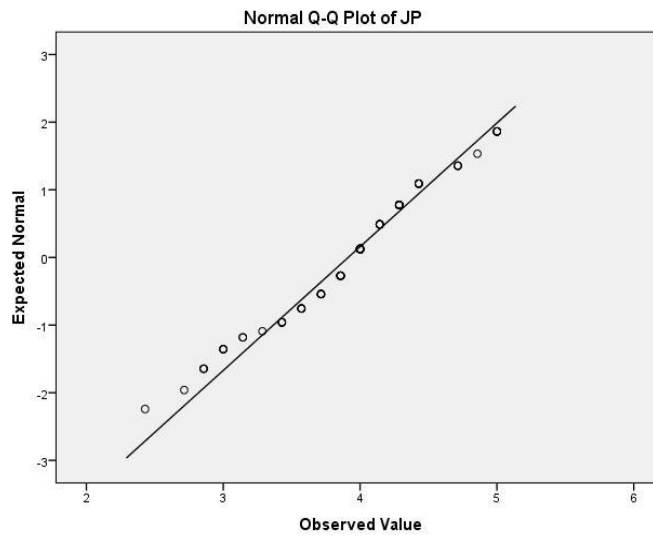


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### Normality Plot of Job Satisfaction (JS)



### Normality Plot of Job Performance





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Normality Plot of Organisational Commitment

