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Highlights

Assessment of Higher Education

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Discovering Thoughts, Inventing Future

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Contents of the Issue

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Contents of the Issue

1. Unethical Practices and Management Option in Mission Schools as Perceived by Teachers in Delta State. *1-14*
2. The Effects of Network Ties on Product Innovation Success: A Study of SMEs. *15-29*
3. Assessment of Higher Education Students' Desire to be an Entrepreneur: The Case Study of Adama Science and Technology University. *31-41*
4. A Study of the Relationship between Organizational Conflicts & Employees' Intention to Leave with Special Reference to Staff Assistants in ABC Merchant Bank of Sri Lanka. *43-57*
5. Employee Empowerment – An Empirical Study. *59-64*
6. Employee Ambassadorship- Wearing the Values! *65-78*

v. Fellows
vi. Auxiliary Memberships
vii. Process of Submission of Research Paper
viii. Preferred Author Guidelines
ix. Index

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Unethical Practices and Management Option in Mission Schools as Perceived by Teachers in Delta State

By Boma George
Delta State University

Abstract- This study was conducted to investigate unethical practices and management options in Delta State mission schools as perceived by teachers. To guide the study, four research questions were raised and four hypotheses were formulated. The study which was a descriptive survey adopted the ex-post-facto design. The population of the study consisted of 1319 teachers in 40 mission schools in Delta state as at 2014/2015 academic year. The sample used for this study was 456 teachers drawn from the population of the study which represented 40% of the entire population. The sampling procedure used was random sampling technique. The responses were carefully converted into mean scores for the purpose of answering of the research questions while t-test was used to test the hypotheses. Findings of the study revealed that unethical practices in Delta state mission schools included: teachers awarding unmerited score to students, sexual harassment, students' truancy, teachers do not cover scheme of work and students cheating during examination.

Keywords: *unethical practices, management option, teachers, nigeria.*

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Boma George

Abstract- This study was conducted to investigate unethical practices and management options in Delta State mission schools as perceived by teachers. To guide the study, four research questions were raised and four hypotheses were formulated. The study which was a descriptive survey adopted the ex-post-facto design. The population of the study consisted of 1319 teachers in 40 mission schools in Delta state as at 2014/2015 academic year. The sample used for this study was 456 teachers drawn from the population of the study which represented 40% of the entire population. The sampling procedure used was random sampling technique. The responses were carefully converted into mean scores for the purpose of answering of the research questions while t-test was used to test the hypotheses. Findings of the study revealed that unethical practices in Delta state mission schools included: teachers awarding unmerited score to students, sexual harassment, students' truancy, teachers do not cover scheme of work and students cheating during examination. Some management options that can be adopted to manage unethical practices in Delta state mission schools include; provision of ethics training programmes for teachers/students, appointment of ethics specialist who plays a role in top management decision making in all schools, preparation of codes of ethics in schools. The study also revealed that there is a significant difference between the perception of male and female teachers on identifiable unethical practices in Delta state mission schools. Based on the findings, the researcher presented some recommendations which include, mission schools should enact law that is centered on punishing any teacher who engage in unethical practices in the school and establish codes of conduct to guide teachers' behaviours within the school.

Keywords: unethical practices, management option, teachers, nigeria.

I. Introduction

The primary objective of the early Christian missionaries was to convert the natives to Christianity through education. The knowledge of the Bible, ability to sing hymns, recite catechisms and to communicate both orally and in writing was considered essential for a good Christian. As already observed, several missionary bodies, with their political, economic and denominational sympathies emerged during this period, working as hard as they could to establish as many schools as they could. It is important to note that each missionary body operated its own educational system and financed its own educational project. Today, mission schools have spread like a wide fire in all states of the federation (Nwaze, 2011).

Mission schools like every other school in Nigeria faces a host of challenges which have affected its primary objectives. Mission schools are confronted with management options and unethical practices. The potential for conflict in these situations can be exacerbated by differences in the roles and responsibilities of teachers within the school system. Leading to little discussion of the ethics upon which the choices to be made in these difficult situations are based. Unethical practices frequently arise from decisions which require value judgements about doing the right thing, or good/ best thing in a particular situation. Campbell (2008) stated that doing the 'right thing' seems easy enough most times, when an ethically difficult situation arises, it may cause individuals to examine their ethics in practice. He went further to assert that teaching is inherently a moral endeavour with principals, teachers and the whole school community struggling with complex ethical realities in their day-to-day activities.

Kohlberg (2010) opined that moral reasoning, as a precondition to ethical behaviour is not sufficient to act in an ethical way. It is often, assumed that teachers will do the 'right thing', and in doing so ethics and moral principles may simply become part of the hidden curriculum. This means that, the principles on which teachers' act are so embedded in practice that they are generally not discussed, examined nor talked about. However, Lyons (2006) rightly put it that majority of teachers reported that they had difficulty in resolving real life unethical issues they faced when carrying out their daily activities within the school system.

However, unethical practices in mission schools, as identified by Leke (2009) include truancy on part of teachers and students, cheating during examination, improper dressing, drug abuse, lying and lateness to school and lessons, leaking examination questions among others. These unethical practices disturb the minds of teachers and students, which interfere with the learning of both the students and their peers (Aduma, & Auwal, 2007). The quality of education to parents depends on what affects their children that is the school climate based on character moulding of the

Author: Delta State University. e-mail: revbomageorge@gmail.com

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learners. Practice of learning and work ethics is a good determinant of qualitative education. Schools where unethical practice is high in operation cannot produce disciplined and quality graduates. This reduces the value of our school products, based on the standard by which we judge human behaviour. In other words, moral rules, promoting those things thought of as good and minimizing or avoiding those things thought as bad learnt at early age at home and school. Mission schools do not only experience unethical practices within the school but also are confronted with management issues. There are numerous issues before the mission schools and before the school administrators (principals and teachers). Sidhu (2007) opined that these challenges are: explosion of students' population, lack of credibility, poor facilities, political unrest, lack of cooperation, non-performance, lack of devotion, out-dated expertise, wastage, and poor planning.

In the same vein, the management issues maybe due to the changing society in which the mission school finds itself today. Today, the society is in a state of continual change, with one change leading to another. The society has become increasingly confused, fragmented and discontented (Grimmett & Echols 2010). This is because the rapid pace of change has affected all institutions without exception to the mission schools. In the educational institutions, students' and teachers' culture has changed dramatically thus, influencing their attitudes to teaching and learning respectively (Nwaka, 2010). The old learning, skills, attitudes, instructional materials, equipment and methods are quickly getting obsolete, irrelevant or inadequate. As the society witnesses these rapid changes, education has been pointed out as the only instrument of salvation. It is believed by the researcher that education, as the foundation of all societies and the globally competitive economies, is the most efficient way through which a society can face the issues of today and tomorrow.

a) Statement to the Problem

Mission school that is held in high esteem by government, host community, and parents have been bedevilled with high incidence of unethical practices as well as management issues. These challenges have made parents to lose hope in their wards who attend mission schools within Nigeria in general and Delta state in particular. However, the influence of unethical practices confronting the school administration, school climate, quality of school graduates and societal perception on the mission schools is well known. This has negative effect on the societal value of mission schools, locally, nationally and internationally. These are some of the reasons for perceived fall in the quality of instruction by teachers and academic achievement by students. The increasing rate of dropout, interschool movement within local government, state and countries are also perceived to be unethical practices in mission schools in Delta State.

In addition, the effects of wastage in education resulting from corruption due to unethical practices, after huge financial, human, material investments in the mission schools are known by scholars. However, one particular question that agitated the mind of the researcher is how do teachers in mission schools perceive unethical practices and management issues within their school system? Therefore, the problem of this study is what are the unethical practices and management options in Delta State mission schools as perceived by teachers.

b) Research Questions

The following research questions were raised to guide the study.

1. What are the identifiable unethical practices in Delta state mission schools as perceived by teachers?
2. What are the causes of unethical practices in Delta State mission schools?
3. What are the consequences of unethical practices in Delta State mission schools?
4. What are the management options for unethical practices in Delta State mission schools?

c) Hypotheses

The following hypotheses were formulated from the research questions raised.

1. There is no significant difference between the perception of male and female teachers on identifiable unethical practices in Delta state mission schools.
2. There is no significant difference between urban and rural teachers on the causes of unethical practices in Delta state mission schools.
3. There is no significant difference between experienced and less experienced teachers on the perception of the consequences of the ethical practices in mission schools.
4. There is no significant difference between male and female teachers' perception on the management options for unethical practices in mission schools.

d) Purpose of the Study

The purpose of this study was to examine unethical practices and management options in Delta state mission schools as perceived by teacher. Specifically, the study sought to investigate:

1. To find out the unethical practices in Delta state mission schools as perceived by teachers.
2. To investigate the causes of unethical practices in mission schools
3. To ascertain the consequences of unethical practices in Delta state mission schools
4. To examine management options for unethical practices in Delta state mission schools.

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e) Significance of the Study

This study will be beneficial to government, school administrators, those having one form of role to play in the Educational sector and finally those interested in carrying out research on similar topic. Government will benefit from this study because it will portray unethical practices and management issues facing Delta state mission schools in particular and Nigeria mission schools in general. If the control measures identified is followed strictly by the government, it will go a long way to help solve the problem of unethical practices as well as management options facing mission schools. The study will help mission school administrators to understand those unethical practices facing the school, and how it is being perceived by teachers within the school. It will make the principals to get prepared for unethical practices that might arise when they carry out their daily activities in the school environment. The study will help those interested in carrying out similar study to understand the state of unethical practices and management issues facing mission schools.

II. Review

This study was based on concept of decision making propounded by Herbert Alexander Simon in the year 1947. Decision making is a universal process in an organization. It is defined as a process of choosing from among alternatives or alternative ways of achieving an objective or providing a solution to a problem, (Peretomode, 2012). Williams, Wilson, and Sugarman (1980) categorizes the different decision-making approaches into two schools of thought; incremental and system analysis. However, it was Lindblom (1980) who first introduced and formalized the incremental strategy to decision making. According to Hoy and Miske (2005) Lindblom characterized this method of decision as the science of muddling through. The method suggests that commonplace practice among most managers and administrators is to tackle “a problem by inches, not by yards or miles”, (Peretomode, 2012).

Lindblom (1980) points out that the approach may be the only feasible approach to systematic decision making when the issues are complex, uncertain, and riddled with conflict. This process, he stated is best described as a method of successive limited comparisons. Deciding does not require objective, exhaustive analysis of alternatives and consequences, or a priori determination of either optimum or satisfactory outcomes. Instead only a small and limited set of alternatives, similar to the existing situation, is considered by successively comparing their consequences until decision maker come to some agreement on course of action, (Hoy and Miske, 2005).

a) Concept of Ethics

Ethics is the basic concepts and fundamental principles of decent human conduct. It includes study of universal values such as the essential equality of all men and women, human or natural rights, obedience to the law of land, concern for health and safety and, increasingly, also for the natural environment, (Nwaka, 2010). He states that "standard definitions of ethics have typically included such phrases as 'the science of the ideal human character' or 'the science of moral duty' " (Kidder, 2010). Richard and Linda (2006) define ethics as "a set of concepts and principles that guide us in determining what behaviour helps or harms sentient creatures". The Cambridge Dictionary of Philosophy (2015) stated that the word ethics is "commonly used interchangeably with 'morality' and sometimes it is used more narrowly to mean the moral principles of a particular tradition, group or individual." Richard and Linda (2006) stated further that most people confuse ethics with behaving in accordance with social conventions, religious beliefs and the law and do not treat ethics as a stand-alone concept. The word "ethics" in English can mean several things. It can refer to philosophical ethics— a project that attempts to use reason in order to answer various kinds of ethical questions. It can also be used to describe a particular person's own, idiosyncratic principles or habits, (David, 2014). It may also be used to characterize the questions of right-conduct in some specific sphere, even when such right-conduct is not examined philosophically.

However, many people think ethics has to do with a set of social conventions or a religious decree. In professional philosophy it is not typically consider as a definition of ethics. Philosophical ethics could be called the study of what is good and bad. Generally, philosophical ethics concerns itself with discovering a system one may use to determine who or what is good, or with evaluating systems that others have proposed.

b) Unethical Practices in Mission Schools

Unethical behaviour in the workplace can be defined as any action that does not conform to the standards of conduct established by the organization. Unethical behaviour can occur in the relationships between employees, in the way an employee goes about his business or how he uses company resources. Unethical behaviour can even break the law in some situations. Thus, an unethical behaviour is an action that falls outside of what is considered morally right or proper for a person, a profession or an industry. Individuals can behave unethically, as can businesses, professionals and politicians, (David, 2014).

Over the time, unethical practices have affected the fortunes of our educational system in Nigeria, which is perhaps on its lowest ebb now. The university system, we once prided ourselves with as citadel of learning and centre of academic excellence, has joined the

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maddening crowd to shed its core values. "A comparison between the universities of the 1960s and 1970s with those of the past two decades will show wide disparity in terms of the quality of both the inputs and the outputs," (Adukwu 2012) The strands of thought that readily comes to mind whenever the issue of Nigeria's educational policy is raised are; decline in standard, deterioration of facilities, examination malpractices, mass production syndrome and the likes. Our present educational system risks the chance of losing their mandate of providing qualitative education if the progressive decline in ethics is allowed unchecked. A closer look at the system reveals an entire gamut of unwholesome and unethical practices bedevilling it. The rot has permeated every facet of the education sector. It cuts across all ages, parents, teachers, government and the society at large.

III. Unethical Practices at the Primary School

Acceptance of under aged children for enrolment into nursery and primary schools: It appears that parents are now abdicating their God given roles to teachers as a result of the harsh economic realities of our time. Most of our career nursing mothers are no longer baby friendly. They are not favourably disposed to the age long practice of breast feeding their babies. Upon the expiration of their maternity leave, they usually drop off babies at the crèche or with their nannies at home and return to work. Whence this trend has started, there is no going back, and that marks the beginning of a lifelong journey for such babies.

The calibre of teachers in our public primary schools: The calibre of teachers in some of our public primary schools has become a serious source of concern. While their educational qualifications are suspect; their capabilities are questionable. Majority of the teachers produced by teacher training colleges, colleges of education and universities are not knowledgeable in their subject areas.

Lackadaisical attitude to work: It has also been observed that teachers in public primary schools deliberately hold back at teaching their pupils on time. They are usually preoccupied with hawking of their wares during official periods.

Preponderance of female teachers: Teaching in the schools is now the exclusive preserve of women, especially those within the reproductive age bracket. Overtime, they go on maternity leave; leaving the overcrowded classes to their colleagues, who do not seem to be interested in the job function, but what they can make out of it.

Overcrowded public primary schools: Most of our public primary schools are overcrowded, with inadequate classroom blocks and ram shackled furniture. The pupil-teacher ratio is unduly high.

Extortion of cash: Operating a private school has become a gold mine. Fees in some private schools in the urban areas are far higher than tuition paid in federal universities. Teachers in both public and private schools have devised so many ingenious ways of extorting money from parents. Illegal fees have been introduced in all tiers of education in Nigeria.

No to pupil's handiwork, yes to cash: A time there was when pupils were tasked on skills acquisition. Pupils were made to produce something on their own to show as, "handiwork". The essence was to help develop their skills and the psychomotor domain. Such handiworks include needle works, arts and crafts. This noble concept seems to have been taken over by events as pupils are now persuaded to pay cash as against the production of handiworks.

a) Unethical practices at the secondary school

Cultism now exists in our secondary schools: Undoubtedly, cultism is one of such social vices confronting Nigerian schools today. There is hardly any academic session without reported cases of cultism and its attendant disruption of academic calendar in many Nigerian institutions.

Image hype for schools in order to attract patronage: According to Nwaze (2011), heads and owners of schools are perpetually in a competitive race to create image hype for their schools and attract improved patronage. This is more intense in the case of private schools whose survival or otherwise has a lot to do with general perception of their performance in public examinations such as WAEC and NECO.

Extortion of cash: Extortion of cash is not restricted to primary school pupils alone. It is also an issue to contend with in our secondary schools. This comes in the guise of laboratory, practical science and padded WAEC registration fees etc.

The appointment of non-professionals as teachers: Teaching is a profession with imbued work ethics and a code of conduct. Ironically, the recruitment of teachers into primary and secondary schools seems to be an all comer's affair. Graduates of other disciplines have invaded the classrooms.

Knowledge or Information explosion: Our educational curriculum at the secondary level has become rather too unwieldy.

Dearth of quality teaching and non-usage of WAEC Syllabus: According to the West African Examinations Council (WAEC), more candidates fail in their examination due to lack of quality teaching compared to what most adults got during their school days.

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b) Causes of Unethical Practices

According to Ajayi and Adeniji (2009), the major cause of unethical practices in our educational system could be attributed to the following factors:

1. *Laxity in Home Control and Parental Supervision:* It has always been said that *"charity begins at home",* but contrary to this assertion, today's parents have abandoned their primary responsibilities of raising their children in the way they themselves were raised. Instead, they run after material wealth and fame leaving the responsibility of child discipline entirely in the hands of the school. This is more apparent in the education system where students are regarded as adults who need little or no supervision.
2. *School Factor:* Schools in Nigeria today are confronted with massive increase in students'' enrolment with no corresponding increase in both human and material resources. Thus, most institutions are now faced with the problem of coping with the massive welfare responsibilities expected by the general public. The physical conditions of most schools promote indiscipline.
3. *Teacher Factor:* The attitude of teachers in our schools can either stamp out or promote indiscipline among students. Such attitudes as exploitation of students by teachers such as compulsory sale of handouts, textbooks as well as sexual harassment in addition to receiving gratification of all kinds from the students can promote indiscipline.
4. *Societal Factor:* The societies in which the students develop and operate also have tremendous influence on their behaviours.
5. *Technological Factors:* The advent of ICT and technological innovations brought in its wake, 24 hours' television broadcast, interactions on social networks and the use of accessories such as IPAD, IPOD and I Phones. All these have encroached on available time for reading. It brought with it a low reading culture and a strange outlook to life.
6. *Government Influence:* The Universal Primary Education (UPE) policy introduced by the Federal Government in 1976 brought about an unprecedented enrolment of pupils into the educational institutions. Ajayi and Adeniji (2009) asserted "there was shortage of everything except the pupils" in all our educational institutions. This could be said to be the genesis of indiscipline in our educational institutions. Other areas where government promotes unethical behaviours and indiscipline in schools include using students in politics and encouraging them to be partisan and undue interference in students' union matters.

Ignorance is another major cause of unethical behaviours. MacDo (2006), revealed that the ignorance that the acts are unethical and not knowing the seriousness of the consequences when caught, are causes of unethical behaviours. Competition for scarce resources, power or position can cause individuals to engage in unethical behaviours. Hosmer (2007) emphasized that an attempt to improve their corporate competitive positions made managers to take immoral actions (Hosmer, 2007). Bazerman and Banaji (2014) felt that the cause of the unethical behaviours in organizations is the presence of a "few bad apples" among organizational actors. The primary cause of unethical behaviours can be traced to lack of maintaining the type of consistent leadership that is necessary for running an ethical organization. This exposes the employees to opportunities that make them engage in unethical behaviours.

c) Consequences of Unethical Practices

A holistic review of ethical issues in our educational system shows that the sector has received serious battering which has greatly dented its credibility, damaged its image, reduced its effectiveness and has not helped to allow it make the expected impact that it ought to make on character formation, positive lifestyles and the development of our country. It would not be wrong to aver that the moral decadence, depravity, exuberance and turpitude, which seem to pervade the school system, have been vicariously nurtured by our indolent parents and the school system, these are steadily being transmitted into the society of which the students and teachers are part of and are re-packaged to be re-cycled into every facet of our life, (Kanu and Ursula, 2012). On the whole, our value system has been seriously jaundiced, perverted, inflected with gross immorality, circumventing alibis and short-cuts, damaging inundated with false pretences, negative life-styles and foul-plays. Relating consequences of unethical practices to real business world Wole (2012) argue that organizations that practice unethical conduct face severe and long-term consequences, such consequences are hidden but it has negative impact to the organisation in long-term profitability and even in sustainability. The first of these consequences as stated by Ridley (2008) is obviously reputational damage, which affects an organization's ability to attract new and repeat business.

Unethical practices also create a plethora of problems related to employees and employee productivity. Honest employees will battle to work in an unethical business environment, with increased absenteeism and lack of productivity the inevitable result. A recent Harvard Business School study showed, for example, that corruption in an organization has a marked negative impact on employee morale. And employee morale is directly linked to employee commitment and ultimately to company performance. An unethical work environment can provoke honest

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employees to leave, (Farrel, 2006). In situations where unethical behaviour is rife, organizations often opt for intrusive surveillance within the workplace, and an increasingly elaborate framework of rules. Such an approach represents not only a significant direct extra cost to the business, but also contributes to a paranoid, adversarial and thus dysfunctional work environment: one that promotes poor productivity and attempts by employees to assert their freedom by acting in ways that are hostile towards the company's best interests.

d) Management Options for Unethical Practices

Teachers face many unethical challenges each day in the school. When faced with these unethical challenges, how do teachers respond to it? Professions such as law and medicine have created codes of ethics to communicate the responsibilities of a profession and to improve personal beliefs, values, and morals. These codes help define a professional's responsibilities to the people they work with and for. Many organizations have review boards that monitor and enforce codes of professional standards (Webb, 2007). Similarly, school administrators also have codes of ethics that can guide their decision making during their day-to-day professional challenges. Teachers face a variety of unethical and moral challenges throughout their teaching careers; however, educators do not have a common board that governs its members' unethical behaviour. Instead, there are numerous educational organizations that have written their own specific codes for ethical behaviour. The Council for Exceptional Children (2013) has developed a code of ethics for educators who work with persons with exceptionalities. Additionally, the National Education Association (NEA, 2005) has developed a code of ethics for educators with various roles in the teaching profession. Other organizations have similar codes; most states have also developed codes of ethics for educators within their state. The goal of all of these guidelines is to provide professionals with direction for resolving the unethical challenges they faced each day in the school.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards. What is considered unethical often comes down to determining what is in the best interest of the teacher and student. "Behaving ethically is more than a matter of following the rules or not breaking the law-it means acting in a way that promotes the learning and growth of teacher/students and helps them realize their potential" (Parkay, 2014). When educators or students engage in unethical behaviour it can damage a good teacher-student relationship. Unethical behaviour can ruin trust and respect between teachers. In extreme situations unethical behaviour can result in a teacher losing his or her teaching position or certification. Resolving unethical challenges requires difficult educational decisions that do not always have a clear-cut "right" answer.

In fact, it appears that teachers are poorly prepared to handle ethical challenges they might encounter. Although teachers may be aware of the more obvious or illegal unethical situations such as dating students, sexual harassment, communication of false information, they appear to be less prepared for subtler situations, (Keith-Spiegel, Whitley, Balogh, Perkins, & Wittig 2012).

e) Appraisal

The conceptual framework for this study was based on concept of decision making. The concept stated that decision making is s process of choosing from among alternatives or alternative ways of achieving an objective or providing a solution to a problem. The literature revealed that ethics is the basic concepts and fundamental principles of decent human conduct. It includes study of universal values such as the essential equality of all men and women, human or natural rights, obedience to the law of land, concern for health and safety and, increasingly, also for the natural environment. Ethics is "commonly used interchangeably with 'morality' and sometimes it is used more narrowly to mean the moral principles of a particular tradition, group or individual. The literature also revealed that unethical behaviour in the workplace can be defined as any action that does not conform to the standards of conduct established by the organization. Unethical behaviour can occur in the relationships between employees, in the way an employee goes about his business or how he uses company resources. Unethical behaviour can even break the law in some situations.

The literature also revealed that causes of unethical practices in our educational system could be attributed to the following factors: laxity in home control and parental supervision, school factor, teacher factor, societal factor, technological factors, government influence, Job pressure, Ignorance is another major cause of unethical behaviours etc. The literature revealed that create policies and practices, develop people's understanding, put controls in place, build a culture of transparency, openness, and communication, creating a code of conduct, leading by example, reinforce consequences, show employees appreciation, welcome an ethics speaker, create checks and balances etc. are management options for unethical practices. However, studies have not shown how teachers gender influence unethical practices as well as teacher's years of service influence their perception on the consequences of unethical practices. The literature reviewed focused more on business organization in

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general, thus, no single study has been carried out on unethical practices and management options in mission schools as perceived by teacher, hence this study.

IV. Methods and Procedure

a) Research Design

The study is a descriptive survey which adopted the ex-post-facto design. Descriptive survey is conclusive in nature, as opposed to exploratory. This means that descriptive survey gathers quantifiable information that can be used for statistical inference on targeted audience through data analysis. As a consequence, this type of survey takes the form of closed-ended questions, which limits its ability to provide unique insights. Thus, this study measures the significance of something about a group of respondents and the population they represent. However, no variable was manipulated.

b) Population Size

The population of the study consists of 1,117 teachers in 40 mission schools in Delta state as at 2014/2015 academic year.

Table 1: Population Distribution of Teachers in Delta State Mission Schools

S/No	Name of Schools	No of Teachers
1.	Africa Church Grammar School Ekakpamre	18
2.	Anglican Grammar School, Ubulu-Uku	22
3.	Anglican Grammar Sch., Okpara Water-Side	23
4.	Anglican Girls Grammar School, Asaba	36
5.	Anglican Girls Grammar School, Ozoro	22
6.	Anglican Girls Grammar School, Ughelli	33
7.	Anglican Grammar School, Akwukwu-Igbo	19
8.	Baptist Girls High School, Agbor	23
9.	Baptist High School, Eku	35
10.	Baptist High School, Orerokpe	31
11.	Ebelogu Grammar School, Utagba-Uno	27
12.	Ika Grammar School, Boji-Boji Owa	38
13.	James Welch Grammar School, Emevor	36
14.	Mary Mount College, Boji-Boji Owa	28
15.	Mater Dei Model School, Ashaka	27
16.	Notre Dame College, Ozoro	14
17.	Our Lady's High School, Effurun	30
18.	Ovu G/S, Ovu-Inland	28
19.	St Augustine's College, Ibusa	35
20.	St Charles College, Abavo	26
21.	St Columba's Grammar School, Agbor	25
22.	St Georges' College, Obinomba	26
23.	St Kevin's Grammar School, Kokori	24
24.	St Martin's De Porres College, Onicha-Olona	30
25.	St Patrick's College, Asaba	41
26.	St Roses Girls Secondary School Ogwashi-Uku	39
27.	St Vincent's College, Okwagbe	23
28.	St, Brenda's College, Bomadi	29
29.	St. Ambrose College, Usiefun	32
30.	St. Brigid's Girls' Grammar School, Asaba	40
31.	St. Peter Clavers College, Aghalokpe	31
32.	St. Enda's Grammar School, Agbarho	35
33.	St. Ita's Grammar School, Sapele	16
34.	St. Joseph's College, Ozoro	36
35.	St. Malachy's Grammar School, Sapele	19
36.	St. Mary Magdalene, Ashaka	27
37.	St. Mulumba's Secondary Com. Sch., Okpanam	28
38.	St. Paul's Grammar School, Ebu	24
39.	St. Pius Xth G/S, Onicha-Ugbo	29
40.	St. Theresa's Grammar School, Ughelli	38
Total		1117

Source: Delta State Post Primary Education Board Asaba retrieved June 2015.

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c) *Sample and Sampling Technique*

The sample used for this study was 456 teachers drawn from the population of the study which represented 40% of the entire population. The sampling procedure used was simple random sampling technique. This was done by assigning a unique number to each member of the population. Each number was then placed in a bowl and mixed thoroughly. The blind-folded assistant researcher then picks numbered tags from the bowl. All the individuals bearing the numbers picked by the assistant researcher were the subjects for the study.

Table 2: Summary of Sampled Teachers in Delta State Mission Schools

S/No	Name of Schools	No of Teachers	40% of Teachers
1.	Africa Church Grammar School Ekakpamre	18	7
2.	Anglican Grammar School, Ubulu-Uku	22	9
3.	Anglican Grammar Sch., Okpara Water-Side	23	9
4.	Anglican Girls Grammar School, Asaba	36	14
5.	Anglican Girls Grammar School, Ozoro	22	9
6.	Anglican Girls Grammar School, Ughelli	33	13
7.	Anglican Grammar School, Akwukwu-Igbo	19	8
8.	Baptist Girls High School, Agbor	23	9
9.	Baptist High School, Eku	35	14
10.	Baptist High School, Orerokpe	31	12
11.	Ebelogu Grammar School, Utagba-Uno	27	11
12.	Ika Grammar School, Boji-Boji Owa	38	15
13.	James Welch Grammar School, Emevor	36	14
14.	Mary Mount College, Boji-Boji Owa	28	11
15.	Mater Dei Model School, Ashaka	27	11
16.	Notre Dame College, Ozoro	14	6
17.	Our Lady's High School, Effurun	30	12
18.	Ovu G/S, Ovu-Inland	28	11
19.	St Augustine's College, Ibusa	35	14
20.	St Charles College, Abavo	26	10
21.	St Columba's Grammar School, Agbor	25	10
22.	St Georges' College, Obinomba	26	10
23.	St Kevin's Grammar School, Kokori	24	10
24.	St Martin's De Porres College, Onicha-Olona	30	12
25.	St Patrick's College, Asaba	41	16
26.	St Roses Girls Secondary School Ogwashi-Uku	39	16
27.	St Vincent's College, Okwagbe	23	9
28.	St, Brenda's College, Bomadi	29	12
29.	St. Ambrose College, Usiefun	32	13
30.	St. Brigid's Girls' Grammar School, Asaba	40	16
31.	St. Peter Clavers College, Aghalokpe	31	12
32.	St. Enda's Grammar School, Agbarho	35	14
33.	St. Ita's Grammar School, Sapele	16	6
34.	St. Joseph's College, Ozoro	36	14
35.	St. Malachy's Grammar School, Sapele	19	8
36.	St. Mary Magdalene, Ashaka	27	11
37.	St. Mulumba's Secondary Com. Sch., Okpanam	28	11
38.	St. Paul's Grammar School, Ebu	24	10
39.	St. Pius Xth G/S, Onicha-Ugbo	29	12
40.	St. Theresa's Grammar School, Ughelli	38	15
Total		**1117**	**456**

Source: Field Survey

d) *Research Instrument*

The instrument used for the study was a self-developed questionnaire titled "Unethical Practices and Management Options in Mission Schools as Perceived by Teacher, (UPMOMSPT)". The instrument consisted of two sections. Section A was used to sought for demographic data e.g. gender, while section B consisted of 38 items and respondents were required to rate in four-point scale of Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2, and Strongly Disagree (SD)=1.

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e) Validity of the Instrument

The instrument was subjected to screening by the researcher's supervisor and three other experts in Department of Measurement and Evaluation. The items were examined to find out if they were adequate for the study. Based on their suggestions, comments, recommendations, corrections on spelling errors, grammatical errors as well as addition of new items were made and the questionnaire was approved as valid through face and content validity.

f) Reliability of the Instrument

To ensure that the instrument measured considerably and consistently what it intended to measure, it was subjected to a split-half reliability test using 30 teachers from Delta State public secondary schools, to carry out the pilot study. The instrument was administered to the respondents after which the items were divided into halves of odd and even numbers. The scores were computed using the Pearson Product Moment Correlation Statistics and a Co-efficient of 0.83 was obtained which showed high reliability, thus the instrument was used for the study.

g) Administration of the Instrument

The instrument was administered by the researcher and some colleagues to the respondents. 456 copies of the questionnaire were administered to the teachers in the mission schools out of which 445 copies were properly filled and retrieved. The presence of the researcher enhanced the responses of the respondents in filling and completion of the questionnaire.

h) Method of Data Analysis

The responses from the respondents were carefully converted into mean scores for the purpose of answering of the research questions raised while t-test was used to test the hypotheses formulated. For the research questions a mean score of 2.50 was the benchmark for agreeing, any score below is said to disagree.

V. Presentation and Discussion

a) Demographic Variables

The respondents in the study were represented according to sex (male or female), location (urban or rural) and years of teaching (experienced or less experience).

Table 3: Distribution of Respondents According to Sex

Sex	Number	Percentage (%)
Male Teachers	213	46.7
Female Teachers	243	53.3
Total	456	100

The distribution of teachers' sex above shows that out of 456 respondents, 213 representing 46.7% were male teachers, while 243 representing 53.3% were female teachers.

Table 4: Distribution of Respondents According to Location

Location	Number	Percentage (%)
Urban Teachers	319	69.9
Rural Teachers	137	30.1
Total	456	100

The distribution shows that out of 456 respondents, 319 representing 69.9% were urban teachers, while 137 representing 30.1% were rural teachers.

Table 5: Distribution of Respondents According to Years of Teaching

Years of Teaching	Number	Percentage (%)
Experienced Teachers	284	62.3
Less Experienced Teachers	172	37.7
Total	456	100

The distribution shows that out of 456 respondents, 284 representing 62.3% were experienced teachers, while 174 representing 37.7% were less experienced teacher.

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Research Question 1: What are the identifiable unethical practices in Delta state mission schools as perceived by teachers?

Table 6: Mean Scores Analysis on Unethical Practices in Delta State Mission Schools

S/No	Unethical Practices in Mission Schools	Mean	SD	Remark
1.	Falsification of students' data	2.12	0.53	-
2.	Teachers awarding unmerited score to students	3.03	0.75	+
3.	Communicating false information	2.42	0.61	-
4.	Sexual harassment	3.90	0.97	+
5.	Improper use of school property	2.35	0.59	-
6.	Teachers deliberately extort money from students	2.17	0.54	-
7.	Students' truancy	2.51	0.62	+
8.	Teachers do not cover scheme of work	3.51	0.87	+
9.	Using official time for personal business	2.30	0.58	-
10.	Teaching students without proper preparation	2.22	0.56	-
11.	Students cheating during examination	2.55	0.64	+
12.	Teachers lie in order not to carry out their duty	2.32	0.58	-

KEY: += Agreed

-= Disagreed

Data in Table 6 shows mean scores analysis on unethical practices in Delta state mission schools. The result of the study has revealed that respondents agreed on teachers awarding unmerited score to students, sexual harassment, students' truancy, teachers do not cover scheme of work and students cheating during examination with mean scores of 3.03, 3.90, 2.51, 3.51 and 2.55 respectively. However, respondents disagreed on falsification of students' data, communicating false information, improper use of school property, teachers deliberately extort money from students, using official time for personal business, teaching students without proper preparation and teachers lie in order not to carry out their duty with mean scores of 2.12, 2.42, 2.35, 2.17, 2.30, 2.22 and 2.32 respectively.

From the data analysis therefore, unethical practices in Delta state mission schools include; teachers awarding unmerited score to students, sexual harassment, students' truancy, teachers do not cover scheme of work and students cheating during examination.

Research Question 2: What are the causes of unethical practices in Delta State mission schools?

Table 7: Mean Scores Analysis on Causes of Unethical Practices in Delta State Mission Schools

S/No	Causes of Unethical Practices in Mission Schools	Mean	SD	Remark
1.	Freedom granted by the parents to their children	3.08	0.77	Agreed
2.	Parents allow their wealth to be the pride of their children	3.19	0.79	+
3.	Lack of parental supervision	2.92	0.73	+
4.	Greed on the part of the teachers	2.16	0.54	-
5.	Teacher/students ratio	2.05	0.51	-
6.	Students' improper dressing	3.11	0.78	+
7.	Teacher's laziness	2.43	0.61	-
8.	Students' laziness	3.32	0.83	+
9.	Physical environment of the school	2.21	0.55	-
10.	Inadequate exposure of students to reading materials	2.48	0.62	-

KEY: += Agreed

-= Disagreed

Data in Table 7 shows mean scores analysis on causes of unethical practices in Delta State mission schools. The result of the study revealed that respondents agreed on freedom granted by the parents to their children, parents allow their wealth to be the pride of their children, lack of parental supervision, students' improper dressing and students' laziness with mean scores of 3.08, 3.19, 2.92, 3.11 and 3.32 respectively. However, respondents disagreed on greed on the part of the teachers, teacher/students ratio, teachers' laziness, physical environment of the school and inadequate exposure of students to reading

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materials with mean scores of 2.16, 2.05, 2.43, 2.21 and 2.48 respectively.

Thus the causes of unethical practices in Delta State mission schools include; freedom granted by the parents to their children, parents allow their wealth to be the pride of their children, lack of parental supervision, students' improper dressing and students' laziness.

Research Question 3: What are the consequences of unethical practices Delta state in mission schools?

Table 8: Mean Scores Analysis on Consequences of Unethical Practices Delta State in Mission Schools

S/No	Consequences of Unethical Practices in Mission Schools	Mean	SD	Remark
1.	Dented the credibility of education	3.12	0.78	+
2.	Damaged the image of mission schools	3.03	0.75	+
3.	Ineffective character formation	2.42	0.61	-
4.	Increased students absenteeism	3.90	0.97	+
5.	Increased teachers absenteeism	2.25	0.56	-
6.	Lack of productivity on the part of the teacher	2.17	0.54	-
7.	Provoke honest teachers to leave the school	2.51	0.62	+
8.	Dysfunctional work environment	2.31	0.58	-

KEY: += Agreed
-= Disagreed

Data in Table 8 shows mean scores analysis on consequences of unethical practices in Delta State mission schools. The result of the study revealed that respondents agreed on dented the credibility of education, damaged the image of mission schools, increased student's absenteeism and provoke honest teachers to leave the school with mean scores of 3.12, 3.03, 3.90 and 2.51 respectively. However, respondents disagreed on ineffective character formation, increased teacher's absenteeism, lack of productivity on the part of the teacher and dysfunctional work environment with mean scores of 2.42, 2.25, 2.17 and 2.31 respectively.

Thus, the consequences of unethical practices in Delta state mission schools include; dented the credibility of education, damaged the image of mission schools, increased students' absenteeism and provoke honest teachers to leave the school.

Research Question 4: What are the management options for unethical practices in Delta state?

Table 9: Mean Scores Analysis on Management Options for Unethical Practices in Delta State

S/No	Management Options for Unethical Practices in Mission Schools	Mean	SD	Remark
1.	Provision of ethics training programmes for teachers/students	3.10	0.77	+
2.	Appointment of ethics specialist who plays a role in top management decision making in all schools	3.01	0.75	+
3.	Preparation of codes of ethics in schools	2.64	0.66	+
4.	Reporting perceived unethical school practices to outside authorities	2.11	0.53	-
5.	Abide strictly to, only the good sides of technological innovations	2.20	0.55	-
6.	Parents should supervise the activities of their children at home	3.22	0.80	+
7.	Training people within the school community to act ethically	2.70	0.67	+
8.	Reinforce consequences for unethical practices	2.50	0.62	+

KEY: += Agreed
-= Disagreed

Data in Table 9 shows mean scores analysis on management options for unethical practices in Delta State mission schools. The result of the study revealed that respondents agreed on provision of ethics training programmes for teachers/students, appointment of ethics specialist who plays a role in top management decision making in all schools, preparation of codes of ethics in schools, parents should supervise the activities of their children at home, training people within the school community to act ethically and reinforce consequences for unethical practices with mean scores of 3.10, 3.01, 2.64, 3.22, 2.70 and 2.50 respectively. However, respondents disagreed on reporting perceived unethical school practices to outside authorities and abide strictly to, only the good sides of technological innovations with mean scores of 2.11 and 2.20 respectively.

Thus the management options that can be adopted to manage unethical practices in Delta state mission schools include; provision of ethics training

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programmes for teachers/students, appointment of ethics specialist who plays a role in top management decision making in all schools, preparation of codes of ethics in schools, parents should supervise the activities of their children at home, training people within the school community to act ethically and reinforce consequences for unethical practices.

VI. Discussion of Findings

a) Perception of Male and Female Teachers on Identifiable Unethical Practices in Delta State Mission Schools

The result of the study has revealed that the aggregate mean scores of 2.53 and 2.39 for female teachers and male teachers respectively shows that there is a difference between the perception of male and female teachers on identifiable unethical practices in Delta state mission schools. This is true because the aggregate mean scores of female teachers exceeded the benchmark mean score of 2.50 but male teachers were less than 2.50. Hypothesis tested shows that there is a significant difference between the perception of male and female teachers on identifiable unethical practices in Delta state mission schools.

b) Urban and Rural Teachers on the Causes of Unethical Practices in Delta State Mission Schools

The result of the study revealed that the aggregate mean scores of 2.44 and 2.39 for urban teachers and rural teachers respectively revealed that there is no difference between urban and rural teachers on the causes of unethical practices in Delta state mission schools. This is true because the aggregate mean scores did not exceed the benchmark mean score of 2.50. Hypothesis tested shows that there is no significant difference between urban and rural teachers on the causes of unethical practices in Delta state mission schools. This finding agrees with Oziambo (2013) who stated that teacher professional misconduct was prevalent in both rural and urban settings in Rukwa Region with some variation in terms of type, cause, and frequency. Secondly, the variation of teacher misconduct in schools was greatly influenced by teacher's sex, work experience, and level of education. In view of the research findings recounted, the paper concludes that teacher misconduct is a problem of great concern in both rural and urban schools that affects teachers' work performance, the teaching, and learning process, and the quality of education at large. But this finding disagrees with Uyo, (2004); Akpan, Okey and Esirah, (2005) who opined that teachers perceived unethical practices were high in urban schools. Lathrop and Foss, (2000); Onipede, (2003) who stated that teachers perceived unethical practices as a common feature of rural schools. This finding also disagree Adeyemi (2010) who stated that there is a significant difference in the perception of teachers of examination malpractices in urban and rural secondary schools in the State. Rural schools had a higher mean value (56.1) than urban schools (24.7). This indicates that examination malpractices were in a greater dimension in rural schools than in urban schools in the State.

c) Experienced and Less Experienced Teachers on the Perception of the Consequences of the Ethical Practices in Mission Schools

The result of the study revealed that the aggregate mean scores of 2.59 and 2.60 for experienced and less experienced teachers respectively. This result revealed that there is no difference between experienced and less experienced teachers on the perception of the consequences of the ethical practices in mission schools. This is true because the aggregate mean scores exceeded the benchmark mean score of 2.50. Hypothesis tested shows that there is no significant difference between experienced and less experienced teachers on the perception of the consequences of the ethical practices in mission schools.

d) Male and Female Teachers' Perception On the Management Options for Unethical Practices in Mission Schools

The result of the study revealed that the aggregate mean scores of 2.75 and 2.72 for male and female teachers respectively. This result revealed that there is no difference male and female teachers' perception on the management options for unethical practices in mission schools. This is true because the aggregate mean scores exceeded the benchmark mean score of 2.50. Hypothesis tested revealed that there is no significant difference between male and female teachers' perception on the management options for unethical practices in mission schools.

e) Findings

The following findings were arrived at:

1. Unethical practices in Delta state mission schools include; teachers awarding unmerited score to students, sexual harassment, students' truancy, teachers do not cover scheme of work and students cheating during examination.
2. Causes of unethical practices in Delta State mission schools include; freedom granted by the parents to their children, parents allow their wealth to be the pride of their children, lack of parental supervision, students' improper dressing and students' laziness.
3. Consequences of unethical practices in Delta state mission schools include; dented the credibility of education, damaged the image of mission schools, increased students' absenteeism and provoke honest teachers to leave the school.
4. Management options that can be adopted to manage unethical practices in Delta state mission schools include; provision of ethics training

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programmes for teachers/students, appointment of ethics specialist who plays a role in top management decision making in all schools, preparation of codes of ethics in schools, parents should supervise the activities of their children at home, training people within the school community to act ethically and reinforce consequences for unethical practices.

VII. Conclusion

Mission schools in Delta state face some unethical practices which have affected the administration of the school. These unethical practices in Delta state mission schools have dented the credibility of education, damaged the image of mission schools and provoke honest teachers to leave the school. However, provision of ethics training programmes for teachers/students, appointment of ethics specialist who plays a role in top management decision making in all schools are some management options that can be adopted to manage unethical practices in Delta state mission schools.

VIII. Recommendations

The following recommendations were made by the researcher:

1. Mission schools should from time to time conduct seminars and workshops for school heads and teachers. The seminars and workshops will be designed in as such a way as to emphasize the negative effect of unethical conduct and practices in the school.
2. Mission schools should enact law that is centred on punishing any teacher who engage in unethical practices in the school.
3. Mission schools should establish codes of conduct to guide teachers' behaviours within the school.

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The Effects of Network Ties on Product Innovation Success: A Study of SMEs

By Eliot Chalchissa Amentie Kero, Bertrand Sogbossi B. (Prof.) & Fulbert Amoussouga G. (Prof.)

Unersity of Abomey-Calavi

Abstract- The economic importance of small and medium-sized enterprises (SMEs) and entrepreneurship has increased significantly in recent decades but also entrepreneurial activity and SMEs are deemed vital to economic progress. So that, it is justifiable to study how small firms and entrepreneurs can enhance their product innovation success and achieve sustainable competitive advantages. As Mulu and Pierre (2011) finding, local and non-local knowledge linkages, whereas, Giuliani (2013) business and knowledge networks effect on firm innovation and found positive effect of business and knowledge networks on firm innovation. Hence, the main objective of this study is to assess the effects of network ties on product innovation success of SMEs in Ethiopia. A Triangulation method (qualitative, quantitative, case study and descriptive) was employed in the investigation. Instruments used to collect data were Pre-test, post-test, interviews and questionnaires.

Keywords: network ties, innovation success, small and medium enterprises.

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The Effects of Network Ties on Product Innovation Success: A Study of SMEs

Chalchissa Amentie Kero [α], Bertrand Sogbossi B. (Prof.) [σ] & Fulbert Amoussouga G. (Prof.) [ρ]

Abstract- The economic importance of small and medium-sized enterprises (SMEs) and entrepreneurship has increased significantly in recent decades but also entrepreneurial activity and SMEs are deemed vital to economic progress. So that, it is justifiable to study how small firms and entrepreneurs can enhance their product innovation success and achieve sustainable competitive advantages. As Mulu and Pierre (2011) finding, local and non-local knowledge linkages, whereas, Giuliani (2013) business and knowledge networks effect on firm innovation and found positive effect of business and knowledge networks on firm innovation. Hence, the main objective of this study is to assess the effects of network ties on product innovation success of SMEs in Ethiopia. A Triangulation method (qualitative, quantitative, case study and descriptive) was employed in the investigation. Instruments used to collect data were Pre-test, post-test, interviews and questionnaires. A series of hypotheses are posited to explore the relationships discussed variables. A field survey, administered to 425 small and medium enterprises in the manufacturing and services sector are used to gather the data. Out of the 425 surveys sent, hypotheses are empirically tested using structural equation modelling software's (AMOS)and multiple regression analysis on a data set of388 firms. Qualitative results also incorporated during analysis. Based on the analysis, the hypotheses is supported. According to the findings of this study, network ties has positive significant ($p<.001$) effect on product innovation success of SMEs. Therefore, we suggest that the development of network ties is an important instrument for the small and medium enterprises to achieve a high level of product innovation success.

Keywords: network ties, innovation success, small and medium enterprises.

I. General Introduction

a) Theoretical background and statement of the problem

According to Gaudici (2013), network ties is the pattern of relationships involving direct and indirect ties with different external actors. Large firms can establish separate sub-units for pursuing the exploitation and exploration strategies simultaneously, but SMEs do not usually have that option. How, then, can a firm pursue this strategy if it has limited resources? When resources are limited, SMEs must remain alert for windows of opportunities. They can compensate by relying on their network ties (Hewitt-Dundas, 2006; Theresia et al.; 2015) which may provide them with additional resources. Network ties provide access to a diversity of new ideas, referrals, knowledge and information (Stam, 2010). Firms' ties serve a "radar function" in seeking and collecting relevant information for current strategies and future planning (James, Dennis & Vincent, 2014).When a firm is pursuing experimentation, efficiency, refinement and innovation, it can benefit greatly from the insight found through the extracluster ties (ECTs) or intra cluster ties (ICTs) and has effect on innovative performance of firms (Theresia et al.; 2015).

Product innovation is the introduction of a good or service that is new or significantly improved with respect to its characteristics or intended uses. Which underlies new products, may include improvements in features, materials and components, the development of new product, enhanced user friendliness, and other aspects (OECD, 2005). While product innovation success in this study refers to the number of innovative products that a firm has introduced onto the market, achieve success in both market and financial success. Market success (its market share size in the market, acceptance of new product by customers) and financial success (sales volume and net profit growth) (Griffin and Page, 1993; Mohammad, 2013; Theresia, 2015).

The role of the small and medium scale enterprises (SMEs) has been critical and the sector is considered as the "backbone" of many economies (Wymenga et al.; 2012). However, the SME sector in the developing nations faces many constraints such as technological backwardness, and entrepreneurial capabilities, unavailability of appropriate and timely information, insufficient use of information technology and poor product quality. Consequently, the economic contribution of SMEs in developing countries is currently far behind compared to developed countries (Altenburg & Eckhardt, 2006; Asian Productivity Organization, 2011; Emine, 2012). But also, the result of study on innovation and barriers to innovation: small and medium enterprises in Ethiopia (Silashi, 2014) shows; lack of cooperation (network ties), lack of competitive strategic orientation & market information, inadequate R&D were obstacle to SMEs' technological and product innovation success.

Accordingly, low level of innovative success in SMEs sector is one of the key issues in most of the developing countries though they have been expected to play a critical role in their economies and the current

Author α σ ρ: e-mails: chalchissa@yahoo.com, bertrandboc@yahoo.fr, amoussougamacaire@yahoo.fr

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globalized competitive rivalry has multiplied the importance of the issue (Herath & Rosli, 2014; Theresia, 2015).

Therefore, to obtain an increased understanding of the role those network ties plays in SMEs to improve their innovative success*; a field study was conducted to test the hypothesized relationships of components of network ties and their effects on product innovation success of SMEs. A field study refers to a non-experimental scientific inquiry aimed at hypothesis testing in real social structures (Kerlinger and Lee, 2000). The specific context for this study involves a cross-sectional survey within small – medium sized in Ethiopia.*

b) Basic research and objective of the study

By exposing gaps and to fill these gaps, this study is addresses the following main research question.

How do network ties affects product innovation success of the SMEs?

The main objective of this study is to fill some of the research gaps *assessing the effects of network ties on product innovation success of SMEs* in Ethiopia. Mulu and Pierre (2011) contrast local and non-local knowledge linkages, whereas, Giuliani (2013) compares business and knowledge networks effect on firm innovation and finds positive effect of business and knowledge networks on firm innovation when these variables are included separately in the model. James, Dennis & Vincent (2014) finds a strong association between connectedness with local or non-local networks and product innovation success.

II. Litrature Review

This section deals with review of related literatures pertaining to the effects of network ties on product innovation success emphasizing on major variables.

a) Overview

Innovative or die. Since the beginning of the recent decade when the competitive environment went through a major transformation due to globalization, business organizations have intensified their search for strategies that will give them a sustainable competitive advantage and improve their success. Such strategies generally require that the firm continuously differentiates its products and process, that is, firms must constantly be innovative (Popadiuk and Choo, 2007). In such condition, where product innovation regarded as an essential prerequisite for the organizational survival and success, attention to entrepreneurship orientation and change to success of firms attracted the much attention of academic researchers and organizational members (Wang and Ahmed, 2004).

In the present global knowledge economy, technology and innovation are important determinants of economic growth (OECD, 2004). Innovation is important for economic growth because it makes a contribution to increased productivity and higher employment rates (European Commission, 2007). Thus, the degree to which firms are able to product innovation and bring them to the market successfully determines the economic prosperity of many nations.

Product innovation is probably one of the most important processes for many firms as it influences the revenues and margins that a firm can achieve and it has a positive impact on firm value (eg. on growth and survival of individual firms) (Pauwels et al.; 2004). The product innovation literature has consistently shown that product innovation success is positively related to organizational success (Montoya Weiss and Calantone, 1994, Griffin and Page, 1996, Hultink et al.; 1998, Cooper, 2001, Langerak, Hultink and Robben, 2004a,). The most recent best practice study showed that, among the best performing firms, 48% of sales are derived from new products introduced in the last five years (Adams and Doug, 2004).

i. *Innovation strategy*

Innovation defined as the generation, acceptance, and implementation of new ideas, processes, products or services (Rogers, 1995; Robertson and Yu, 2001). *The innovation process includes the acquisition, dissemination and use of new knowledg*e (Calantone et al; 2002) and *successful implementation of creative ideas within an organizatio*n (Amabile et al; 1996).

In general, innovation denotes the successful introduction of novelties. The word “innovation” itself originates from the Latin word “innovare”, which can be translated as “renewal”. To be innovative thereby indicates the ability to create something new. It is normal to separate the act of innovation and the output of innovation. It is also normal to distinguish between *inventions and innovations*. *An invention* is the first occurrence of an *idea for a new product* or process, and *innovation* is the *act of putting it into practice* (Fagerberg et al., 2005). From an economic perspective, *an invention must be advantageous, or at least thought to be advantageous, to be considered an innovation.*

As per (Schumpeter; 1934, Drucker, 1985) innovation is the process of generating something new (*new good /service*) that has a significant value to an individual, a group, an organization, and industry, or a society. Innovation is the use of new knowledge to offer a new product or service that customers want (Marijan and Rozana, 2010). *It is invention plus commercialization*. It is according to Porter (19980) a new way of doing things that is commercialized. The process of innovation cannot be separated from firm’s strategic and competitive context by Marijan and

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Rozana (2010). Figure 1.show how new products, low cost, improved attributes and new attributes depend on competence and firm assets. New technological knowledge and new market knowledge also, depend on each other but each separately interferes with firm assets and competences. New knowledge technological and market, contribute to firm competences and their assets.

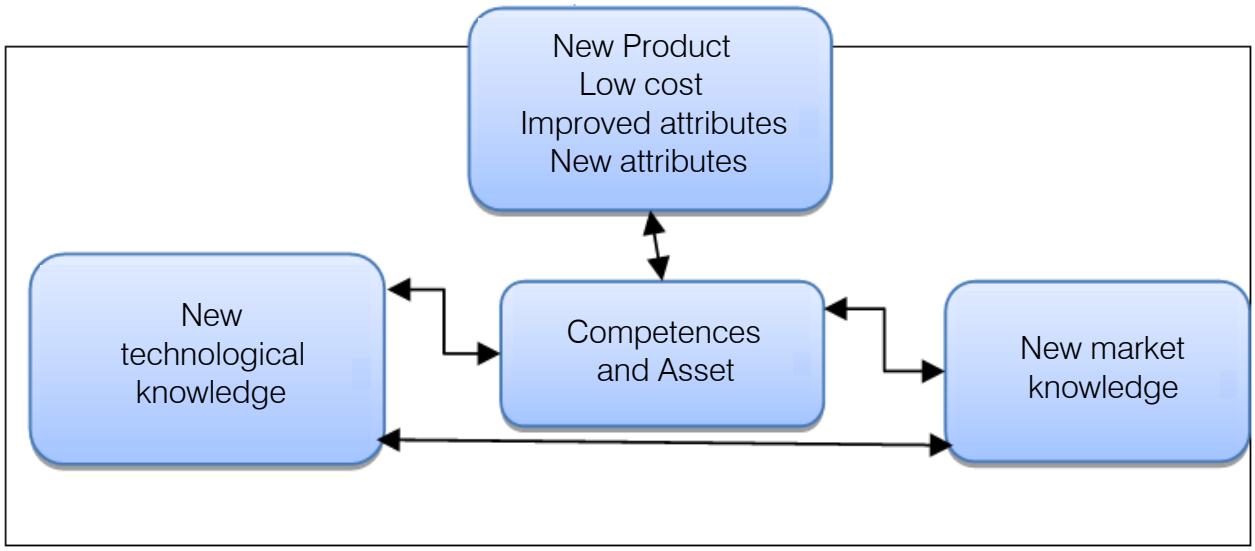

Figure 1: Innovation strategies overview (Sources: Marijan and Rozana, 2010)

Firm competence and asset determine the innovation of new products, gaining low cost products, contribute to improve attributes but also to create new attributes which will help firm in competitiveness (Marijan and Rozana, 2010).

ii. *Typology of Innovation*

Past scholars have often found it necessary to categorize and distinguish innovations in order to understand the true nature of the construct (Downs and Mohr 1976). Innovation can come in different forms, including: product innovation, organizational innovation, management innovation, process innovation, marketing innovation, and service innovation (Trott, 2008). According OECD (2005)*;* Jaramillo et al (2001:157-62) four types of innovation are identified: *Product innovation:* is the introduction of *a good or service that is new* or significantly improved with respect to its characteristics or intended uses. *Process innovation:* is the implementation of a new or significantly improved production and/or delivery method for the creation and provision of services. *Marketing innovation* is the implementation of a new marketing method involving significant changes in product design or packaging, product placement, product promotion and pricing that is use of new pricing strategies to market whereas, *Organizational innovation* is the implementation of a new organizational method in the firm's business practices, workplace organization or external relations(OECD, 2005).

The different types of innovations and their uniqueness may lead to different impacts on strategy, structure, and success of the organizations (Damanpour et al. 1989, Daft 1982, Damanpour and Evan 1984, Ettlie and Rubenstein 1987).However, studies focused on innovation generation have primarily used the following typologies: [1](1) product versus process, and (2) radical versus incremental 3)Administrative versus technical.

These different typologies were developed in order to bring some clarity to the study of innovativeness. While the objective of this thesis is to help gain a broader understanding of product innovation (good or service), because it is difficult to integrate the research on innovation together with so many different typologies examined.

Product innovation, which underlies new products, may include improvements in features, materials, and components, the development of new software, enhanced user friendliness, and other aspects (OECD, 2005). It is in the context of a relevant group, or niche and environment, that the product needs be new (Zinga et al., 2013).New product development can be considered as one types of product innovation. The next section reviews the theoretical and empirical literatures on the definition of product innovation.

iii. *Product innovation*

Product innovation is, by definition, deemed to be novel, but the degree of novelty differs by product (Arundel and Hollanders, 2005). OECD (1992, 1996, 2005) classifies firm's product innovation into two types; "the introduction of a product only new to the firm" and "the introduction of a product new to the market." The latter innovation is newer and more drastic than the former (OECD, 2009), and is considered to be novel. It

[1] While we do acknowledge as there are various typologies present within the innovation literature, we do focus *on product*

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is an important research agenda to examine product innovation in light of its novelty in three counts. First, new-to-market product innovation may contribute to firm performance, as it can provide a firm with temporary market power (Petrin, 2002). Second, new-to-market product innovation exhibits possible technological spillovers in firm's innovation activities. Spillovers associated with firm's innovation activities have attracted much attention in both theoretical and empirical studies.

In our study, we focus on product innovation, which is "new products or services introduced to meet an external user or market need"(Damanpour, 1991). Zmud (1982) distinguished between the initiation and implementation stages of the adoption of innovations. Following Zmud's approach, we further distinguish among three constructs associated with product innovation. They are innovation orientation, resources commitment in product innovation and product innovation success.

From a collective perspective, *innovation orientation is defined as openness to new ideas as an aspect of a firm's culture* (Cooper and Kleinschmidt, 1988, Rosenau and Moran, 1993, Urban and Hauser, 1993, Hurley and knight, 2004), and it reflects the organization's willingness to innovate its offerings. Innovation resources refer to the actual investment activities while implementing innovation strategy, and product innovation success is the outcome and consequence of innovation activity (Zahay et al. 2004). Obviously, these three constructs are interrelated but quite different concepts, and innovation orientation and innovation resources can be considered as innovation-related resources.

iv. *Innovation Success*

Innovation is traditionally understood to mean the introduction of new goods, the use of new materials, the development of new methods of production, the opening of new markets, or the implementation of a new approach to organization (Schumpeter, 1934). Since, both academics and practitioners agreed that *measuring innovation success* is important (Griffin and Page, 1993). However, measuring new product success is not easy. Several researchers have suggested that *innovative* success is multidimensional and that success can be measured in different ways (Griffin and Page, 1996; Hart, 1993; Marsh and Stock, 2003). There are many success criteria available to determine whether a new product is a success or a failure (Griffin and Page, 1993; Hultink and Robben, 1995).

According to (Katila & Ahuja, 2003), *the ability of firms to develop new products* is considered as a measure of innovative success. New products are an important indicator of innovative success because they reflect a firm's ability to adapt to changes in markets and technologies (Schoonhoven et al., 1990) and they exert a significant impact on *market share, market value, and firm survival* (Banbury & Mitchell, 1995). *New product success* is the degree to which organizational goals involving new product profit, sales volume, and market share have been reached (Erik, 2008).

Product Innovation success defined, as it is the success in new products is occurring when the product is adopted by a large number of the target customers and the organization is able to achieve target sales figures (Griffin and Page, 1993; Kleinschmidt and Cooper, 1991).In addition, they define new product success as the degree to which the new product being evaluated meets that product's success goals (Griffin and Page 1993; Montoya-Weiss and Calantone, 1994). For example, Marsh and Stock (2003) proposed that success in product innovative could be assessed at three different levels: project level (e.g., *time, cost efficiency and functional success), product level (e.g., profitability, market share and revenues of the new product*) and firm level (returns to the firm generated by the new product).

In a meta-study on NPD success factors, Montoya-Weiss and Calantone (1994) found three broad categories of new product success measures: (1) financial objectives, (2) market share objectives, and (3) technical objectives. The financial and market share objectives both were considered to be measures of commercial success. It turned out that all studies in their review considered measures of commercial success, and only four of the forty-seven studies considered technical objectives. Therefore, the authors used only studies based on commercial measures of product innovation success in their meta-analysis. Based on a review of 77 publications and a survey of 50 practitioners, Griffin and Page (1993) identified 75 different measures of new product success used by academics or practitioners. Expert grouping by a group consensus process and factor analysis resulted in five general independent categories of success and failure measures: (1) measures of firm benefits, (2) program-level benefits, (3) product-level measures, (4) measures of *financial success*, and (5) measures of *customer acceptance.*

A comparison of the measures that academics use with the measures practitioners use or would like to use resulted in 16 core measures that everyone uses or wants to use to assess the success of a single product development. Three independent dimensions were identified underlying these measures: consumer-based, financial-based, and technical or process-based measures of success (Erik, 2008). *Based on these empirical findings, this research project defines innovative success at the project level as the extent to which a new product has achieved its market success or consumer-based and financial based objectives.*

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b) Network Ties Orientation

The focus of this section is to find out the concepts of network ties and its role in product innovation success of SMEs. So, different theories and empirical studies are conducted to find the relationship between network ties strategy and innovative success. Therefore, this section tried to discuss network or cluster (intra and extra-cluster ties) as can be driving forces in SMEs' innovative success.

i. *Network Ties Orientation Contextual Antecedents*

A relational network orientation is apt to emerge when the organizational context promotes external cooperation and when distinct partners of individuals in the network are not the overriding emphasis (Alina and Noshir,2015).This orientation is promoted by a network structure emphasizing dense and integrated networks of various partnerships and relationships, where density refers to the ratio of actual to potential ties (Pittaway,2004) and integration refers to the degree of interaction among various partners (James, Dennis & Vincent, 2014).

Dense and integrated much relationships will increase the extent to which individuals view themselves as relationship partners inhibiting clusters corresponding to organizational characteristics (Alina and Noshir, 2015). By implementing temporary task coalitions, structuring tasks so that partners have differing and interlocking roles (e.g., Miller & Davidson-Podgorny, 1987; Gaudici, 2013), such networks encourage the sharing of ideas, information and perspectives across fluid relationship structures. Network theory has proved to be quite influential in explaining organisational outcomes (Gautam, 2000; James, Dennis & Vincent, 2014). Unfortunately, significant concerns in terms of the generation and management of knowledge transfer and change surround the network approach.

According to Gaudici (2013), network ties can be defined as the pattern of relationships involving direct and indirect ties with different external actors. A literature review study by Pittaway, (2004) found that there is considerable ambiguity and debate within the literature regarding appropriate network ties for competitiveness. This research gap can be further expanded as prior studies also hold diverse views on how to capture a network ties, for example formal versus informal ties, strong versus weak ties (Stam, 2010), and customer-oriented (Mulu and Pierre, 2011) against supplier-oriented ties, intra cluster ties (ICT) and extra cluster ties (ECT)(James, Dennis and Vincent, 2014).

ii. *Cluster Theory*

Industrial clusters can be defined as "geographic concentrations of interconnected companies, specialized suppliers, service providers, firms in related industries, and associated institutions in a particular field that compete but also cooperate (Porter 1988, 2000).

Players within a cluster include providers of specialized products and services, infrastructure providers, governmental institutions, competitors, suppliers, customers and trade associations who provide technical support that benefits or contribute to a specific sector. Clusters are an important competitive advantage because other factors that were previously important, such as access to non-scarce resources, are becoming less important as global logistics serve the need for resource transportation (Reynir, Gudmundur and Runar, 2015).

A cluster's absorptive capacity is the "capacity of firms to establish intra- and extra- cluster knowledge linkages" (Giuliani, 2005). This is the capacity of a cluster to gather knowledge from the outside and effectively distribute this knowledge on the inside. However, when digging deeper into cluster theory, it can be seen that the knowledge flow is not equally distributed between firms within a cluster. In fact, clustering may isolate some firms while others increase their collaboration. In addition, even though business flows are frequent between firms within a cluster, knowledge flow does not necessarily follow (Reynir, Gudmundur and Runar, 2015).

From a resource based view (RBV) the network encompassing ICTs and ECTs of a firm can be seen as its resource pool, contributing to the firm's technical know-how, trade contacts, and capital (Wernerfelt,1984). In addition, network ties provide legitimacy, increasing a firm's odds of forming partnerships with highly valuable potential partners (Eisenhardt & Schoonhoven, 1996). The large bundle of resources that networks generate can increase the ability of the form to create new combinations of knowledge, thereby enhancing its competitive advantage (Wernerfelt, 1984). Such a so called recombinatorial ability is particularly relevant when firms confront a high degree of competition, as SMEs in emerging economies do (Theresia, Jojo and Geert, 2013).

iii. *Intra cluster ties (ICT) and extra cluster ties (ECT)*

In this study 'intra-cluster ties 'defined as a clustered firm's network ties to others firms operating in the same geographical industry (Giuliani, 2005). While 'extra-cluster ties', as a clustered firm's network ties to other affiliated firms outside the geographic concentration (Giuliani, 2005; Theresia, 2015).

According to several studies, firms located in geographical clusters can obtain local knowledge freely and easily (Gilbert & Fernhaber, 2014; Giuliani, 2005). The free exchange of information enhance the knowledge and competencies of the cluster member. Clusters are therefore good for innovation and technological advancement (Mulu and Pierre, 2011). Some studies have singled out clusters and

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collaborative networks as being efficient instruments for boosting the ability of SMEs to overcome size limitations (Berry et al., 2001; Theresia et al.; 2013). Moreover, many studies have identified firms that have been successful in terms of both innovation and profitability as being part of a regional cluster (Gaudici, 2013; Theresia et al.; 2013; James, Dennis & Vincent, 2014; Alina and Noshir, 2015).

Nevertheless, relying exclusively on cluster ties, including intra-cluster ties (ICTs), is not considered sufficient for competing in today's business environment. Basically, the flow of knowledge in the cluster cannot keep pace with the changing environment. Without an injection of new insights and information, knowledge within ICTs can be obsolete (Theresia et al; .2013, Theresia, 2015).

Thus, many studies suggest the importance of extra-cluster ties (ECTs) as a complementary resource for introducing knowledge diversity. It has long been acknowledged that heterogeneity of knowledge is a source of competitive advantage (Wales et al., 2011). Moreover, ECTs are particularly crucial for SMEs that operate in lagging technology clusters, where local knowledge and competency are insufficient (Mulu and Pierre, 2011).Giuliani (2005) found as the knowledge network matters for differential innovation success among clustered firms. However, the emphasis on explicit knowledge networks and extra-cluster linkages is not tenable at least in the case of small firms' clusters in developing countries as most of them information and innovation ideas largely from interactions with their business partners or social ties, thus, in such cluster the knowledge is a source of product innovation success.

III. Conceptual Analysis of the Relationship between Network ties and Product Innovation Success

Introduction

The main objective of this section is to discuss the association of network ties and product innovation success.

a) Network Ties and Product Innovation Success

A relational network orientation is apt to emerge when the organizational context promotes external cooperation and when distinct partners of individuals in the network are not the overriding emphasis (Alina and Noshir,2015).This orientation is promoted by a network structure emphasizing dense and integrated networks of various partnerships and relationships, where density refers to the ratio of actual to potential ties (Pittaway, (2004) and integration refers to the degree of interaction among various partners which has positive effect on product innovation success(James, Dennis & Vincent, 2014).According to Gaudici (2013), network ties can be defined as the pattern of relationships involving direct and indirect ties with different external actors. A literature review study by Pittaway, (2004) found that there is considerable ambiguity and debate within the literature regarding appropriate network ties for competitiveness.

Table 1: Case analysis of empirical finding of SMEs in Ethiopia

Exhibition on: Innovation & Barriers to Innovation: SMEs in Addis Ababa, Ethiopia
The data for the study was collected from four selected sub cities of Addis Ababa SMEs (Akaki, Bole, Kirkos and Yeka). The questionnaires were distributed randomly for 207 SME managers and/or owners to gather the needed information (Silashi, 2014). From the selected enterprises 58 had engaged in innovation whereas, the remaining 94 enterprises didn't introduced technological innovation. Out of those 58(38.1%) enterprises introduced technological innovation, 34(22.3%) are small & 24(15.7%) are medium enterprise. Proportionally, new technology introduced account construction, garment and textile; and metal and woodwork sectors were 10, 3 & 21 for small and 7, 4 & 13 are medium enterprises, respectively. This shows mostly metal and woodwork sectors were involved in product innovation in Ethiopia.
The result of Silashi(2014) study indicates that the major barriers of introducing or expanding technological innovation for SMEs were: lack of government policy and regulation, lack of technological and market information, inadequate research and development, high cost of innovation, organizational culture, absence of cooperation(network ties), size of enterprise, lack of skilled personnel and lack of finance. In addition, the comparative analysis indicate that, except government policy and regulation, organizational culture, size of enterprise, lack of network ties & lack of skilled personnel, all other factors were considered as barrier to industry level and both for small and medium enterprises.

As per the result study of Silashi (2014) shows in Ethiopia; the lack of cooperation partners (network ties) of SMEs was one barrier for innovation success. For instance; low cooperation with institution & business services providers, low access of expertise's from other firms, having low relationship with different association, deficiency of having cooperation with government, private institution & NGO in relation to innovation were some barriers identified for SMEs technological innovation.

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IV. Research Methodology

a) Research Design

The primary objective of this research is to assess the effects of network ties on product innovation success of SMEs in Ethiopia for specifying the relationships in the conceptual framework and through a series of theoretically justified research hypotheses. To test the posited hypotheses, a cross- sectional field study was used. Furthermore, for this study, with triangulation potential problems of construct validity and reliability was addressed. *Triangulation* refers to the use of two or more *data sources, methods (data collection etc.), investigators, theoretical perspectives and approaches* to analysis in the study of a single phenomenon and then validating the congruence among them. Therefore, for current study mixed approach was employed. Mixed approach research is formally defined here as the class of research where the researcher mixes or *combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study* (Creswell, 2003, Punch, 2005).

A quantitative positivistic approach is selected as one of the methodological choice. "It is a *deductive or theory-testing approach*". Such an approach avoids speculation and bias (Wicks and Freeman, 1998). Furthermore, through the use of quantitative, scientific methods, data are generated that can then be replicated for verification purposes in future studies. Replication of results is critical for theory testing (Creswell, 2003, Punch, 2005). Thus, the positivistic approach offers opportunity for testing the hypotheses posited using effects of network ties on innovative success of SMEs. The research design for this study is a key informant survey *designed to collect data from the workers and or owners.* The workers and owners are selected because they would be able to represent accurately their organization's views on the issues covered in this study (John and Reve, 1982, Creswell, 2003, Punch, 2005, Campbell, 2005; Muhammad, 2010).*The survey was initiated by directly distributing a questionnaire to the workers of firms selected from the list of small and medium enterprises in Ethiopia.*

In addition, because of network ties is relatively young discipline, qualitative interpretive approach was utilized (Hutt, Rein-gen, and Ronchetto 2008; Imai, Nonaka and Takeuchi, 2005, Sylvia and Kalsom; 2013, Justina and Craig, 2014).

Interpretive approach is "an inductive or theory-building approach". It is one whereby the researcher deemed part of the research process and endeavours to uncover meaning and gain understanding of broad interrelationships in the context they research. It helps to *understanding how and why things happen: exposing meaning. Induction* involves the *inference of a generalized conclusion from the patterns observed between particular instances* (Remenyi et al., 1998). Using an inductive process, *it is entirely acceptable to formulate a research topic or question from experience or intuitive notions rather than reflection on established theory and concepts.*

For qualitative survey, in-depth interviews; analytical approaches was employed (Creswell, 2003, Punch, 2005).

b) Data Analysis

To test the relationships between various variables of *strategic orientations and innovative* success, statistical technique for hypothesis testing specifically, *multiple hierarchical regression* analysis and structural equation modeling (SEM) were used. Structural equation modeling (SEM) with latent variables has changed the nature of research in marketing and strategic management. SEM offers the possibilities of distinguishing between measurement and structural models and explicitly considering measurement error. As Gefen, Straub, and Boudreau (2000, p.6) point out, SEM has become de rigueur in validating instruments and testing linkages between constructs. SEM can be further distinguished between two families of SEM techniques: covariance- based techniques and variance-based techniques. For testing of structural equation and goodness fit of model, Analysis of Moment Structures (AMOS) was used.

c) Sampling Technique and Sample Size

A multi stage clustering and stratified sampling were used for the survey. In the first stage, we conveniently selected region, in second stage, we selected industry area/zone in region as representative of the SMEs in Ethiopia. Accordingly, at the first stage Oromia region has been selected. At the second stage, in Oromia region industrial zones (particularly, Finfinne area and Jimma) have been selected as sample representative. The selection criteria of these areas was based on *high density of small and medium enterprise location* in Ethiopia. For this study, more than 386 respondents (owners/managers) from small and medium enterprises were targeted as sample size that has been determined by using the following formula (Saunders et al.; 2000).

$$n = \frac{z^2 pq}{E^2} = \frac{(1.96)^2 (.50)(.50)}{(.05)^2} = 386$$

Where:

n = adequate number of sample size with a given amount of confidence level (95% confidence level) which is recommendable in social science.

N = population size

Z = table value of the confidence level from normal distribution table

E = the researcher's tolerable amount of error

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p= the probability of success (the proportion of the study unit who may give adequate information)
q = the probability of failure (the proportion of the study unit who may not give adequate information)

Accordingly, 386 plus 10% in order to *offset an anticipated low response* or unresponded rate percent 10% to 20% and to maximize the generalizability of the results (Remenyi et al., 1998),*totally 425 respondents were selected* proportionally from both manufacturing and service sectors. This sample size is hoped to generate the required information with relatively good precision *for infinite or large populations* (Saunders et al.;2000).Also it is more than recommended size for applying statistics tools such as; factor analysis, AMOS, regression etc. (Julie, 2005; Field, 2013).

V. Conceptual Model and Research Hypotheses

Introduction

The purpose of this section is to construct a model synthesizing the results from the literature review and the interviews was held with owner/managers.

a) Impacts of network ties on product innovation success

Several authors (Stam, 2010) have asserted the significant role of networks in influencing entrepreneurial process and innovation success. Entrepreneurship theory implies that the essence of entrepreneurship is the ability to detect, willingness to pursue and exploit the opportunity in the marketplace (Stevenson and Jarillo, 1990, Shane and Venkataraman, 2000). Yet, not all entrepreneurs have capabilities and sufficient resources to utilize those opportunities. They need collaboration with the economic actors to enable them to carry out some activities in order to gain access to resources and markets (Rauch, 2009). Clearly, they need to develop networks in business to take advantage to exploit new opportunities, obtain knowledge, learn from experiences and benefit from the synergistic effect of pooled resources (Gaudici, 2013). For that reason, acknowledged that entrepreneurship is naturally a networking activity. Network is considered as one of the most powerful assets since it provides access to power, information, knowledge, technologies, and capital which results financial and market success of product innovation Stam, (2010). The hypothesis from this discussion is formulated as follows.

Hypothesis 1_0*:* Network ties has positive effect on product innovation success

VI. Emperical Results

a) Reliability and validitry tests of a construct

In this study, to test the reliability of the constructs, Cronbach's alpha was used. One of the most commonly used indicators of internal consistency is Cronbach's alpha coefficient (Juile, 2005). Reliability can be measured with Cronbach's coefficient alpha which should surpass the .70 threshold (Nunnally, 1978, Field, 2013). High Cronbach's alphas refer to patterns of *high inter-correlations among the items in a scale,* indicating that they constitute a coherent whole in measuring a construct. However, other scholars (Churchill, 1991; Slater, 1995; Sekaran, 2000; Muhammed, 2010) have suggested that Cronbach's alpha as low as .60 are acceptable for hypothesis testing. Moreover, inter *item to total correlation* values *0.3 or greater is* acceptable *for data analysis* that indicates of *the degree (strength) to which each item correlates with the total score (Julie, 2005).*

In the current study the Cronbach alpha coefficient of all constructs are greater than 0.7 except extra cluster ties 0.607 which exceed the 0.60 minimum threshold and acceptable. This shows almost all constructs of current studies have good the internal consistency (inter--*correlations*) scale with the exception of few extra cluster ties are acceptable for hypothesis testing. Furthermore, to obtain unidimensionality of constructs , we checked the inter-item correlation for all the scale items by using the confirmatory factor analysis; the values of *item to total correlation of all items are greater than 0.3 here indicated that the items have strong inter-correlation with their constructs and then factor analysis is appropriate*(Juile,2005; Field,2013).

Table 2 displays each construct, item to total correlation and its associated reliability coefficient.

Table 2: Construct reliability

Constructs	No. of Items	Item to Total Correlation	Chronbach Alpha (reliability)
Network ties	**8**		**0.756**
Intra cluster ties	4	.427	0.714
Extra cluster ties	4	.599	0.607
Product Innovation Success	**5**		**0.760**
Market success	3	.469	0.872
Financial success	2	.495	0.865

Moreover, two statistical measures are also generated by SPSS to help assess the factorability of the data (i.e. ***suitability of the dataset for factor analysis***): Bartlett's test of sphericity should be significant ($p<0.05$) for the *factor analysis to be considered appropriate and* **Kaiser Meyer Olkin** *(*KMO)measure of

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sampling adequacy the value of KMO should be greater than 0.5 if sample is adequate (Hair et al., 2007;*Pallant, 2011;Field, 2005;*Field, 2013) and to proceed with factor analysis.

For current study, the KMO test values for all of the factors was greater than 0.6 and the Bartlett's test was significant (p=0.000) as mentioned in Table 3, indicated that the data were *suitable for factor analysis.*

Table 3: Factor Analysis Test of KMO and Bartlett's Test of Sphericity

Factors Developed in Factor Analysis	KMO	Bartlett's P-value	Sig.
Network Ties			
Intra cluster ties	0.704	.000	Sig
Extra cluster ties	0.680	.000	Sig
Product Innovation Success			
Market success	0.695	.000	Sig
Financial success	0.673	.000	Sig

Convergent Validity

Factor loadings are significant and greater than 0.5 and Average Variance Extracted (AVE) for each of the factors > 0.5 indicates good convergent validity assumption. Carmines and Zeller (1979) and Muhammed (2010, p.162) suggest that factor analysis provides a suitable means to examine convergent validity. *In factor analysis, loadings are used to detect whether or not an item appropriately loads on its predicted construct. It shows the reliability of individual items (indicators).*Typically, loadings of 0.50 or greater are considered to be very significant (Hair et al., 1995, Field, 2013). KMO values >.60 indicated that the data were suitable for factor analysis. Then, Principal components analysis explored the unidimensionality of each scale using an *eigenvalue of 1.0 as the cutoff points* (Field, 2013). Using SPSS, all constructs have been forced into *five factors and rotated* using the VARIMAX rotation method to assess their loadings.

Accordingly, as result of current final study in table 4. below shows; all of items has greater than 0.50 load on their predicted construct that demonstrate a higher degree of association between the latent items and that constructs; thus, *convergent validity is confirmed.* For this data set, the evidence suggests support for convergent validity.

Table 4: Convergent Validity based on loading factors on constructs (Using SPSS)

Predicted constructs	Indicators(Items)	loading
Network Ties	Intra cluster ties	0.654
	Extra cluster ties	0.634
Product Innovation Success	Level of customer acceptance of new product	0.926
	Growth rate of product market share	0.919
	New product causes' level of customer satisfaction	0.829
	Growth rate of firms' net profit	0.905
	Growth rate of total sales	0.904

**all loadings are significant at the p<0.01*

In addition, Average Variance Extracted (AVE) is used as measure of convergent validity in AMOS method.AVE was proposed by Fornell and Larker (1981) as a measure of the shared or common variance in a Latent Variable (LV), the amount of variance that is captured by the LV in relation to the amount of variance due to its measurement error (Dillon and Goldstein, 1984; Gounaris and Dimitriadis, 2003). Their average variance extracted (AVE) for X with indicators x_1, x_2,...,x_n is

Σ [ri^2]ri= *regression weight of standardized estimate of LV to each indicators*

AVE = n i.e: X to $(x_1, x_2,...,x_n)$. (by AMOS)

n= number of indicators of one latent variable*(X)*

Σ denotes a sum

Thus, a compelling demonstration of convergent validity would be an AVE of 0.5 or above (Nunnally 1993; Gounaris and Dimitriadis, 2003).

The details of the current studies' results are provided in table-5 below. According to this data the AVE of all latent variables are greater than 0.5 (AVEs>0.5) that shows the *convergent validity* s *good* (Fornell and Larker 1981; Dillon and Goldstein, 1984; Gounaris and Dimitriadis, 2003). *In other word, there is no violation of convergent validity for this data.*

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Table 5: Convergent Validity by Average Variance Extracted (Using AMOS)

LV	Standardized Regression Weights					AVE
				Estimate(R)	R^2	
NWT	Extra	<---	NT	.638	.41	.475
	Intra	<---	NT	.734	.54	
PIS	MS	<---	PIS	.837	.70	.50
	FS	<---	PIS	.845	.71	

NWT-network ties : *Extra-extra cluster ties, Intra- intra cluster ties*
PIS-product innovation success : MS- Market success, FS-financial success

Generally, by loading factors and AVE the convergent validity assumption is confirmed. All predicted constructs' factor loadings are significant and greater than 0.5 and the Average Variance Extracted (AVE) for each of the factors close to 0.5 and above indicates that approximately good convergent validity assumption is achieved.

Discriminant Validity

There are two methods used to assess discriminant validity of data. One cross- factor loading method that expected each of block of indicators load higher on its respective latent variable than indicators for another latent variables (Churchill, 1991). If an indicators has high correlations with another latent variables then the appropriateness of model may be reconsidered. This implies that if two or more constructs are *unique*, then valid measures of each *should not correlate too highly* (Bagozzi and Phillips, 1991).

The other method is AVE also used to assess the discriminant validity of the constructs. For this a construct must have more variance with its indicators than with other constructs of the model. It is when square root of *AVE (√AVE) between each pair of factors greater than estimated correlation between those factors (√AVE>r) in other word AVE>r^2* (Fornell and Larcker, 1981; Gounaris and Dimitriadis, 2003) it is the more recommended method.

So for this study to assess discriminant validity, Average variance extracted is used. *The details of the current studies' results are provided in table 6, below. We assessed the discriminant validity of each construct by AMOS. The values of all of the average variance extracted in table 6, are approximately equal and greater than all corresponding correlations (Fornell and Larcker, 1981). According to this data, the discriminate validity is good. In other word there is no violation of discrimination validity*. In general, the overall evidence suggests the existence of discriminant validity.

Table 6: Discriminant Validity (using AMOS)

Discriminant Validity 1		2	Factor Correlations	Correlation squared (r^2)	Should be AVEs>r^2 AVE_1AVE_2	Discriminant Validity
NT	<-->	PIS	.385	.15	. 475.50	*Established*

b) Testing of the models using regression analysis

Regression analysis was carried out with the network ties as the independent variable for each of the following dependent variables. The various statistics results are reported in the following table 7.

Table 7: Results'Summary of Regression Analysis

Hypo.	Dependent variable	ANOVA F's value	R	R^2	Unstardardized beta	t	signif
$H1_0$	Product innovation success	33.08***	.423	.179	.586	9.173 ***	Sig.

P<.05;p<.01;***p<.001; ns:not significant model*

Table 7: presents the summary of results of regression analysis for hypothesis-1_0. Accordingly, the hypothesis1_0; the effects of network ties on product innovation succes has been accepted. This model fit was tested using ANOVA. So, that the model is significant (F = 33.08, p<.0001) that shows that the good model fit.Which indicates that apositive and significant coefficient (β=0.586, p<0.001) for the network ties variable confirm that the network ties of firms has positive effect on product innovation success of SMEs.

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c) *Testing the Model using AMOS*

Covariance based structural equation modelling software; (AMOS, ver. 20.0) was used to test the model. Furthermore, to check the quality of data or fitness of each model and to confirm the results obtained as overall model based structural equation modelling and result of regression obtained using SPSS-V21.

Fig. 2. depicts the model comprising network ties and product innovation success. The result shows reasonably good model fit and supports the hypothesis $H1_0$.The values of the fit indices are attractive high. The structural path estimate is significant. The loading estimates are significant and consistent with the theoretical expectations. All of t-value are greater than two in absolute value ($t>|2|$) indicate that all the relations are statistically significant (table 8.).

Tables 8: shows the overall fit statistics of resulting from testing the model. The chi square is ($X^2=0.001$; $df=1$; $p<0.05$) statistically significant that indicate model not well fit. However, other statistical model, the RMSEA =0.000 that indicates exact good fit. The model CFI is 1.000and GFI is, *1.000, AGFI=1.000* all values are greater than the recommended 0.90 (Hair et al.; 2007, James, 2011) which indicate a good fit.

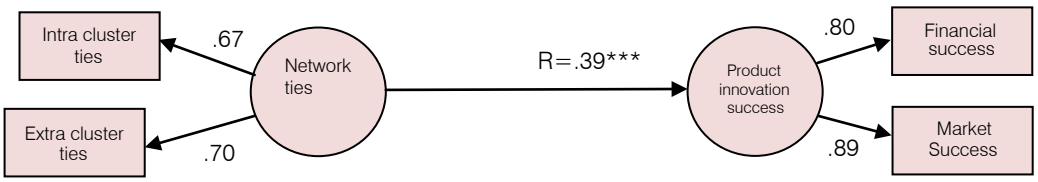

Fig. 2: Path Coefficients of Network ties on Product Innovations success using AMO

Tables 8: Various outputs of model NWT to PIS using AMOS

Regression Weights

			Estimate	S.E.	C.R.	P
Product_innovation succes	<---	Network ties	.377	.079	4.781	***
Extra cluster ties	<---	Network ties	.848	.180	4.707	***
Intra cluster ties	<---	Network ties	1.000			
Financial success	<---	product_innovation_succes	.797	.118	6.740	***
Market success	<---	product_innovation_succes	1.000			

Tables 9: Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	9	.001	1	.978	.001
Saturated model	10	.000	0		
Independence model	4	398.181	6	.000	66.364

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.001	1.000	1.000	.100
Saturated model	.000	1.000		
Independence model	2.340	.684	.473	.410

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	1.000	1.000	1.003	1.015	1.000
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

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RMSEA (*Root Mean Square Error of Approximation*)

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.000	.000	.000	.986
Independence model	.411	.377	.446	.000

The hypotheses assess the impact of network ties on product innovation success of the firms.The results of this study answer questions pertaining to the link between network ties and product innovation success in SMEs. First, how do network ties of firms affects and product innovation success of the SMEs ? Going by conventional thinking, it is not easy for SMEs to do network ties with internal cluster and external clusters ties , because doing so calls for them to possess several conflicting resources and capabilities.

Hypothesis	*Findings*	*Decision*
H1$_0$:*Network ties has positive effect on product innovation success.*	Signf.	Accepted

The hypotheses support that the higher level of network ties has strong impact on product innovation success, this impacts was discussed as follows.

According to our finding, hypothesis1$_0$ supports that the network ties has positive effect on product innovation success.This current finding supports thatyet, not all small and medium entrepreneurs have capabilities and sufficient resources to utilize various opportunities. So that, they need collaboration with the economic actors to enable them to carry out some activities in order to gain access to resources and markets (Rauch, 2009). Networks developing helps small firms in business to take advantage to exploit new opportunities, obtain knowledge, learn from experiences and benefit from the synergistic effect of pooled resources (Gaudici, 2013). For that reason, acknowledged that entrepreneurship is naturally a networking activity. Network is considered as one of the most powerful assets since it provides access to power, information, knowledge, technologies and capital which results financial and market success of product innovation (Stam, 2010). Firms with higher network ties lead to strongability to adapt to changes in markets and technologies and they exert a significant impact on profit, high sales volume, market share, market value, and firm survival (Banbury & Mitchell, 1995, Erik, 2008).

To summarize from current study, we found that the ECTs/ICTs of the SMEs compensated for their resource scarcity and acted as key driving forces of their success. SMEs, by definition, have limited resources in terms of capital, human resources, and up-to-date knowledge. Their network ties provide important resources, such as ideas and referrals. They also, particularly those spanning beyond the cluster in which an SME is based (i.e., ECTs), can allow SMEs to overcome the limitations of their small size. New ideas, technologies, knowledge, materials, and processes can be applied for exploitative and explorative strategies. Partnering through ECTs is therefore a major strategic resource, much more valuable than ties within the firm's cluster (Theresia, 2015).

Regarding this finding, most of the managers and owners of SMEs interviewed had similar comments. To quote a combined:

'*In any kind of business, the network is important because it can provide you with more information and knowledge about many strategies. However, learning from advanced firms is important; they can give you the pattern of success. Learning by doing and learning by guidance are good ways to improve innovation. For instance, external relations with outside of the cluster (our location boarder) to gaining access to new markets, increasing power in the market, altering competition, sharing research and expenses, and reducing risks. Creating social network with outside of the boarders to change their innovation by taking new idea, strategies from other firms, access to assets they could hardly have achieved single-handedly and to add valuable knowledge on the local information'.*

In general, our findings indicate that network ties has direct and indirect positive significant contribution in SME's product innovation success. Therefore, firms must have high cooperation levels of intra and extra cluster network ties to achieve high product innovation success.

d) Research Limitations and Future Research Directions

Our study is not without limitations, but also throws open opportunities for future research. One of the limitation is that the data we used, although original and derived from field research, is cross-sectional. This has prevented us from examining the effect of changes over time in firm behavior on product innovation success. Similarly, the lack of longitudinal data reduces confidence in causal effects, especially in the case of such relationships, which have not been so extensively examined in the literature, such as the relationship between financial success and network ties. Therefore, an important step for further research is the collection and analysis of longitudinal data to rule out alternative explanations.

The other limitations of this study is that it incorporates a limited number of network ties, i.e intra

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and extra cluster ties. For further research, other important strategies and external factors should be considered in the model.

e) Conclusion

This study has made a conceptual and empirical contribution to the research on SMEs in developing countries as general examining the network ties on product innovation success of SMEs. One is that networks ties (extra/intra cluster ties) are the drivers' successful product innovations of SMEs. Our study shows that committing too many resources to sharing knowledge only within clusters may be counterproductive, since it can lead to the diffusion of redundant knowledge, instead of bringing in new knowledge to the firm. Therefore, using both internal cluster ties and external cluster ties, then, seem to be a more preferred source for SMEs seeking new ideas, information and knowledge.

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Assessment of Higher Education Students' Desire to be an Entrepreneur: The Case Study of Adama Science and Technology University

By Messele Kumilachew Aga

Arsi University

Abstract- The objective of this study was to assess whether higher education students desire to create their own enterprise/being an entrepreneur or search for job after their graduation. Two hundred sixty three (263) prospective graduates were selected from three schools (School of Business and Economics, School of Agriculture, and School of Engineering and Information Technology) that were taken as strata and proportionate stratified sampling was used to determine each stratum sample size. Then sample respondents were selected by systematic random sampling and self administrated questionnaire was filled and returned by selected respondents. The findings of this research revealed that the majority of students showed generally positive desire towards creating one's own job though they desired being an entrepreneur as a second option.

Keywords: *entrepreneurial desire, entrepreneurship, higher education institution students', ASTU.*

GJMBR-A Classification: *JEL Code: L26*



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Messele Kumilachew Aga

Abstract- The objective of this study was to assess whether higher education students desire to create their own enterprise/being an entrepreneur or search for job after their graduation. Two hundred sixty three (263) prospective graduates were selected from three schools (School of Business and Economics, School of Agriculture, and School of Engineering and Information Technology) that were taken as strata and proportionate stratified sampling was used to determine each stratum sample size. Then sample respondents were selected by systematic random sampling and self administrated questionnaire was filled and returned by selected respondents. The findings of this research revealed that the majority of students showed generally positive desire towards creating one's own job though they desired being an entrepreneur as a second option. Accessibility of credit, personal skills, and income prospects are among the most influential factors of creating entrepreneurial desire. Majority of surveyed students' agreed on the importance of entrepreneurship course delivered to them in creating entrepreneurial desire. This is evident that the course entrepreneurship has positively influenced students' desire for self-employment and hence, self-employment intentions increased with taking the course entrepreneurship. Adama Science and Technology University has to work on entrepreneurial promotion by establishing club, arranging different seminars and workshops on entrepreneurship, start business plan competitions among graduates with attractive rewards for winners, giving training on entrepreneurship, facilitate means of experience sharing with famous entrepreneurs in the country, and any other means should be used in order to foster entrepreneurial spirit in the mind of graduates before graduation.

Keywords: entrepreneurial desire, entrepreneurship, higher education institution students', ASTU.

I. Introduction

Government policies on entrepreneurship education are critical for ensuring that entrepreneurship is embedded into the formal education system, and offered through partnership with the private sector, the informal community, and apprentice training programmes (UNCTAD, 2010). Currently, the Ethiopian Higher Education Institutions give attention for enabling graduates to be self employed rather than seekers of job. To ensure this the course Entrepreneurship is given in almost all departments of HEIs of Ethiopia. Entrepreneurship is an elusive concept. Hence, it is defined differently by different authors at different periods and depending on the level of economic development. According to Robert Ronstadt, 'Entrepreneurship is the dynamic process of creating incremental wealth'. This wealth created by individuals who assume the major risks in terms of equity, time and/or career commitments of providing value for some product or service. The product or service itself may or may not be new or unique but value must somehow be added by the entrepreneur by securing and allocating the necessary skills and resources. An Entrepreneur is a person who has the initiative, skill for innovation and who looks for high achievements and who creates his/her own job (Hailay Gebretinsae, 2007).

Entrepreneurial spirit in university graduates increases innovation, job creation, and competition in market place (Blanchflower and Oswald, 1998). Entrepreneurial skills are the most demanded ones, where today, governments and societies worldwide seek to introduce a range of different programs and encouragement to support entrepreneurship in university students (European Commission Report, 2008). The concern with entrepreneurship is thus a subset of employability, give that employability has been defined as 'A set of achievements, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations (Yorke, 2004). Personal desire is the primary element for creating one's own job and for successful achievement of one's own vision. That is why successful people advise us to discover that success measured by the size of our thinking. Let us then think and grow rich! To be rich does not come by chance but it is an individual's power of thought of direction and choice of action (Werotaw, 2010). A person chooses to set up a business as a consequence of a variety of reasons, and it is right to say that new businesses are usually the reflection of what their founders expected/desired. According to Werotaw (2010), 'If you think you can, you can. If you think you cannot, you cannot.' For every achievement, the first requirement is personal motivation to design vision. The motivational to succeed comes from the burning desire to achieve a purpose.

Author: Messele Kumilachew Aga (Assistant Professor), Department of Management, Arsi University. e-mail: obsi2011@gmail.com

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Napoleon Hill wrote 'Whatever the mind of man can conceive and believe the mind can achieve. A burning desire is the starting point of all achievement' (Shiv Khera, 2002).

Therefore, this study was conducted *on assessment of higher education students' desire to create their own business (desire for being an entrepreneur)* after their graduation and the contribution of the course entrepreneurship in creating desire of graduates for being self employed by taking students of Adama Science and Technology University in the case study.

II. Statement of the Problem

Higher education institutions are coming under increasing pressure to ensure their graduates have relevant employability skills. Institutions are also being encouraged to help students develop enterprise skills so that more graduates have the confidence and knowledge to set up businesses. Senior managers and academics are looking for support at all levels to embed employability and enterprise into the higher education experience (Morelan, 2006). In order to increase the level of entrepreneurial initiative among students, it is essential to increase positive attitudes towards entrepreneurship, so attitudes can be viewed as the stepping stone to entrepreneurial intentions. Arguably, attitudes have a strong bearing on the way the students would look at entrepreneurship as a course requirement in HEIs education. A popular wisdom says that 'attitude determines altitude', which suggests that success or propensity to achieve targets or goals can be determined largely by the way people conceive positive thoughts about their ability to accomplish these targets or goals (Segumpan and Joanna, 2012). Many graduates of HEIs in Ethiopia today are also greatly under-employed. As the free labor movement (market) inaugurated and the expansion of governmental and private higher education institutions, the number of graduates increased at a speed faster than the rate of growth in the economy even university degrees ceased to guarantee automatic employment. The pace of economic and social development in the country is not fast enough to permit large number of Higher Education Institutions graduates to be immediately absorbed in to the job market (Asnake, 2010). Therefore, given the potential of self employment for Ethiopian economic development, it is the present strategy of the Ethiopian government inculcating entrepreneurship in higher education curriculum. The main reason behind the requirement of higher education to take entrepreneurship course is to encourage prospective graduates to create their own enterprise after graduation. One of the major outcomes of higher education is the preparation of graduates to participate fully in the world of work, higher education needs to recognize and take on broad more fully the significance and incidence of self-employment for the employability aspects of the higher education Curriculum (Morelan, 2006). But most of graduates have been observed while searching job in different organizations than creating their own enterprise (being entrepreneurs). If the students have positive attitude to entrepreneurship, they develop desire for being an entrepreneur. This is the main reason why this study geared on assessment of students' desire for being an entrepreneur.

III. Objectives of the Study

The general objective of this study was to assess the desire of higher education students' to create their own business enterprise after their graduation. The specific objectives of this research were:

- To examine students' desire after graduation.
- In order to identify factors that influence the students' desire to becoming an entrepreneur.
- To investigate how entrepreneurship course could affect students' entrepreneurial intentions.
- In order to identify strategies to be used by Higher Education Institutions/ASTU in order to promote Entrepreneurship.

IV. Methodology of the Study

a) Data Type and Data Sources

For the achievement of the stated objectives, both qualitative and quantitative data were used. Respondents (under-graduates', prospective graduating class of 2011/2012 academic year) filled the questionnaires designed to achieve the objectives of the research. The relevant data were collected from both primary and secondary sources of data collection. Primary data were collected using: questionnaire and focused group discussion. Well designed questionnaire was prepared and filled by selected respondents/students at appropriate time for them and focused group discussion was conducted with purposively selected entrepreneurship course instructors. Secondary data were used from different sources such as manuals, various books, articles and journals, and websites from the Internet in order to strengthen the paper.

b) Target Population and Sampling Techniques

There are many higher education institutions in Ethiopia both governmentally and privately owned; but this study focused on Adama Science and Technology University that owned governmentally. In this University, there are students enrolled in seven schools and under different divisions such as regular, extension, summer. There are also different programs such as TVET, undergraduate, and post graduate programs, but this study used graduating class of 2011/2012 students

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enrolled in regular undergraduate of three schools. These are Schools of Business and Economics, Agriculture, and Engineering and Information Technology. In order to achieve the stated objectives, the researcher took the aforementioned schools and program as target population. Accordingly, the three schools selected were taken as strata. The total graduating students in each stratum is shown in the following table.

Table-1: Graduating Students of Adama Science and Technology University in Three Schools

S/No	Schools	Number of Students
1	School of Business and Economics(SoBE)	816
2	School of Agriculture (SoA)	298
3	School of Engineering and IT (SoEIT)	201
	Total	1315

Source: Adama Science and Technology University Enrollment and Examination Office, 2011/2012

The above table (table-1) summarizes target population of the study. The study took the sample size of 20% of the target population. The sample size was made proportionate to the size of each stratum. That means; proportionate stratified sampling was used. Hence, the total sample size was 263 graduating students (1315x20%). And sample size from each stratum was; 163, 60, and 40 from schools of Business and Economics, Agriculture, and Engineering and Information Technology respectively by using proportionate stratified sampling. Since the lists of all respondents were available from Enrollment and Examination Office, using systematic random sampling technique the respondents included in sample were selected.

c) *Method of Data Analysis*

After collecting the data using self administrated questionnaire and focused group discussion, it was analyzed descriptively and inferentially and SPSS was also used for questionnaire analysis. Finally, the summaries were presented in the form of tables, bar graph, ratio, frequency counts, and percentage and interpreted in line with the objectives of the study.

V. Data Analysis, Interpretation and Findings

a) *Higher Education Students' Self Employment Desires after Graduation*

This section describes higher education students' prospects concerning their future career options and their level of desire to be an entrepreneur after their graduation in relation with different variables. According to Veciana, Aponte, and Urbano (2005) identifying university students' perceptions of new venture desirability and feasibility is the first step to do something in awakening and stimulating students' interest in an entrepreneurial career.

Table- 2: Willingness of Students to be an Entrepreneur

Item		School of Respondents						Total	
	Alternatives	SoBE		SoA		SoEIT			
		Fr	%	Fr	%	Fr	%	Fr	%
Will you start your own business after your graduation?	I will definitely not	17	10.4	2	3.33	3	7.5	22	8.37
	I thought of that before, but have given up now	4	2.5	6	10	2	5.0	12	4.56
	Probable I will in the future	59	36.2	24	40	13	32.5	96	36.51
	Definitely I will in the future	75	46.0	25	41.67	21	52.5	121	46.00
	I have already started a business	8	4.9	3	5	1	2.5	12	4.56
	Total	163	100	60	100	40	100	263	100

Source: Author's Survey, 2012

Table 2 depicts that whether higher education students have developed the intention (desire) to be an entrepreneur or not in their campus life. Accordingly, in each school majority of students were willing to be an entrepreneur (36.20% in SoBE, 40% in SoA, and 32.50% in SoEIT) replied as probably they could be an entrepreneur/business owner, and 46%, 41.67%, and 52.5% from SoBE, SoA, and SoEIT respectively revealed their wish as definitely they will be an entrepreneur and also there were students (SoBE(4.9%), SoA(5%), and SoEIT (2.5%) who replied as they have already started a business activities. This is consistent with Gemechis (2007) that revealed over 91% of the respondents claimed that they would like to start their own business.

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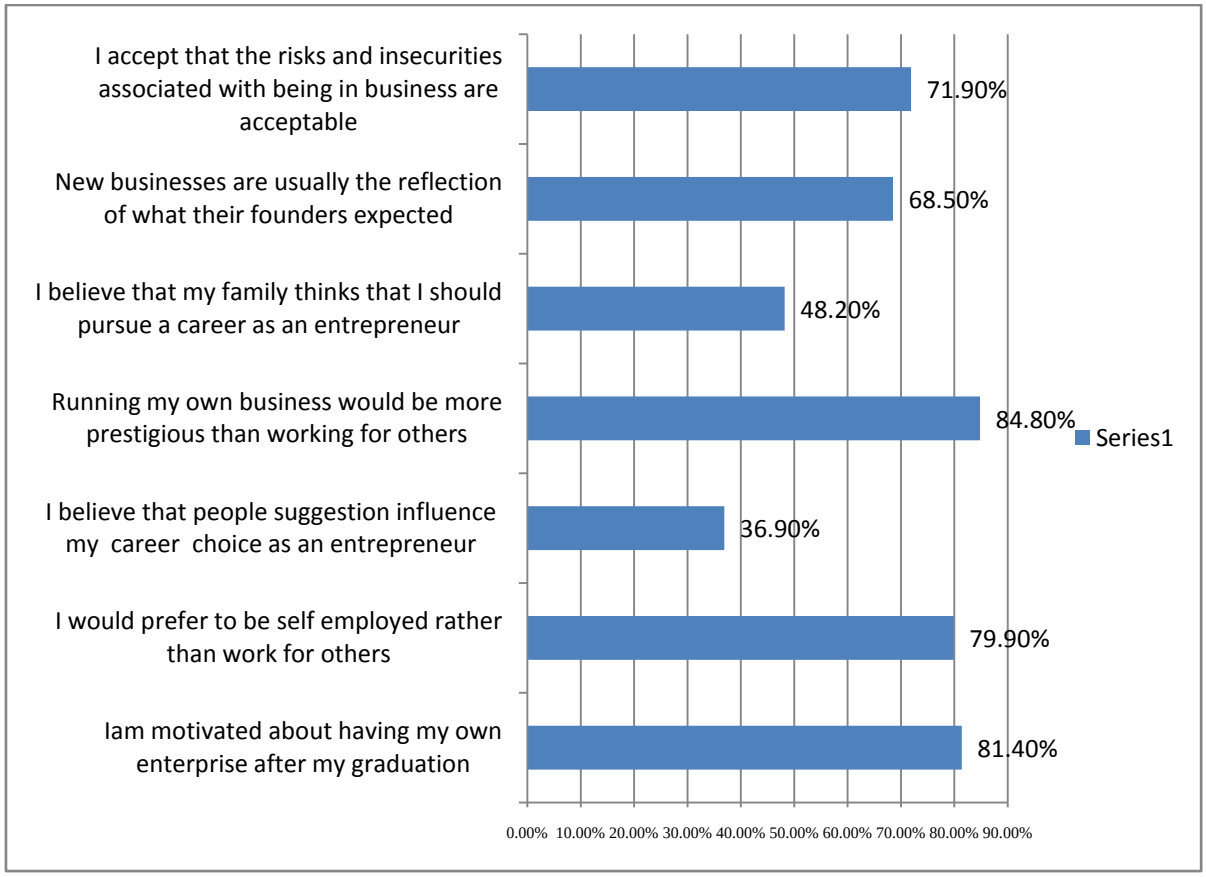
According to Teixeira (2008), a high percentage of students also identify self-employment as a preferable career option as it involves a more interesting work and it is more prestigious than being an employee. Instructors of Entrepreneurship course disclosed during FGD that even if students desire to create their own enterprise still the traditional thinking of 'education for employment' still exist in the mind of their students.



Source: Author's Survey, 2012

Figure 1: Readiness of Students' to be an entrepreneur (Percentage of students that agree and strongly agree with the statements)

Figure 1 revealed to what extent students agree or strongly agree with variables that indicate the level of students' readiness to be self employed. Accordingly, the above figure reveals that 84.80% of students thought that running their own business would be more prestigious than working for others. And 81.40% and 79.90% of students show their agreement about motivation of having their own enterprise after their graduation and preference to be self employed rather than work for others respectively. This all combined indicates that higher number of students in higher education (ASTU) have readiness for creating their own enterprise. This finding was compatible with what Llado's Josep (2009) found out 'the main reasons why people start a business has nothing to do with earning a lot of money, being famous or recognized, looking for adventure or improving the world but primarily because, for a variety of reasons, they do not want to carry on working for someone else. Besides, the above figure reveals the influence of family and other people suggestion in process of creating one's own job. Accordingly, 48.20% of students replied their agreement on positive thinking of their family if they pursue a career as an entrepreneur. But only 36.90% of them said that people suggestion influence their decision of creating an enterprise after their graduation. Traditionally, in Ethiopia families and other people expect graduates of higher education students to be employed in public or private enterprises rather than creating their own enterprise/ being an entrepreneur but the above data reveals that graduates witnessed that others' people suggestion were not influencing their intention. However, still the families of majority of graduates did not prefer for their children to be entrepreneur.

b) Factors Influencing Students' Entrepreneurial Desire

According to Global Entrepreneurship Monitor (2004), there are various reasons why young people decide to start a business, relating to their living

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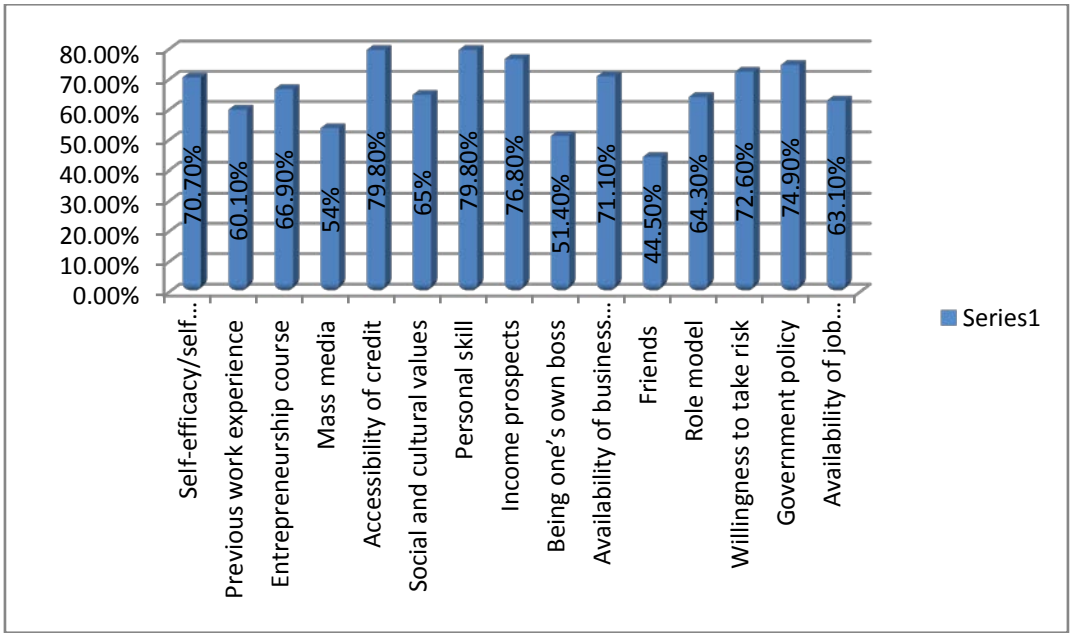
circumstances, their personal attitudes, preferences and objectives and their particular interests and individual strengths. Recognizing these reasons is crucial for understanding and stimulating youth entrepreneurship.

Higher education students desire to become an entrepreneur is influenced by different factors. The figure below depicts percentage to which different factors have impact on entrepreneurial intentions.



Source: Author's Survey, 2012

Figure 2: The extent to which different Factors Influence Entrepreneurial desire of Students' (% of students that replied high and very high impact on their)

Majority of surveyed students (79.80%) reckon that accessibility of credit and personal skill of students have high and/or very high impact on creation of desire to be an entrepreneur, income prospects ranked third (76.80%) in influencing entrepreneurial intention of students'. According to Gemechis (2007) also access to finance (42%) of the respondents ranked it first, 20% of the respondents ranked it second and 38% of them ranked it third and beyond) as major inhibitor to starting up a business. According to, Blanchflower és Oswald (1998), one of the most important obstacles of own business start up is the limited amount of resources, mostly the lack of capital. Social factors, family background, previous entrepreneurial experiences can influence the timing of start-up in the career of an individual (Carrolés Mosakowski, 1987).

The students also replied that government policy (74.90%), willingness to take risk (72.60%), availability of business idea (71.10%), self efficacy/effectiveness (70.70%) have either high or very high impact on entrepreneurial desire.

Below half percent of students (44.50%) only said their friend/s have either high or very high influence on their entrepreneurial intentions. Still the figure 4.3 reveals that being one's own boss, mass media, previous work experience, availability of job opportunity, role model, social and cultural value, and entrepreneurship course have either high or very high impact on entrepreneurial desire of students. According to Teixeira (2008), entrepreneurial intents are to examine personal traits such as risk taking, self effectiveness/creativity, and achievement motive (income prospects). From the above figure (figure 2), it is possible to conclude that almost all identified factors have an impact on creation of entrepreneurial desire in graduates' mind. Only role of friends was less than all other factors in its influence on entrepreneurial desire of graduates.

c) *Contribution of the Course Entrepreneurship in Creating Entrepreneurial Intentions*

A broad definition of entrepreneurship education: «All activities aiming to foster entrepreneurial mindsets, attitudes and skills and covering a range of aspects such as idea generation, start-up, growth and innovation» (Fayolle, 2009). According to KAUFFMAN Entrepreneurship is a fundamental means by which a free society comes to know itself. Through the continual innovation, the ongoing transformation of ideas and enterprises, and the persistent testing this takes place in the market. According to Redfort and Trigo (2007), entrepreneurship education can have three key roles in promoting 'an entrepreneurial society'. It may act as a general advocate for the mindset and type of creativity employed in entrepreneurial endeavors and presenting students with entrepreneurship as a possible career choice. Moreover, it has a skill development role by

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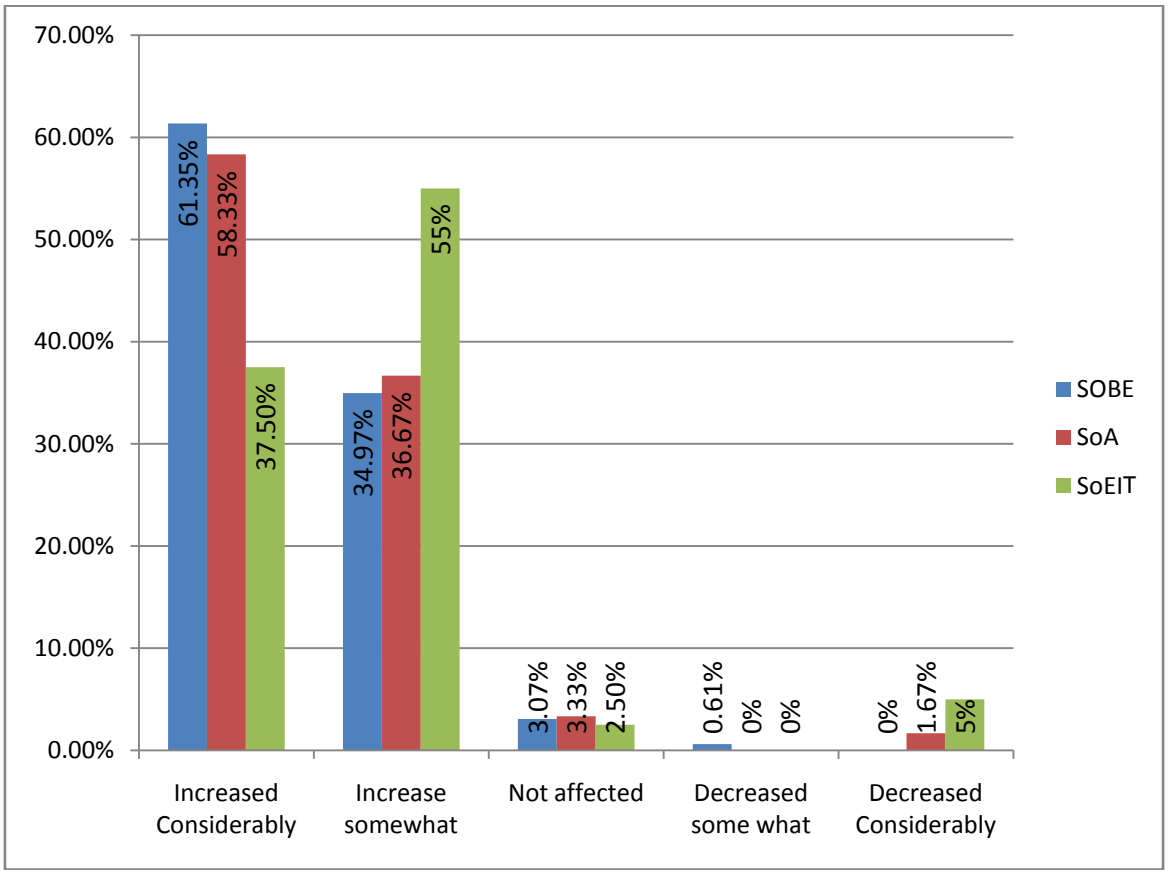
assisting students in developing the technical and business skill-set necessary to have a successful entrepreneurial career. Finally, it may have a scientific development role by contributing for the advance the body of knowledge associated with the entrepreneurial phenomenon. In their "Impact of Entrepreneurship Education," Alberta Charney and Gary Libecap concluded that entrepreneurship education helps produce self-sufficient enterprising individuals, successful business leaders and champions of innovation (KCEL, 2001).

Today in higher education of Ethiopia, entrepreneurship has got recognition to be given in almost all fields of studies. Many departments inculcate entrepreneurship as a course in their curriculum. Therefore, in this section of the article the view of students on the importance of the course entrepreneurship given to them and the extent to which the course entrepreneurship influence their desire of being entrepreneur was discussed.



Source: Author's Survey, 2012

Figure-3: The Influence of Entrepreneurship Course in Creating Entrepreneurial Desire of Students'

The above figure (figure 3) depicts the impact of the course entrepreneurship in creating entrepreneurial intentions of students via their schools. As shown in the figure the curious result is that majority of respondents in School of Business and Economics (61.35%) and Agriculture (58.33%) reckon that the course entrepreneurship given to them increased their entrepreneurial intentions considerably. Similarly, majority of students in the School of Engineering and Information Technology (55%) reckon that entrepreneurship course given to them somewhat increase their entrepreneurial intentions. Whereas very few students replied as entrepreneurship course given to them has no effect (8.9% from all schools), decreased somewhat (0.60; SoBE), and decreased considerably (6.67% from SoBE and SoA). Generally, the result found proves that the course entrepreneurship given to graduates of higher education students' increase their entrepreneurial desire. This figure has consistency with McStay (2008), obtained participation in entrepreneurship education positively influences students' perceptions of self-employment and hence, self-employment intentions.

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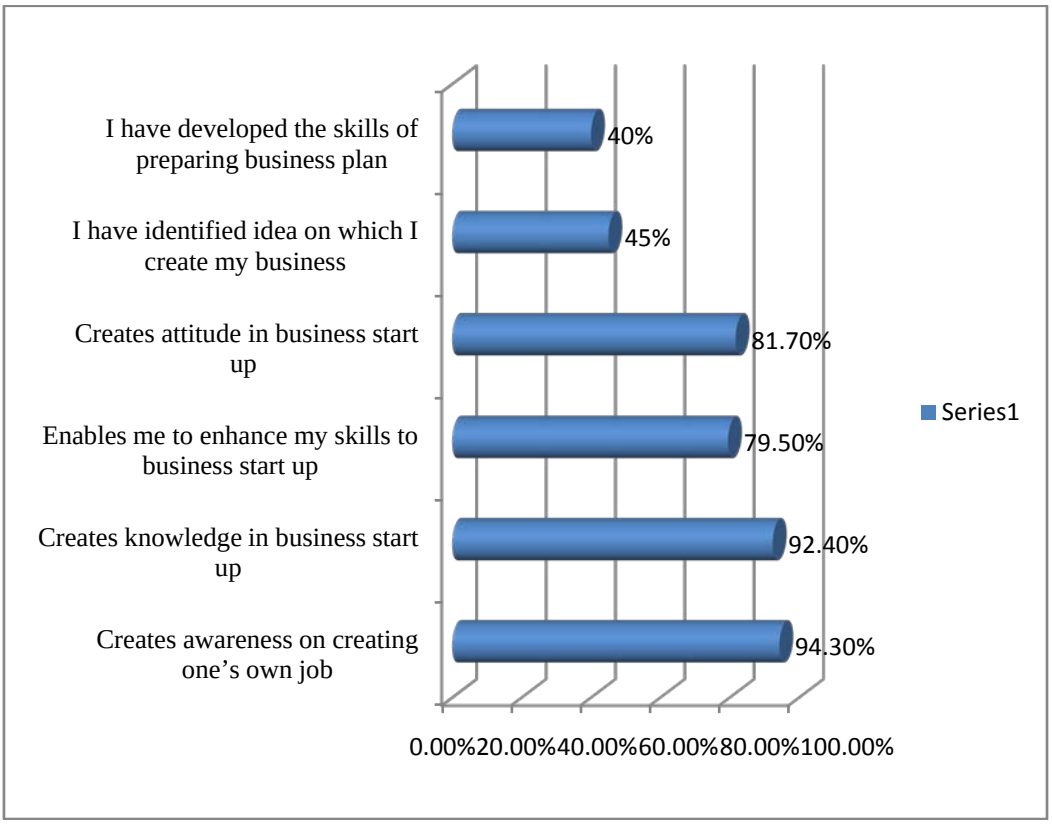

Source: Author's Survey, 2012

Figure-4: Students' that agree and strongly agree with the statements regarding the Contribution of the course Entrepreneurship (%total)

Figure 4 revealed the responses of students regarding the contribution of the course entrepreneurship they have taken. Accordingly, most of the students agreed on the contribution of the course entrepreneurship in creating awareness (94.30%), creating knowledge (92.40%), creating attitude (81.70%), and enhance their skills (79.50%) to start up a business. The result also depicts that only 45% of students have identified idea on which they have created their business after their graduation and only 40% agreed as they have developed the skills of preparing business plan in the entrepreneurship course. From this result, it is possible to conclude that the Entrepreneurship course given to the students were theoretical focused than practical focused. The above figure indicated less than 50% agreed on business idea identification and business plan preparation in the course Entrepreneurship given to them. But these two factors really determine business start up as of many research findings.

d) Factors that can Foster Entrepreneurial Desire of Graduates if given by Higher Education Institutions

Entrepreneurship education in general and higher education institutions in particular may, and advisably should, work as a hub, putting different type of students in contact and helping in the establishment of bridges between potential entrepreneurs and private business organizations, namely those acting as entrepreneurship support organizations, such as incubators, business angels, property rights offices, to name a few.

Fostering entrepreneurship among students has become an important topic in universities as well as in researches. As a number of studies show, student interest in entrepreneurship as a career choice is growing (Brenner et al., Fleming, 1994; Kolvereied, 1996) while interest in professional employment in businesses is declining (Kolvereid, 1996). Since many researchers have evaluated the importance of entrepreneurial competencies in connection with successful start-up and survival in business (Bird, 2002; Onstenk, 2003), for moving towards the entrepreneurial society it is imperative to have entrepreneurship competencies (Taken from, Hosseini S.M. and Mahtab P., 2010).In Ethiopia currently government give great attention for entrepreneurial development so as graduates of higher education institutions able to create their own enterprise after their graduation. Therefore, higher education institutions should foster entrepreneurial desire in students mind during their stay in campus.

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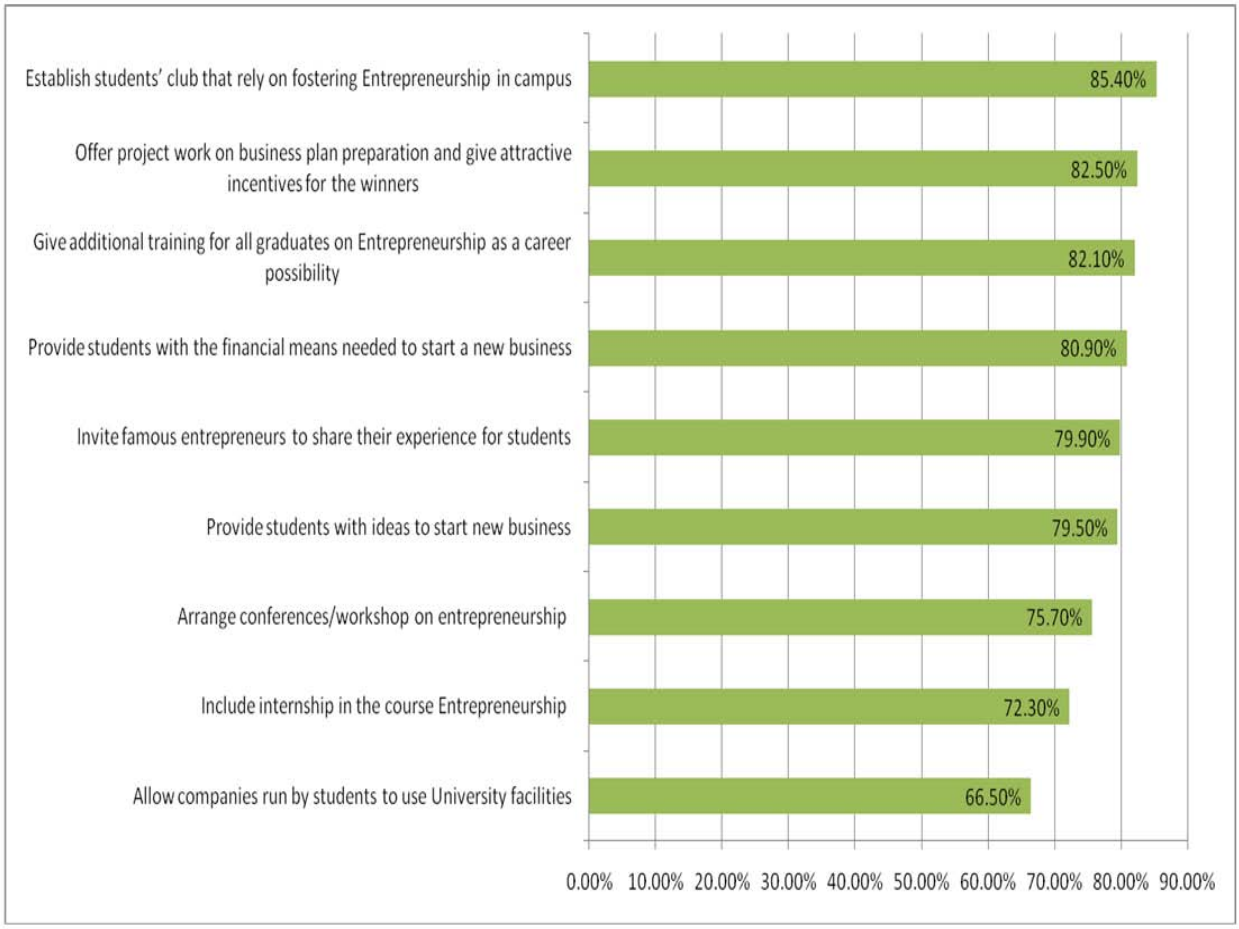

Source: Author's Survey, 2012

Figure-5: Ways in which University/ASTU may Foster the Students' Desire in new Venture/Company Creation (% of students that agree and strongly agree)

As revealed in the above figure (figure 4.7) over 80% of the surveyed students recognized the fact that their desire in new venture creation would be improved if their institution/ASTU establish student's club that rely on fostering entrepreneurship in campus (85.40%), offer project work on business plan preparation and give attractive incentives for the winners (82.50%), give additional training for all graduates on Entrepreneurship (82.10%), and provide students with the financial means needed to start a new business (80.90%). Approximately more than 70% of students claimed that the University should invite famous entrepreneurs to share their experience for students (79.90%), provide students with ideas to start new business (79.50%), arrange conferences/workshop on entrepreneurship (75.70%), and include internship in the course Entrepreneurship (72.30%) since they are important boosters to create entrepreneurial desire in mind of graduates and promote entrepreneurial spirit. Allow companies run by students to use University facilities although emerging as reasonably relevant factors for 66.50% of the surveyed students, it stands relatively as minor factors in promoting entrepreneurial desire. This finding has consistency with what KCE (2001) found that states 'many Universities now have entrepreneurship clubs or associations for students. The campus based clubs arrange speaker's roundtable discussions and provide opportunities for peer learning.'

From the above result and discussion it is possible to conclude that the university should work on fostering entrepreneurship in mind of students via different means such as establishing club, offering project work on which students compete with each other, give training on entrepreneurship, and other strategies possibly used for promoting entrepreneurship.

VI. Conclusion and Recommendations

a) *Conclusion*

A high percentage of students in the schools under study have desire/intention to become self employed/entrepreneur after their graduation. The result shows that 87.10%, 86.67%, and 87.50% from SoBE, SoA, and SoEIT students respectively have a positive attitude for creating an enterprise. The finding revealed

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that students' whose families have entrepreneurial background have higher entrepreneurial desire than those students whose families have no entrepreneurial background. Even if 84.80% of students believe that running their own business would be more prestigious than working for others, the majority of students' families did not prefer creating an enterprise for their children. Out of surveyed students only 48.20% agreed on the statement that says 'I believe that my family thinks that I should pursue career as an entrepreneur'.

Higher education students' desire to become an entrepreneur is influenced by many factors. Among identified factors accessibility of credit and personal skill (79.80%) ranked first, followed by income prospectus (76.80%), and government policy (74.90%). But friends (44.5%), being one's own boss (51.40%), and mass media (54%) are ranked as less influential factors in entrepreneurial desire creation. In three of schools majority of the surveyed students was reckoning as entrepreneurship course was very important in their field of study. The result obtained proves that the course entrepreneurship given to graduates of higher education students increase their entrepreneurial desire and entrepreneurship education positively influences students' perceptions of self-employment and hence, self-employment intentions. The contribution of the course Entrepreneurship, which is given to the students, was relatively less in business idea identification (45%) and business plan preparation (40%) as students replied. However, instructors revealed that they gave project works such as business idea identification and business plan preparation. Over 80% of the surveyed students recognized the fact that their desire in new venture creation would be improved more if their institution/ASTU establish students' club that rely on fostering entrepreneurship in campus (85.40%), offer project work on business plan preparation and give attractive incentives for the winners (82.50%), give additional training for all graduates on entrepreneurship (82.10%), and provide students with the financial means needed to start a new business venture (80.90%). But only 66.50% of the surveyed students replied as allow companies run by students to use University facilities improve their entrepreneurial desire. The FGD result disclosed that the higher education institutions/ASTU should create linkage with industry and if venture capitalist created with students and industry, students gain more knowledge of entrepreneurship practical.

b) Recommendations

In light of the findings, the following recommendations were drawn:

1. A society without entrepreneurship is a dead society. Without entrepreneurship, no growth and no progress can be expected. Entrepreneurship creates jobs, leads to new knowledge and new competence. Therefore, higher education institutions/ASTU should foster entrepreneurial mindsets, attitudes, knowledge and skills covering a range of aspects such as business idea generation, business plan preparation, facilitate means of starting up enterprise, growth and innovation for their graduates.
2. The three primary roles which a world-class university should play in a modern economy and society are delivering quality undergraduate education; developing graduate education and research; fostering entrepreneurship and industry involvement. Currently there is an institute called Institute of Consultancy and Entrepreneurship development established with the objectives of consultancy, training, giving patent right for innovative project, creating business incubation center but the institute was not as such functional as it has envisaged. Therefore, ASTU should do more on fostering entrepreneurship and industry involvement by activating the institute and expanding the activities of fostering entrepreneurship to all schools.
3. It was found that majority of students had desire to be an entrepreneur and they knew as self-employment/being an entrepreneur is career possibility for graduates of higher education institutions. Therefore, stakeholders should help graduates so that they are able to convert their desire into practices.
4. Participation in business plan competitions is more prevalent today than before. Student competitions have become very important, offering incentives in the form of reward and often the opportunity for students to get financing for their plans. Therefore, the University should prepare a program at end of each academic calendar on which students compete on preparation of business plan that is viable and winners should given attractive incentives either in monetary or no-monetary terms so that they enable doing business.
5. Many universities now have entrepreneurship clubs or associations for students. These campus-based clubs arrange speakers, round table discussions and provide opportunities for peer learning. And the finding of this research also revealed that establishment of Entrepreneurship club in the campus was among top factor that enables to foster entrepreneurial spirit. Therefore, the University/ASTU should initiate and encourage establishment of 'Entrepreneurship Club' that prepares different programs, workshops, conferences that promote entrepreneurship in campus and that enable students' to create the desire of being an entrepreneur after their graduation.

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A Study of the Relationship between Organizational Conflicts & Employees' Intention to Leave with Special Reference to Staff Assistants in ABC Merchant Bank of Sri Lanka

By Ranitha Weerarathna & Ishani Weerasinghe

Abstract- Major HR objective of any organization is to maintain or retain employees in the organization. In other words, all organization expects to minimize the employee turnover to best possible level. This study mainly focused about the practical issue of employee turnover and organizational conflicts of ABC Merchant Bank. This study was conducted to investigate the relationship between organizational conflicts and employees' intention to leave with special reference to staff assistants of ABC Merchant Bank of Sri Lanka.

This research study is significant to Sri Lankan context as there are fewer studies have been conducted in this field. In order to fill that gap while finding the solutions to practical issue present study was conducted at ABC Merchant Bank of Sri Lanka PLC .The research analysis was based on the information collected from 102 staff assistant which were selected through simple random sampling.

Keywords: organizational conflicts, employees' intention to leave, employee turnover.

GJMBR-A Classification: JEL Code: J54

ASTUDYOFTHERELATIONSHIPBETWEENORGANIZATIONALCONFLICTSANDEMPLOYEESINTENTIONTOLEAVEWITHSPECIALREFERENCETOSTAFFASSISTANTSINABCMERCHANTBANKO
FSRILANKA

Strictly as per the compliance and regulations of:

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Ranitha Weerarathna [α] & Ishani Weerasinghe [σ]

Abstract- Major HR objective of any organization is to maintain or retain employees in the organization. In other words, all organization expects to minimize the employee turnover to best possible level. This study mainly focused about the practical issue of employee turnover and organizational conflicts of ABC Merchant Bank. This study was conducted to investigate the relationship between organizational conflicts and employees' intention to leave with special reference to staff assistants of ABC Merchant Bank of Sri Lanka.

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The research was conducted with many scientific research tools. Data collected were analyzed using the deductive research methodology. Data collection was based on primary data which collected using a self-administrated questionnaire. This study was conducted to test the three main hypothesis testing and present study was co relational. Since the current study setting was arranged in non-contrived setting with minimizing disturbance from the researcher.

As per the results of the research study, there is a positive relationship between organizational conflicts and employees' intention to leave. As a conclusion, ABC Merchant Bank should take immediate actions to manage organizational conflicts which lead to minimal employee turnover.

Keywords: organizational conflicts, employees' intention to leave, employee turnover.

I. Introduction

a) Background of the Study

After post economic growth in Sri Lanka, banking and financial sector expanded their operations including north and eastern provinces. As per the Central Bank report (2015), the banking and financial sector in Sri Lanka showed improved performance which support to the economic performance. It helped to strengthen the financial system stability of the country. As per the literature also, Wijesinghe and Athauda (2011) stated that Sri Lankan banking sector which recorded tremendous improvement in recent years. As per the Central Bank statistics, there were twenty five Licensed Commercial Bank (LCBs) and seven licensed specialized bank (LSBs) by end 2015. And also there were twelve branches of foreign banks within the total number of Licensed Commercial Bank (LCBs). It also stated that banking and financial sector helped to economic growth and development by introducing new products and expanding their branch network.

Recently, as per the regulations of Central Bank of Sri Lanka, in the year 2015, DFCC Bank PLC was merged with DFCC Vardhana Bank to start up DFCC Bank PLC. ABC Merchant Bank amalgamated with ABC Savings Bank and ABC Financial Services Limited to improve financial stability in the country. As well as improvements, in present banks are facing challenges. Based on the literature, Shrivastara and Purang (2009) stated that the performance of private banks are higher than state sector banks and private banks applied total quality management more successfully than state banks. Same authors highlighted high employee turnover, poor performance and inadequate application of total quality management as challenges for banking sector in Sri Lanka. In generally, employees play significant role in providing financial services to their customers. As employees are playing significant role, every organization in banking sector is trying to retain their employees in the organization. Since, there are plenty of banks and financial institutes, it provides golden opportunity to employees to change their employer. This create difficulty to the organizations in financial sector to retain employees in same organization for long period of time. In order to get the maximum utilization of best talents and skills of employees, every organization has the objective of employee retention. With poor employee retention or high employee turnover. According to Shrivastara and Purang (2009) private sector banks experienced 93% employee turnover and public sector banks experienced 6% employee turnover in year 2010. Due to this high employee turnover, commercial banks in Sri Lanka have

Author α: Lecturer, Faculty of Business, Sri Lanka Institute of Information Technology (SLIIT) Sri Lanka. e-mail: rsachinthana@gmail.com
Author σ: Visiting Lecturer, International College of Business & Technology (ICBT) Sri Lanka.

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to bare various types of costs including recruitment costs, selection costs, training and development costs, induction costs etc.

b) Rationale for the Study

Researcher has selected ABC Merchant Bank PLC in order to examine the high employee turnover as it is difficult to study all organizations in banking and financial sector. In terms of human resources management perspective, selected organization is experiencing major issues (for example organizational conflicts issues and high employee turnover among certain levels in their organizational employee category). In recently the selected organization explored that they have experienced high employee turnover among staff assistants. After that ABC Merchant Bank conducted an employee satisfaction survey in order to identify employee grievances among staff assistants in head office of ABC Merchant Bank. Based on the survey it revealed that most staff assistant have issues with their salary, poor relationship and interpersonal issues with their co-workers and supervisors and issues with workload. Table 1.2 illustrates the summary of employee which was conducted in year 2016 by using sixty staff assistants in ABC Merchant Bank head office branch.

Table 1.1: Summary of Employee Satisfaction Survey for Staff Assistants

S/N	Nature of grievance	Number of Employees	Percentage (%)
01	Salary Issues	20	33
02	Interpersonal Issues	17	28
03	Requests for Transfers	05	08
04	Requests for Promotions	10	17
05	Heavy Workload	08	14
	Total Employees	60	100

Source: ABC Merchant Bank of Sri Lanka and Finance PLC

According to the observations, huge arguments on job task issues, disagreements and tension between the employees in the same department. Some members of the group do not talk to each other. Sometimes there is rude behavior anger, frustration and constant complaining about the group from the employees in the organization. Most of the employees do not prefer to work in the particular group for long time and they do not like the other members of the group. They only focused into their own work and do not try to support each other. Always they try to avoid work allocated and think that why employee should do it, someone else have to do it. Always most of the group members think about their personal matters much other than the group work or organizational objectives. As another fact, senior members do not like respect new comers if they are in the higher rank than senior employees. The main reason is those senior employees have membership in trade union of bank employees. As a final result, this can lead to poor employee retention and organization loses best talent due to this high employee turnover.

According to the table 1.3 analysis of employee turnover of ABC Merchant Bank, it was detected that most of staff assistants are leaving their jobs continuously (as percentage, it is 42%). This high employee turnover is influenced to the organizational performance in an unfavorable manner.

ABC Merchant Bank hopes staff assistants have a significant role to act in selling the financial products (savings accounts, fixed deposits, leasing and loans) of the bank and dealing with the existing customers and potential customers. The job of staff assistants is crucial one, because they are the people who are dealing with the customers. To handle the customers and money of the customers, they should have clear and stress free mindset. If the employees are not satisfied and stressed, they will unable attract new customers or retain existing customers.

As a service based organization, ABC Merchant Bank expects to have customer friendly and competent sales staff including staff assistants to handle customers and provide services whenever the requirement arises. Even though ABC Merchant Bank invests in attracting new employees to the organization, orientation programs, training and development programmes. It will be a waste of time and cost to the organization, if employees are leaving from the organization frequently due to the interpersonal issues. All operational activities were disturbed because of continuous resignations of staff assistants in the field to achieve each functional objectives. ABC Merchant Bank is searching for earliest remedial actions for staff assistants' turnover to face new challenges favorably.

c) Problem Statement

Based on the above discussion, the researcher intends to carry out this research while researching the relationship between organizational conflicts and employees' intention to leave with special reference to staff assistants of ABC Merchant Bank in Sri Lanka. Accordingly, the research problem for this study would be: "Is there any relationship between organizational conflicts and employees' intention to leave?"

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d) Research Questions

Present study will target to answer following research questions.

(i) What is the present level of employees' intention to leave in ABC Merchant Bank?
(ii) What is the present level of organizational conflicts in ABC Merchant Bank?
(iii) What is the relationship between organizational conflicts and employees' intention to leave in ABC Merchant Bank?
(iv) What are the ways to minimize organizational conflicts in ABC Merchant Bank PLC?

e) Objectives of the Study

(i) To identify the current level of employees' intention to leave in ABC Merchant Bank.
(ii) To understand the current level of organizational conflicts in ABC Merchant Bank.
(iii) To assess the relationship between organizational conflicts and employees' intention to leave in ABC Merchant Bank (Main objective)
(iv) To recommend out the ways to minimize organizational conflicts of ABC Merchant Bank PLC

f) Significance of the Study

Management Development: Decision makers of ABC Merchant Bank PLC would utilize the findings of this study to develop a set of managerial actions to create better performing workforce without any serious organizational conflicts as well as to minimize the employee turnover.

Future Researchers: This research marks important place in Sri Lankan management literature, because Sri Lankan management literature has little research evidence on organizational conflicts and employees' intention to leave. Shanthakumary (2012) conducted a research study on "The effect of conflict on propensity to leave and job satisfaction among shop workers". This is the only published research article on current topic. Therefore this research aims to fill the gap in terms of researches done related to the impact of conflicts on employee performance in banking sector in Sri Lanka.

There are previous studies on organizational conflicts from many western countries. They showed inconsistency between results. It means that culture and attitudes of people in the country have significant influence on conflicts. Therefore this study be significant to find out the cultural influence on organizational conflicts in Sri Lankan context.

II. Literature Review

a) Organizational Conflicts

In addition from theoretical importance, organizational conflicts are important in practical scenario. Contemporary organizations are unable to avoid conflicts in the workplace. And there is no organization without a minor organizational conflict. When there are two parties dealing with any situation, there is a chance for organizational conflicts. Two individual, two groups or organizational units, two organizations and two nations can be included in the major parties in conflicts.

i. *Definition of Organizational Conflicts*

There is no universally accepted definition for conflicts as different authors defined conflicts in different ways. This is an attempt to identify several definitions of Organizational conflicts and understand important terms in those definitions.

Organizational conflicts can be defined as a situation occurs when one employee perceives that his or her interests are negatively affected by another party (Aquino, 2000). Also organizational conflict can be defined as any interaction between workers and clusters with irreconcilable differences or not compatible characters (Rahim, 2001).

Based on the critical analysis of those above mentioned definitions, common elements can be identified with regard to definition of organizational conflicts. Organizational conflicts are involved with perceptions and beliefs, organizational conflicts can be derived between two individual, groups, departments or two organizations. One Party or both parties interest negatively affected.

ii. *Reasons for Organizational Conflicts*

Opatha (2015) presented more appropriate classification for the reasons for organizational conflicts. According to him, all the reasons for organizational conflicts can be categorized in to two main groups; they are organizational causes and personal reasons. Organizational reasons occurred due to issues in organizational structure and personal reasons can be occurred from the differences among employees. The examples for organizational reasons are competition for scarce resources, goal differences, role differences, ambiguous jurisdictions, status differences, dependence of one party, overspecialization. The examples for personal causes are perceptions, domination, greed or avarice, unwillingness to communicate, rudeness and incivility.

iii. *Types of Organizational Conflicts*

Various authors classified organizational conflicts into different ways. For example, Rahim (2001) classified organizational conflicts into two main levels as intra-organizational conflicts and interorganizational conflicts. Further he has classified intra-organizational conflicts into intrapersonal conflicts, interpersonal conflicts, intragroup conflicts and intergroup conflicts. As this research is limited to one organization, inter-organizational conflicts are ignored.

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b) Employees' Intention to Leave

i. *Definitions of Employee Turnover*

The generic purpose of Human Resource Management is to generate and retain best talented and appropriate employees in the organization who give maximum contribution to the success of the organization (Opatha, 2009). Because of that, it is important to study employees' intention to leave from the organization in the field of human resource management and organizational behavior. According to the literature employees' intention to leave is the best predictor of employee turnover. Employee turnover and employees' intention to leave are most researched areas in the literature. As per the extensive research, employee turnover can be defined as the phenomena of employees leaving from an organization (Shaw et al., 2005). Employee turnover refers to the process in which employees leave an organization and have to be replaced by the organization (Mathis and Jackson, 2006). Also same authors argued that there are two types of employee turnover, namely voluntary turnover and involuntary turnover. On other hand Janssen et al., (1999) defined employee turnover as voluntarily leaving the organization. Those authors did not recognize the involuntary turnover.

ii. *Definitions of Employees' Intention to Leave*

Joo (2010) argued that employees' intention to leave from the organization is the best predictor of actual employee turnover. According to literature, employees' intention to leave from the organization can be defined as a conscious and deliberate willfulness to leave the organization (Tett and Meyer, 1993). In simple words, employees' intention to leave refers to individual's own expected chance that they will quit the organization permanently in near future (Vandenberg and Nelson, 1999).

iii. *Factors of Employees' Intention to Leave*

Since, there is a difference between employee turnover and employees' intention to leave and there are several factors or reason which affect to employees' intention to leave. Based on literature, there are three reasons can be identified that affect for employees' intention to leave. Current study selected three reasons as job hopping and perceived alternative employment opportunities of employees' intention to leave from organization.

c) Association between Organizational Conflicts and Employees' Intention to Leave

Based on the previous studies on organizational conflicts and employee's intention to leave in different study settings and different organizations, there are associations between Organizational Conflicts and Employees' Intention to Leave. There are major impacts of organizational conflicts including withdrawing from colleagues, performance decline, decline cooperation and health problems (Tonder et al., 2008). Also Riaz and Junaid (2014) identified that organizational conflicts caused for low morale of employees, reduced productivity, excessive employee turnover, quality problems and inability to meet deadlines. Also several researchers emphasized that there is a positive relationship between organizational conflicts anxiety, psychosomatic problem, frustration, employee intention to leave and dimension of burnout (Spector and Lee, 2007 and De Dreu et al., 2004).

Relationship conflicts which come under organizational conflicts showed positive relationship between turnover intentions (Jehn et al, 1999; Medina et al., 2005). Also relationship conflicts help to increase employees' affective reactions to their jobs in a negative way and to develop the thoughts of leaving from the job (Maertz and Griffeth, 2004). Khan and Junaid (2013) stated that relationship conflicts are negatively associated with affective reactions of employees and positive influence on the intention to leave from current job. As cited by Jehn (1994) Argyris (1962) stated when there are emotional conflicts/ relationship conflicts in the group, group members find uncomfortable and upset with other members in the group and they do not focus on task completion. Another study confirmed that there is a strong correlation between relationship conflicts and withdrawal behavior and also employees involve with withdrawal behavior in order to face the stressful situations due to relationship conflicts (Spector et al., 2006).

Jehn (1995) stated that not only relationship conflicts, both task and relationship conflicts were negatively associated with employee satisfaction, liking of other group members and intent to remain in the group. For example, high levels of task conflicts and relationship conflicts lead to high levels of propensity to leave from present job (Medina et al., 2005). They have presented this finding after conducting the research by using one hundred sixty nine employees from six service organizations in Spain. De Dreu and Weingart (2003) stated that there is strong and negative correlation between task conflicts, team performance and team member satisfaction. Same authors suggested that relationship conflicts more than task conflicts negatively influence to turnover, absenteeism and organizational citizenship behavior. Most recent study from Cheong and Kim (2017) stated that not only relationship conflicts task conflicts are positively related with employee intention to leave and employee turnover. To support Cheong and Kim (2017) study, Jehn (1994) stated both relationship conflicts and task conflicts creates uncomfortable feelings and unhappiness situations. Also relationship conflicts have positive influence to desire to leave from the organization and the interactive nature of task conflicts and relationship conflicts contribute substantially to the propensity to leave from current job (Medina t al.,2002). Also same authors

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mentioned that if there are high level of task conflicts and relationship conflicts, there is high level of propensity to leave from the organization. As cited by Jehn (1994) Baron (1990) mentioned that when group members identify personality clashes in the group, they find that they are unsatisfied with fellow group members and entire group. As cited by Jehn (1994) Roloff (1987) stated that task conflicts can be a reason for uncomfortable feelings for group member though task conflicts help to increase the performance of the group.

Also another findings suggest that task conflicts and relationship conflicts are positively associated with the employee performance (Weerarathna, 2014). All these findings proved that there is an association between organizational conflicts and employees' intention to leave.

III. Research Methodology

a) Conceptual Framework

The conceptual framework is developed based on the extensive literature review. It is described network of associations among the variables as well. According to the research objectives, two variables are selected as employees' intention to leave from the organization can be labeled as the dependent variable and organizational conflicts are selected as independent variable.

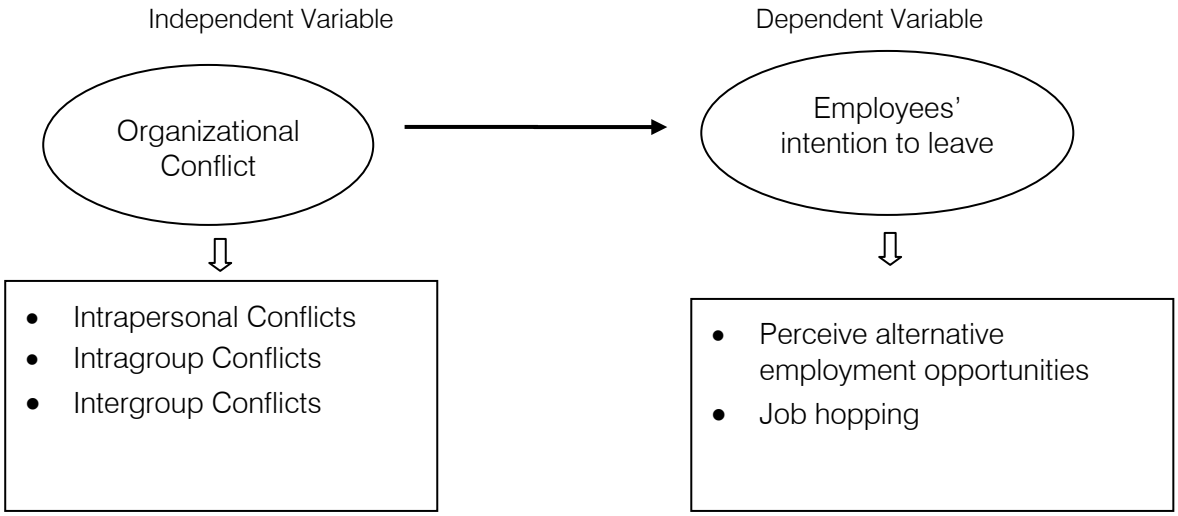

Figure 3.1: Conceptual Framework

Source: Researcher's original construction

b) Definitions of Key Dimensions

i. *Organizational Conflicts*

As independent variable organizational conflicts can be defined as a cohesive framework of behavior of organizational members or perception of organizational members which is maintained by the feelings of being deprived with an awareness of incompatibility with others organizational members (Chaudhry and Asif, 2017).

a. *Intrapersonal conflicts:* Intrapersonal conflicts can be defined as conflicts occur when individual is unable perform role which does not match with his or her expertise and skills (Rahim, 2001)

b. *Intragroup Conflicts:* Rahim (2001) defined intragroup conflicts as conflicts among two sub groups in the same organization and it is known as interdepartmental conflicts.

c. *Intergroup Conflicts:* According Rahim (2001), intergroup conflicts can be referred as conflicts between two departments or two organizational units in the same organization.

ii. *Employees' intention to Leave from the Organization*

Intent to leave can be defined as employees' determination for intention to leave the current job and looking forward to find another one (Purani and Sahadev, 2007).

a. *Job hopping*

It refers to the behavior and attitude where employees transfer from one job to another job without any rationale or better alternatives (Kumar and Govindarajo, 2014). Based on the original scale of above authors and literature review job hopping measured through follow co-workers in switching jobs , leave without any intention and important for career progression.

b. *Perceived alternative employment opportunities*

It can be defined as individual's perception of the availability of alternative job opportunities in the job market (Kumar and Govindarajo, 2014). Confidence in finding other job and present job is a stop gap arrangement as indicators to measure the perceive alternative employment opportunities as per the original

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scale of Intention to Leave Instrument (Kumar and Govindarajo, 2014).

c) Hypotheses

The following hypothesis could be suggested and at the end of the findings, it could be determined the validity of the suggestions

$H1_0$ = There is low level of organizational conflicts

$H1_1$ = There is high level of organizational conflicts

$H2_0$ = There is low level of employees' intention to leave

$H2_1$ = There is high level of employees' intention to leave

$H3_0$- There is a no relationship between organizational conflicts and employees' intention to leave

$H3_1$- There is a relationship between organizational conflicts and employees' intention to leave

d) Research Philosophy

Research philosophies can be divided into pragmatism, realism, interpretivism and positivism (Saunders et al., 2012). As current study aims to test the relationship between organizational conflicts and employees' intention to leave by using hypothesis testing and also current study focuses on testing existing theory, this study adopted positivism philosophy.

Present study assumes that organizational conflicts is the only factor that caused for employees' intention to leave and this can be a one characteristic of positivists' paradigm as it applies factor control techniques. Also present study targets to test the liner way of thinking based on testing two hypotheses. Also this study employs the deductive reasoning to test the theories which utilized by the current study.

e) Research Approach

As stated before this research study adopted positivists' paradigm. As a main feature of positivism, this study utilizes deductive research approach. Deductive approach can be defined as it involves the testing of a theoretical proposition with utilization of research strategy (Saunders et al., 2012). There are other characteristics that can be used to justify that this current study comes under deductive approach. On feature is, with the support of literature review this study built clear theoretical position before the data collection. And with the extensive literature review, researcher was able to build conceptual framework. Also this study explains the casual relationships between variables and this study involves with collection of data. In addition, researcher has operationalized the concepts of organizational conflicts and employees' intention to leave. With the results of collected data, researcher will aim to generalize the results of gathered data to other organizations of same industry. Those can be characterized as features of deductive research.

f) Research Strategies

Current study also adopted the survey strategy which is closely linked to deductive research approach to achieve the research objectives. There are other reasons which support for selection survey method as research strategy. Survey strategy helps to gather data from most of the staff assistants in ABC Merchant Bank in a cost effective manner. According to the research objective, to test the relationship and generate descriptive and inferential statistics, it is necessary to have quantitative data. Researcher has selected questionnaire method and interview methods, under the survey research strategy.

i. *Questionnaire Method*

This research study planned to collect data from primary sources and secondary sources. Present study is purely founded on primary data which collected through questionnaire for the research analysis. This research is completed with the support of questionnaires which prepared according to the measures of dimensions based on literature review.

ii. *Questionnaire Design*

Questionnaire method was adopted as a research strategy as it provides speedy responses, responses for questionnaires can be analyzed in more scientifically method and data can be gathered from large sample.

g) Methods of Measurements

Variable of this study were measured through questionnaire with 5-point Likert scale. A scale is tool or mechanism by which individuals are distinguished as to how they differ from one another on the variables of interest for the study. Two types of scales were used for the current study. To measure the demographic factors, researcher used nominal scale.

i. *Methods of Measuring Organizational Conflicts*

Rahim Organizational Conflicts Inventory (ROCI-I) was used to measure organizational conflicts. This scale consists with twenty four statements under three dimensions (intrapersonal conflicts, intragroup conflicts and intergroup conflicts). Also it is 5 point likert scale instrument. In that instrument, there are positive statements as well as negative statements in this scale. Researcher used reverse scale to measure the negative questions.

ii. *Methods of Measuring Employees' Intention to Leave from the Organization*

In order to measure the dependent variable, researcher has included twelve (12) statements. Researcher has adopted Intention to Leave Instrument (Kumar and Govindarajo, 2014) to measure the dependent variable. This is also 5 point likert scale instrument. This scale consists with eight statements under three dimensions (Job hopping, perceived alternative employment opportunities). Kumar and

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Govindarajo (2014) used confidence in finding other job and present job is a stop gap arrangement to measure perceived alternative employment opportunities dimension.

h) Purpose of the Study/ Type of the Investigation/ Study Setting and Unit of Analysis

Based on the purpose of this study, it can be taken under hypotheses testing. In the present study there are two hypotheses developed based on the relationship between organizational conflicts and employees' intention to leave. This research study attempts to establish a relationship between independent variable and the dependent variable. When the researcher is interested in identifying the important variables associated with the problem the study is called a correlational study Correlational studies conducted in organizations known as field studies. Since the current study was correlational; study setting can be known as a field study where the study has arranged in non-contrived setting with minimal disturbance of the researcher. Sekaran and Bougie (2010) categorized unit of analysis to individuals, dyads, group, organizations and cultures. Since the main issue of this study focuses on the identification of the relationship between organizational conflicts and employee intention to leave in staff level employees. The researcher is interested in individual employees (Staff Assistants) in the selected organization. Present research study is aimed to collect data in one month period, it can be consider as cross-sectional study.

i) Population and Sample of the Study

ABC Merchant Bank consists of 681 employees. As staff assistant record the highest employee turnover, 243 staff level employees are selected as the population of this research. As cited by Sekaran and Bougie (2010) Krejcie and Morgan (1970) and Cohen (1969) stated that 148 respondents should be selected as sample, if the population is 240. 148 staff assistants were selected as the sample by using SPSS version 17 based on simple random sampling .According to the selection, researcher has initially circulated 148 questionnaires and 102 respondents filled the questionnaires which counted 69% response rate.

j) Reliability of the Measures

Reliability can be defined as the degree to which your data collection techniques or analysis procedures will yield consistent findings (Saunders et al., 2012). Before conducting the survey, a pilot study was implemented to check the reliability. Cronbach's alpha was counted to measure the reliability and internal consistency of the measurement scales.

k) Validity Test of the Measures

Validity refers to the degree to which data collection methods accurately measure what they were intended to measure (Saunders et al., 2012). Researcher has used content validity, external validity and construct validity to check the accuracy of the measurements. Mat Roni (2014) suggested that there are two methods available to test the content validity of the research as comprehensive literature review and expert review. According to that researcher, to build the content validity of the scales experts' reviews of literature survey were implemented.

Researcher used Kaiser-Meyer-Olkin (KMO) test to check the external validity as well as sample adequacy. Also researcher used Kaiser-Meyer-Olkin (KMO) test to check the suitability of gathered data to run construct validity.

Researcher expected to calculate average variance extracted values to prove discriminant validity and expected to calculate average variance extracted values and composite reliability values to prove convergent validity.

l) Data Presentations and Data Analysis Techniques

The collected data were analyzed by using Statistical Package for Service Solution (SPSS) version 17. Also to test two hypothesis, researcher used one sample t-test. Under the inferential statistics, researcher has used correlation coefficient to test the hypothesis.

m) Limitations of the Study

Firstly, this study ignored the relationship between inter-organizational conflicts on employees' intention to leave. The possibility of receiving filed questionnaires from respondents might be low. As expected, researcher was able to achieve only 69% response rate. And it would be better to study the entire population to identify the relationship between organizational conflicts and employees' intention to leave.

IV. Data Analysis and Discussion

a) Characteristics of the Sample

From the findings, it proved that majority of the selected sample, belongs to the age category of 31 years to 40 years which counts 56.9% from the sample. figured that the most of the respondents are females, comprising 54% and it is 55 persons from the total respondents while only 46% respondents are males. Most employees of the selected sample posse degree level qualification which counts 49 staff assistant and as a percentage as 48%. As per the below table that the half the respondents married and other half of the respondents are single. Findings of the study exhibited that 58% of the sample was laid in the category of 0-5 years as service period and it is 60 from the total respondents. Above table shows the allocation of 102 employees to the departments of selected bank. 16.7% of those respondents belong to the branches and it contains 17 persons.

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b) Reliability Testing and Validity Testing

i. *Reliability Testing*

For testing the internal consistency of the instruments the Cronbatch's coefficient alpha values were used. The results of pilot testing used to measure Cronbatch's coefficient alpha values which are shown in the table 4.1.

Table 4.1: Results of Reliability Testing

Dimensions	Number of Items	Cronbach's Alpha (Pilot Testing)	Cronbach's Alpha (Main Survey)
Intrapersonal Conflicts	08	0.705	0.763
Intragroup Conflict	08	0.906	0.927
Intergroup Conflicts	08	0.929	0.943
Perceived Alternative Employment Opportunities	04	0.826	0.860
Job Hoping	04	0.794	0.833

Source: Survey data

According to Andrews (1984) Cronbach's alpha values above 0.7 to meet the reliability of the questionnaire. All cronbach's alpha values are beyond the 0.7, this questionnaire ensures the reliability and internal consistency of the measurement scales. Also research has calculated the Cronbach's alpha values for entire gathered data. Those results are fulfilled the rule of thumb of reliability test as all values beyond the 0.7.

ii. *Validity Testing*

a. *External Validity*

Researcher used KMO and Bartlett's values to check the external validity and the sample adequacy to run factor analysis. In order to run the factor analysis, KMO and Bartlett's values should be 0.5 or exceed 0.5. According to the table 4.3 KMO and Bartlett's values are more than 0.5 and it entitle to run factor analysis.

Table 4.2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.750
Bartlett's Test of Sphericity	Approx. Chi-Square	543.242
	Df	10
	Sig.	.000

b. *Construct Validity*

Construct validity can be assessed through convergent validity and discriminant validity. In order to check the convergent validity, researcher calculated composite or construct reliability (CR) and average variance extracted value (AVE). According to the table 4.3 composite reliability value is 0.913 and average variance extracted value is 0.643. As per Hair et al. (2014), CR values should be greater than 0.6 while AVE should be above 0.5 to protect the convergent validity concept.

Table 4.3: Results of Convergent Validity Testing

Dimensions	Composite Reliability (CR) Values	Average Variance Extracted (AVE) Values
Intrapersonal Conflicts	0.982	0.860
Intragroup Conflict	0.965	0.812
Intergroup Conflicts	0.975	0.920
Perceived Alternative Employment Opportunities	0.932	0.890
Job Hoping	0.860	0.910

Source: Survey data

Discriminant validity can be evaluated by using several rules. The rule of discriminant validity is comparison between square root of average variance extracted value (AVE) values and co-relations of each constructs. According to previous authors discriminant value can be shown, if the square root of the construct AVE should be greater than the co-relations of each constructs (Fornell & Larcker, 1981; Hulland, 1999). According to the table 4.4, this study ensure the discriminant validity.

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Table 4.4: Discriminant Validity

	Intrapersonal Conflicts	Intragroup Conflicts	Intergroup Conflicts	Alternative Job Opportunities	Job Hopping
Intrapersonal Conflicts	**0.860**				
Intragroup	.092	**0.812**			
Intergroup	.122	.832**	**0.920**		
Alternative Job Opportunities	.049	.726**	.826**	**0.890**	
Job Hopping	.130	.779**	.900**	.774**	**0.910**

***. Correlation is significant at the 0.01 level (2-tailed).*
Source: Survey data

c) *Frequency Distribution Analysis of Organizational Conflict*

This research study has obtained a mean score of 3.81, it high score on the organizational conflicts. The values of skewnes and kurtosis are -.382, and.052 respectively. Table 4.5 and figure 4.7 present in detail the statistics. According to the histogram the values are approximately normally distributed.

Table 4.5: Descriptive Statistics for Organizational Conflicts

N	Valid	102
	Missing	0
Mean		3.81
Median		4.00
Mode		4
Std. Deviation		.754
Variance		.569
Skewness		-.382
Std. Error of Skewness		.239
Kurtosis		.052
Std. Error of Kurtosis		.474
Minimum		2
Maximum		5

Source: Survey data

According to the table 4.6, around 70% of participants obtained above average level of organizational conflict while around 24% of participants experienced moderate level of organizational conflict.

Table 4.6: Levels of Organizational Conflicts

Organizational Conflicts					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	4.9	4.9	4.9
	3	25	24.5	24.5	29.4
	4	56	54.9	54.9	84.3
	5	16	15.7	15.7	100.0
	Total	102	100.0	100.0	

Source: Survey data

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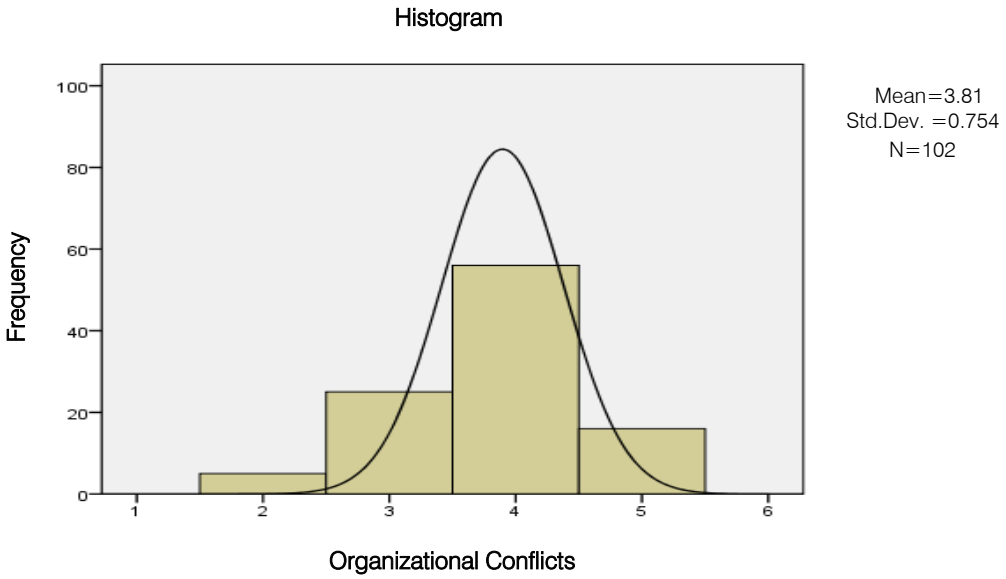

Source: Survey data

Figure 4.1: Histogram of Organizational Conflict

d) Frequency Distribution Analysis of Employees' Intention to Leave

Also this research study obtained a mean score of 3.80, individuals in the study report to have high score on the employees' intention to leave from the organization. The values of Skewness and Kurtosis -.942 and 1.394 respectively. Table 4.7 and figure 4.2 present in detail the statistics.

Table 4.7: Descriptive Statistics of Employees' Intention to Leave

N	Valid	102
	Missing	0
Mean		3.80
Median		4.00
Mode		4
Std. Deviation		.965
Variance		.931
Skewness		-.942
Std. Error of Skewness		.239
Kurtosis		1.394
Std. Error of Kurtosis		.474
Minimum		1
Maximum		5

Source: Survey data

According to the table 4.8, around 58% of participants showed high level of intention to leave from the organization. While around 20% of participants experienced moderate level of intention to leave from the organization.

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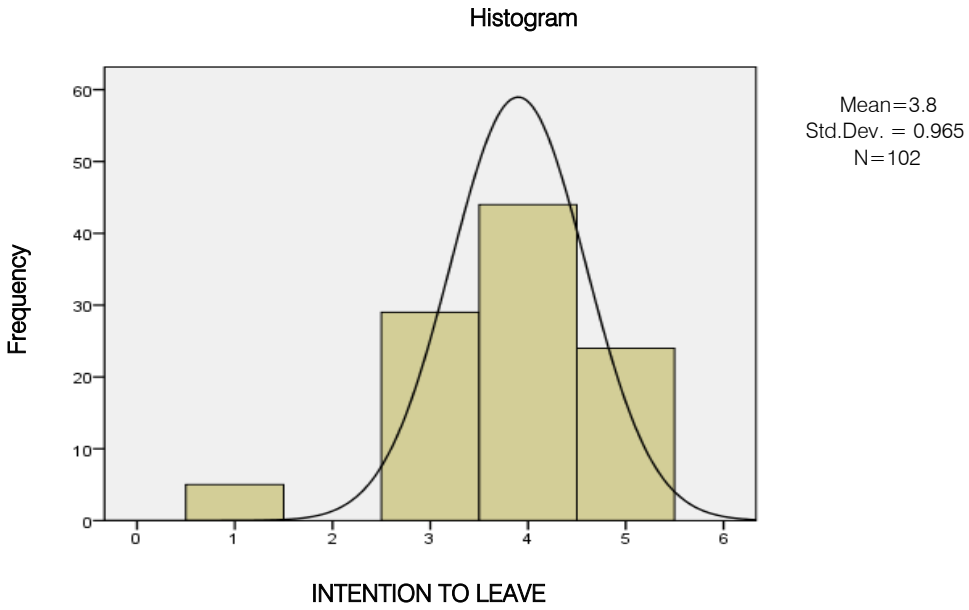
Table 4.8: Levels of Organizational Conflicts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	4.9	4.9	4.9
	3	29	28.4	28.4	33.3
	4	44	43.1	43.1	76.5
	5	24	23.5	23.5	100.0
	Total	102	100.0	100.0	

Source: Survey data



Source: Survey data

Figure 4.2: Histogram of Employees' Intention to Leave from the Organization

e) Hypothesis Testing

i. *One Sample T-Test of Organizational Conflict (OC)*

As mentioned above, researcher has used one sample t-test to determine the level of organizational conflicts. Below mentioned scale was used to determine the level of organizational conflicts. Researcher calculated, OC be the average score of the respondents for Organizational Conflicts

If OC < 3, then Organizational conflict level is **Low.**
If OC= 3, then Organizational conflict level is **Moderate.**
If OC > 3, then Organizational conflict level is **High.**

According to table 4.9 and table 4.10, employees in ABC Merchant Bank experience high level of organizational conflicts as it recorded mean value / average score as 3.81. With that results, researcher can reject $H1_0$ = There is low level of organizational conflicts and accept $H1_1$ = There is high level of organizational conflicts.

Table 4.9: One-Sample Statistics

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Organizational Conflicts	102	3.81	.754	.075

Source: Survey data

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Table 4.10: One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	99% Confidence Interval of the Difference	
					Lower	Upper
Organizational Conflicts	10.896	101	.000	.814	.62	1.01

Source: Survey data

ii. *One Sample T-Test of Employees' Intention to Leave*

As mentioned above, researcher used one sample t-test to determine the level of employees' intention to leave. Researcher calculated, OC be the average score of the respondents for employees' intention to leave.

If EIL<3, then employees' intention to leave level is **Low.**
If EIL=3, then employees' intention to leave is **Moderate.**
If EIL>3, then employees' intention to leave is **High.**

According to table 4.11 and table 4.12, employees in ABC Merchant Bank records high level of organizational conflicts as it recorded mean value / average score as 3.80. With that results, researcher can reject $H2_0$ = There is low level of employees' intention to leave and accept $H2_1$ = There is high level of employees' intention to leave.

Table 4.11: One-Sample Statistics

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Intention to Leave	102	3.80	.965	.096

Source: Survey data

Table 4.12: One-Sample Statistics

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	99% Confidence Interval of the Difference	
					Lower	Upper
Intention to Leave	8.413	101	.000	.804	.55	1.05

Source: Survey data

iii. *Correlation between Organizational Conflict and Employees' Intention to Leave from the Organization*

The correlation coefficient measures the strength of a linear relationship between two variables. The correlation coefficient is always between -1 and +1. The closer the correlation is to +/-1, the closer to a perfect linear relationship. According to the results of the Pearson's correlation shown in the table 4.13, there is a positive significance relationship between organizational conflict and employees' intention to leave.

Table 4.13: Correlation between Organizational Conflict and Employees' Intention to Leave from the Organization

		Organizational Conflicts	Intention to Leave
Organizational Conflicts	Pearson Correlation	1	.820**
	Sig. (2-tailed)		.000
	N	102	102
Intention to Leave	Pearson Correlation	.820**	1
	Sig. (2-tailed)	.000	
	N	102	102

***. Correlati4n is significant at the 0.01 level (2-tailed).*
Source: Survey data

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For this analysis the organizational conflicts is correlated against the employees' intention to leave scores. According to the table 4.13 the correlation coefficient is 0.820 at significance level of 0.01 (2tailed test). This is a positive value and the value is significant at 0.01 (p=0.000). So there is a strong positive relationship between organizational conflicts and employee's intention to leave from the organization. Thus, there is statistical evidence to claim that organizational conflicts and employee's intention to leave from the organization are positively related. Therefore hypothesis $H3_1$- There is a relationship between organizational conflicts and employees' intention to leave is accepted and also based on the results, there is positive relationship between organizational conflicts and employees' intention to leave.

f) Discussion

The primary objective of this research study is to find the relationship with organizational conflicts and employees' intention to leave from the organization with special reference to staff assistants of ABC Merchant Bank. The effects of organizational conflicts have been studied from long period of time. Also as mentioned under the extensive literature review, the relationship between types of conflicts (task conflicts and relationship conflicts) and employee turnover intentions have been tested during the past few years. In this study, researcher has selected intrapersonal conflicts, intragroup conflicts and intergroup conflicts to identify their relationship with employee turnover intention.

In present study proved that there is a positive relationship between organizational conflicts and employees' intention to leave. Also researcher has discovered that staff assistants in ABC Merchant Bank has experienced high level of organizational conflicts and as the same time they possess high level employee turnover intentions as well. Those findings are consistent with most of previous studies which focused about conflicts and employee turnover.

For example, previous studies found that there is negative association between relationship conflicts and employee affective reactions while there is no direct association between task conflicts and employee affective reactions and the same study proved that conflicts directly influence to employees' propensity to leave (Median et al., 2005). Authors of this study selected 169 employees from six service organizations in Spain. Present study is unique from this study as it focused on banking sector in Sri Lanka though findings are same.

Another research conducted by Spector et al. (2006) consistent with the findings of present study. Those authors stated that the employees who experience with stressful situations due to relationship conflicts (It has been tested in this study also) involve with withdrawal behaviors such as turnover. Another study supported the findings of present study by stating that interpersonal conflicts (which comes under intra-group conflicts) positively related to the employees' intention to leave (Spector and Jex, 1998). One of contemporary research studies on organizational conflicts by Cheong and Kim (2017) stated that relationship conflicts and task conflicts which come under intra-group conflicts positively related to the employees' intention to leave. Finally, De Dreu and Weingart (2003) pointed out that srelationship conflicts more than task conflicts negatively influence to turnover, absenteeism and organizational citizenship behavior.

With all this support from the previous research finding it can concluded that irrespective type of organizational conflicts such as intrapersonal conflicts, intra-group conflicts and inter-group conflicts contributed in positive way for employees' intention to leave or actual employee turnover. As per the research findings of gathered data proved that selected organization has high level of employees' intention to leave due to the various types of organizational conflicts.

V. Conclusions

a) Level of Organizational Conflicts

One of the secondary objectives of this study is to investigate the level of organizational conflicts in ABC Merchant Bank of Sri Lanka. After analyzing the collected data, researcher was able to determine that ABC Merchant Bank experiences high level of organizational conflicts with mean value of 3.81. Based on the literature, the selected organization should properly manage the level of organizational conflicts in-order to eliminate the negative consequences of organizations as well as to utilize positive benefits of organizational conflicts. Finally the results of one-sample-t-test proved that research has achieved one of secondary objective in this study.

b) Level of Employees' Intention to Leave

As per the research objectives of the present study, to understand the level of employees' intention to leave can be considered as another secondary objective of this study. With the aid of one-sample-t-test researcher was able to determine the level of employees' intention to leave from the organization as high level, moderate level or low level. With the results of one sample-t-test researcher found that there is high level of employees' intention to leave with the mean value of 3.80. Selected organization should take immediate actions to minimize the high employee turnover and high employees' intention to leave. As a conclusion, the results of one-sample-t-test of employees' intention to leave proved that research has achieved one of secondary objective in this study.

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c) *Association between Organizational Conflicts and Employees' Intention to Leave*

The main aim of this study is identify the relationship of organizational conflicts and employees' intention to leave from the organization. Researcher has used correlation analysis to test the relationship between two variables. The findings of this study proved that there is a strong positive relationship between organizational conflicts and employees' intention leave from the organization with the Pearson correlation value of 0.820. With those statistical findings researcher was able to achieve the main objective of this study.

According to the results organizational conflicts are also positively associated with employees' intention leave from the organization which is the similar to past studies. It means all the types of organizational conflicts increases the employee intention to leave and actual employee turnover. As per the previous studies when employees have disagreements with the co-workers, if their job does not competencies of job holder and conflicts with other group and organizational units, it increases the employee intention to leave from the organization.

d) *Recommendations*

Those findings can be significant to the banking sector in Sri Lanka which has been facing an improvement in the last few years. Normally intra group conflict is becoming a more common scenario in banking sector as they are working with different people. Employees are experiencing more occupational stress and banking firms are facing more turnover. These results can be important for the employers, top management and are also useful for regulatory institutions such as Central Bank of Sri Lanka and Ministry of Finance.

Though it is difficult to avoid those conflicts in groups, departments and organization, it is recommended that managers of ABC Merchant Bank should maintain low level of organizational conflicts to minimize present employee turnover. According to the results of the study, selected organization could not manage their organizational conflicts successfully. In order to reduce employee turnover and organizational conflicts, HR department should play major role. Firstly Human Resources department should conduct awareness sessions for employees about the consequences of workplace conflicts. Awareness session should conduct for Managers as well in order to educate them about the conflict management styles.

Researcher of this current study recommends that managers of this selected organization should encourage open discussion within their departments and managers should provide supportive team environment. Also immediate supervisors should conduct one to one meetings with their subordinates in monthly basis. Sometimes subordinates are hesitate reveal their grievances at the open forums and staff meetings. Also selected bank provide variable reward opportunities to employees who build positive relationship with their co-workers and superiors in the organization.

In addition, ABC Merchant Bank should manage conflicts continuously, because any kind of disagreement can lead to higher organizational conflicts. Also manager's capabilities to handle the situation also became prominent in certain cases therefore, developing managers to handle conflicts in the workplace.

Researcher used intrapersonal conflicts, intra-group conflicts and inter-group conflicts. Simply inter group conflicts can be defined as the conflicts in between different department or groups in same organization. Management of ABC Merchant Bank should pay attention to build strong relationships in between the departments in a way to increase cross functional cooperation.

e) *Directions for Future Research*

There are certain suggestions for future researchers in this field from the findings of present study. This study is limited to only one selected organization to test the practical issue (high employee turnover and conflicts) of ABC Merchant Bank, future researchers can expand the study to different sectors and different organizations. Future researchers should find the relationship between the each type of organizational conflicts and the employees' intention to leave separately, for example the relationship between intragroup conflicts and employees' intention to leave. Also future researchers can study the relationship between organizational conflicts and other employees' affective reactions in Sri Lankan context.

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Employee Empowerment – An Empirical Study

By Mr. P. Jaya Kumar & Prof. Dr. A. Ananda Kumar

Rajiv Gandhi Arts and Science College Puducherry

Abstract- Employee empowerment is giving a certain degree of employee's autonomy and responsibility for taking decision regarding their specific organizational goals. The main purpose of this study is to determining the effect of employee empowerment strategy which is implemented by organization. Being descriptive research study, survey method was adopted for data collection to find out the factors. The researcher used this research design is to find out the fact of respondents attitude and opinion about employee empowerment. The methodology comprised research design, Target population for the study, sampling techniques, sampling Method, sample size determination etc. Data was analyzed by using Cronbach"s Alpha, Simple percentage method, Chi-square method, ANOVA method and Correlation method in SPSS software. The study analyzed the effects of various strategies adopted by the management for employee empowerment.

Keywords: *employee empowerment, organization, satisfaction, strategy.*

GJMBR-A Classification: *JEL Code: M51*

EMPLOYEEEMPOWERMENTANEMPIRICALSTUDY

Strictly as per the compliance and regulations of:

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Employee Empowerment – An Empirical Study

Mr. P. Jaya Kumar [α] & Prof. Dr. A. Ananda Kumar [σ]

Abstract- Employee empowerment is giving a certain degree of employee's autonomy and responsibility for taking decision regarding their specific organizational goals. The main purpose of this study is to determining the effect of employee empowerment strategy which is implemented by organization. Being descriptive research study, survey method was adopted for data collection to find out the factors. The researcher used this research design is to find out the fact of respondents attitude and opinion about employee empowerment. The methodology comprised research design, Target population for the study, sampling techniques, sampling Method, sample size determination etc. Data was analyzed by using Cronbach"s Alpha, Simple percentage method, Chi-square method, ANOVA method and Correlation method in SPSS software. The study analyzed the effects of various strategies adopted by the management for employee empowerment. The study explains that employee empowerment is a kind of motivational strategy which gives the employees a sense of satisfaction towards their job and organization.

Keywords: employee empowerment, organization, satisfaction, strategy.

I. Introduction

The organization believes in enriching people's jobs and giving authority to exercise control over and take responsibility for outcomes of efforts. In 21st century the industrial organizations are more concerned about knowledge workers because they are the real drivers of business. An empowering organization emphasizes on autonomy, proper information and individual participation for organizational excellence. In order to achieve empowerment, the executives must ensure that employees having the right mix of information, knowledge, power and rewards to work more enthusiastically. However, from a long-term perspective, rising incomes, improved affordability and untapped markets present promising opportunities for automobile manufactures in India.

Empowerment thus helps to create autonomy for employees, allows the sharing of responsibility and power at all levels, builds employee self-esteem and energizes the work force for better performance. At the individual level the personal factors which are facilitating empowerment are: challenging jobs, enthusiasm, competence, maturity, self-esteem, etc. most of these factors can be enhanced through training and development as these are playing a catalytic role in promoting employee empowerment and involvement.

A new way of management is employee empowerment or participative management involving the people responsible for the work processes-the people who know the processes best is where quality starts. Some think that employees work only for financial return. If they are incapable to be an integral part of the organization, this may be true. Allowing employees to have independence and feedback within the organization is what makes the empowerment process successful.

When employees are empowered, their confidence degree and self-reliance will increase. This extra confidence is a good thing because it creates job satisfaction and high levels of productivity. However, in some cases, confidence levels can be taken too far and end up crossing the line into arrogance. Arrogant employees are difficult to deal with, don't take direction well and can become insubordinate. Working in this type of work environment takes its toll on employees and they once again become dissatisfied with their job and productivity levels decrease. The research is to find out the empowerment of employees who is working in Manatec Electronics Pvt. Ltd., which is located in Union Territory of Puducherry State. The study is obviously to understand the level of freedom given to the employees to do their jobs in effective manner. Finally, the research is used the various statistical tools to measure the level of satisfaction of employees at research area.

II. Literature Review

Klagge J. (1998) sees the literature in a way indicating the meaning of empowerment as to release improved "power and authority" along with the relevant duties and expertise to employees. Empowerment seems to be a powerful management tool, which is used to exchange the shared vision that the organization expects to materialize into common goals. The reality is that empowerment could be utilized as an expression to explain diverse plans providing an expedient oratory, advocating that empowerment is hypothetically a fine object that fabricates a, win-win" condition for workers and administrators (Raquib A. 2010).

Empowerment has been defined in numerous ways, but most authors agree that the core element of empowerment involves giving employees a discretion (or latitude) over certain task related activities. Randolph (1995) defines employee empowerment as "a transfer of power" from the employer to the employees. Blanchard

Author α: Assistant Professor, Department of Business Administration Rajiv Gandhi Arts and Science College Puducherry, India.
e-mail: jayakumar0502@gmail.com
Author σ: Professor & Head, Department of Management Studies, Christ College of Engineering & Technology, Puducherry – 605010, India.
e-mail: searchanandu@gmail.com

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et al. (1996) for instance argued that empowerment is not only having the freedom to act, but also having higher degree of responsibility and accountability. This indicates that management must empower their employees so that they can be motivated, committed, satisfied and assist the organization in achieving its objectives.

Ideas to various social reform movements in the 1960 and 1970 social reform movements such as the civil rights movement, feminism, and others. Potterfield (1999) indicates that through personal conversation with management and employee empowerment experts, he found that these experts were uncertain about when and where the term was used in management and organizational studies. Recently, Thomas and Velthouse (1990) advocated seeking alternative perspectives on empowerment that distinguish between situational attributes (e.g. management practices) and job incumbent cognition about those attributes (e.g. psychological empowerment).

Similarly, Conger and Kanungo (1988) argue that management practices are only one set of conditions and that those practices may empower employees but will not necessarily do so. Employees can be empowered psychologically through supporting mechanisms such as those that build competencies, motivation, and knowledge sharing, placing employees in control of their work-place destiny (Sprietzer 1996).

Ozaralli (2003), Where there is commitment to make change, employee empowerment becomes a function of transformational leadership. Under such a leadership perspective there is a sense of mission, pride, faith, respect, excitement and commitment. Transformational leaders will exist at all levels of the organisation, coaching staff, providing formative learning, and delegating responsibility through assigning projects that contain appropriate learning experiences. They will encourage innovative approaches to work and a critical reasoning approach to decision-making. "Transformational leaders create a dynamic organizational vision that often necessitates a metamorphosis in cultural values to reflect greater innovation. We can also propose that transformational behaviors on the part of leaders promote empowering cultural norms" (Ozaralli 2003).

III. Objectives of the Study

- To know and understand whether the present organizational structure values and policies are adoptable to the employees in the company.
- To determine the employees participations and satisfactions in various decision making process.
- To analyze the effectiveness of training and motivational techniques adopted by the management to empower the employee.
- To assess whether the present employee's empowerment have enhanced the productivity of the organization
- To provide valuable suggestions and recommendations for enhancement of employees empowerment.

IV. Need for the Study

- The paper is highlights the impact of employees' empowerment in the organization.
- The research is helps the management to understand the employee's training provided by the organization.
- The study helps the researcher to gain knowledge about the topic of employee's empowerment.
- The research paper is give good support for improving the performance of employees.
- It is helps to find the job satisfaction level of employees.

V. Scope for Further Study

- The study can be used as a reference for future research in the same area.
- The study can be used to bring changes in future training provided by employees in the organization.
- The study can be used by the organization for considering employees perception.
- The study is helpful for the management in understanding the employee's attitude towards the employees' empowerment.

VI. Limitations of the Study

- The study may be applicable only to Manatec Electronics *Private Limited,* Pondicherry.
- The duration of the study is limited. So it may not be able to cover the entire scope.
- The data have been collected from the present permanent employees only. So it may vary in the future.
- Few respondents answers were found to be personally biased.
- The researcher had to conduct the survey in the regional language due to low qualification of the employees.

VII. Research Methodology

Research is the process of systematic and in depth study or search of any particular topic, subject or area of investigation, backed by collection, compilation, presentation and Inference of relevant details or data. The research used Descriptive Research design. Descriptive Research design means fact finding one. The researcher used this research design is to find out the fact of respondents attitude and opinion about employee empowerment. Sample size denotes the

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number of sample selected for the study. The sample size for this study is fixed at 22 respondents. Probability sampling technique has been used for this study. Under this Simple random sampling method was adopted for selecting the sample item. The total population are from Manatec Electronic Private Limited. By adopting simple random method, it is proposed to select 22 respondents from the company. Data are the basic input to any decision making processing of data gives statistics of importance of the study. Primary data was collected through Questionnaire. The data those which are collected as fresh for the first time and happen to be original in character. Secondary data were collected from Company Websites. Simple percentage method, Chi-square method, ANOVA method and Correlation method.

VIII. Data Analysis and Discussion

a) Demographic Analysis

Table 8.1: Socio Demographic Profile of the Respondents

Socio Demographic Profile	Categories	No. of Respondents	Percentage
Age	18-25	3	13.6
	26-33	6	27.3
	34-41	5	22.7
	42-49	6	27.3
	Above 49	2	9.1
Gender	Male	10	45.5
	Female	12	54.5
Years of Experience	0.5 years	4	18.2
	6-10 year	10	45.5
	11-16 years	6	27.3
	15 years	2	9.1
Education	SSLC	5	22.7
	ITI	6	27.3
	Diploma	6	27.3
	Under Graduate	5	22.7
Income Status	3000 -10000	3	13.6
	10001-15000	11	50
	15001 - 25000	6	27.3
	25000 - Above	2	9.1

From the above table it is inferred that 23.3% of respondents are at the age of 26-33 years and 2% of respondents are at the age of above 49. It is inferred that 54.5%of the respondents are Female and remaining 45.5% of them are male. Then 45.5% of respondents experience are from 6 to10 years and 9.1% of the respondents experience are above 15 years. The table it is inferred that 27.3% of respondents education qualification is ITI and 22.7% respondents education qualification is SSLC. It is inferred that 50% of the respondents said income level is10001-15000 and 9.1% that their income level is from 25000-above.

b) Data Analysis With Chi Square

Hypothesis

H_0 - There is no relationship between gender and I have mastered the skill necessary for the job.

H_1 - There is between the gender and I have mastered the skill necessary for the job.

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Table 8.2: Chi-Square Tests

Particulars	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.900[a]	4	.042
Likelihood Ratio	12.093	4	.017
Linear-by-Linear Association	5.453	1	.020
No. of Valid Cases	22		

a. 10 cells (100.0%) have expected count less than 5. The minimum expected count is .45.

From the SPSS output, it is generated that the significant value is less than 0.05, therefore null hypothesis is rejected and alternate hypothesis is accepted. In the above obtained result value is less than .042 so accepted the null hypothesis. Hence there is a significant association between the gender of and I have mastered the skills.

c) *Data Analysis with Correlation*

Table 8.3: Correlation between the Variables

Particulars		I am self assured about my capabilities to perform my work activities	I have mastered the skills necessary for my job
I am self assured about my capabilities to perform my work activities	Pearson Correlation	1	.058
	Sig. (2-tailed)		.799
	N	22	22
I have mastered the skills necessary for my job	Pearson Correlation	.058	1
	Sig. (2-tailed)	.799	
	N	22	22

From the SPSS output, it is generated the correlation value is .058 and the significant value is 0.799 which is greater than 0.05 the null hypothesis is reject. Hence, there is a negative correlation between I am self assured about my capabilities to perform my work activities.

d) *Data Analysis with Anova*

H_0- There is no significant difference between the gender and self assured about my capabilities to perform my work activities your work.

H_1 - There is a significant difference between the gender and self assured about my capabilities to perform my work activities your work.

Table 8.4: Respondents of gender

Particulars	Observed N	Expected N	Residual
Male	10	11.0	-1.0
Female	12	11.0	1.0
Total	22		

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Table 8.5: Respondents I am self assured about my capabilities to perform my work activities

Particulars	Observed N	Expected N	Residual
Strongly Disagree	5	4.4	.6
Disagree	2	4.4	-2.4
Neutral	7	4.4	2.6
Agree	4	4.4	-.4
Strongly agree	4	4.4	-.4
Total	22		

Table 8.6: Test Statistics

Particulars	Gender	I am self assured about my capabilities to perform my work activities
Chi-Square	.182[a]	3.000[b]
Df	1	4
Asymp. Sig.	0.67	0.558

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 11.0
b. 5 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 4.4

Table 8.7: ANOVA

Income level	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.744	3	0.581	0.803	0.508
Within Groups	13.029	18	0.724		
Total	14.773	21			

From the above calculation it is found that p value is 0.508 which greater than 0.05, hence we accept the null hypothesis and concludes that there is no significant association between gender and self assured about my capabilities to perform my work activities your work.

IX. Suggestions and Recommendations

The management may consider the work load of all the employees and distribute the work and responsibility accordingly.

Employees meeting can be conducted on a regularly basis. This will enable the employees to exhibit the various constraints in their job. Not only will this also enable them to start their view towards the growth and development of the organization. Employees must be encouraged to participate at their fullest extent in their meetings. This will make the employees to think positively about the organization and in turn it will boost their morale towards the organization.

During meeting, the ideas and opinion of the employees should be taken into consideration. By doing this, the management can invite innovative solution for the existed organizational problem. Supervision can be made moderately flexible this will enable the employees to express their individual problem freely to the management. Frequency of training can be increased in order to enhance the skills of the employees in their job.

Effective feedback system must be followed to identify the exact deviation in the employees' performance which in turn may help in identifying training needs. The feeling of job security can be given to develop assertive attitude in the employees towards their organization. Training on updated technology can also be given on the periodical basis. Various self and personality development can be conducted to empower the employees. Employees can also be empowered by assisting them in pursuing higher education. Employees job can further be enhanced by maintain the equipments in a good condition. The content of training

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must also be improved in order to bring highest satisfaction in their learning.

X. Conclusion

The study has put forth and analyzed the various efforts taken by Manatec Private Limited Puducherry in empowering their employees. The study analyzed various strategies adopted by the management for employee empowerment. The study explains that employee empowerment is a kind of motivational strategy which gives the employees a sense of satisfaction towards their job and organization. From the study, the researcher has analyzed that the employees are satisfied with the various factors such as employee trainings, self development programmers, employee meetings, employee participation in the various activities and consideration of their ideas and opinion. By this, the researcher concludes that employee empowerment in the organization is at fair level. But at the same time, the study stresses that empowering the employees at the fair level is not at all enough for yielding expected profit and improving the productivity. Therefore, the management may consider the suggestions that are highlighted in the project.

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Employee Ambassadorship- Wearing the Values!

By Harry Charles Devasagayam

Abstract- Everyone is immaculate when born into this world, however to live a life acceptable to the environment around, one gets indoctrinated into wearing certain values. Values have been defined as ideals or beliefs that a person holds desirable or undesirable. Values evolve with a person. Values do not change to suit to a place, occasion and organization. Values slowly and consistently take shape and become ones identity as one evolve from stage to stage. Employee Ambassador are those that score high on commitment to the company, values, and the customers. An employee who appreciates and adopts certain values which are inherently practiced in the company becomes an unnamed ambassador of the organization. Anyone who claims to be an employee ambassador and is not seen to be wearing its values will sooner or later get exposed. This research looks at the prevalence and practice of employee ambassadorship as they stand committed to their organization, customers and values.

Keywords: employee ambassadorship, affective commitment, influencers, organizational commitment, customer commitment and value commitment.

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Employee Ambassadorship- Wearing the Values!

Harry Charles Devasagayam

Abstract- Everyone is immaculate when born into this world, however to live a life acceptable to the environment around, one gets indoctrinated into wearing certain values. Values have been defined as ideals or beliefs that a person holds desirable or undesirable. Values evolve with a person. Values do not change to suit to a place, occasion and organization. Values slowly and consistently take shape and become ones identity as one evolve from stage to stage. Employee Ambassador are those that score high on commitment to the company, values, and the customers. An employee who appreciates and adopts certain values which are inherently practiced in the company becomes an unnamed ambassador of the organization. Anyone who claims to be an employee ambassador and is not seen to be wearing its values will sooner or later get exposed. This research looks at the prevalence and practice of employee ambassadorship as they stand committed to their organization, customers and values. A convenient sample of 210 was chosen from across industry to administer the questionnaire that seek their considered opinion on the same. Final response considered for this study was 78 which is about 37% of the total sample. We applied chi-quare tests to test the hypothesis and find out its validity. The results show that the most committed employee ambassadors play an indispensable role in promoting and supporting a company's brand, its business, and its customers. They exhibit a consistent and positive attitude towards the organization they work for, both during and after work hours, and continually fulfill its promise to customers.

Keywords: employee ambassadorship, affective commitment, influencers, organizational commitment, customer commitment and value commitment.

I. Introduction

Many of us think that an organizations revenue and profitability are linked to employee's experience of workplace treatment. Research in the past also supports the idea that affective outcomes are nothing but the result of an employee's experience of perceived organizational support, equity and respect in workplace (H Devasagayam, 2013). Undoubtedly these experiences contribute to developing affective commitments in workplace, however, exposing such commitments in observable behavior or standing up to the values in situations that would create brand image is what the ambassadorship behaviour is all about. Employee Ambassadorship attempts to link employees' attitude to workplace values and associated organizational behavior to a larger raison d'etre of the organization: the organization's values. Paul Kearns (2015) states that Value is the common thread that characterizes the purpose of any organization. The notion of value can and should be applied equally to any organization, both conceptually and, more important, practically. With profit-making entities the goals are usually clear and managers know where they stand. The extension of the employee's explicit extra role particularly having employees' goodwill approach associated with the workplace values helps organization build a brand image. Thus, at the same time that these programs align employee behavior and bring the entire organization into the circle of enthusiasm and creativity that enables brand stewardship (Davis & Dunn, 2002; Ind, 2001) they also encourage organizations to treat their employees as value wearers of their organizations. In this study, the researcher discusses employee ambassadorship and the specific practice of wearing the value!

II. Employee Ambassadorship

Employee ambassadors are effectively employees promoting their own companies and acting as its advocates, influencers and energizers. Organizations create perception and influence employees by their people-friendly practices. Employees promote their companies through demonstrating their commitment to their organization, customers and values.

Employees are ambassadors in their workplace, peer group, social settings, inter organizational exchanges, promotional gatherings, product launches, road shows and market competitions. There stands a world of influence that makes the organization. Influencers can come from a wide range of places. Any person, group, brand, or place could potentially be an influencer. *Influencer*, *ambassador, advocate* are terms used interchangeably to denote organizational advocacy.

Is a thoroughly engaged, connected and committed employee an ambassador? An ambassador is a person who knows exactly what his or her organizational values and how he or she can imbibe them as personal values. If the values sync in, reflect and passionately position in an employee, an ambassadorship is taking shape in him. These ambassadors are engaged, connected and committed.

Author: e-mail: harrycd2011@gmail.com

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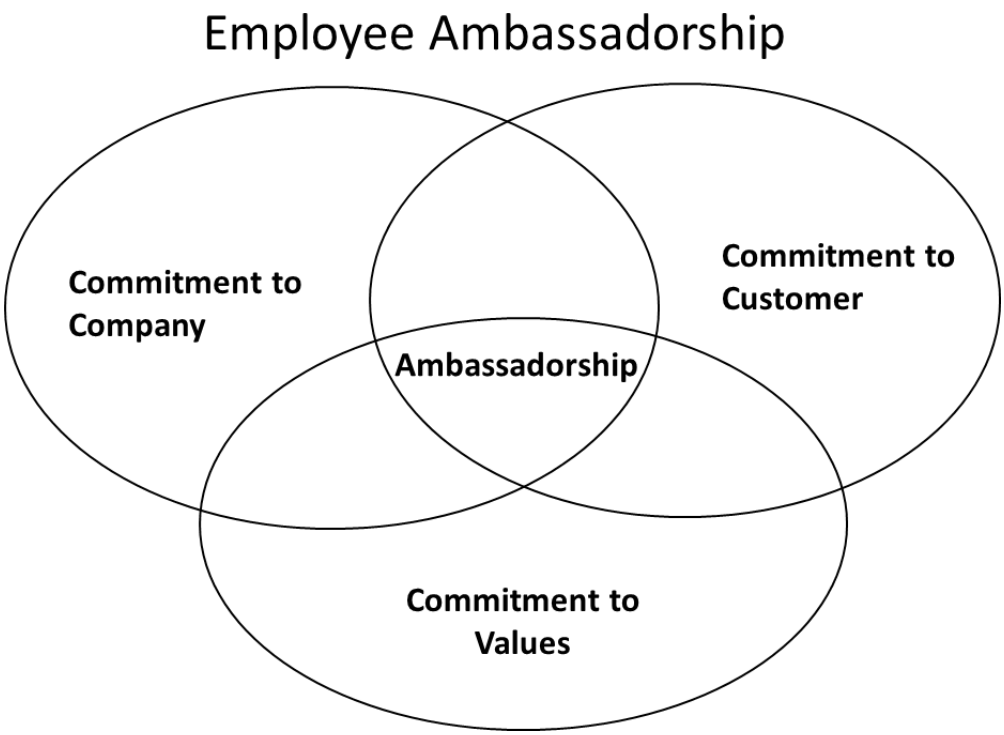

Employee Ambassadorship means an unofficial organizational representative of goodwill. An ambassador, according to the dictionary, is an official or unofficial diplomat, the representative of a country or an organization. Those of us involved in employee research view ambassadorship as having direct connection to the concept of customer (both internal and external) advocacy in terms of the active expression of commitment to their organization. An employee ambassador is a person who willingly poses himself as the face of the organization. He is voluntary, proud and futuristic. Longevity of a product or endurance of a services or completeness of solutions are just the representations of a commercial value of an organization while an employee who stands behind these delivered values actually wear and exhibit them in every transactions both within and outside the organization. Employees that score high on commitment to the Company, values, and the customers are considered Ambassadors. Brand and employee ambassadorship are often identically used while the actual meaning and approach are significantly different from each other. Brand ambassador is a champion of a company's products and services, though this person often isn't a company employee. A brand ambassador often promotes a company's brand or services on social media sites such as Facebook and Twitter, on community sites such as a blog or through other online channels. Brand ambassadors have become increasingly trusted sources of information, as the age of the customer has gained currency. Michael Lowenstein (2013) identifies the most active level of employee commitment to the company's product and service value promise, to the company itself, and to optimizing customer experience. It is linked to, but distinctive from, the productivity and empowerment elements of employee satisfaction, engagement, and alignment research because its emphasis is building customer bonds through employee interaction.

While there are so many identical attributes or terms researched and supported to high light this unique behavior, questions are raised as to whether the so called ambassadorship behavior is predictable, stable, temperamental and unchangeable? Not having an intention to leave or withdrawal symptom of an employee not necessarily reflect his non-commitment, commitment to long term engagement or employment is no more an attribute associated with company ambassadorship. The present paper tries to answer these questions paradigms taking reference to the available research on the subject. Our approach to this study is as follows:

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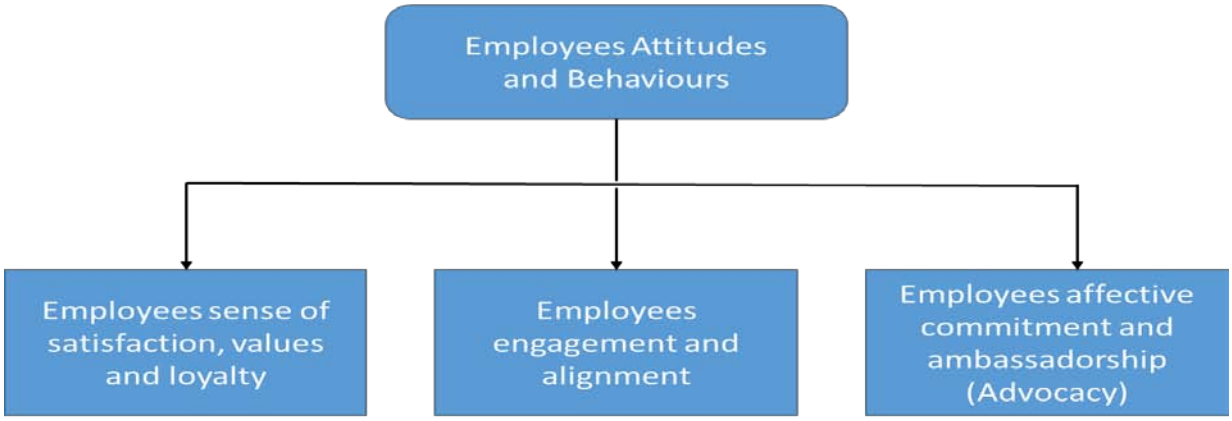
Behavioural Research Approaches



a) How employees transform into ambassadors

Research shows that equity and fairness displayed in internal transactions, integration of work values into policies and processes and treating employees with respect and dignity have found place for affective commitment (H Devasagayam, 2013). An enduring affective commitment becomes the base for people becoming custodians and ambassadors of their organizations. Such employees happily live their organizational life reflecting their belief to their colleagues, customers and community around. A simple and unintentional exchange during various interactions helps practice ambassadorship.

- Have an authentic and well-defined ethics and culture. Communicate and implement this in various ways in the organization
- Make those employees who you feel are already Ambassadors part of the selection process and transition to value based recruitment.
- Employees helped to focus on their personal identity so that they can be their 'authentic best selves'.
- Map and match the company's values and the employee's values. However, make sure that the employee's core inspiration sources are part of the work environment, i.e. company/department culture

The difference between an employee and an employee ambassador

A Regular Employee	An Employee Ambassador
Does regular / repetitive work- Struck if problem persists	Thrives on diverse work- A solution architect- Volunteers to support others
9 to 5 mentality	Available on extended hours. Indulges in extra-role behaviour
Prefers stability and stay in comfort zone	Supports and drives change when needed
Contended with what is provided	Seeks to expand and looks for more opportunities
Understand and appreciates his /her values and passionate about it	Understand and appreciate organizational values and passionate about integrating himself into it.
Seeks individual identity and recognition	Seeks organizational identity and recognition

b) Employee branding as a social construct

Organizations use various methods of branding to reinvent, sustain and grow their businesses. Employee branding is the practice of taking something more or less generic (Corporate governance, systems and processes, work values or ethics) and making it distinctive, by associating more as being the people friendly organization. The brand itself is the social construction that links a day to day practices with a set of beliefs about the organization's tangible and intangible attributes. Work values help differentiate an organization from similar or competitive others on three dimensions: perception, attitude and contribution. Employee perception about their organization brings out the best in the employee in terms of their attitude, approach and advocacy. (e.g., the greater the perception, the better will be their advocacy about their organization. Processes practiced in companies create a sense of comfort which in turn helps creating a sense of belonging and commitment.

Are employees ambassadors of their employers? The very idea of "ambassadorship" isn't new in research. Ambassadorship is being discussed either directly or through various indicative variables

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such as employee advocacy, extra-role behavior (Finkelstein, 2011, p.20), organizational citizenship behavior (Devasagayam, 2013), affective commitment, proactive or supportive behavior and productive behavior. It is much more literal than figurative. Employees are insiders who represent their employers to people outside the company's walls. That insider status makes employees authoritative and authentic communicators about their employers. Employee ambassadors are effectively employees promoting their own companies and acting as its influencers.

c) Organizational influencers

Organizational Influencers are people who directly or indirectly influence organizational practices, commitments and values. Apart from taking active part in the formation and implementation of strategic direction, involvement in being disruptive to enable peers cop up with the increasing challenges of targets and deliverables on a voluntary basis is their identify. In own interest they adopt themselves to systems and processes advocated by the organization, influence team members to proactively work to achieve organizational targets, involve in change strategies and implementation, take risk and explore new methods, volunteer support to non-achievers, provide timely leadership and support in turbulent times and drive re-engineering initiatives etc.,

Commitment to Company - Commitment to, and being positive about, the company (through personal satisfaction and an expression of pride), and to being a contributing, and fully aligned, member of the culture.

d) Social Influencers

Using employees to influence his social setting to raise opinion is a contemporary method of building a brand. Many organizations have successfully developed and improved their image and brand value by consciously building influencing tactics and pushing it through the employees. The belief that everything that an individual employee experiences has an effect on his / her immediate social setting is proven in the way that an employee advocates, influences and spreads his organizations ethics, values and beliefs. Organizational planning for practices such as Employee Stock Option Plan (ESOP), variable pay, employee bonus plan, corporate gifts, pro-employee policies, family outings, encouraging employee entrepreneurs, creating wealth, housing and vehicle loans are done in an attempt to build such social influence.

In-return to the various supportive gestures received from their organization, employees believe and practice various voluntary and unplanned advocacies in their social settings. Positively influencing peers to accommodate change management, referring highly accomplished people to become part of his/her organization (through employee referral), advocating and recommending successful experiments to open industry, adopting to high performance culture, speaking about his company's great culture whenever opportunity strikes. In every conversation, a quantum of what is being experienced in the organization is being shared in an unplanned way to ensure that an aroma of goodness in build around one's own company. Through this push culture (work culture) advocacy, organizations influence on people becomes visible.

e) Customer Influencers

Employees display certain behaviours in the process of developing and delivering products and services that determine customer perception. Juwaheer (2004:350) regards employees as having a greater impact than other factors on customer satisfaction. Successful customer-employee encounters can lead to sustenance of business and profitability. Engaged employees who feel supported by their company care about the customer experience in the same way their company cares about them. It does not imply only to organizations such as hospitality, travel, hospital, and other service based industry where employees come face to face with customers but also to software industry where the customers face is partly or fully hidden from the developers. Employees of these companies do care about how their customers as to how they feel about their product as they care about the sustenance of their business. Customers stand influenced every time they use the product which gives the value for money. Ultimately, employees become ambassadors of the company as well as advocates. And engaged employees are the best advocates for acquiring and retaining customers. Engaged employees are concerned with producing quality work and believe that she or he has a stake in the organization. This sense of ownership is more valuable than stock options, and results in the best ambassadorship behaviour. These employees may not be able to articulate marketing slogans, but they speak from their hearts about the company and its products and services.

Commitment to Customers-Commitment to understanding customer needs, and to performing in a manner which provides customers with optimal experiences and relationships, as well as delivering the highest level of product and/or service value.

f) Value Influencers

Every organization lists down a set of values, calls them as core values and insists employee follow them. Values are the qualities that transform a company's mission and vision into reality. In essence, values outline corporate culture and play an important role in our everyday activities as employees. Organizational values are unique to each company. Values should represent the culture of the business. Employees who personalize the organization value as their own value will be interested in creating

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influence of these values in their peers. The values guide the viewpoint of the organization as well as its actions. When members of the organization subscribe to a common set of values, the organization appears united when it deals with various issues. A company's values are the core of its culture. Values offer a set of guidelines on the behaviors and mindsets needed to achieve that vision. John Colman, 2013 brings out example of how some organizations imbibe values in the employees. McKinsey & Company, for example, has a clearly articulated set of values that are prominently communicated to all employees and involve the way that firm vows to serve clients, treat colleagues, and uphold professional standards. Google's values might be best articulated by their famous phrase, "Don't be evil." But they are also enshrined in their "ten things we know to be true." And while many companies find their values revolve around a few simple topics (employees, clients, professionalism, etc.), the originality of those values is less important than their authenticity.

Act of creating a gradual influence of values in employees in the process of performing given tasks is a challenge unless otherwise there is a team to be part of, rely on and interact with. Individual contributors will find it difficult to create such an influence. However, if the position has an inherent option of influencing peers, level where creating influence is part of the job, necessity of influencing helps performance, in all such cases, packaging values becomes easier. It is a professional need for a HR professional advocating values as it is part of his/her responsibility but a general employee who is not mandated with any such tasks but feels one with and explores options to make others embrace them are actually value influencers. Values gain importance when enshrined in a company's practices. No company can build a coherent culture without people who either share its core values or possess the willingness and ability to embrace those values. An employee would know his / her company's culture when they see their world through their organization's lenses. When employees encourage their peers to adopt core values in their work behaviours informally and willingly, they will naturally display these values in their personal values.

Commitment to Value Proposition- Commitment to, and alignment with, the mission and goals of the company, as expressed through perceived excellence (benefits and solutions) provided by products and/or services.

g) How employee perceptions contribute to motivation

Equity Theory explains the thought process an employee uses to determine the fairness of management decision making. The core of equity theory says that individuals judge the fairness of their treatment based on how others like them are treated. Employees make social comparisons to others who are similarly situated in the organization.

Said another way, an employee asks himself the following: Based on what I am giving to this organization (inputs), am I getting the same rewards (outcomes) as others are getting who give similar inputs? Equity theory says that employees view a situation as equitable when employees who give similar inputs receive similar outcomes. When the rewards differ for the same degree of effort, employees view the situation as inequitable.

III. Employee Advocacy

Employee Advocacy can be defined as employees sharing their support for a company's practiced values and ethics, policies and processes. They are firmly optimistic about the company, endorse the company as great place to work, passionate about protecting, safeguarding and implementing its values within and outside the organization. They are perceived to be visible in their commitment to their organization, customer and organizational values. Jason Spencer, Community Manager from Humana describes employee advocacy as "empowering and enabling employees to tell our story as a brand". "Dynamic signal and our social lounge has involved our employees in a way that's fun and exciting for them. It is a way for them to share who they are"-said Dennis Owen (Cathay Pacific). Employees are engaging in activities with no intention of promoting their organization. Employee advocacy refers to the exposure that a company's staff generates for the brand using their own social channels. This opportunity to gain increase social share of voice and online visibility of a business is often overlooked by organizations, choosing instead to focus on exposure from third-party sources.

a) Theoretical Background: Wearing the Value

Whereas by ambassadorship behavior, it is meant that members display the characteristics of supportive behaviour to help organization tide over the business process more as an enabler. The role played by such individuals in intra and inter organization exchanges will be leading to creating more congenial atmosphere generating positive energy. When organization members behave inways that promote its brand, they encourage others to treat them as representatives of the organization. They ask to be seen and treated as carriers of the organization itself (Aquino Karl & Thau Stepfan, 2009).

H Devasagayam, 2013 in his research examined the relationships between perceptions of organizational support, role efficacy and organizational citizenship behavior by examining the mediating effects of organizational justice. Findings showed that overall organizational justice have a positive and significant correlation with OCB, in accordance with previous

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studies (Blakely et al., 2005; Ilies et al., 2007; Karrikar & Williams, 2009; Yılmaz & Tasdan, 2009; Young, 2010). It can be said that distributed members display OCB when organizational support is felt and creates a sense of organizational justice.

Michael Lowenstein, 2005, states that employee ambassadors, then, represent the highest level of commitment (or the lowest level, which we identify as "sabotage") to the company's product or service value promise; to the organization, itself; and to the customers. Nowhere is the product of employee ambassadorial or sabotage behavior more on display than with customer complaints. We insist here the complaints of both internal and external customers. At a time when organization loyalty continues to decline, employee's advocacy groups report that more than 50 percent of the problems or complaints with the internalization of company values and exposing it in the right place.

Satisfaction scores on engagement, quality of candidates recruited, role expectation and fulfillment, delegation of responsibility and decisional participation could add to the employee ambassadorship as an outcome variable in an organizational perception of fairness. Outcomes of which attempts to measure the perceived quality of service delivery across the organization, has found that satisfaction scores of workgroups or teams justifies the justice perception even taking into consideration that satisfaction scores are rarely a true indicator of employee loyalty. Nothing can be as effective as complaints at employee integrity and loyalty. Complaints can have a positive or negative influence on employee's intention to remain loyal or to defect. In fact, numerous studies have shown that proactive approaches to complaint resolution will lead to stronger employee loyalty behavior than if no complaint had existed in the first place.

People expose their affective commitment to the organization in different ways (Olkkonen & Lipponen, 2006. One such way is to display it in your own professional behaviour, attitude and approach to the organization."Linkage research" that focuses on the relationship between internal organization process and employee satisfaction has shown that employees experience in their work is correlated with the experiences. They provide for other internal customers (Johnson, 1996; Schneider et al, 2000, Dunn & Davis, 2004). A satisfied employee shares his or her happiness with others and is motivated to stand up to the expectation of his organization. When employees with internal responsibilities and no direct contract with external stakeholders offer other employees on "Brand behaviours" they provide important support to those who project the brand to outsiders (Simoes & Dibb, 2001). "A company achieves its greatest advantage when employee actions and brand identity reinforce each other (Aurand, Gorchels and Bishop, 2005). The outcome of perception of fairness provides this type of reinforcement or otherwise. Employee brand proponents argue that employees throughout the product creation engage in these type brand identity work because behavior of each one is interconnected for delivering an overall product(Frost and Kumar, 2000; Pringle and Gordon, 2001).

Although it is uncommon for a subset of employees to engage in brand identity work when their formal organizational roles explicitly require them to represent the brand to internal and external customers (roles such as corporate communication, public relations, pre-sales, sales and spokesperson etc.). When an employee branding takes place every employee-those with customer contact and those without represent the brand through their personal behaviour. Like other enterprising organizations which expect their employees to demonstrate initiative, self-reliance, and responsibility for their own actions (affective commitment) as they pursue the organizations interest (Rose, 1991) employees at organizations that are living the brand are expected to motivate and regulate themselves so that they express their everyday behaviour the attributes that define the brand's identity. Miles and Mangold, 2004 states that the ultimate achievement through ambassadorship is to have employees incorporate brand's identity attributes into their own self concepts, so that self-concept related motives for providing unassuming, unproblematic engine for brand expressive behaviour.

Organizations attempt to influence how employees define themselves so that when employees express themselves at work they automatically make decisions that advance's the organization goals. One common influence on employee's self-definitions and a well-known form of identity management in organizations, is organizational identification. It occurs through defining oneself as having the same attributes as those that define the organization by experiencing a sense of personal connection with the organization (Ashforth and Mael, 1989; Dutton, Dukerich and Harquail, 1994; Pratt, 2000). George of Infosys says "Frontline face of IBM-US, gives enormous support to onsite team in terms of evolving the right kind of strategies, solution, manage client relationship, manage offshore-onsite relationship, this type support almost bring you a comfort feeling and help you tide over many issues". Onsite people feel such a well-defined support creates a lot of positive energy in people and they feel they are cherishing organizational values.

As employees identify with the organization their interest becomes aligned with the organization's interests because employees internalize the organization's attributes, values and expectations as their own. Tyel and Lind, 2000 states that good outcomes can mitigate the negative effects of low or poor perceptions of procedural justice. And so it is

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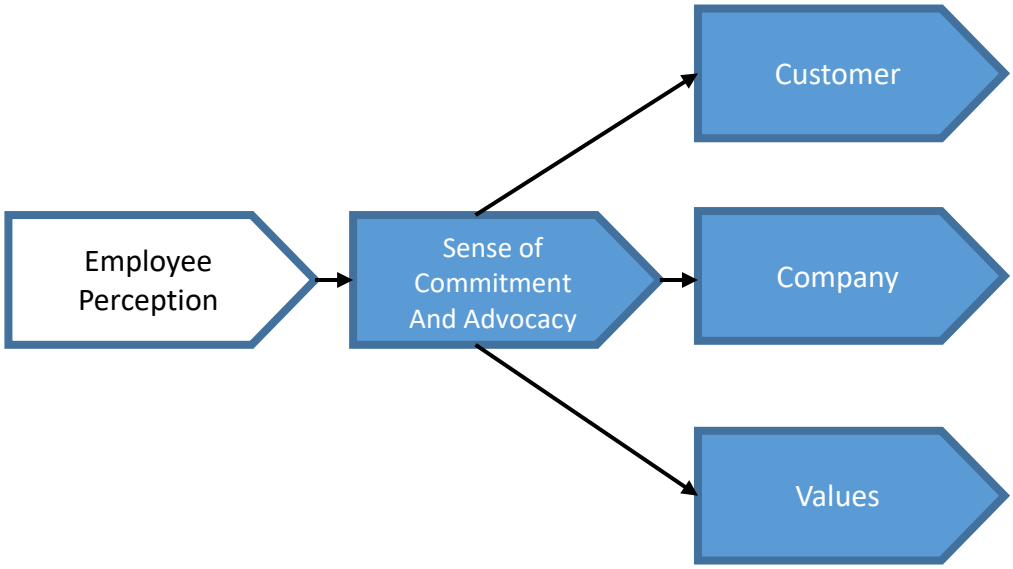
important to note that perceived organizational justice and related outcomes contributes largely to the employee ambassadorship behaviours of the organization.

Research framework proposes that level of organizational perception will positively associated with organizational, customer and value commitment and advocacy. However, nature of employment, type of organization and location (In India or outside India) and expatriate and in patriates can control the perception as they are important parameters in the process of perception and subsequent outcome behaviors. Given below is the empirical model of the proposed study.

b) Empirical Model



IV. Results and Interpretation

The first set of data was collected from 78 respondents. It was found that four items had missing values. The missing values were replaced with the overall mean. The reliability coefficient (Cronbach Alpha) of the questionnaire was 0.98. In the second stage of refinement, the four items which had missing values was checked for consistency. All the four items were reworded to provide better clarity. The revised questionnaire was sent to 210 participants spread across different geographies. Among them approximately 37 % or 210 members responded. The reliability coefficient (Cronbach Alpha) of the revised instrument was 0.98.

The study was undertaken to measure the constructs in the hypothesis of the existence of a relationship between organizational perception, organizational commitment, customer commitment and value commitment. The questionnaire on ambassadorship was taken from the open source internet and modified. Given below is the descriptive statistics.

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Descriptive Statistics Means, Standard Errors Means and standard Deviations

	N	Minimum	Maximum	Mean	Std. Deviation
Qualification	78	1.00	3.00	1.9615	.59089
Gender	78	1.00	2.00	1.1923	.39666
Design	78	1.00	3.00	1.9103	.87068
Location	78	1.00	2.00	1.6923	.46453
Experience	78	1.00	3.00	1.9359	.72685
Business	78	1.00	3.00	1.4615	.61775
Employment Status	78	1.00	3.00	1.0897	.32973
Company Base	78	1.00	3.00	1.6538	.73550
Perception	78	1.00	3.00	2.4282	.72415
Organizational commitment	78	1.00	3.00	2.3846	.77679
Customer commitment	78	1.00	3.00	2.4359	.76599
Value Commitment	78	1.00	3.00	2.4487	.80012
Valid N (list wise)	78				

Note: Parameters indicated in bold represent measures used to test the parameters

Parameter 1: Organizational perception is associated to organizational commitment

H_o: Organizational perception and organizational commitment are not associated and are non-significant.

H_1: Organizational perception and organizational commitment are associated and significant.

Test Statistics

	Perception	OC
Chi-Square	29.585[a]	1.234E2[b]
df	1	2
Asymp. Sig.	0.000	0.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 53.0.
b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.3.

To test the hypothesis the chi-quare test is performed. As P value is less than 0.05, the null hypothesis is rejected. That's organizational perception and organizational commitment are associated and are significant.

Parameter 2: Organizational perception is associated to Customer commitment

H_o: Organizational perception and organizational Customer commitment are not associated and are non-significant.

H_1: Organizational perception and organizational Customer commitment are associated and significant.

Test Statistics

	Perception	CC
Chi-Square	29.585[a]	42.472[b]
df	1	2
Asymp. Sig.	0.000	0.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 53.0.
b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.3.

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To test the hypothesis the chi-quare test is performed. As P value is less than 0.05, the null hypothesis is rejected. That's organizational perception and customer commitment are associated and significant.

Parameter 3: Organizational perception is associated to value commitment

H_o: Organizational perception and organizational value commitment are not associated and are non-significant.

H1: Organizational perception and organizational value commitment are associated and significant.

Test Statistics

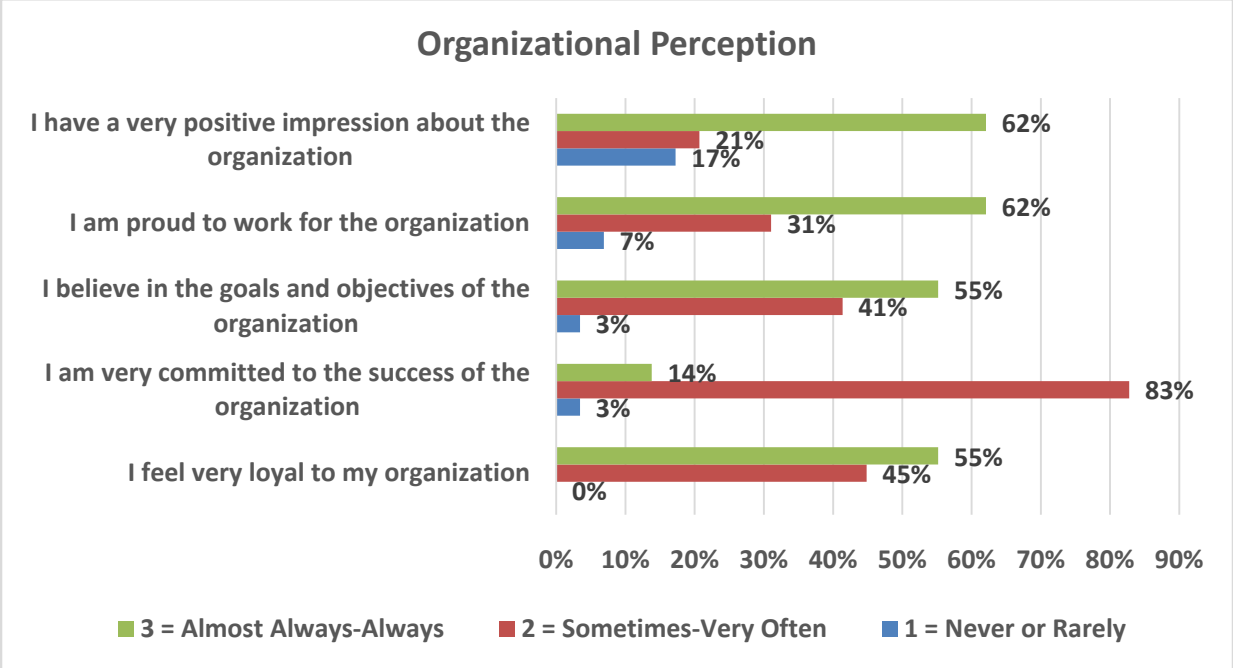
	Perception	VC
Chi-Square	29.585[a]	73.830[b]
df	1	2
Asymp. Sig.	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 53.0.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.3.

To test the hypothesis the chi-quare test is performed. As P value is less than 0.05, the null hypothesis is rejected. That's organizational perception and value commitment are associated and significant.

Research in the past has proved the fact that employee perception on fairness displayed in the shop floor via workplace ethics, people friendly practices, equitable treatment and mutual respect has largely contributed to extra role behavior. The psycho-social behavior of employees are also highly influenced by their affective commitment to the organization. The advocacy research supports this premise that the higher the affective commitment, the greater will be the organizational advocacy of employees. Given below is the respondents rating of their organizational perception. Employee advocacy is effectively employees promoting their own companies and acting as its influencers.



The table above indicate that respondents' perception of their organization is significant. This data has to be read along with the demographic data of the respondents to find a correlation between the various attributes of respondents and their perceptual difference if any.

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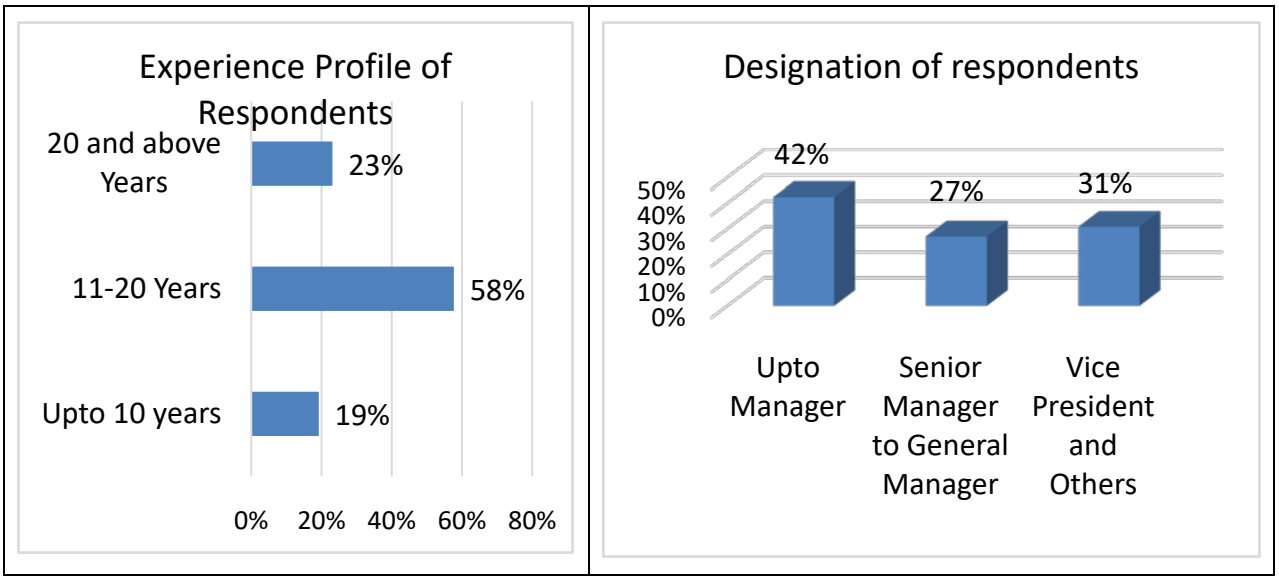
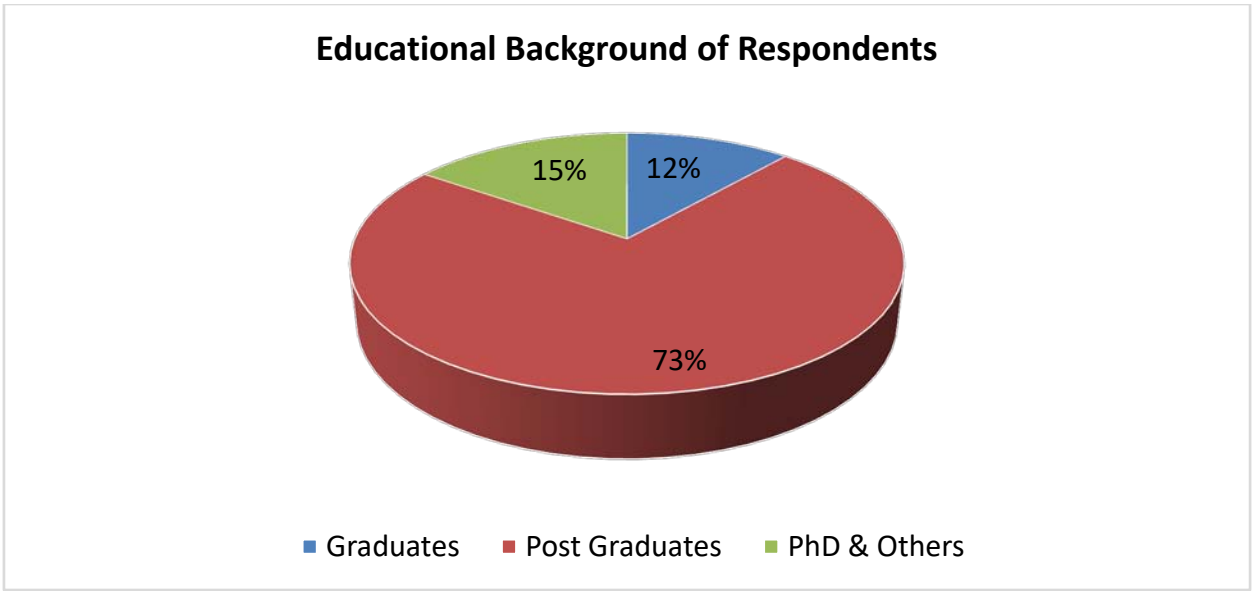


Since minimum experience of respondents being 10 years in the industry and having worked from executive level to manager level, that's when a person starts experiencing effective organizational support ans subsequent affective commitment, it is clear that



The sample with the high degree of reliability (experience, qualification and designation) supported by perception of fairness prevalent in their organization will ensure that employees will be encouraged to indulge in affective commitment. This affective commitment will substantially increase the possibility of indulging in various type of ambassadorship behavior.

a) Customer Commitment/Advocacy Diagnostics

Advocacy through self-belief, casual chat with peers, supportive approach to new joiners, non-performers and slow achievers, social groups and professional gatherings is associated with ambassadorship as much as other factors. A relatively low concentration of lack of interest in advocacy suggests that this problem is pervasive in other employee segments as well.

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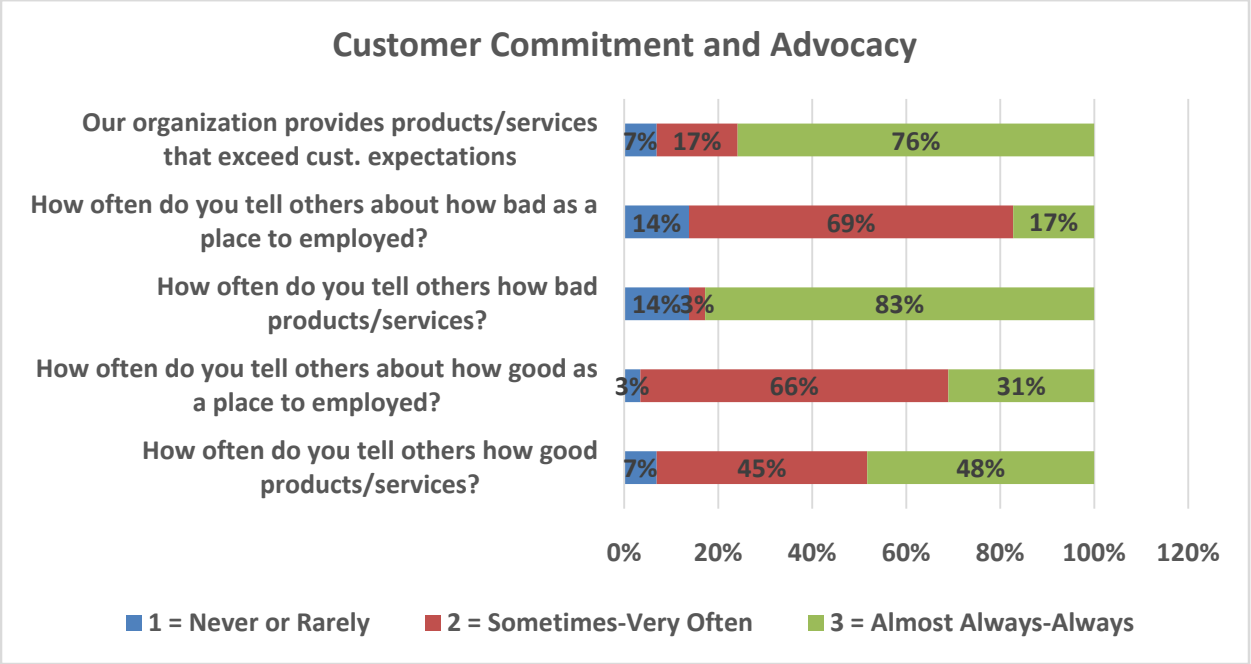

The table above indicate that respondents' customer commitment and advocacy. Basis perception of their organization perception, employees' customer commitment can largely be determined. Respondents experience that it is their perception of support of their organization which has a significant effect in their perceived organizational support which alters their commitment to their customers. This data has to be read along with the demographic data of the respondents to find a correlation between the various attributes of respondents and their customer commitment.

b) Organizational Commitment/Advocacy Diagnostics

The results on self-belief and conviction on the processes increase commitment and advocacy to organization though showing a high concentration, is associated with ambassadorship as much as other factors. A relatively low concentration of not showing any excitement about the way the company is being managed suggests that this problem is pervasive in other employee segments as well.



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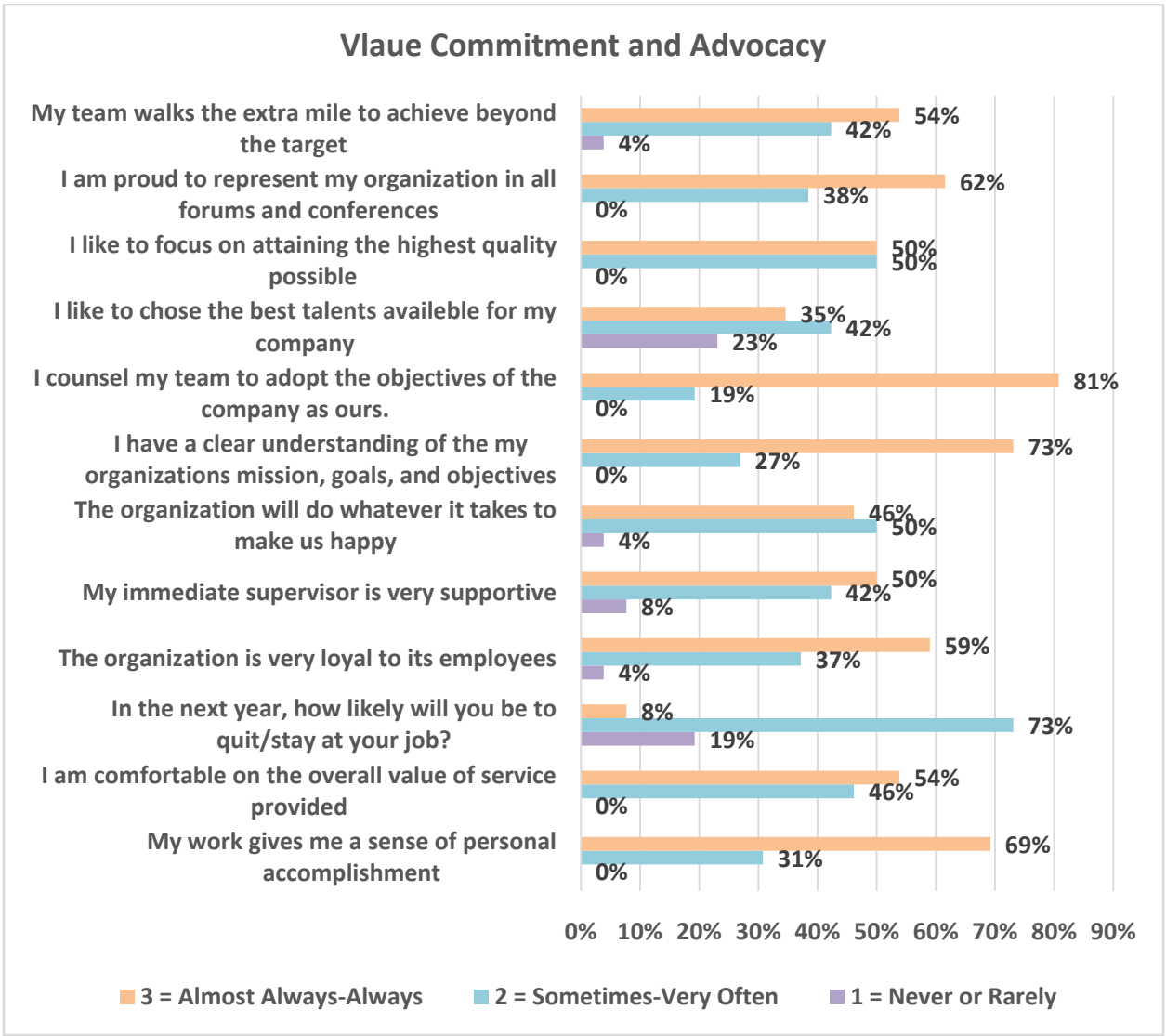
The table above indicate that respondents' organizational commitment and advocacy. Basis perception of their organization, employees' customer commitment can largely be determined. Respondents experience that it is their perception of support of their organization which has a significant effect in their perceived organizational support which alters their commitment to their organization. This data has to be read along with the demographic data of the respondents to find a correlation between the various attributes of respondents and their organizational commitment.

c) Value Commitment/Advocacy Diagnostics

Value commitment, though showing a high concentration, is associated with ambassadorship as much as other factors. A relatively low concentration of lack of interest in being value driven suggests that this problem is not pervasive in other employee segments as well.



The table above indicate that respondents' value commitment and advocacy. Basis perception of their organization perception, employees' customer commitment can largely be determined. Respondents experience that it is their perception of support of their organization which has a significant effect in their perceived organizational support which alters their commitment to their organizational values. This data has to be read along with the demographic data of the respondents to find a correlation between the various attributes of respondents and their value commitment.

V. Key Findings

This study comes clear with the observation that employee perception determines commitment and advocacy to their organization, customers and values.

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- Organizational perception and organizational commitment are associated and are significant.
- Organizational perception and customer commitment are associated and significant.
- Organizational perception and value commitment are associated and significant.

Employees are committed to their organization, but they have issues and concerns –For instance, a full 17% of Ambassadors still feel that they don't have great perception about their organization. This opinion seems to percolate down in the way they perceive their commitment and advocacy to their customers, organization and values.

While ambassadors in this study are committed to their customers largely and practice advocacy, 83-86% of ambassadors agree that they speak badly about their organization, similarly 97% ambassadors say that they talk very high of their organization. The paradox in this statement is due the following fallacy in the instrument.

When ambassadors are asked to choose an answer from the given list of responses, it may be either lack of attention to the question

- 23% agree that they did not choose the best talents for their company
- 19% ambassadors say that they intent to quit their company in the next one year
- 14% ambassadors say that they do not cherish positive memories of their employers

These observations are to be considered important for running a successful organization as no business success can be brought in isolation.

Research shows that 68% of customers leave due to negative employee attitudes, while 41% remain loyal because of positive experiences with employees. Perhaps most compelling: a full 70% of customer's perceptions about a brand can be traced to their experiences with employees. These facts are especially relevant when one considers that product and service loyalty is on the decline.

The most committed employee ambassadors play an indispensable role in promoting and supporting a company's brand, its business, and its customers. They exhibit a consistent and positive attitude towards the organization they work for, both during and after work hours, and continually fulfill its brand promise to customers.

VI. Conclusion

While employee ambassadorship is linked to employee's satisfaction and loyalty, its emphasis is on strengthening bonds with customers through employee interactions.

Ambassadorship research is conceptually consistent with and complementary to affective commitment, addresses the direct and indirect ties between customers and employees enabling organizations business.

- Understand how staff members add value at each customer transaction and during each customer's experience
- Confirm employees level of productivity in servicing customer's needs
- Gauge how (and how well) your company supports and directs its employees in providing added value to customers and the business
- Utilize available methods to uncover the emotional and rational dimensions of employee ambassadorship.

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3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

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26. Go for seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.



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27. Refresh your mind after intervals: Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

28. Make colleagues: Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

29. Think technically: Always think technically. If anything happens, then search its reasons, its benefits, and demerits.

30. Think and then print: When you will go to print your paper, notice that tables are not be split, headings are not detached from their descriptions, and page sequence is maintained.

31. Adding unnecessary information: Do not add unnecessary information, like, I have used MS Excel to draw graph. Do not add irrelevant and inappropriate material. These all will create superfluous. Foreign terminology and phrases are not apropos. One should NEVER take a broad view. Analogy in script is like feathers on a snake. Not at all use a large word when a very small one would be sufficient. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Amplification is a billion times of inferior quality than sarcasm.

32. Never oversimplify everything: To add material in your research paper, never go for oversimplification. This will definitely irritate the evaluator. Be more or less specific. Also too, by no means, ever use rhythmic redundancies. Contractions aren't essential and shouldn't be there used. Comparisons are as terrible as clichés. Give up ampersands and abbreviations, and so on. Remove commas, that are, not necessary. Parenthetical words however should be together with this in commas. Understatement is all the time the complete best way to put onward earth-shaking thoughts. Give a detailed literary review.

33. Report concluded results: Use concluded results. From raw data, filter the results and then conclude your studies based on measurements and observations taken. Significant figures and appropriate number of decimal places should be used. Parenthetical remarks are prohibitive. Proofread carefully at final stage. In the end give outline to your arguments. Spot out perspectives of further study of this subject. Justify your conclusion by at the bottom of them with sufficient justifications and examples.

34. After conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print to the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects in your research.

Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form, which is presented in the guidelines using the template.
- Please note the criterion for grading the final paper by peer-reviewers.

Final Points:

A purpose of organizing a research paper is to let people to interpret your effort selectively. The journal requires the following sections, submitted in the order listed, each section to start on a new page.

The introduction will be compiled from reference matter and will reflect the design processes or outline of basis that direct you to make study. As you will carry out the process of study, the method and process section will be constructed as like that. The result segment will show related statistics in nearly sequential order and will direct the reviewers next to the similar intellectual paths throughout the data that you took to carry out your study. The discussion section will provide understanding of the data and projections as to the implication of the results. The use of good quality references all through the paper will give the effort trustworthiness by representing an alertness of prior workings.

Writing a research paper is not an easy job no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record keeping are the only means to make straightforward the progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear

· Adhere to recommended page limits

Mistakes to evade

- Insertion a title at the foot of a page with the subsequent text on the next page
- Separating a table/chart or figure - impound each figure/table to a single page
- Submitting a manuscript with pages out of sequence

In every sections of your document

· Use standard writing style including articles ("a", "the," etc.)

· Keep on paying attention on the research topic of the paper

· Use paragraphs to split each significant point (excluding for the abstract)

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

· Shun familiar wording, don't address the reviewer directly, and don't use slang, slang language, or superlatives

· Shun use of extra pictures - include only those figures essential to presenting results

Title Page:

Choose a revealing title. It should be short. It should not have non-standard acronyms or abbreviations. It should not exceed two printed lines. It should include the name(s) and address (es) of all authors.



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Abstract:

The summary should be two hundred words or less. It should briefly and clearly explain the key findings reported in the manuscript--must have precise statistics. It should not have abnormal acronyms or abbreviations. It should be logical in itself. Shun citing references at this point.

An abstract is a brief distinct paragraph summary of finished work or work in development. In a minute or less a reviewer can be taught the foundation behind the study, common approach to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Yet, use comprehensive sentences and do not let go readability for briefness. You can maintain it succinct by phrasing sentences so that they provide more than lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study, with the subsequent elements in any summary. Try to maintain the initial two items to no more than one ruling each.

- Reason of the study - theory, overall issue, purpose
- Fundamental goal
- To the point depiction of the research
- Consequences, including definite statistics - if the consequences are quantitative in nature, account quantitative data; results of any numerical analysis should be reported
- Significant conclusions or questions that track from the research(es)

Approach:

- Single section, and succinct
- As a outline of job done, it is always written in past tense
- A conceptual should situate on its own, and not submit to any other part of the paper such as a form or table
- Center on shortening results - bound background information to a verdict or two, if completely necessary
- What you account in an conceptual must be regular with what you reported in the manuscript
- Exact spelling, clearness of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else

Introduction:

The **Introduction** should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable to comprehend and calculate the purpose of your study without having to submit to other works. The basis for the study should be offered. Give most important references but shun difficult to make a comprehensive appraisal of the topic. In the introduction, describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will have no attention in your result. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here. Following approach can create a valuable beginning:

- Explain the value (significance) of the study
- Shield the model - why did you employ this particular system or method? What is its compensation? You strength remark on its appropriateness from a abstract point of vision as well as point out sensible reasons for using it.
- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
- Very for a short time explain the tentative propose and how it skilled the declared objectives.

Approach:

- Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done.
- Sort out your thoughts; manufacture one key point with every section. If you make the four points listed above, you will need a least of four paragraphs.

- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
- Shape the theory/purpose specifically - do not take a broad view.
- As always, give awareness to spelling, simplicity and correctness of sentences and phrases.

Procedures (Methods and Materials):

This part is supposed to be the easiest to carve if you have good skills. A sound written Procedures segment allows a capable scientist to replacement your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt for the least amount of information that would permit another capable scientist to spare your outcome but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section. When a technique is used that has been well described in another object, mention the specific item describing a way but draw the basic principle while stating the situation. The purpose is to text all particular resources and broad procedures, so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step by step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

- Explain materials individually only if the study is so complex that it saves liberty this way.
- Embrace particular materials, and any tools or provisions that are not frequently found in laboratories.
- Do not take in frequently found.
- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

Methods:

- Report the method (not particulars of each process that engaged the same methodology)
- Describe the method entirely
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures
- Simplify - details how procedures were completed not how they were exclusively performed on a particular day.
- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
- Use standard style in this and in every other part of the paper - avoid familiar lists, and use full sentences.

What to keep away from

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings - save it for the argument.
- Leave out information that is immaterial to a third party.

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part a entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently.You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.



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Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation an exacting study.
- Explain results of control experiments and comprise remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or in manuscript form.

What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.
- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
- Put figures and tables, appropriately numbered, in order at the end of the report
- If you desire, you may place your figures and tables properly within the text of your results part.

Figures and tables

- If you put figures and tables at the end of the details, make certain that they are visibly distinguished from any attach appendix materials, such as raw facts
- Despite of position, each figure must be numbered one after the other and complete with subtitle
- In spite of position, each table must be titled, numbered one after the other and complete with heading
- All figure and table must be adequately complete that it could situate on its own, divide from text

Discussion:

The Discussion is expected the trickiest segment to write and describe. A lot of papers submitted for journal are discarded based on problems with the Discussion. There is no head of state for how long a argument should be. Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implication of the study. The purpose here is to offer an understanding of your results and hold up for all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of result should be visibly described. Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved with prospect, and let it drop at that.

- Make a decision if each premise is supported, discarded, or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."
- Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work
- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

- When you refer to information, differentiate data generated by your own studies from available information
- Submit to work done by specific persons (including you) in past tense.
- Submit to generally acknowledged facts and main beliefs in present tense.

Please carefully note down following rules and regulation before submitting your Research Paper to Global Journals Inc. (US):

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- The **major constraint** is that you must independently make all content, tables, graphs, and facts that are offered in the paper. You must write each part of the paper wholly on your own. The Peer-reviewers need to identify your own perceptive of the concepts in your own terms. NEVER extract straight from any foundation, and never rephrase someone else's analysis.

- Do not give permission to anyone else to "PROOFREAD" your manuscript.

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- To guard yourself and others from possible illegal use please do not permit anyone right to use to your paper and files.



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Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

Index

A

Apprentice · 6

D

Decadence · 5

E

Exuberance · 5

I

Idiosyncratic · 3
Immaculate · 10
Irreconcilable · 2

M

Maddening · 4

P

Pervade · 5
Plethora · 5
Psychosomatic · 3

R

Reckoning · 14

S

Sabotage · 15

T

Truancy · 1, 10, 12
Turpitude · 5





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