UNIVERSITY OF CAPE COAST

MEDIATING ROLE OF ORGANISATIONAL POLITICS PERCEPTION

ON LEADER-MEMBER EXCHANGE AND WORK WITHDRAWAL

BEHAVIOUR AMONG PUBLIC SENIOR HIGH SCHOOL TEACHERS

ESTHER TWEWA DJAN

2018

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BY

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Thesis submitted to the Department of Education and Psychology in the

Faculty of Educational Foundations of the College of Education Studies,

University of Cape Coast, in partial fulfilment of requirements for the award

of Master of Philosophy degree in Educational Psychology

JULY 2018

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and

that no part of it has been presented for another degree in this university or

elsewhere.

Candidate's Signature: ………….……   Date: ……………...….…

Name: …………………………………………………………………….

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were

supervised in accordance with the guidelines on supervision of thesis laid

down by the University of Cape Coast.

Principal Supervisor's Signature: …….………   Date: …………….……...

Name: ……………………………………………………………………

Co-Supervisor's Signature: ……………...…   Date: ……………...….…

Name: ……………………………………………………………………

ABSTRACT

The study sought to examine the mediating role of organisational politics perception on leader-member exchange and work withdrawal behaviour among teachers in public senior high schools in the Sunyani municipality. The Explanatory-Cross-sectional design with a sample size of 152 selected through the simple random sampling procedure, comprising 106 males and 46 females with an average age of 37 was used. Questionnaires were used and data was generally analysed using Pearson's Product Moment Correlation, Simple Linear Regression and Independent Samples t-test. Also Hayes (2013) process approach for testing mediation was employed. Analyses of results revealed that, leader-member exchange had a significant negative relationship with composite work withdrawal, turnover, absenteeism and presenteeism but a positive weak correlation with acquiescent silence. Again, leader-member exchange had significant negative relationship with organisational politics perception. Further, organisational politics perception had a significant positive correlation with work withdrawal. Also, tenure did not relate positively with organisational politics perception. Moreover, there was no gender difference in organisational politics perception and work withdrawal. Lastly, organisational politics perception did not mediate the effect of leader-member exchange on work withdrawal. Based on the findings it was recommended that, heads of schools should endeavour to fulfil teachers' expectations and ensure that there is equity in dealing with teachers if they want to portray fairness.

KEY WORDS

Ghana Education Service   (GES)

Leader-Member Exchange   (LMX)

Long tenure

Perception of Organisational Politics (POP)

Senior High School Teachers (SHS)

Short tenure

Work Withdrawal Behaviour (WW)

ACKNOWLEDGEMENTS

I would not have been able to complete this thesis without the assistance and encouragement of many people. Firstly, my profound appreciation goes to my supervisors Dr. Mark Amponsah and Kofi Krafona (PhD). Without their guidance, immense support, useful suggestions and encouragement I would not have been able to complete this research.

I am particularly thankful to the Department of Education and Psychology for facilitating the whole thesis process. Also it will be out of order not to mention Dr. Lebbaeus Asamani, Dr. Samuel Asiedu Owusu and Dr. Ferkah Listowel, all of UCC, for their unwavering support. I am thankful to the heads of the various schools who helped to facilitate the field work.

My heartfelt appreciation goes to Mr Robbert Oppong, Mr. Sampson Asumang, Mr. Augustine Aboagye, Mr. Awua Joshua, Miss Elizabeth Ghansah and all those who contributed immensely throughout the writing of this thesis. I am very grateful to you.

DEDICATION

To S. K Djan (Father)

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CHAPTER ONE

INTRODUCTION

It cannot be overemphasised that teachers are easily affected by the behaviour of their heads who have direct relationship with them. This effect is likely to have a direct corresponding effect on students who are generally the direct beneficiaries of teachers. Sowmya and Panchanatham (2012) observed that in the teaching profession, teachers are affected by the feelings of work place politics. This necessitated the need to study how their perception of politics affect their behaviour in schools. Moreover, the more distributed school leadership is to teachers, the better the performance of that school in terms of student outcomes (Silins & Mulford, 2002). This study sought to examine whether politics perception mediates the effect of leader member exchange and work withdrawal among SHS teachers.

Background to the Study

Over the years, the roles leaders play and relationships they develop with their subordinates have been measured as fundamental components of subordinates' work performance in various organizations (Yariv, 2009). It is an extremely difficult task for anyone to produce and maintain an imperative public school system in such a complex society without a committed and highly proficient teaching force or teachers working together for a continuous improvement of the schools (Fullan, 2003). In their study on principal-teacher interactions and how relationships shape attitudes, Price (2012) indicated that the satisfaction, cohesion,

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and commitment levels of teachers are highly influenced by the actions of the principals. Also, Ward (2010, p.84) postulates that for communities of practice teachers learn from what they experience within the group's relationship to enable them to put their felt-experience into practice. It cannot be overemphasised that teachers will reciprocate when they are being made to experience an unfair treatment and submit to power and authority and vice versa.

Leaders have an important effect on employees' attitudes and behaviours, both positive and negative employee outcomes (Agarwal, Datta, Blake-Beard & Bhargava, 2012). Studies have attributed the low level of performance to many factors comprising; poor teacher motivation, low level of job satisfaction, inadequate incentives, poor leadership and management, and the vertical decision-making procedure in the system (Akyeampong, 2010). World Bank (March, 2008) posits that the retention and the quality of education as well as the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership more than the abundance of available resources. Walsh (2005) lays more emphasis on school principals, saying that building and sustaining a positive relationship with teachers maximizes the potential for student outcome rather than purely principals' innate abilities, characteristics and behaviours. In South Africa, leadership training for secondary school heads was to improve quality of Education; concerted effort to improve school leadership is one of the most promising points of intervention to raise retention, the quality and efficiency of secondary education across Sub-Saharan Africa (Orodho, 2014).

Ironically, in Ghana principals and teachers are expected to work together, live in a genial relationship, have a mutual trust in each other, and share ideas together for the prime aim of accomplishing a common goal, however, most of these interactions tend to be cordial or strained (Annoh, p.109. as cited by Gyimah, 2013). The author (Annoh) further argues that to encourage a quality relationship in the school environment, heads should ensure: involving teachers in school administration, respecting teachers' ideas, opinions and decisions, communicating freely with the teacher, acting as a role model for teachers, and being fair and just to teachers. He acknowledges that embezzlement of school funds and illegal collection of monies can make or mar the relationship between heads and teachers. In Ghana the teacher who is considered to be playing a key role and as the most significant potential of change agent in the system of schooling, is always criticized, blamed and scorned by all and sundry, especially by the educational officials, academia, the press, and the general public at large for low and unsatisfactory students' achievement (Osei, 2006).

It cannot be denied that, most of such behaviours that are known to have led to poor performance of students may be credited to poor relationships between heads and teachers which stakeholders have ignored. Interpersonal working relationships are important because they are central to the well-being of the organisation. Thus, relationships in organisations, according to Trenholm and Jensen (2008), are a "jointly created worlds of shared meaning". Relationships are unavoidably present and significantly important in the sense that every activity that goes on in any organization and schools in this context, happens in the milieu of relationships. There are many types of

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workplace relationships or interpersonal relationships which include leader-member relationship, peer-co-worker relationship, workplace friendship, customer relationship, romantic relationships and so on (Sias, 2009). Each of these relationships have both negative and positive effects on the parties involved. Graen and Uhl-Bien (1995) posited that leadership as a concept is made up of the three domains; the leader, follower and the relationship between them (i.e. leader-member exchange). Consequently, when there is a deficit with any of these domains in senior high schools then the long term effect will be on students' academics.

Power distance refers to the extent that a subordinate or a less powerful member in an organization submits and accepts from his/her superior that power is reasonably distributed unequally in the relationship. Power distance, has led some leaders tend to exercise their authority over subordinates and might forgo their ideas even if their contribution could be relevant (Lian, Ferris & Brown, 2012; Casimir, Waldman, Bartram, & Yang 2006). When power distance seems to dominate in our schools, it is likely to put fear and apathy in teachers and they might feel relegated; they may therefore keep their contributions even if it would be relevant to the schools. Within the field of leadership, an approach that examines the quality of the relationship between a leader and a follower (Leader-member Exchange, LMX) has been popular (Yammarino, Dionne, Chun & Dansereau, 2005). According to LMX theory, leaders can develop special relationships, increased communication with different work group members whom they manage (Kraimer, Wayne & Jaworski, 2001). In this regard, high quality relationship is characterized by trust, liking, professional respect, and loyalty (Liden & Maslyn, 1998) and

members demonstrate behaviours that are desirable within a particular organizational context (Van Breukelen, Schyns & Le Blanc, 2006).

LMX theory is defined as the quality of relationship that is shared between the leader and the subordinates (Krumm, 2001). Members who focused on only the formal role responsibilities became out-group members and received little attention or opportunities from the leader. However, in-group members negotiated with the leader, obtained extra opportunities and benefits from the leader in a form of mutual trust, confidence, attention, opportunities, information, and support (Hackman & Johnson, 2009, p. 91; Northouse, 2007, p. 171). Sparrowe, Liden, Wayne and Kraimer, (2001) posits that a vigorous leader member relationship is strengthened by the fact that it encourages followers to demonstrate more positive behaviours and increase employee morale. In the period between 1985 and 2009, 83% of all LMX studies captured the employee perspective, thus, when LMX is measured from the perspective of members and leaders, correlations tend to be modest (Hiller, Dechurch, Murase & Dotty, 2011).

According to Jacobs (1970), two main terms cannot be overemphasized "supervision" and "leadership" in defining LMX theory. A leader keeping a "supervisory" (named later as out-group, or low quality exchange) relationship with a member adheres closely to the employment contract between the member and the organization. In the supervisory relationship, the leader/member exchange is limited to the contract and there is little need for social interaction between the leader and member. Under this condition, the leader is treating the member as "a hired hand" (Dienesch & Liden, 1986). In a "leadership" (named later as in-group, or high quality

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exchange) relationship, the leader goes beyond the work contract. In this relationship, the leader offers more job latitude, influence in decision making, and open and honest communication in exchange for enhanced performance and organizational citizenship behaviours.

Furthermore, Leithwood, Harris and Hopkins (2008) put forward seven strong claims about what constitutes successful school leadership, which are considered vital in educational institutions. These include focusing on teaching pupils, responding to situations, improving learning, develop leadership capacities and distributing tasks between staff. Past research has established the organizationally advantageous nature of higher quality of LMX to be positively related to a number of work outcomes, promotions (Ansari, Hung, & Aafaqi, 2007), organizational commitment and job satisfaction and job performance (Dulebohn, Bommer, Liden, Brouer, & Ferris, 2012; Ilies, Nahrgang & Morgeson, 2007).

Council on efficiency and equity in education and training (2006) recognize that "the quality of school leadership is one of the key factors in achieving high quality learning outcomes. Leaders have unique relationship with members within work groups due to varying quality of social exchanges between them (Allinson, Armstrong, & Hayes, 2001). Erdogan and Bauer (2010) showed that the effects of LMX differentiation on work attitudes, co-worker relations, and retention within the work group were contingent on the fairness climate that existed in the group such that, LMX differentiation had negative effects on outcomes only when fairness climate was low. There is a need for organizations to understand LMX and its role in the survival and fitness of business operations, which is to maximize organization success by

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establishing positive exchanges between leaders and their individual subordinates (Truckenbrodt, 2000). An exhaustive review of the field recently concluded that a cluster of six items tended to predominate in most studies: these were mutual support, trust, liking, latitude, attention and loyalty (Schriesheim, Neider, & Scandura, 1999). Knowing what constitutes a good relationship makes it easier to preserve and improve it. This relationship whether favourable or unfavourable will lead teachers to perceive fair or unfair treatment, thus perceive the working environment as either favourable or unfavourable.

Organizational politics are informal, unofficial, and sometimes behind-the-scenes efforts to sell ideas, influence an organization, increase power, or achieve other targeted objectives (Brandon & Seldman, 2004). Kacmar and Ferris (1991) have argued that the higher in an organization one perceives fairness in distribution processes and fairness in procedures, the less likely they view the organizational setting as political. Thus when the relationship between a leader and his subordinate are efficiently managed, thus fairness perceived, there will be less feeling of politics. Those who follow proper procedures often feel jealous and resentful because they perceive unfair distributions of the organization's resources, including rewards and recognition (Parker, Dipboye, & Jackson, 1995). The most common forms of employee work disengagement are withdrawal behaviours, which manifest as absenteeism, employee turnover, tardiness, and burnout (Timms, Brough, & Graham, 2012).

Statement of the Problem

An indirect activity such as school leadership would mostly produce influence on teaching and learning opportunities (Vidoni, Bezzina, Gatelli, & Grassetti, 2008). The quality of leadership matters in determining the motivation of teachers and the quality of their teaching as the teacher's performance directly affects student's performance (Sergiovanni, 2000). From this perspective, certain work environment factors cause negative emotions in the employee such as anger, guilt, or boredom, and these negative emotions in turn lead to counter productive work behaviours. According to Graen and Uhl-Bien (1995), leadership literature over the years has mostly focused on the leader's influence at the neglect of other domains such as the subordinates and the dyadic relationship that exists between the leader and the led; the issue has created confusion, disagreement and complexity in understanding what leadership really is.

Globally, employee withdrawal behaviours consume approximately 15% of an organization's payroll (Hicks, Faulk & Quirin, 2015). In Ghana, the public sector has the highest number of employees in the formal sector (Adei & Boachie-Danquah, 2003) and contributes so much to the economy of the country, it is important that studies of perceived organizational politics on employee commitment be done in the public sector and schools for that matter. The behaviours of teachers, who directly deal with students, are important to determine students' performance. The use of politics in an organization is quite common throughout the world and school is no exception (Downe, Cowell & Morgan, 2016). Cobbold (as cited in Sam, Effah & Osei-Owusu, 2014) postulated that, "policy makers and school leaders in Ghana

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encounter the challenge of retaining qualified teachers in schools to ensure quality teaching and learning for all students"

Past research has noted that when people are asked to report what constitutes unfair treatment, their responses have focused on interpersonal rather than structural factors (Valle & Perrewe, 2000). Most of the researches done in organizational politics have been in the private sector organizations (Vigoda & Kapun, 2005). Politics is an unavoidable aspect of modern organizations (Ferris, Frink, Galang, Zhou, Kacmar & Howard, 1996). According to Hochwarter, Kacmar, Perrewé and Johnson (2003), political environment at work can affect employees in different ways ranging from extremely beneficial to enormously harmful. A recent study informs that there is a problem of understanding the parameters within which heads/principals and teachers work and the process of achieving the demands of the educational principles; this has seriously portrayed the relationship between heads and teachers as a milieu of conflicts and counter accusations (MacBeath, Swaffield, Oduro, & Bosu, 2010). The head's status is affirmed and preserved by maintaining a distance from teachers, symbolically behind his or her office desk and by not being seen to socialize with staff" (MacBeath et al., 2010).

In addressing the popularity of withdrawal behaviours that results from head-teacher relationship, studies conducted focused on the production and service organisations other than senior high schools. These studies did not focus on the work withdrawal tendencies that may arise from the differences in the head-teacher relationship. For instance, a study by Milner, Katz, Fisher and Notrica (2007) focused on gender and the quality of the leader-member exchange: findings from a South African organisation while Gyimah (2013)

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focused his study on the relationship between heads and teachers in junior high schools in Ashanti Region. Thus, there is a limited study on leader-member exchange relationship in Ghanaian schools especially second cycle institutions.

Again none of such research has been conducted in the Sunyani municipality where the researcher seeks to conduct the research. Withdrawal behaviours constitute a significant expense for many organizations (Lobene & Meade 2013). The researcher therefore wishes to is to examine the mediating role of organisational politics perception on leader member exchange and work withdrawal behaviour among teachers in public senior high schools in the Sunyani municipality.

Purpose of the Study

The main purpose of the study is to examine to the mediating role of organisational politics perception on leader member exchange and work withdrawal behaviour among teachers in public senior high schools in the Sunyani municipality.

Research Objectives

Specifically, the study sought to:

1. Assess the relationship between leader member exchange and work withdrawal (turnover intentions, absenteeism, presenteeism and acquiescent silence).

2. Ascertain the relationship between of LMX and organisational politics perception.

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3. Assess the relationship between organisational politics perception and work withdrawal (turnover intentions, absenteeism, presenteeism and acquiescent silence).

4. Examine the relationship between tenure of teachers and organisational politics perception.

5. Assess gender difference in politics perception and work withdrawal

6. Assess the extent to which organisational politics perception mediates LMX and work withdrawal.

Research Hypotheses

The following hypotheses were formulated to guide the study.

H1: There is a significant negative relationship between leader member exchange and work withdrawal (turnover intentions, absenteeism, presenteeism and acquiescent silence).

H2: LMX has significant negative relationship on organizational politics perception.

H3: There is a significant positive relationship between organizational politics perception and work withdrawal (turnover intentions, absenteeism, presenteeism and acquiescent silence).

H4: There will be no significant relationship between tenure and politics perception

H5: There will be no gender difference in (a) politics perception and (b) Work Withdrawal

H6: There will be no mediation role of politics perception on the effect of LMX and Work withdrawal.

Significance of the Study

The study would be relevant for both theoretical and practical reasons. Theoretically, the study will contribute to existing literature on leader member relationship, thus, findings from this study will serve as a platform for other researchers to build on. Again the findings of the study will help provide measures to enhance the quality of leader member relationship in schools and to serve as a motivation for teachers' performance. The findings will bring to the fore how well teachers and heads perceive the dyadic relationship thus serving as relevance to supervisors and subordinates alike, hence enabling both parties to utilize effort to enhance the development of quality LMX relationship resulting in favourable outcome for individuals and schools as a whole. LMX theory is very clear that the initiation process may start with either the manager or the subordinate (Uhl-Bien, Graen, & Scandura, 2000).

The study will enable leaders of public schools of any level to be conscious of their leadership behaviour since they determine to a greater extent the behaviour employees are likely to portray. Based on the study, stakeholders of education will know the need to provide leadership training to heads of schools. This is because the behaviour of most headmasters is due to ignorance. Also, the behaviour of heads will be put on check since the study will bring to the fore leadership behaviours and how employees are likely to reciprocate the outcome of leader behaviour.

The study will raise the level of awareness of Educational psychologist who are much interested in students' achievement on how learning is influenced by teachers and heads behaviours and thus provide directions and advice to heads and teachers alike. Such advices as; heads to be aware of how

their negative treatment can negatively affect teachers' emotions which can in turn influence their output in the classroom. Likewise, teachers shall not project their emotional feelings but treat it differently from their classroom delivery.

Delimitations

There are other factors such as organisational ethics and work withdrawal, motivation and work withdrawal that could have been explored, however, for the purpose of this study the researcher examined the extent to which LMX predicts work withdrawal through perceptions of organisational politics. There are numerous dimensions of work withdrawal behaviours, the study specifically considered four; namely, turnover, absenteeism, presenteeism and lateness. The study was undertaken among teachers in five public senior high schools in the Sunyani municipality in the Brong Ahafo Region, namely, St James Seminary, Twene Amanfo, Notre Dame Girls, Odumase SHS and SDA SHS, thus these schools constitute the target population and the findings cannot be generalized beyond the said region.

Limitations

The use of questionnaire did not give the individual the opportunity to express their thoughts freely since it required an objective response. Again the study lacks geographical coverage since it focused on the five public school in the Sunyani Municipal. The experiences of employees in senior high schools in other regions may be different. Therefore, making the generalisation of the findings difficult.

Definition of Terms

Leader-member exchange (LMX): LMX refers to different quality (high/low) relationships among heads and teachers based on the assumption that, two teachers receive different treatment from a head. High quality relationship is characterised by additional responsibility, increased communication, promotion and challenging jobs and "never let the leader down" while the low quality relationship is characterised by higher levels of supervisory control, get normal everyday responsibilities and given less desired assignments.

Organisational politics perception (POP): POP refers to demonstration of networking in the school (organisation) to fulfil ones' selfish interest at the expense of others. Examples include back-stabbing, bypassing the chain of command to gain approval, lobbying, not sharing necessary information with other employees.

Work withdrawal behaviour: Work withdrawal behaviours are counterproductive behaviours that teachers exhibit on the basis their perception of unfairness in their schools. For the purpose of the study work withdrawal includes turnover intentions, absenteeism, presenteeism and acquiescent silence.

Turnover: The teacher's tendency of to leave the school as well as their intentions to leave the school at any given opportunity.

Absenteeism: This refers to the situation where the teacher fails to report to school for a day or more.

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Presenteeism: This refers to the situation where the teacher exists physically in the school but does not feel sound to functionally perform his duties as expected.

Acquiescent silence: This is the process where a teacher decides to withhold information though it will be beneficial for smooth running of the school.

Organization of the Study

The study was organized into five main chapters. The first chapter constitute the background to the study, the statement of the problem, purpose of the study, research hypothesis, delimitation as well as the significance of the study. Chapter two of the essay shall concentrate on the review of related literature pertinent to the study. The methods that will be employed by the researcher to obtain accurate information can be found in chapter three. The data analysis, discussions of results and findings would be contained in chapter four. Chapter Five discusses the findings of the research and their implications for future research and organizational practices.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter sought to review the existing literature on variables with respect to the concepts, theories, models and frameworks. The theoretical framework included social exchange theory and norm of reciprocity, leader member exchange theory and social learning theory. The concept politics and politics perception, work withdrawal, turnover, absenteeism, presenteeism, acquiescent silence were also discussed. Comprehensive literature was reviewed on four thematic areas: Leader member exchange (LMX) and work withdrawal (*turnover, absenteeism, presenteeism, silence*), LMX and politics perceptions, Politics perception and work withdrawal, the influence of socio-demographic data on politics perception and work withdrawal. Finally, a conceptual framework was proposed.

Theoretical Framework

Social Exchange Theory (SET) and Norm of Reciprocity

Organ's (1988) social exchange theory and the norm of reciprocity by Gouldner (1960), was employed as the theoretical frameworks for the study. According to Brandes, Dharwadkar and Wheatley (2004), SET focuses on two key forms of interactions that have frequently captured the attention of scholars: 1. Member's relationship with his/her leader or supervisor (LMX) and 2. The member's

relationship with the organization (Perceived organizational support, POS). Social exchange processes have been found to be vital in explaining the occurrence of important employee attitude and behaviour (Shore, Coyle-Shapiro, Chen & Tetrick, 2009). Human beings have an innate tendency to reciprocate, consequently, they tend to reward those who have done well and punish those who behaved badly towards them (Perugini, Gallucci, Presahi & Ercolani, 2003). These exchanges may be in a form of money, service, information, approval, respect or liking (Esienberger, Armeli, Rexwinkel, Lynch & Rhodes, 2001).

Social exchange implies an informal contract between an employee and an organization. It is therefore appropriate to consider social exchange theory and the norm of reciprocity for potential relationship between employees and heads and how it affects their intentions to leave the organisation based on their perception of unfairness. Offering a reward induces a receiver to reciprocate or do similar action or service to the donor. (Blau, 2009). He further explains that one good turn deserves another, and that anybody who, one way or the other, has been favoured by another feels grateful and indebted to the giver. The reciprocating effect of this favour fortifies the social exchange interaction or bond between the two parties.

"*A person who fails to reciprocate favours is accused of ingratitude. This very accusation indicates that reciprocation is expected, and it serves as a social sanction that discourages individuals from forgetting their obligation to associates. An apparent altruism pervades social life; people are anxious to benefit one another and to reciprocate for the benefits they receive*" (Blau, 2009, p.16).

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Blau (1964) describes social exchanges as interactions between two individuals in which one party does another a favour with the expectation of a favour in return, trusting that the other party will fulfil his or her part of the obligations. In line with the social exchange theory and the norm of reciprocity, that "fairness and trust are two important situational factors critical to social exchange" (Konovsky & Pugh, 1994). In this regard, if employees consider their leaders' behaviour as being fair, trusting and thus, quality, it is expected that they would reciprocate by staying in the organisation whiles giving of their best. A key assumption in the social exchange perspective is that the employer-employee or the leader-follower relationship is established on the trade (exchange) of effort and loyalty for benefits (such as pay, trust, fairness, support, recognition, promotion etc.).

SET represents "an influential paradigm in examination of any exchange relationship and posits that human relationships are formed by the use of a subjective cost-benefit analysis". The basic proposition is that people tend to repeat actions that were rewarded in the past, and the more often a particular behaviour has resulted in a reward the more likely it is that a person will implement it (Chernyak-Hai & Tziner, 2014). Therefore, when employees perceive that their leaders are treating them well, they are obligated to also reciprocate by engaging in positive behaviours towards the leader (Lavelle, Brockner, Konovsky, Price, Henley, Taneja & Vinekar, 2009) and the organization in general (Organ, 1988). More so, when the emotional expectations of the relationship between both parties are not met, employees tend to be dissatisfied and are likely to rather reciprocate negative behaviours towards the organization (Liden, Sparrowe, & Wayne, 1997).

An employee has one social exchange relationship with the organization and another social exchange relationship with his or her immediate supervisor (Masterson, Lewis, Goldman, & Taylor, 2000). Therefore, the behaviour of employers or immediate supervisors (who invariably represent their organisations) is very essential in the working relationship and work and occupational outcomes and very influential in this study. It is believed that from social exchange theory, an employee who perceives high LMX quality from superior and safety environment in organization may feel obligation to work with high performance (Spreitzer, Lam & Fritz 2010). Flint, Flint, Thorne and Boynton, (2013) claimed that relationships between staff and employers must exceed superficial interactions as successful long-term relationships depend greatly on positive Social Exchange behaviours such as trust and commitment. This presupposes that a deficit on Social Exchange behaviours will weaken the relationship between heads and teachers and lead to work withdrawal behaviours.

Positive social exchange occurs within organizations of mutual dependence, in which employer and employee are dependent on each other for valued outcomes (Mukherjee, Hanlon, Kedia & Srivastava, 2012). This theory is therefore fit to be used to study LMX in schools and how it leads teachers' withdrawal. When employees perceive the social exchange between themselves and their employers as fair, there is a decrease in absenteeism, tardiness, and increase in employee engagement, however, when they believe their employer treats them unfairly, or that SE is inequitable, there is an increase in withdrawal behaviours and employee disengagement (Paillé, Boiral & Chen, 2013). A relationship exists between increased social

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exchange and greater employee involvement in the form of increased commitment, decreased intentions to resign, and improved performance (Tuzun & Kalemci, 2012). Exchange theorists suggest that human interactions are characterized by social economics, where people are concerned about the inputs they invest in relationships and the outcomes they receive from these relationships (Homans, 1961).

One classic example of such a relationship would be that between employers and employees, where the most basic exchange is that of time and effort from employees in doing work in return for compensation from their employers. Social exchange theory suggests that when organisational politics do not favour an employee, in return to that unfavourable work environment he/she is likely to consider leaving his/her job (Gouldner, 1960). Foa and Foa (1975) noted that what may be exchanged in human interactions is not limited to money and material goods. Rather, social goods, such as information, respect and status, among others, may also be exchanged. Thus, the nature of the leader-member relationship that exists (whether perceived or actual) is crucial for the performance of the employment contract obligations.

Leader-Member Exchange Theory (LMX)

The study also employs leader member exchange (LMX) theory to explain the potential relationship between teachers' perceptions of leader member exchange relationship and their occupational outcomes (work withdrawal). LMX theory is a subset of social exchange theory, and describes how leaders develop different exchange relationships over time with various subordinates of the same group (Dansereau, Graen, & Haga, 1975). It is important to know that the assumption for the LMX theory is

based on the Social Exchange Theory (SET). LMX theory describes the dual relationship and the interactions between a leader and subordinate. Majority of leadership theories address the relationship between the leader and the subordinates as a group. LMX theory is a unique leadership technique because unlike traditional leadership theories, it focuses on the dyadic relationship and addresses the specific relationships between the leader and each subordinate (Northhouse, 2017).

Due to individual differences the leader cannot treat the two people equally, therefore perception of unfairness cannot be overemphasised. It is therefore imperative for the researcher to consider leader member exchange theory in how the exchange can lead to politics perception and work withdrawal behaviour of teachers. LMX theory was originally referred to as the Vertical Dyad Linkage (VDL). The main tenant of LMX theory is that, through different types of exchanges, leaders differentiate in the way they treat their followers leading to different quality relationships between the leader and each follower. It is therefore appropriate to consider LMX for potential relationship between employees' perception of politics in their relationship with their leaders and how it influences their work withdrawal (Dansereau, et al., 1975).

With notable exceptions, LMX theory has considered the exchanges between members to be essentially work-related. That is, they consist of work-related behaviours such as effort toward the job or favourable task assignments. However, in a recent review of the LMX literature, (Liden, Sparrowe & Wayne, (1997) noted that LMX is not based solely on the job-related elements emphasized in the LMX research of Graen and his

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colleagues (Graen & Uhl-Bien, 1995) but may also include socially related "currencies." In this vein, Liden and Maslyn (1998) argue that LMX is a partnership between supervisors and subordinates and proposed four dimensions of LMX relationships labelled contribution (e.g., performing work beyond what is specified in the job description), affect (e.g., friendship and liking), loyalty (e.g., devotion to one another), and professional respect (e.g., perception of the degree to which each member of the dyad has built a reputation within and/or outside the organization of excelling at his or her line of work), thus, Other LMX research has produced measures of these constructs and demonstrated validity of these dimensions (Liden & Maslyn, 1998).

According to Dockery and Steiner (1990), supervisors and subordinates focus on different currencies of exchange from their partners: Supervisors seek more work-related currencies, and subordinates seek more socially related currencies. By using the dimensions, a more work-related currency is contribution (e.g., performing work beyond what is specified in the job description), whereas the more social currencies would include affect (e.g., friendship and liking), loyalty (e.g., loyalty and mutual obligation), and professional respect (respect for professional capabilities), (Liden & Maslyn, 1998). In this regard it can be suggested that social currencies can serve as bait for achieving contribution. Therefore, it cannot be denied that much of the success in the performance of teachers is determined by the head.

The theory purports that leaders interact with their subordinates at varying levels depending on whether the subordinates are part of the "in-group" (high quality relationship) or "out-group" (low quality relationship).

Members in the "in group" are often characterized by higher levels of subordinates' satisfaction and performance (Anseel & Lievens, 2007), lower levels of subordinate stress (Harris & Kacmar, 2006), as well as subordinate absenteeism (Dierendonck, LeBlanc, & Breukelen, 2001). High quality LMX relationships have been shown to result in higher levels of subordinate satisfaction and performance (Varma & Stroh, 2001). It can therefore not be denied that the more employees perceive high quality relationship the more likely they are to be satisfied and stay in the organisation in contrast to low quality relationship.

Low-quality relationships, in contrast, appear to put subordinates at a relative disadvantage in terms of job benefits and career progress (Vecchio, 1997). In low-quality relationships, members receive less access to the supervisor, fewer resources, and more restricted information, potentially leading to dissatisfaction in the job, lower organizational commitment, employee turnover and higher levels of supervisory control and directives, lower levels of subordinates satisfaction, higher levels of subordinates turnover, less desired assignments (Varma & Stroh, 2001) and "order giving and following" relationships (Gagnon & Michael, 2004) akin to those of a contract where relationships are governed solely by the conditions for employment.

The theoretical foundation of LMX has been built around role and social exchange theories (Bhal, Gulati, & Ansari, 2009). Consistent with social exchange theory (Blau, 1964), which states that when a person provides something of value to another person it obligates the recipient to reciprocate, LMX theory states that when a party makes an initial effort to

develop the relationship (i.e., an "offer") this effort must be reciprocated through a series of exchanges. Blau noted, however, that such reciprocation is not always the case, such as when what is received is not valued or reciprocation is not possible. When no reciprocation happens repeatedly, the frequency of the valued offers diminishes. Because of this diminution, the key to effective relationship development according to social exchange and LMX perspectives is not necessarily who initiates the exchanges - LMX theory is very clear that this process may start with either the manager or the subordinate (Uhl-Bien et al., 2000) - but that there is initiation and reciprocation.

Social Learning Theory (SLT)

Bandura (1972) developed social learning theory (SLT) in 1963, asserting that individuals can acquire new patterns of behaviour through direct experiences or by observing others. The fundamental principle of SLT is that behaviour is a result of individual and situation and does not result from either dynamic alone (Hanna, Crittenden, & Crittenden, 2013). Bandura argued that the environment influences the individual, and the person influences the environment. Bandura utilized SLT to explain human behaviour in terms of continuous mutual interaction between cognitive, behavioural, and environmental influences (Bandura, 1972). Bandura studied the powers of observation and modelling, which are the fundamentals of SLT and asserted that Social learning is a process in which individuals observe the conduct of others and the consequences of that conduct, and consequently modify their own behaviour (O'Fallon & Butterfield, 2012).

There is a constant stream of information flowing verbally and nonverbally between co-workers. The work environment is a social organization where interpersonal learning occurs, and workplace absenteeism, tardiness, and turnover intention are learned behaviours (Islam, Lamb & Chambers, 2013). Social learning theorists emphasize that learning occurs within a social context; individuals learn from one another (Hanna et al., 2013). There are four stages in social learning theory namely; attention, retention, reproduction and motivation. Observation begins with attention and attention is influenced by such factors as expertise, status, characteristics of the learner among others. Proponents of SLT suggest that individuals are likely to pay attention to the actions of individuals and emulate behaviours from credible and desirable role models such as the leaders of an organization (Miller, Akbar & Morris, 2014).

Unexcused absenteeism is a form of withdrawal behaviour acquired through observation (Islam, Khan, Ahmad, & Ahmed, 2013). Scholars using SLT argue that employees learn withdrawal behaviours through the monitoring of co-workers and leaders (Miller, et al 2014). Researchers using SLT fortify the idea that leaders should become role models of suitable workplace behaviour (Ogunfowora, 2014). Moreover, through the strictures of SLT, employees learn acceptable social behaviours by discerning management's dealings with other employees under varying circumstances (O'Fallon & Butterfield, 2012). This theory is therefore useful to study teachers' perception of politics in their LMX relationships and how that influence their withdrawal behaviours. Moreover, Russo, Dosio, Sterl,

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Barbosa and Vogt (2013) emphasized that absenteeism is a form of deviant workplace behaviour learned through observation.

Social learning theoreticians posit that effective strategies to achieve reduced withdrawal behaviours includes (a) providing opportunities for leaders to observe the organization, (b) rewarding desired workplace behaviours such as reporting to work at the scheduled time, and (c) punishing inappropriate behaviours such as unexcused absenteeism (Resick, Hargis, Shao & Dust, 2013). Social learning theorizers argued that personnel could learn apposite and incongruous workplace social conduct via observing organizational leaders' response to the inappropriate behaviour of employees (Jordan, Brown, Treviño, & Finkelstein, 2013). Individuals learn withdrawal behaviours from peers and reciprocate those behaviours (O'Fallon & Butterfield, 2012; Ogunfowora, 2014). Social learning theory is therefore useful for this study.

The Concept Work Withdrawal Behaviour

Work withdrawal behaviours refers to behaviours that restrict the amount of time an employee works to less than what the organization expects of him or her which is motivated by a desire to escape or avoid an aversive situation (Spector, Thorgrimsen, Woods & Orrell, 2006). Withdrawal behaviours refer to a set of attitudes and behaviours used by employees when they stay at the job but for some reason decide to be less participative (Kaplan, Bradley, Lachman & Hayness:, 2009). Withdrawal behaviours are costly to organizations (Collins & Cartwright, 2012). The challenge with addressing withdrawal behaviours is that this is a global phenomenon adversely affecting a variety of enterprises across multiple cultures (Addae,

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Johns, & Boies, 2013). When employees perceive an atmosphere of fairness and friendliness there is the likelihood that they will not resort to withdrawal behaviours.

Withdrawal behaviours such as absenteeism, tardiness, departing work early, or turnover intentions hamper the daily operations of businesses (Ilies et al., 2007). Withdrawal behaviours adversely influence businesses and society by restricting amenities and commodities due to reduced services (Carpenter & Berry, 2017). Withdrawal behaviours, whether they are blatant or covert, are counterproductive to organizational effectiveness (Thornton, Esper, & Morris, 2013). Counterproductive behaviours (CWB) are a type of behavioural strain (negative emotions like anger, guilt, or boredom) caused by stressors in the work environment, such as interpersonal conflict, organizational injustice, or organizational constraints (Fox, Spector, & Miles, 2001). Withdrawal differs from the other dimensions of CWB in that it is motivated by a desire to escape or avoid an aversive situation, rather than do harm to the organization or its members (Spector et al, 2006).

The researchers, Mirsepasi, Memorzodeli, Alipour and Felzi (2012) grouped withdrawal behaviours in an organization into two categories, namely; physical and psychological withdrawal behaviours. Actions that allow the employee to physically escape from the work environment for a short or long term are referred to as physical withdrawal behaviours with examples as absenteeism, turnover, lateness, long breaks, early retirement. Actions that allow an employee to mentally withdraw from the work environment are psychological withdrawal behaviours (Fisher, 2004). Psychological withdrawal actually means that employees have essentially

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been lost even though they are occupying a chair in the work environment. Such behaviours include; thought of leaving the job, presesnteeism, employee silence, chatting with co-workers about non work matters, not participating in in-service trainings, seminars, and symposia. As a psychological withdrawal behaviour, the most common, according to the teachers, is expressing the intent to leave the school or profession at every opportunity (Mirsepasi, Memorzodeli, Alipour & Felzi, 2012).

The concept of organisational politics and politics perception

Work environments can also be accepted as social market places where individuals engage in transactional investments to secure favourable returns as tangible or intangible rewards (Rosen, Levy & Hall, 2006). Organisational politics are informal, unofficial, and sometimes behind-the-scenes efforts to sell ideas, influence an organization, increase power, or achieve other targeted objectives (Brandon & Seldman, 2004). Organisational politics is regarded as a critical factor affecting many organizations and this interferes with decision making, promotion and reward system in any organization (Vigoda-Gadot, 2003). Political behaviours in the working environment are actions which are aimed at achieving one's personal goals and are not officially approved by an organization (Poon, 2003).

Individuals may respond to their perception of reality and not necessarily to reality itself. Perceived reality has been found to be the most important factor in determining workers' attitudes and behaviour (Atinc, Darrat, Fuller, Bryan & Parker, 2010). Hence, politics in organizations should be understood in terms of the thought processes of individuals rather

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than what it actually represents (Vigoda, 2000). A person engaging political behaviours is said to be engaging in self-serving behaviour that is not sanctioned by the organization (Valle & Perrewe, 2000; Harris, James, & Boonthanom, 2005). According to Vigoda-Gadot (2003), perception of organizational politics could lead to some behavioural outcomes as less commitment or apathy, lateness and absenteeism.

Political behaviours can include going through improper channels to attain self-interest, back-stabbing, ingratiation, bypassing the chain of command to gain approval, lobbying higher-ups for better job assignments or promotion or not sharing necessary information with other employees. Perception involves the process where individuals make meaning of their environment by understanding and managing their sensory impressions. Individuals act in accordance with what they derive from these sensory impressions made. The perception of organizational politics represents the extent or degree to which an employee views the work environment as political and therefore unfair or unjust (Gull & Zaidi, 2012). Byrne (2005) concluded that the perception or organizational politics has negative work outcomes and is harmful for employees and organization. Therefore, when teachers perceive politics at school it is likely to affect teaching and learners will suffer the impact.

Turnover

Employee turnover is the rotation of workers around the labour market; between firms, jobs and occupations; and between the states of employment and unemployment (Abassi & Hollman, 2000). There are some factors that are impart beyond the control of management, such as the death

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or incapacity of a member of staff. Today, factors such as the need to provide care for children or aged relatives not be seen as involuntary turnover as both government regulation and company policies create the chance for such staff to come back to work, or to continue to work on a more flexible basis (Booth & Hamer, 2007). One of the most important predictors and an immediate precursor of employee turnover is "intention to leave" (Griffeth, Hom, & Gaertner, 2000).

Absenteeism

According to Pilbeamand and Corbridge (2002), absenteeism includes any occasion when an employee fails to report for work when contractually obliged to do so or when they fail to contact their employer as outlined in their sick absence procedure or sanctioned leave arrangements. According to Hourihan (1993) the Irish Management Institute (IM1) define absenteeism as time lost because of sickness or any other reason not excused through statutory entitle mentor conditions of employment. However, he also highlights that consideration must be given to the inclusion of variants such as voluntary or in voluntary absence – involuntary being when the employee is genuinely sick or unable to attend work and voluntary being when the opportunity and motivation to attend work no longer exists for whatever reason. The effects of absenteeism include lower morale of punctual employees, non-achievement of objectives, decreased productivity, adverse public perception and confidence.

Presenteeism

Presenteeism is behaviour in which individuals come to work although they are psychologically or physically unwell (Collins &

Cartwright, 2012). The term presenteeism was initially used for describing occurrences of employees to go to work ill or injured and performed below peak levels where employees are physically present in the organization although functionally absent (Heponiemi, Manderbacka, Vänskä, & Elovainio, 2013). Moreover, Moqbel, Nevo, and Kock (2013), used the term presenteeism to describe employees who engage in non-work related undertakings such as private business for a portion of the workday, making presenteeism similar to withdrawal behaviours and employee disengagement.

Acquiescent Silence

Although definitions vary, there is agreement that employee silence involves the intentional withholding of questions, ideas, concerns, information or opinions by employees concerning issues relating to their job and organization (Tangirala & Ramanujam, 2008). Research shows that employees' not remaining silent is possible only if they feel secure psychologically (Botero & Dyne, 2009). Employee Silence is of four types (Brinsfield, 2009; Dyne, Ang & Botero, 2003) namely; acquiescent, defensive, pro-social, protective silence. Acquiescent Silence is defined as withholding relevant ideas, information, or opinions, based on resignation. Acquiescent Silence could also include intentionally passive behaviour and withholding information based on a feeling of resignation and the sense that meaningful changes are beyond the capabilities of the group (Dyne, Ang & Botero, 2003). For the purpose of this study the researcher chose to focus only on Acquiescent Silence as a way of explaining employee silence among teachers.

Empirical Review

Comprehensive literature was reviewed under the following areas to guide the study.

1. Leader member exchange (LMX) and work withdrawal behaviours.

2. LMX and organizational politics perceptions

3. Politics perception and work withdrawal behaviours

4. The influence of socio-demographic factors on leader member exchange, politics perception and work withdrawal

5. Mediating role of politics perception and work withdrawal.

Leader Member Exchange (LMX) and Work Withdrawal

Leadership problems exist between leaders and their followers within the organizational environment (Dekker, 2012). The social exchange theory and the norms of reciprocity supports OCB in that, employees repay their organizations for favourable treatment by performing some discretionary acts in order for it to succeed. Hofmann, Morgeson and Gerras (2003) found that LMX quality was positively related to safety citizenship behaviours (such as being proactive about removing safety hazards) when safety climate in the organization is high. In other words, high LMX members tend to make evident behaviours that are desirable within that context. Thus when teachers perceive justice in their relationship with heads on the basis of perceiving fair treatment, they are likely to reciprocate by performing added on roles that are not part of their assigned duties thus, avoid work withdrawal.

Gyimah (2013) explored principal-teacher relationships in four Junior High schools in the Sekyere South District of Ashanti in Ghana. The aim of the study was to uncover the significance of developing and sustaining a

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high-quality relationship between principals and teachers and to enhance a leadership situation which seeks to involve all staff members as a collective responsibility process for effective leadership and performance. Semi-structured one-to-one interviews was used to collect data. The results revealed that a quality exchange relationship between principals and teachers has a significant influence on cooperation, commitment and performance to both principals and teachers. The results also showed that working together in a cordial relationship and in a more democratic environment brings long-lasting dividend for the school and the learners.

Le Ng, Choi and Soehod (2016) focused their study on the effects of servant leadership on employee's job withdrawal intention in Malaysia. In their study, variables were measured using Measures of Servant Leadership and Measures of Employee Withdrawal Intentions where they had 109 returned survey forms. They found a negative relationship between servant leadership and employee's job withdrawal intention. The researchers identified the characteristics of servant leadership include standing back, empowerment, ethics, humility and listening. Strom, Sears and Kelly (2013) linked leadership engagement to desired outcomes such as employee commitment, positive health outcomes, increased job performance, lower employee withdrawal behaviours, and increased job satisfaction. Also, Sparrowe et al. (2001) posits that a vigorous leader member relationship is strengthened by the fact that it encourages followers to demonstrate more positive behaviours and increase employee morale.

Steele and Plenty (2015) identified leader and subordinate communication as the most critical factor influencing employee withdrawal.

When there is a positive communication between heads and teachers, they will be free to air their views on issues concerning administration and in the long run reduce work withdrawal. To fully understand organizational leadership contributions to withdrawal behaviours, other investigators focused on leaders, scrutinizing such factors as abusive management practices (Loi, Lam, & Chan, 2012) and general measures of employee satisfaction with supervision (Biron & Bambeger, 2012). Leadership style is one such element that is directly within the control of leaders (Frooman, Mendelson & Murphy, 2012). This presupposes that the favourable leadership is vital to reduce withdrawal behaviours. The influence of LMX on four dimensions of work withdrawal (*turnover, absenteeism, presenteeism and silence*) are discussed below.

LMX and Turnover

Eyüpoğlu (2017) studied the relationship between leader member exchange and intention to leave among hotel employees. The study had two aims; one of which was to investigate the relationship between quality of leader member exchange and intention to leave with the mediating effect of organizational commitment with a sample of 108. The quantitative finding of the research showed a negative and significant relationship between leader member exchange and intention to leave.

Harris et al. (2005) in his study suggested a U-shaped curvilinear relationship between LMX and turnover intention that links both high and low quality of LMX would lead to turnover intention. This result simply replicated the latest study among 232 frontline workers and 88 supervisors employed in hospitality industry. The study asserted that turnover intention is

high when the quality of LMX is high and low level while the employees try to stay with the organization when the quality of LMX is at moderate level. Moderate quality LMX establishes a state of equilibrium which hinders the thought of leaving the organization as compared to subordinates in lower quality LMX, however they believe they do not have to work as hard as the high quality LMX.

To retain teachers and maintain their zeal it is ideal that the head endeavour to show appreciation for good work done by teachers, otherwise teachers will feel that their efforts are not recognized and therefore must be suppressed. Employees with high turnover intentions that stay with their organizations tend to be lower performing and engage in fewer organizational citizenship behaviours (Cropanzano, Rupp & Byrne, 2003).

LMX and Absenteeism

Employees miss work for a variety of reasons (Ilies et al., 2007). Many of the elements of absenteeism such as reduced employee attendance levels due to illnesses are uncontrollable. However, leadership style is one such element that is directly within the control of leaders (Frooman et al, 2012). It can therefore not be overemphasised that though the work environment may not be seen by teachers as conducive but if the leadership style of the head is appealing the work withdrawal issues can be controlled to some extent. A decline in teachers' job satisfaction leads to increased absenteeism and a high level of stress which is associated with a number of negative work outcomes (Conley & Woosley, 2000; McCormick & Ayres, 2009) and in many countries, even with leaving the profession (Zembylas & Papanastasiou, 2004).

According to Weiss (2002), job satisfaction could simply be taken to mean an employee's contentment with his/her job. Job satisfaction correlates negatively with increased absenteeism rate, labour turn over and poor morale (Luthans, 2001). A survey by Ejere (2010) entitled Absence from Work: A Study of Teacher Absenteeism in Selected Public Primary Schools in Uyo in Akwa Ibom State, Nigeria used 200 samples from 10 schools through a cluster sampling technique. The aim of the survey was to explore the relationships between absenteeism and job satisfaction, meaningfulness of work, and job stress respectively. The research results showed that significant relationships exist between absenteeism and job satisfaction, meaningfulness of work and job stress. The study therefore concludes that job satisfactions, meaningfulness of work and job stress are major determinants of teacher absenteeism in Nigerian public primary schools. Equilibrium between job assets and job requirements would affect an employee's propensity to be absent.

Particularly, if an employee feels that an organization requires a greater expenditure of emotional energy and personal resources than the institution offers the person in return, this could result in withdrawal behaviour in the form of absence in order to re-establish this social exchange inequity (Miles, Schaufeli & Bos, 2011). This means that when heads treat teachers as assets and make them satisfied with their job, they may be unlikely to resort to work withdrawal. Withdrawal behaviours such as absenteeism are a disruptive phenomenon, which increases the stress of the individuals who report to work at the correct time (Frick, Williams & Pittenger, 2013). With regards to the social learning theory, it cannot be

overemphasized that those who come to school early will learn from those who always absent themselves. Woods, Poole and Zibarras (2012) linked employee absence to a variety of predictors including personality attitudes such as commitment and satisfaction, past absence behaviour, and demographic factors such as gender and age. The greater communication contentment leads to a reduction in absenteeism. Employee satisfaction with employer communication increased the commitment of employees and decreased absenteeism (Dasgupta, Suar & Singh, 2012).

LMX and Presenteeism

Scuffham, Vecchio and Whiteford (2013) claimed that presenteeism could be costlier than absenteeism. Organizational researchers have sought to plot out personal and organizational contextual links of presenteeism, and have found presenteeism negatively related to employees' health, thus contributing to absenteeism (Astvik & Melin, 2013).

Lerner, Adler, Chang, Lapitsky, Hood, Perissinotto, and Rogers (2004) clearly identified depression as the "leading cause" of the social and economic burden of the "rising tide" of chronic health problems worldwide. They found that employees with depression had more new unemployment than those in the comparison groups, and among the still employed, significantly more job turnover, presenteeism, and absenteeism were attributed to those with depression. Presenteeism, similar to absenteeism and other withdrawal behaviours such as employee disengagement can cost businesses billions of dollars in lost productivity adversely affecting organizational sustainability (Malik, 2013).

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LMX and Acquiescent Silence

Research shows that employees' not remaining silent is possible only if they feel secure psychologically (Botero & Dyne, 2009). The employee needs to get this feeling from especially his/her immediate superior because the immediate superior-the employee is directly in his/her sphere of influence-has a greater influence on the emergence of silence (Perkins, 2014; Vakola & Bouradas, 2005). Confidence influences the frequency and the duration of the communication between employees and managers and among employees themselves, and thus it contributes to the improvement of relationships (Perkins, 2014; Gao, Janssen & Shi, 2011). When teachers perceive improved relationships in their schools, they will communicate freely on matters concerning the development of the school without fear thus eliminating silence.

A study by Alı (2014), revealed that, the reasons for silence are explained as being related to personal factors, the characteristics of the managers, the organizational climate and environmental factors. For example, with personal factors, apparently, a teacher may want to remain silent because he does not feel like talking about a particular issue not necessarily because of any external influence. Gyimah (2013) asserts that traditional behaviours like dictatorial decisions, strict supervision of the directorate of education and some principals negatively affected the principals' and teachers' work roles and exchange relationship, as well as teaching and learning, thus, creating fear, pressure and resentment in teachers, and prevent them from sharing innovative ideas and being committed to school activities.

According to social exchange theory, the high-quality leader-member exchange relationship means that the employees' risks in putting forward opinions and suggestions are less than earnings, hence encouraging the staff to express their views and reduce employees' silence behaviour (Detert & Burris, 2007). Bildik (2009), in his study revealed that, the reasons for silence are listed as follows: lack of confidence in managers, lack of experience, considering that speaking out is risky, fear of isolation and fear of harming relationships. Again, Pinder and Harlos (2001) argue that a climate of silence amongst employees is likely where speaking up is perceived to be futile or dangerous. These perceptions emanate from a management who act in a way that discourages communication from below so that where management is intolerant of difference, employees are consequently averse to voicing their concerns (Dutton Pauliny, Lopes, Elworthy, Carney, Rauch, & Kelsh, 2001).

Huang *and* Ingber (2005) have hinted at the determining influence of social context, arguing that cultures with large 'power distance' will have higher levels of employee silence. Morrison and Milliken (2000) principally target the role of top management. They noted that when managers do seek feedback, they will tend to approach those who are likely to share their perspective and who are, thus, unlikely to provide negative feedback. These practices and behaviours not only inhibit upward information flow, but they actually create a "self-fulfilling prophesy." If an organization's top-level managers believe that employees are self-interested and untrustworthy, they're likely to act in ways that implicitly and explicitly discourage upward communication which in turn results in employee silence.

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Leader Member Exchange and Politics Perceptions

A good leader-member relationship means smooth communication between the staff and superiors; thus, if the employees can obtain information on the job more clearly, the employee's perception of organizational political behaviour becomes lower (Whitford, 2002). When the employee feels the high-quality leader-member exchange, he/she will show higher trust to the leader and lower perception of organizational political behaviour (Hackett, Farh, Song & Lapierre, 2003). When heads fail to punish some teachers for committing an offense, other, through social learning, will perform such same act and would not expect managers to punish them. This is supported by Paillé et al. (2013) who postulate that lack of action by leaders can have an adverse effect on workplace morale, and productivity while encouraging withdrawal behaviours in employees.

Hsieh and Hsieh (2003) compared and analysed the relationship between employees' perceptions of organizational politics, organizational commitment, job performance, and organizational citizenship behaviour among 1,187 public and private enterprises made up of 384 publicly-owned business and 803 private enterprises. The study found out that supervisor's behaviour influences one's perceptions of politics the most. Furthermore, perceived organizational politics and organizational citizenship behaviour for public and private enterprise members had significant negative correlation. It also showed a significant negative relationship between perceived organizational politics and commitment among both public and private enterprises. However, the related degree reported in publicly-owned business was higher than the privately owned enterprises.

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Favouritism as the act of showing partiality in the work place toward a privileged individual or group can be harmful and counterproductive (Arnold 2013). According to Ramachander (2013), favouritism occur when the leader displays preferential treatment towards workers who they are socially connected with to the detriment of other workers and overall performance of the organization. Favouritism can be intentional or unintentional. However, whether intentional or unintentional, it is unlawful, de-motivating, lowers trust, discriminating and can lead to employee deviant behaviours such as employees disliking work, withholding of information, distrust, hatred, bitterness, rumours, jealousy and conflicts, backbiting and undue promotions to the favoured employee (Byars & Rue, 2000; Arnold, 2013).

Researchers can utilize SLT to articulate how learning takes place. People learn by association, and by modelling observed behaviour (Ogunfowora, 2014). Organisational political behaviours can be learned. Through the strictures of SLT, employees acquire acceptable and unacceptable social behaviours by discerning management's interactions with other employees under varying circumstances (O'Fallon & Butterfield, 2012). The existence of political skills significantly affected how the quality of LMX in the organization is highly perceived. Leaders with political skills are better able to understand others at work and use such knowledge to influence others to act in ways that enhance their personal or organizational objectives (Harris, Andrews & Kacmar, 2007). A school is a human institution and politics and favouritisms are inevitable therefore heads should endeavour to improve their political skills if productivity is to be increased.

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Organisational Politics Perception and Work Withdrawal

According to Vigoda-Gadot (2003) perception of organizational politics could lead to some behavioural outcomes as less commitment or apathy, lateness and absenteeism. Examining POP is important because it is ought to be conceived of as a subjective evaluation rather than an objective one and this is why POP affect individual's reactions (Aryee, Chen & Budhwar, 2004). Managers need to work to reduce hindrance stressors, such as organizational politics, hassles, and resource inadequacies. These stressors can lead to decreased job satisfaction and organizational commitment which can eventually lead to increases in withdrawal behaviours such as turnover (LePine, Erez, & Johnson, 2002). When teachers are depressed it will affect their overall output for the day which will interrupt teaching-learning and other school related activities. Hochwarter, et al., (2003) argued that staff perceptions of inequity can lead to resentment, and an increase in employee withdrawal. Findings from the study by Ladebo (2006) on the antecedence and consequences of perceived organizational politics among some 137 selected Nigeria's Agricultural Extension Persons indicated that indeed, employees who perceived greater politics in the workplace were more likely to have distress at work which will emphatically lead to work withdrawal.

Also, organizational deviant behaviour could arise as a result of breach of contract by the employer (Bolin & Heatherly, 2001), perceptions of maltreatment and abusive supervision (Chiu & Peng, 2008). Deviant behaviour among employees manifest in various dysfunctional and negative ways such as decline in productivity, tardiness or excessive absenteeism and favouritism (Hams & Ogbonna, 2006). Deviant behaviour therefore, is

disruptive and costly both financially and emotionally (Maufi, 2011) and as a reaction to frustrating working conditions (Lawrence & Robinson, 2007), employees withdraw physically and emotionally from the organization (Hollinger & Clark, 1982). The works of Jones (2009), and Onuoha and Ezeribe (2011) revealed that individuals who are unfairly treated are more likely to engage in deviant behaviours especially when they perceive a sense of entitlement associated with perceptions of unfairness.

A study by Sowmya and Panchanatham (2012) was conducted on the association between organizational politics and turnover intention of employees in educational institutions of Chennai, India. One of the aims of this study was to analyse the impact of gender on the intention of turnover among the teachers in the educational institutions. A total of 272 faculty members from engineering colleges in Chennai participated in this study. The results revealed that perception of organisational politics positively correlated (0.634) with turnover Intention The researchers concluded that despite the fact that the faculty belongs to the teaching profession, they too are affected by the feelings of work place politics. Hence, quality teachers in the school will resort to withdrawal behaviours such as turnover, absenteeism, presenteeism and acquiescent silence because of their perception of favouritism. The injustice that the employee feels (discrimination/favouritism), also increases his/her silence based on indifference (Whiteside & Barclay, 2013).

Another study by Afshardoust, Feizabadi, Zakizadeh and Abdolhoseyni (2013) on the relationship between organizational citizenship behaviour (OCB) and perceived organizational politics (POP) among the

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sport organization experts of Tehran Municipality sampled 172 experts with the Cochran Formula. Data was collected by the use of a survey questionnaire. Perceived Organizational Politic was measured by the Perception of Organizational Politics Scale (POPS) by Kacmar and Ferris (1991). They predicted that when employees perceived higher level of organizational politics within their organization, they were less likely to be involved in extra roles or other discretionary behaviours, thus, a significant negative relationship was found between one's perceived politics and their performance of organisational citizenship behaviours.

Abubakar, Chauhan, and Kura (2014) studied relationship between perceived organizational politics, organizational trust, human resource management practices and turnover intention among 175 Nigerian nurses. The findings revealed that perception of organizational politics was significantly and positively associations with turnover intentions. Social exchange theory has often been used in research on organizational behaviour to explain the relationship between employees' perceptions and behavioural reactions (Robinson & Rousseau, 1994). This theory proposes that the parties in any given relationship seek balance and fairness in it. Employees who feel they have been mistreated by the organization are likely to intensify their negative perceptions of it and may look for ways to retrieve the benefits they feel entitled to, in order to protect themselves from future mistreatment (Turnley, Bolino, Lester & Bloodgood, 2004).

Also, Vigoda (2000) examined the relationship between perception of organizational politics, job attitudes, and work outcomes among 303 public sector employees in Israel. The study established a significant positive

relationship between perception of organizational politics and intentions of exit. Employees may exhibit attitudes like absenteeism or lack of commitment in organizations where they perceive a highly political environment and thus unfair or unjust, thus they are likely to behave in ways that could be detrimental or costly to the organization. Covington and Mueller (2001) argue that perception of organizational politics are part of organizational inputs into the social exchange to which teachers react, when teachers do not feel at ease with the treatment others receive at their detriment, they may react by lateness, or absence, or even intent to leave. Teachers are likely to be intrinsically motivated if they believe they can be effective agents in achieving procedural justice and if they have goals such as caring for students or colleagues. Kacmar, Bozeman, Carlson & Anthony (1999) revealed in their study that there was a strong positive relationship between POP and turnover intentions and a negative relationship between POP and job satisfaction.

Organizational political behaviour can have a direct impact on organizational silence to a certain degree; moreover, it can also influence organizational silence from three aspects: individual employee, organizational member relationship and organizational culture. From the individual point of view, the perception of organizational politics can trigger the employee's anxiety and withdrawal behaviour at work and enhance the employees' awareness of self-protection, which finally leads to the defensive silence; on the other hand, as it can reduce employees' care for the organization through affecting employees' satisfaction and enhance the staff's non-action motivation, it causes the acquiescent silence (Dyne, Ang &

Botero, 2003). For example, teachers may keep quiet on issues of concern to their school thus withholding information that might have been beneficial to the school.

Gallagher and Laird (2008) defined perceived organizational politics as an individual's view which is normally characterized by colleagues and supervisors demonstrating behaviours that are self-serving. The researchers further argued that the higher the perception of politics in the eyes of an employee, the lower they perceived justice and fairness within the organization. Apparently, perception of injustice and unfairness will lead employees to resort to work withdrawal. Vigoda-Gadot and Kapun (2005) found significant positive relationship between perceived organizational politics and turnover intentions and absenteeism and significant negative relationship with negligence and decreased performance.

The Influence of Socio-Demographic Factors on Leader Member Exchange, Politics Perception and Work Withdrawal

Attributes such as Gender and tenure of employees can influence individuals and their perception of politics in the organization (Witt, Kacmar, Carlson & Zivnuska, 2002). According to Goodman, Evans and Carson (2011), different individuals may perceive politics differently depending on their orientations and experiences. Individuals who have worked in the organisation for a long period have acquired skills and networks over a long time (high tenure) as a result of staying with the organization, they are less likely to perceive organizational politics or perceive the organization as less supportive (Harris et al., 2007).

A study by Sowmya and Panchanatham (2012) was conducted on the association between organizational politics and turnover intention of employees in educational institutions of Chennai, India. One of the aims of this study was to analyse the impact of gender on the intention of turnover among the teachers in the educational institutions. A total of 272 faculty members from engineering colleges in Chennai participated in this study. The researchers concluded that despite the fact that the faculty belongs to the teaching profession, they too are affected by the feelings of work place politics. Female employees perceived lesser turnover intention in the educational institutions than male employees.

Shapira-Lishchinsky (2012) studied teachers' withdrawal behaviours: Integrating theory and findings. The aim was to investigate the relationships between different dimensions of organizational ethics and different withdrawal symptoms – lateness, absence, and intent to leave work. The sample was 1016 teachers from 35 schools in Israel. The findings revealed that women teachers exhibit more absence and less intent to leave than men. Teachers with high seniority (long tenure) at their school prefer to respond with absence and a reduced intent to leave, and as the teacher's age rises, the lower are lateness and absence frequency. Ferris, Ertem, and Agarwal (1989) found further that women perceived more politics in their work place as compared to their male counterparts and were more impacted by organizational politics than men.

In a study by Bodla, Danish and Nawaz (2012), subjects were asked to provide information on how they perceived their work environment. The result of the study showed that perceptions of organizational politics differ

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significantly for males and females. Women perceived a higher level of politics in their workplace and thus reported higher levels of stress, lower levels of job satisfaction, organizational commitment and job involvement than did male employees who perceived a low level of organizational politics. Moreover, Drory and Beaty (1991) added that men tend to see politics as normal practice in the work environment for success and therefore may not impact on them much. Studies in the healthcare industry indicate that age, tenure, job satisfaction, organisational commitment, perceived job possibilities and supervisors' behaviour are the reasons of quitting (Hayes, O'Brien-Pallas, Duffied, Shamian, Buchan, Hughes, Spence Laschinger, North, & Stone, 2006).

Studies indicate that socio-demographic factors such as gender, school seniority, and age affect withdrawal behaviours among teachers. For example, it was found that women tend to be absent more than men for demographic and occupational reasons (Hammer, Kayser, & Keller, 2003). Gender and marital status generally doesn't relate to turnover, however married employees seem to be more satisfied than their unmarried employees, they generally get more support and feel less stress. Having children at home leads to higher turnover, especially for women that women had higher turnover intentions than men. (Barak, Goldreich, Impagliazzo, Rudich, Sahai, Vadhan, & Yang, 2001). The societal expectation is that women will be more concerned about their family than their career and that family concerns will be given higher priority among women than men (Boyar, Maertz & Pearson, 2005) for example when children are sick women will have to be home and take care of them. Regarding intent to leave, the

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difference in career perceptions reveals that many females choose teaching primarily because its working conditions (e.g. working hours and holidays that match their children's schedules) may better suit traditional female roles (Cushman, 2005). By contrast, men may choose the teaching profession as a means of social mobility (Ladebo, 2006), therefore increasing men's intent to leave work.

Another explanation for females' lower intent to leave derives from the similarity-attraction theory, which suggests that individuals are attracted to and prefer to interact with similar others (Kim, O'Neill, & Cho, 2010), thus, women working with other women may be more satisfied and committed to their jobs (Elvira & Cohen, 2001). Israel Central Bureau of Statistics (2000) opined that female teachers outweigh males in the school systems, female teachers may be less likely to leave their schools (Schleicher, 2006). Furthermore, studies showed that years of service (seniority) affect absence and intent to leave. At an advanced stage of the teaching career, high seniority implies tenure, which makes it harder to fire employees. This may explain why higher seniority was correlated with higher voluntary absence (Ingersoll, 2001). High seniority implies the accumulation of organization-specific work experience and eligibility for financial benefits. Hence, the higher the seniority, the lower the intent to leave (Lachman & Diamant, 1987).

Valle and Perrewe (2000) have suggested that employees who have been with the organization for a longer time over time get familiar with the negative organizational environment and politics within and therefore have the ability to operate within such environment. Thus, they tend to perceive

less of politics than those with lower tenure. Stewart, Bing, Gruy and Helford (2007) sampled 553 participants made up of 285 women and 268 males in the Midwestern United States to investigate gender difference in their psychological climate perceptions. Based on a mail survey, data was collected from participants reporting how employees perceived their work environment. Results revealed however that there was no significant difference in terms of how males and females viewed their organizational climate. They explain that when employees perceive that the organization supports them and values their contribution, it translates into employee friendly working conditions and in such an environment, a majority of the employees will tend to put in good performances irrespective of their gender.

Mediating Role of Politics Perception

Liang and Wang (2016) studied organizational silence in state-owned enterprises: intermediary role of the perceptions of organizational politics. Results show that the leader-member exchange has significant negative correlation with organizational silence and that the leader-member exchange has significant negative correlation with perception of organizational politics. In addition, the perception of organizational politics partially plays an intermediary role in the formation mechanism of organizational silence.

Also in a study by Bodla, Danish and Nawaz, (2012) on mediating role of perceived organizational politics in relating job characteristics to morale of employees. The aim of the study was to investigate the mediating role of organizational politics between the job characteristics and morale of the employees. The data was collected through self-administered questionnaires from part time executives' students of multitude of Pakistani

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industries selected purposively for the study. The sample comprised of 577 respondents. The mediation test using structural equation modelling to analyse the fitness of casual relationship, the results reveal that, intervening effects of organizational politics are prominent in relating job characteristics with morale.

Their findings revealed that, perceptions of organisational politics partially mediate relationship between job characteristics and morale. Muneer, Tufail and Sabir (2017) studied mediating effect of perception of organizational politics scale on job congruence and in-role performance. The objective of this paper was to analyse the environment of internal politics that plays a crucial role in setting organization objectives and task accomplishment. The purposive sampling was used to select different university faculties. 200 structured questionnaires were distributed. They found out that Perception of Organizational Politics mediates the relationship between job congruence and In-role performance.

Conceptual framework

Figure 1 shows the pictorial depiction of the conceptual framework that formed the basis for the study. The picture below shows the direct relationship between LMX and work withdrawal. The arrows connected to the bottom shows whether organisational politics perception plays a role in the influence of LMX on work withdrawal, thus an indirect effect.
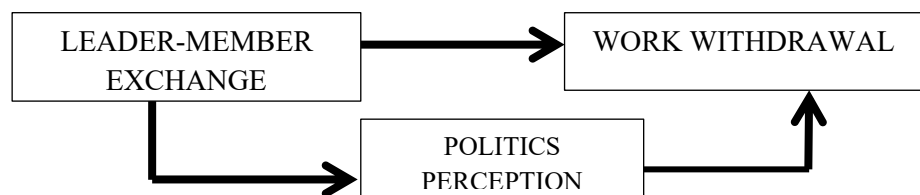
Figure 1- *A conceptual framework for the influence of Leader member exchange on work withdrawal behaviour: mediating role of organisational politics perception.*

Chapter Summary

This chapter showed three theories that was used in the study namely; LMX and norm of reciprocity, social exchange theory and social learning theory. It also showed that acknowledging staff good work done and enhancing cordial relationship among staff results in reduction in absenteeism and resignation. It also pointed out that employees will be willing to put forward their opinions if the LMX relationship is high. It also showed that when employees view the organisational setting as political, they may resort to turnover intentions. Notwithstanding the numerous points raised in the literature, most of the studies were done in production organisations and the health sectors. Studies were focused on the mediating role of politics perception on LMX and different variables other than work withdrawal. It therefore made it worthy for the present study to be focused on staffs from senior high schools in the Sunyani Municipality. The aim of the present study was to examine the mediating role of organisational politics perception on leader member exchange and work withdrawal behaviour among teachers in public senior high schools in the Sunyani municipality.

CHAPTER THREE

RESEARCH METHODS

Introduction

The aim of this study was to examine the mediating role of organisational politics perception on leader member exchange and work withdrawal behaviour among public teachers in the Sunyani municipality. This studies covered key areas that were used in conducting the study such as research design, Study Area, research population, sampling procedure, data Collection instruments, data collection procedures, and data processing and analysis.

Research Design

A research design refers to the plan the researcher uses to generate answers to the questions posed in the study (Orodho, 2004). It elaborates on the time frame, data collection, implementation and number of groups involved in a research (Edmonds & Kennedy, 2012). An Explanatory cross-sectional survey design was employed, to find out some information from a cross-section of teachers. The design is linked to quantitative research of the positivist philosophical assumption about social reality. With the cross-sectional design, data is collected from "cross-section" of respondents at a point in time and allow generalisation of findings of the study to the entire population (Babbie, 1990). Referring to their study, on how to design and evaluate research in education, the findings of Fraenkel and Wallen (2000), revealed that obtaining answers from a large group of people to a set of

carefully designed and administered questions, lies at the heart of cross sectional design.

Specifically, the Explanatory cross-sectional design was selected for the study due to the researcher's intention to test hypothesis. According to Kuranchie, (2016) posited that an explanatory cross sectional design is characterised by hypothesis testing that shows the nature and direction of the relationship between the variables being studied. The study employed the quantitative approach because using standardized measures, quantitative method allows for testing of several hypotheses (Bhattacherjee, 2012). According to Eldabi, Irani, Paul and Love (2002) quantitative approach is a logical and linear structure in which hypothesis take the form of expectations about likely causal links between the constituent variables stated in the hypotheses, therefore leading to the rejection or acceptance of the theoretical proposition.

The researcher also employed the cross-sectional research design because it allows for collecting original data, at one point in time where findings would be generalised from a smaller selected group to a larger group (Devetak, Glažar & Vogrinc, 2010). The choice of this study design was due to the fact that it enables the researcher make generalizations about the entire population. The design was chosen because it is a valuable tool for accessing opinions and trends even on a small scale and also used due to low cost and easy accessible information (Shuttleworth, 2008). This design was therefore deemed to be the most appropriate for this study. questionnaires are good measures of obtaining objective opinions meanwhile self-reported questionnaires has associated risks of social desirability bias (participants

report what they think the researcher wants to hear) and mono methods bias (participants are more concerned with being consistent than accurate in their answers).

Study Area

The research was located in the Sunyani Municipality in the Brong Ahafo Region of Ghana. Sunyani, the capital town of the Brong Ahafo Region has two main sub divisions namely; Sunyani Municipal and Sunyani West. The researcher chose to conduct her study at the Sunyani Municipal which has five public senior high schools, one single sex and four mixed. The choice of the study area was informed by unsubstantiated personal and vicarious experiences of the researcher, the teachers, heads and other officials in the Ghana Education Service (GES) in the Region. The researcher's personal interaction with these officials coupled with the teachers' attendance register revealed that indeed some teachers engage in absenteeism and other withdrawal behaviours. The statistics received from the GES indicated that the teachers in the municipal engage in a variety of withdrawal behaviours (GES, 2017). The first quarterly report (2017) from the Municipal Office indicated a number of resignation letters and transfers letters from teachers. Upon the researcher's interaction with some of the teachers on their reasons for transfer, they revealed that one of their main reasons for transfer, and not necessarily outright termination of appointment, was attributable to their quest for a better administration in terms of the heads. Although the Sunyani Municipal has the best performing school generally, in the region, there is still a reduction in academic performance of individual students in the other schools of which the

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cause may be attributable to teachers' behaviours. The study was confined to only the public schools in the municipal.

Population

According to Bell, Bryman, and Harley (2018), a study population refers to the entire universe of units, which will make up the sample for the research. The target population was all the public Senior High School teachers in the Sunyani Municipality amounting to 247 teachers (Municipal Education Office data, 2017). The accessible population was all 247 teachers from the 5 schools. namely; St James Seminary, SUSSEC, Sunyani technical and SDA and Twene Amanfo senior high because they happen to be the only five public schools in the Sunyani municipality. Teachers from public senior high schools were used because of their capacity as public school teachers who have worked in their schools for one year or more since they have had enough experience with their heads. The study considered both male and female teachers who are either old (high tenure) and new (low+ tenure) teachers.

Sampling Procedure

Orodho (2014) asserts that in any education and social sciences studies, the sample should be selected in such a way that one is assured that such sub-groups in the population will be represented in the sample in proportion to the numbers of the population itself. A research sample is expected to mirror the population from which it comes (Trochim, 2005). The sample size of 152 was selected for the study based on the sample size determination by Krejcie and Morgan (1970). Majority (69.7%) of the respondents were males while the remaining 30.3% were females. Also 77.6% were within the ages 24-40 representing the younger age while older age

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ranges from 41-58 covering a percentage of 22.4%, thus majority of respondents were youthful. Also 53,9% of the respondents had low tenure, meaning they have stayed in the school for 1-5 years, while 6years and above represented high tenure with a low percentage of 46.1%.

Due to the variations in the number of teachers in the various schools, the researcher used the proportional sampling procedure to determine the number of teachers to be selected from each school. This was done by dividing the total number of teachers in each school by the accessible population multiplied by the selected sample size. For a population of 247 employees a sample size of 152 was required. In order to gain a representative sample of the required number of teachers in each school, the researcher also employed the simple random sampling technique, specifically the lottery method where the sample frame was obtained from the school administration containing the list of all teachers from the respective schools. The list was numbered and put into five separate containers bearing the names of the five schools. The numbers were picked from the container randomly and such names were registered in the sample frame corresponding to numbers. This process of drawing and recording names continued till the required numbers were reached.

According to Hair, Celsi, Ortinau, and Bush (2008), simple random probability sampling is easy to understand and the surveys data results can be generalized to the defined population with the pre specified margin of error ,it allows the researcher to gain unbiased estimates of the population's characteristics and it guarantees that every sampling unit of the population has an equal chance of being chosen, no matter the actual size of the sample,

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resulting in a valid representation of the defined target population. However, all questions were well answered and obtained an accurate return rate of 100%.

Table 1 shows the sample calculations for the schools using the proportional sampling method.

Table 1- *Population Distribution of Schools and Respondents for Each*

Name of school	Population	Males	females	Sample calculation	Sample size
St James	51`	51	-	(51/247)152	31
Twene Amanfo	59	45	14	(59/247)152	36
Sunyani Technical	38	30	08	(38/247)152	23
Sussec	64	49	15	(64/247)152	40
SDA	35	25	10	(35/247)152	22

Source: Field work (2018)

Data Collection Instruments

Questionnaires were used to gather data for the study. This is because questionnaires allow for richer feedback that may provide insight into explanations for what is happening and participants' opinions, attitudes, feelings, perceptions etc. Close-ended questions were adapted for the study. This is because they are quick to compile and straight forward to code, and do not discriminate unduly on the basis of how articulate the respondents are (Cohen, Manion & Morrison, 2004). However, questionnaires could be interpreted differently by respondents. The questionnaires will be analysed using descriptive (section A) and inferential statistics (section B).

Section A constituted the demographic data. It exhibited certain respondents' characteristics such as gender, age and tenure.

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Section B constituted the leader-member exchange scale by Liden and Maslyn (1998) with 12 items. The respondents' responses to these questions will show the quality of relationship they have with their heads. These items were rated on a four point Likert scale ranging from '1 strongly disagree' to '4 strongly agree'.

Section C constituted the politics perception scale proposed by Kacmar and Carlson (1997) which had 15 items. The responses of respondents will show the extent to which they perceive fairness or unfairness in their school. These items were rated on a four point Likert scale ranging from '1 strongly disagree' to '4 strongly agree'.

Finally, Section D also constituted the work withdrawal scale. Five different scales were combined to measure work withdrawal, namely; the six items work withdrawal scale by Hanisch and Hulin (1990), the four items turnover intentions scale by Seashore et al 1982), the six items Rejika absenteeism scale, the six items Stanford presenteeism scale, and the three items acquiescent silence (Van Dyne et al, 2003). All the scales were rated on a four point Likert scale ranging from one (strongly disagree) to four (strongly agree).

Leader Member Exchange (LMX) Scale

For the purpose of measuring the leader member exchange (LMX) relationship, this study adopted the 12 items leader-member exchange multidimensional (LMX-MDM) scale proposed by Liden and Maslyn (1998) to evaluate the quality of LMX relationship at work. The 12 items were distributed as three items under each dimension (Affect, loyalty, contributions and professional respect) with examples respectively stated; my supervisor is

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the kind of person one would like to have as a friend, I do not mind working hardest for my supervisor. The questionnaire is rated on a 4-point type Likert scale ranging from one (strongly disagree) to four (strongly agree). Maslyn and Uhl-Bien (2001) had a reliability coefficient of 92. The reliability for the current study was .77 with the scores ranging from 1 strongly disagree to 4 strongly agree.

Perception of Organisational Politics Scale (POPS)

To measure the Organizational Politics Perception among participants a 15item scale developed by Kacmar and Carlson (1997) was adapted. The scale measures the extent to which individuals perceive their work environment as unfair. At least three dimensions are measured in the POPS scale (Kacmar & Carlson, 1997) labelled as: *general political behaviour*, *go along to get ahead*, and *pay and promotions*. The *co-workers' "political behaviour" involves* behaviours exhibited by co-workers aiming at maximizing individual self-interest even at the expense of others for instance, backstabbing and subunits' power building exercises, activities of interest groups (Ferris et al., 1989). "G*oing along to get ahead"* represents the tactics individuals use to achieve their aims such as ingratiating one by agreeing with those in power. "*Pay and promotions"* refer to the extent that politics influence human resources functions such as the reward practices and organizational decision-making processes (Ferris et al., 1989). The scale has been found to have a reliability level of 0.87. The items are rated on a four point Likert scale which ranges from 1 (strongly disagree) to 4 (strongly agree). An example of such item was 1) "In this organization, it is unclear what extension personnel must go in order to be rewarded", "People in this

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organization attempt to build themselves by tearing others down" and "There are a lot of uncertainties in this organization".

Work withdrawal scale

Work withdrawal is defined as the neglecting of work-related responsibilities. Different scales were combined to measure work withdrawal. In all a total of 25 items were adapted to measure work withdrawal, however, the three items on acquiescent silence (i.e. 23-25) were adopted. These included the six items Work Withdrawal Scale by Hanisch and Hulin (1990) which assessed the frequency with which individuals shun work-related tasks (e.g. "being late for work" or "thought about quitting because of work related issues"?). The Cronbach's α for the summed total score was .71.

Also the four items of turnover intention scale (Seashore et al., 1982) were used to measure the turnover intention among employees. A sample item was: "You will not give up this company easily". The Cronbach's α of four items scale was .747.

The six items Rijeka Absenteeism Scale (RAS-6) as used by Lalie and Hromin (2012) was employed for the study. The scale gives the answer to the question whether one is on-sick leave because of illness, work injury and what is the worker's attitude to sickness absence, i.e. whether he will use it if it is not necessary, whether he will use it longer than necessary, in other words what is his attitude towards sickness absence. Sample items include: I take sick – leave only if it is related to work injury, though it is not necessary and I am often injured at work. The scale has a reliability of .85.

The Stanford Presenteeism Scale (SPS-6) as used by Lalie and Hromin (2012) was employed for the study. This scale aimed to test for the

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characteristic of presenteeism as intrinsic capacity for performing while distracted. Pelletier and Koopman (2003) assert that the instrument consisted of six items measuring workers' perceptions of their ability to overcome the distraction of physical and/or psychological problems in order to handle job stress, complete tasks, achieve goals and maintain sufficient focus and energy levels. For the purpose of the study, the researcher changed the "health problem" in the original scale to "perceive unfairness" in the current study. Sample items are "because I perceive unfairness in my school, I was able to finish my lesson and other tasks my work required", "even though I perceive unfairness in my school I was able to finish my lesson and other tasks my work required". Beaton, Tang, and Gignac (2010) reported a reliability of .71. The current study presented a reliability of .58.

Finally, the first three items of the Four Forms of Employee Silence Scale with 12 items was also employed to measure organizational silence. The scale has four subscales namely "acquiescent, quiescent, prosocial and opportunistic silence" (Van Dyne et al, 2003). Acquiescent Silence is defined as withholding relevant ideas, information, or opinions, based on resignation. For the purpose of this study the researcher used the first three items which measures Acquiescent silence to measure the extent of silence among teachers. Sample items include; "I remain silent at work because I will not find a sympathetic ear, anyway", I remain silent because my superior is not open to proposals, concerns, or the like. The original and the present study's α for the three items was .82.

Validity

Validity refers to the extent to which a measure truly reflects the idea under study (accuracy of measurement). It is the extent to which the content of a measuring instrument sufficiently represents all items under study. This is achieved through judgement or panel evaluation (Piesie-Anto, 2012). Experts of the field and a pilot study would help to confirm the validity of the study. The pre-test was carried out on 27th march, 2018 with 40 respondents from Chiraa Senior High School in Sunyani West because they are a homogeneous group with similar characteristics and as well differ in the variables in the study just as the target population. The probability of .73, indicated the pre-test was reliable for the study.

Pallant (2007) asserted that, a pre-test is required in advance of the main survey because it ensures that instructions, questions and scale items are clear and that potential respondents will be able to understand the questions and respond appropriately, it also help the researcher to identify and eliminate any question that may offend potential respondents. Before the pre-test, the questions were given to the supervisors to be cross-checked for consistency, relevance, clarity, ambiguity and suggestions to ascertain validity and reliability of the instruments based on the research objectives.

Based on the supervisors' comments and constructive criticisms refinements were made where necessary. The pre-test too revealed some weakness in the instruments. Some of the questions were left unanswered because they were not clear to the respondents while many others who answered called the researcher for explanations before they answered them. This weakness compelled the researcher to review the instrument and it was

retested. Results on the second attempt showed that respondents understood most of the questions and had little or no challenge completing the questionnaire. The questions were answered satisfactorily and were found to be suitable for the study.

Reliability

Reliability refers to consistency and exactness with which some trait is measured. It is necessary to pre-test research instruments to ensure reliability and according to Bland and Altman (1997) an alpha score closer to 1 indicates more correlation between items and 0.7 or 0.8 is sufficient for most social science applications. Studies have found a reliability coefficient of .70 or more is considered reliable (Fraenkel & Wallen, 2000). However, for the purpose of this study, the cut off value adopted was 0.5 as suggested by Nunally (as cited in Blankson & Cheng, 2005). This therefore suggests that all the constructs in the study had good internal consistency reliability and this is presented in table

Table 2- *Reliability Analysis of Constructs*

Variables	No of items	Cronbach's alpha	
		Original	New
LMX	12	.92	.77
Politics Perception	15	.87	.72
Work withdrawal (composite)	25	-	.68
Hanisch and Hulin Work Withdrawal	6	.71	.65
Turnover intensions	4	.75	.62
Rijeka's Absenteeism	6	.85	.74
Stanford Presenteeism	6	.71	.58
Acquiescent silence	3	.82	.82

Field data, 2018

From table 2, as indicated by the results, the value of coefficient alpha for acquiescent silence was highest (.82) it the same as that original alpha

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value. Though the remaining alpha values for the variables were below their original alpha values, they exceeded the modified cut-off of 0.5 as suggested by Nunally (as cited in Blankson & Cheng, 2005). Hence the results of the Cronbach's alpha in the table signify that all the constructs are reliable and can be used in this study.

Ethical Consideration

It is the primary responsibility of the researcher to ensure that the physical, social, and psychological well-being of the research participants is not affected by the research. Consideration for moral issues and respect for participants is essential in social research. Research ethics refers to the correct rules of conduct necessary when carrying out research. It serves as a moral responsibility to protect participants from harm and also to assure then if confidentiality. They were also informed of their role in providing valued information, and the purpose for which the information was going to be used. To ensure confidentiality privacy and anonymity. Anonymity was ensued by ensuring that the questionnaire content did not request for personal identification of respondents with respect to their names and phone numbers. In order to ensure confidentiality, the researcher explained confidentiality to the respondents to clear their doubts. Also only respondents were made to have access to the data. Also the final report did not make comments of individual responses of respondents thus, no part of their responses would be revealed. Therefore, findings of the study were treated with neutrality and presented as such.

Data Collection Procedures

To enhance confidentiality and credibility for the study, an introductory letter was taken from the Department of Education and Psychology, UCC to the study area. The letter was sent to the various schools to obtain permission to conduct the study. After obtaining permission from the management of the selected schools the researcher arranged with the management of the school for a date to conduct the study. The researcher administered the questionnaire in two weeks excluding weekend in the month of April, 2018. During the two weeks, the researcher went over the schools to collect the late answered questions since most of the teachers though consented to participate, were very busy with their schedules and promised to return them later at their own convenience.

Data Processing and Analysis

The raw data obtained from a study is useless unless it is transformed into information for the purpose of decision making (Kpatewizi, 2011). The data gathered from the respondents was analysed statistically using both descriptive and inferential statistics. In this study, the statistical product and service solutions (SPSS version. 22) statistical software was used for the data processing. Consequently, the following steps were used to analyse the data for this study. The raw data collected through the questionnaire were edited, coded and converted into the actual variables of interest. Cavana, Delahaye and Sekaran (2011) asserted that there are three objectives in in data analysis related to a research study: (a) getting feel for the data (b) testing the goodness of data (c) testing the hypothesis developed in the study.

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Testing for the goodness of data was attained by obtaining Cronbach's alpha of the measures. Finally, hypothesis testing was accomplished using the Pearson's Product Moment Correlation Coefficient for hypothesis 1,2,3,4. Independent Samples t test was used to test hypothesis 5. The Hayes Process Approach for Testing Mediation for hypothesis 6. The results of these tests determined whether or not the hypotheses are verified. Descriptive statistics utilises statistical, numerical and graphical methods to look for patterns in a set of data. It usually summarises the information in a set of data by revealing the average indictors of the variables used in the study and present that information in a convenient way. The study presented some measures of central tendencies and dispersion (mean and standard deviation) of the main variables used in the study which helped understood the distribution of the variables.

Chapter Summary

In this chapter, a description and justification of the methods and procedures used in this study were provided. The chapter outlined the research design for this study. It included the descriptions of the survey population, how the sample was drawn, the data collection instruments and the methods that were employed to analyse the data. Reliability and validity of the research instrument were assessed. An overview of the ethical considerations pertinent to the study was provided to conclude the chapter. A key limitation to the research methods was the fact that the quantitative data of this study were derived entirely from self-report questionnaires, with associated risks of social desirability bias (i.e. participants report what they think the researcher wants to hear) and mono method bias (participants and more concerned about being consistent than accurate in their answers.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This study sought to examine the mediating role of organisational politics perception on leader member exchange and work withdrawal. Behaviour among teachers in public senior high schools in the Sunyani municipality. Quantitative research approach with a cross sectional research design were employed. Using questionnaire, data was collected from 152 SHS teachers. Simple random sampling technique was used to select the sample size from the accessible population. Data processing was done using SPSS version 22. Hayes, (2013) process procedure using the bootstrapping approach was used to test mediation analysis. The chapter provides the profile of the respondents and presents descriptive statistics of the variables. The chapter also presents the results of data analysis and the discussions of the findings.

Background Characteristics of Respondents

The background characteristics of the respondents are essential in appreciating the dynamics in the group and a good grasp of these characteristics helps in understanding the results of the study. This section covers the socio-demographics of the respondents namely: gender, marital status, age, level of educational, ranks and tenure. The background information of the respondents is captured in Table 3.

Table 3-*Background Information of Respondents (n=152)*

Background information	Frequencies	Percentages
Gender		
Males	106	69.7
Females	46	30.3
Age (years)		
24-40	118	77.6
41-58	34	22.4
Tenure		
1-5 (low)	82	53.9
6-29 (high)	70	46.1

Source: Field Work, 2018

152 representing 100% of respondents participated in the study. It was revealed among the respondents that 106 were males representing 69.7% while 46 were females representing 30.3%, thus there are more male teachers in public schools in the Sunyani municipality than female teachers. Further, the researcher grouped the various ages of respondents into two categories namely younger (24-40 years) and older employees (41-58 years), younger employees were 118 representing 77.6% while older employees were 34 representing 22.4%. This presupposes that majority of teachers in public schools in the Sunyani municipality are in their youthful of life.

. Lastly the years of service (tenure) were grouped into two categories; low tenure (1-5) and high tenure (6-29). 82 representing 53.9 had low tenure while 70 representing 46.1% had high tenure. Thus majority of respondents had low tenure as compared to high tenure.

Descriptive Statistics

Table 4 presents the measures of central tendencies and measures of dispersion of the main variables of the study which helps to understand the distribution of the variables.

Table 4-Measures of Central Tendencies and Measures of Dispersion of Variables (n = 152)

Variables Descriptive	Leader member exchange (LMX)	Organisational Politics perception (POP)	Work withdrawal (WW)
Mean	36.27	37.89	62.42
Maximum	48.00	56.00	79.00
Minimum	20.00	21.00	51.00
Standard deviation	4.88	7.32	5.62
Skewness	-0.36	0.30	0.57

Source: Field Work, 2018

Table 4 shows that there were 152 observations. On the average LMX a mean of 36.27 with the standard deviation of 4.88, the maximum score for was 48.00 whiles the minimum score was 20, therefore it can be concluded that SHS teachers' perception of politics is moderately high since the mean of 36.27 is closer to the maximum score than the minimum score. Coupled with the skewness -0.36 the distribution can be concluded as normal. Politics perception had the mean of 37.89, with the standard deviation of 7.32, the maximum score was 56.00 while the minimum score was 21.00, the mean is somewhat closer to the maximum score therefore it can be concluded that SHS teachers' perception of organisational politics (POP) is moderately high. POP

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was normally distributed with the skewness of 0.30. The maximum score for work withdrawal behaviours (WW) was 79 while the minimum score was 51, therefore the mean of 62.42 is closer to the minimum score than the maximum score and signifies that WW among respondents were moderately low. The distribution was also normally distributed with the skewness of 0.57.

H1: There is a significant negative relationship between leader member exchange and work withdrawal (turnover intentions, absenteeism, presenteeism and acquiescent silence)

Research Hypothesis One sought to analyse the relationship between leader member exchange and work withdrawal. The analysis is divided into two sections. The first part presents relationship between the leadership membership exchange and the composite of work withdrawal whilst the second part looks at the relationship between the leader member exchange and the four dimensions of work withdrawal. The relationship was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. The results reveals that there is a strong, negative correlation between leader member exchange and work withdrawal (r= -.613, p<.05) (See Appendix B), where efficient leader member exchange associated with lower work withdrawal.

Regarding the relationship between leader member exchange and the dimensions of work withdrawal, the results in Table 5 reveals that leader member exchange has; moderate negative relationship with turnover intentions (r= -.479, p<0.01), moderate negative relationship with absenteeism (r= -.389, p<0.01), moderate negative relationship with presenteeism (r= -.466, p<0.01);

with good and efficient leader member exchange associated with low turnover intentions, low absenteeism and low presenteeism. However, leader member exchange was found to have weak positive relationship with acquiescent silence (r= .201, p<0.01); with higher leader member exchange associated with high acquiescent silence.

Table 5 - Correlation Analysis of the Relationship between Leadership Member Exchange and the Dimensions of Work Withdrawal

	Leaders Member Exchange
Turnover Intentions	-.479**
Absenteeism	-.389**
Presenteeism	-.466**
Acquiescent Silence	.201**

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

*. Correlation is significant at the 0.05 level (2-tailed).

H2: LMX has Significant Negative Relationship with Organizational Politics Perception.

In hypothesis two, it was proposed that where there is a high quality relationship among heads and all teachers, politics perception will be low. This hypothesis was supported. By using Pearson product-moment correlation coefficient the results reveals that there was a strong, negative correlation between leader member exchange and politics perception [r= -.514, p<.001], (See Appendix B) with increasing leader member exchange associated with decreasing level of politics perception. This implies that the rate at which teachers' exhibit counterproductive behaviours on the basis of their perception

of unfairness in their schools reduces when they have good relationships with heads or the school management as a whole.

H3: There is a significant positive relationship between organizational politics perception and work withdrawal (turnover intentions, absenteeism, presenteeism and acquiescent silence)

In hypothesis three, it was postulated that when an employee views the work environment as political, he/she will exhibit work withdrawal behaviours. As stated earlier, this hypothesis was analysed by using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. The results in Table 6 reveals that there was a weak, positive correlation between organizational politics perception and work withdrawal ($r=.267$, $p<.001$), with higher politics perception levels associated with higher work withdrawal.

However, analysis of the relationship between politics perception and the various dimensions of work withdrawal as shown in Table 8 reveals that politics perception has; a moderate, positive relationship with turnover intentions ($r= .320$, $p<0.01$); strong, positive relationship with absenteeism ($r= .542$, $p<0.05$); weak, positive relationship with presenteeism ($r= .236$, $p<0.05$); and moderate, positive relationship with acquiescent silence ($r= .442$, $p<0.01$). These results imply that when teachers perceive unfair and unjust political environment in school, they show counterproductive attitudes and behaviours. Therefore, the above hypothesis is supported.

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Table 6 - Correlation Analysis of the Relationship between Politics Perception and Work Withdrawal

Variable	Politics Perception
Turnover Intentions	.320[**]
Absenteeism	.542[*]
Presenteeism	.236[*]
Acquiescent Silence	.442[**]
Work Withdrawal	.267[**]

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

*. Correlation is significant at the 0.05 level (2-tailed).

H4: There will be no relationship between tenure and politics perception

In hypothesis four, it was hypothesised that there will be no relationship between tenure and politics perception. The relationships between the variables were investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. On the relationship between tenure and politics perception, there was a weak, negative relationship between tenure and politics perception (r=-.352, p<.05) (See Appendix B), with increasing tenure of service associated with decreasing politics perception. This result implies that teachers who have been with the schools for a longer time do not perceive politics as compared to those with short tenure. Therefore, the hypothesis was rejected.

H5: There will be no gender difference in politics perception and work withdrawal

Hypothesis Five sought to ascertain the difference, if any, in politics perception and work withdrawal between male and female teachers. An

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independent-samples t-test was conducted to compare the politics perception and work withdrawal scores for males and females. The independent-samples *t*-test was employed after ensuring that the assumptions of independence, normality, and homogeneity of variance were not violated. Table 7 presents the group statistics of gender type with regard to their politics perception and work withdrawal.

Table 7 - Group Statistics on Gender Difference in Politics Perception and Work Withdrawal

Variables	Gender	N	Mean	Std. Dev.	Std. Error
Politics Perception	Male	106	37.943	7.1205	.6916
	Female	46	37.783	7.8370	1.1555
Work Withdrawal	Male	106	62.283	5.4015	.5246
	Female	46	62.739	6.1370	.9049

Source: Field Work, 2018

Table 7 shows group statistics results in terms of mean, standard deviation and standard error. With respect to politics perception, the results indicate the average scores of males (M = 37.943, SD = 7.1205) and females (M = 37.783, SD = 7.8370). Per the mean values, it could be said that there is no difference in males and females in terms of politics perception. Again, the results showed that there is no difference between Males (M = 62.283, SD = 5.4015) and females (M = 62.739, SD = 6.1370) in work withdrawal. Table 7 shows the results of the test of equality of means of males and females relative to their politics perception and work withdrawal behaviours.

Table 8 - Independent Samples t-test for Gender Difference in Politics Perception and Work Withdrawal

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Politics Perception	Equal variances assumed	.806	.371	.124	150	.901	.16080	1.2964	-2.4009	2.7224
	Equal variances not assumed			.119	78.689	.905	.16080	1.3467	-2.5198	2.8414
Work Withdrawal	Equal variances assumed	1.002	.318	-.459	150	.647	-.4561	.9944	-2.4210	1.5088
	Equal variances not assumed			-.436	76.629	.664	-.4561	1.0460	-2.5390	1.6268

Source: Field Work, 2018

Table 8 contains both Levene's test for equality of variance and test for equality of means. The result from Levene's test shows that there is a homogeneity of variance between males and females politics perception (*F-statistic=.806, p-value=0.371*); and work withdrawal (*F-statistic=1.002, p-value=0.318*). In terms of politics perception, the accompanied independent-samples t-test showed that there was no significant difference in scores for males (*M*=37.943, *SD*=7.1205) and females (*M*=37.783, *SD*=7.8370; *t* (150) =.124, *p*=.901). With respect to work withdrawal, the results showed that there was no significant difference in scores for males (*M*=62.283, *SD*=5.4015) and females (*M*=62.739, *SD*=6.1370; *t* (150) = -.459, *p*=.674). The magnitude of the differences in the means was very small (eta squared=.0014).

H6: There will be no mediation of organisational politics perception on LMX and work withdrawal.

Research hypothesis 6 sought to find out if politics perception mediates LMX and work withdrawal behaviour, the bootstrapping approach was employed, using Hayes (2013) process procedure. The results in Table 9 depicts that perception of politics did not mediate the relationship as the indirect effect was not significant. As shown in Table 9, the confidence intervals for the indirect effect range from -.017 to .111. This means the interval contains 0, and so not statistically significant.

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Table 9 - Total Direct and Indirect Effects

Total effect of X on Y					
Effect	SE	t	p	LLCI	ULCI
.232	.092	2.517	.013	.050	.414
Direct effect of X on Y					
Effect	SE	t	p	LLCI	ULCI
.204	.090	2.	.025	.026	.381
Indirect effect of X on Y					
	Effect	Boot SE	Boot LLCI	Boot ULCI	
Politics	028	.031	-.017	.111	
Partially standardized indirect effect of X on Y					
	Effect	Boot SE	Boot LLCI	Boot ULCI	
Politics	.005	.005	-.003	.019	

```
┌─────────────────────┐          ┌─────────────────────┐
│   Leader-member     │ ───────► │   Work withdrawal   │
│     exchange        │          │      behaviour      │
└─────────────────────┘          └─────────────────────┘
```
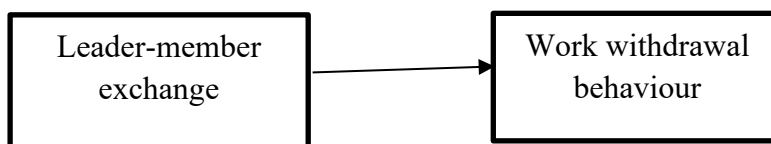
Figure 2 - *Final model based on research findings*

The final model depicts direct relationship between LMX and work withdrawal. LMX relationship directly influence work withdrawal behaviours of teachers. Thus politics perception does not mediate the effect of LMX on work withdrawal.

Table 10 - *Summary of main findings*

Hypothesis
H1: High quality LMX leads to low work withdrawal (composite). Concerning the dimensions High quality LMX leads to low turnover intentions, absenteeism, presenteeism) but leads to high acquiescent silence
H2: High quality LMX leads to a reduced organisational politics perception.
H3: High organisational politics perception leads to high work withdrawal (composite). Concerning the dimensions, high organisational politics perception leads to high turnover intentions, absenteeism, presenteeism and acquiescent silence.
H4: Low tenure leads to high politics perception while high tenure leads to low politics perception
H5: There is no gender difference in politics perception and work withdrawal
H6: Politics perception does not mediates the effects of LMX and work withdrawal

Discussion of Research Findings

The research findings of this study are presented and discussed in this section. It was presented in accordance with the various hypothesis.

Leader-Member Exchange and Work Withdrawal

Generally, it was found in this study that there is a strong, negative correlation between leader member exchange and work withdrawal. This finding presupposes that efficient leader member exchange is associated with lower work withdrawal. Thus, when teachers perceive that their LMX relationship is of high quality they will not exhibit withdrawal behaviours. This implies that heads should enrich a high quality LMX with teachers if they expect them to give out their best to improve teaching and learning. The current finding is consistent with that of Gyimah (2013) explored principal-teacher relationships in four Junior High schools in the Sekyere South District of Ashanti in Ghana using the semi-structured interviews. The results revealed that a quality exchange relationship in a form of exhibiting cordial relationship and democratic environment between principals and teachers has a significant influence on cooperation, commitment and performance to both principals and teachers and has a long-lasting dividend for the school and the learners. To buttress the findings of the current study that if heads wish to uphold students' academic performance they should improve the LMX relationship in order to serve as a motivation to the teachers to put out their best.

Deducing from the LMX theory, a plausible cause of this negative outcome was due to low level of satisfaction. The theory purports that Members with high quality relationships are often characterized by higher levels of subordinates' satisfaction and performance (Anseel & Lievens,

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2007), lower levels of subordinate stress (Harris & Kacmar, 2006). Teachers with high quality LMX relationship will be satisfied with their job and perform extra role behaviours in order to improve academic performance unlike teachers with low quality leader member exchange relationship.

Supervisors and subordinates focus on different currencies of exchange from each other, that is, supervisors seek more work-related currencies, and subordinates seek more socially related currencies. By using the dimensions, a more work-related currency is contribution (e.g., performing work beyond what is specified in the job description), whereas the more social currencies would include affect (e.g., friendship and liking), loyalty (e.g., loyalty and mutual obligation), and professional respect (respect for professional capabilities), (Liden & Maslyn, 1998). These induces parallel expectations for heads and teachers. Either of these expectations need to be met by the other party.

The fulfilment of an "expectation" by parties involved serves as a bait to reciprocating the effort as suggested by the social exchange and the LMX theory. Teachers who expect social currencies (their integrity to be upheld) may withdraw, thus limiting their contributions (extra roles from teachers to improve the school) if they experience low LMX relationship. Maslow (1943) hierarchy of needs theory demands that ones' basic needs should be met before the person will be motivated to seek gratification for several other needs. Of course there is the need to perform beyond their job description, teachers should be physically and more especially psychologically ready in order to satisfactorily perform. With reference to the law of effect, Thorndike (1905) asserts that when a conductor is ready to conduct to do so is satisfying

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otherwise too it will be annoying to conduct. The readiness of teachers to satisfactorily perform their duties as expected and even go beyond is a function of the quality of relationship they have with their heads.

The findings are consistent with the study by Le Ng et al (2016) who identified the characteristics of servant leadership include standing back, empowerment, ethics, humility and listening. Their study focused on the effects of servant leadership on employee's job withdrawal intention in Malaysia. They found a negative relationship between servant leadership and employee's job withdrawal intention. Thus heads who are ready to serve and respect teachers' inputs will decrease teachers' work withdrawal.

When employees believe their employer treats them unfairly, or that SE is inequitable, they withdrawal and also become disengaged (Paillé et al., 2013).

Influence of LMX on Turnover

Considering the B part of H1, i.e. the relationship between LMX and the various dimensions of work withdrawal, the finding revealed a significant moderate negative relationship between LMX and turnover intentions. This implies that when there is high quality LMX relationship there will be a significant reduction in turnover intentions among teachers. Consistent with social exchange theory A relationship exists between increased social exchange and greater employee involvement in the form of increased commitment, decreased intentions to resign, and improved performance (Tuzun & Kalemci, 2012). Thus when teachers perceive high quality LMX they will perform their part of the contract, thus avoiding turnover but increase output and academic performance.

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This finding is consistent with a study by Eyüpoğlu (2017) on the relationship between leader member exchange and intention to leave among hotel employees. The aim was to investigate the relationship between quality of leader member exchange and intention to leave with the mediating effect of organizational commitment. The finding showed a significant negative relationship between leader member exchange and intention to leave. It also found a positive and significant relationship between leader member exchange and normative commitment. When employees are committed to the organisation, they share in the values of the organisation thus being dedicated to both assigned and unassigned duties, in order to uphold the esteem of the organisation they rather stay to fulfil their obligations other than to quit.

The finding is inconsistent with the study by Harris et al. (2005) whose result showed a U-shaped curvilinear relationship between LMX and turnover intention. This study simply replicated the latest study among 232 frontline workers and 88 supervisors employed in hospitality industry. It showed a mix finding where there are linear relationships between LMX quality and turnover intent in some cases whiles the others showing the nonlinear relationships. Moreover, the study asserted that turnover intention is high when the quality of LMX is high and low level while the employees try to stay with the organization when the quality of LMX is at moderate level. However, the work of Bauer and Green (2006) supports the current findings. They concluded that employees who perceive lower quality LMX relationships with their leaders show greater intent to quit than those with higher LMX quality.

A negative consequence of turnover intentions is that teachers might not be too much concerned about the success of the school thus affecting their

output and other contributions they could have made to improve the school. According to (Cropanzano, et al, 2003). Employees with high turnover intentions that stay with their organizations tend to be lower performing and engage in fewer organizational citizenship behaviours.

The influence of LMX on Absenteeism

The findings from this study also found a weak negative relationship between LMX and absenteeism. This implies that high quality LMX leads to a decrease in absenteeism. Employees miss work for a variety of reasons (Ilies et al., 2007). Miles et al, (2011) argued that the equilibrium between job assets and job requirements would affect an employee's propensity to be absent. Thus efforts on the part of teachers require reciprocal benefits from heads may be beyond the efforts but never below – below will yield work withdrawal.

Islam et al., (2013) postulates that the work environment is a social organization where interpersonal learning occurs, and workplace absenteeism, tardiness, and turnover intention are learned behaviours. Unexcused absenteeism is a form of withdrawal behaviour acquired through observation. Frooman et al., (2012) asserts that many of the elements of absenteeism such as reduced employee attendance levels due to illnesses are uncontrollable, however, leadership style is one such element that is directly within the control of leaders. Withdrawal behaviours such as absenteeism are a disruptive phenomenon, which increases the stress of the individuals who report to work at the correct time (Frick et al., 2013). However, when heads identify and punish unexcused absenteeism it will discourage learning from teachers who absent themselves from school.

Influence of LMX on Presenteeism

The findings also established a significant negative relationship between LMX and presenteeism. Thus high quality LMX results in a significant decrease in presenteeism. When one is absent, his duties can be reassigned, on the contrary when one is present and absent minded it could be said that his duties will be performed but to a nought. Scuffham et al. (2013) claimed that presenteeism could be costlier than absenteeism.

A plausible cause of the finding may be owing to the behaviour of a head who fails to listen to teacher's grievances – such as a need to travel, permission to stay home while sick, or any other need that require the teacher to stay off the job – thus they forcefully come to school and though present, absent minded on the job because of anger. Lerner et al. (2004) significantly attribute turnover, presenteeism, and absenteeism to employees with depression.

To buttress social exchange theory, human beings have an innate tendency to reciprocate, Consequently, they tend to reward those who have done well and punish those who behaved badly towards them (Perugini, Gallucci, Presahi & Ercolani, 2003). These exchanges may be in a form of money, service, information, approval, respect or liking (Esienberger, Armeli, Rexwinkel, Lynch & Rhodes, 2001). This implies that when an employee receives an unequal outcome because their mutual dependence is violated one will resort to presenteeism. For instance, failing to approve ones' permission to absent from school on an urgent agenda can lead to presenteeism.

Influence of LMX on Acquiescent Silence

This sub scale under work withdrawal did not support the hypothesis that there will be a negative relationship between LMX and work withdrawal (absenteeism, presenteeism and acquiescent silence). The finding revealed that a significant positive relationship exists between LMX and acquiescent silence unlike the other three subscales (turnover, absenteeism and presenteeism) that demonstrated a negative relationship. This high quality LMX relationship resulted in a corresponding increase in acquiescent silence. Thus though teachers' relationship with their head is good they still tend to remain silent.

This finding is inconsistent with that of Gyimah (2013) who asserts that traditional behaviours like dictatorial decisions, strict supervision of the directorate of education and some principals negatively affected the principals' and teachers' work roles and exchange relationship and prevent them from sharing innovative ideas and being committed to school activities. The current found that though LMX may be good teachers still find reasons to be silent. The social exchange theory (Organs 1988) which purports that, high-quality leader-member exchange relationship means that the employees' risks in putting forward opinions and suggestions are less than earnings does not compliment the current findings.

The reasons for silence are explained as being related to personal factors, the characteristics of the managers, the organizational climate and environmental factors, thus employees', not remaining silent is possible only if they feel secure psychologically (Botero & Dyne, 2009). One plausible explanation to this finding may be that though there exist a physically strong relationship with leaders, employees are not sure of the future outcome of the

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relationship, thus being extra conscious with words. This is complimented with a study by Bildik (2009), which revealed that, the reasons for silence are listed as follows: lack of confidence in managers, lack of experience, considering that speaking out is risky, fear of isolation and fear of harming relationships.

Another reason for a negative relationship between leader-member exchange and acquiescent silence could also be owing to the fact that, teachers may decide to remain silent when feedback is negative though beneficial. In order not to harm the high quality relationship a teacher has with his head, he will tend to keep a negative information though it may be truthful and beneficial. Consistent with social exchange theory (Bhal, Gulati, & Ansari, 2009), when a party makes an initial effort to develop the relationship (i.e., an "offer") this effort must be reciprocated through a series of exchanges.

LMX and Organizational Politics Perception.

In hypothesis two, it was proposed that where there is a high quality relationship among heads and all teachers, politics perception will be low. This hypothesis was supported. It means therefore that good quality LMX relationship, leads to a corresponding decrease in the perception of unfairness.

Consistent with social learning theory, certain factors like expertise and status influence attention. Proponents of SLT suggest that individuals are likely to pay attention to the actions of individuals and emulate behaviours from credible and desirable role models such as the leaders of an organization (Miller et al, 2014). Heads have the highest status in our public senior high schools thus their behaviours other than the behaviours of colleagues can cause teachers to perceive high politics. This implies teachers are likely to be

highly affected by the unfair treatment of the heads than that of their colleague teachers, thus it can be concluded that, politics perception is high when the issue has to do with a head (superior) and a teacher (subordinate) than if it is between two teachers (both subordinates) because of the status in question.

This current finding is supported by the study of Hsieh and Hsieh (2003) who compared and analysed the relationship between employees' perceptions of organizational politics, organizational commitment, job performance, and organizational citizenship behaviour among 1,187 public and private enterprises made up of 384 publicly-owned business and 803 private enterprises. Their findings revealed that supervisor's behaviour influences one's perceptions of politics the most.

Organizational Politics Perception and Work Withdrawal

In hypothesis three, it was postulated that when an employee views the work environment as political, he/she will exhibit work withdrawal behaviours. The results reveals that there was a weak, positive correlation between organizational politics perception and work withdrawal, this implies that higher politics perception levels are associated with higher work withdrawal. This finding has its support from the study by Ladebo (2006) on the antecedence and consequences of perceived organizational politics among some 137 selected Nigeria's Agricultural Extension Persons indicated that indeed, employees who perceived greater politics in the workplace were more likely to have distress at work which will emphatically lead to work withdrawal and specifically silence based on indifference (Whiteside and Barclay, 2013)

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A school is a social organisation that is characterised by inescapable social interrelationships among heads, teachers and students thus, stresses resulting from unequal treatment are likely to ensue. Equity theory postulates that individuals who perceive themselves as either under-rewarded or over rewarded on the basis of their inputs (education, time, experience, commitment and effort) and perceived outcomes (such as promotion, recognition and pay) will experience distress, and that leads to efforts to restore equity within the organisation. Failing to find equity according to Hellriegel, et al (2004) may make them behave in ways that will harm the organisation. Teachers are social beings as other humans, thus, anything that affects social relationship is likely to affect the individual's feeling and behaviour and as such influence their behaviour. A school is a social organisation that is characterised by inescapable social interrelationships – among heads, teachers and students – thus stresses resulting from unequal treatments are inevitable.

This finding is also consistent with a study by Sowmya and Panchanatham (2012) on the association between organizational politics and turnover intention of employees in educational institutions of Chennai, India. One of the aims of this study was to analyse the impact of gender on the intention of turnover among the teachers in the educational institutions. A total of 272 faculty members from engineering colleges in Chennai participated in this study. The results revealed that perception of organisational politics positively correlated with turnover Intention. The researchers concluded that despite the fact that the faculty belongs to the teaching profession, they too are affected by the feelings of work place politics.

Bandura (1982), utilise the term self-efficacy to mean the believe in one's own efforts and effectiveness to perform an activity. In most of our schools there are a lot of several other positions outside the job description of a teacher. Heads sometimes by pass teachers with long tenure and experience and give tasks (such as leaders for sub organisations in the school, head of departments and representative for conferences etc.) to their favourite teachers creating a negative impression and perception of unfairness as well as negative self-impression. Those who feel they fit but have being denied the opportunity will react through exhibiting withdrawal behaviours in the school.

Consistent with the study by Abubakar et al. (2014) on the relationship between perceived organizational politics, organizational trust, human resource management practices and turnover intention among 175 Nigerian nurses. The findings revealed that perception of organizational politics has a significant and a positive association with turnover intentions. This is also supported by Vigoda-Gadot & Kapun (2005) who found a significant positive relationship between perceived organizational politics and turnover intentions and absenteeism and significant negative relationship with negligence and decreased performance which is also consistent with the finding of this research.

Tenure and Organisational Politics Perception

In hypothesis four, it was hypothesised the longer an employee works with an organisation, the higher he/she will have politics perception. The results indicate that there is a moderate, negative relationship between tenure and politics perception, with increasing tenure of service associated with decreasing politics perception. This result implies that teachers who have

being with their schools for a longer time do not perceive politics as compared to those who short tenure. According to Witt et al, (2002) attributes such as Gender and tenure of employees can influence individuals and their perception of politics in the organization

This finding is inconsistent with a study by Mensah (2013) who conducted a survey on 160 participants with the aim of investigating the relationship between Perceived Organizational Politics, Organizational Commitment and Organizational Citizenship Behaviour among 2 selected public sector organizations in Accra. The demographic variables, Tenure and Gender related positively with perceived organizational politics. The result suggests that respondents who have worked for more years (High Tenure) perceived more politics than their male counterparts and those with less years of service (Low Tenure).

A plausible explanation to this finding may be attributable to the fact that teachers who have stayed in their schools for a long time are already aware of the dealings in the school which include policies under which the school should operate – unlike new teachers. Such policies may include promotions, sharing of PTA teacher motivation fee, providing for teachers' welfare and sharing of bungalows where available. Therefore, they are used to the policies and the outcomes and are aware when events are unduly manipulated. In view of this they have accepted it as the trend and are less affected by it. This assertion is complimented by Valle and Perrewe (2000) who suggested that employees who have been with the organization for a longer time over time get familiar with the negative organizational environment and politics within and therefore have the ability to operate

within such environment. Thus, they tend to perceive less of politics than those with lower tenure.

The finding was also consistent with the assertion by Harris, et al (2007) who found a negative relationship between tenure and politics perception. Their findings revealed that individuals who have worked in the organisation for a long period have acquired skills and networks over a long time as a result of staying with the organization, they are less likely to perceive organizational politics or perceive the organization as less supportive. Therefore, another plausible cause of the research findings may be owing to the fact that heads are likely to give task to teachers with high tenure than those with low tenure because of familiarity with the school. Once teachers with high tenure receive the benefits, they may perceive less favouritism than new teachers.

Gender Difference in (a)Politics Perception and (b)Work Withdrawal

From table 8 the result from Levene's test showed that there is a homogeneity of variance between males and females politics perception and work withdrawal. In both of politics perception and work withdrawal, the accompanied independent-samples t-test showed that there was no significant difference in scores for males and females. The magnitude of the differences in the means was very small. This result is inconsistent with the findings of Hammer et al., (2003) which found that women tend to be absent more than men for demographic. Also findings of Barak et al., (2001) depicted that, having children at home leads to higher turnover, especially for women that women had higher turnover intentions than men do not support the findings.

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A possible explanation for the outcome may be owing to the fact that a school where heads do not discriminate between males and females in terms of tasks and promotions, both males and females will not perceive unfair treatment, thus, no politics perception and work withdrawal. The findings were consistent with that of Stewart et al (2007) sampled 553 participants made up of 285 women and 268 males in the Midwestern United States to investigate gender difference in their psychological climate perceptions. Based on a mail survey, data was collected from participants reporting how employees perceived their work environment. Results revealed however that there was no significant difference in terms of how males and females viewed their organizational climate.

Mediating role of Organisational Politics perception in the relationship between LMX and Work Withdrawal (WW).

The research hypothesis 6 sought to find out if politics perception mediates the effect of LMX and WW. The results revealed that politics perception does not play a significant role in the effect of LMX on WW. Thus, the quality of LMX relationship directly influence work withdrawal behaviours of teachers. This may be owing to the fact teachers must not necessarily compare how they are being treated with others before they know that they are being unfairly treated. For instance, when a position is available and a qualified teacher is denied, the teacher can withdrawal just for being denied even though the position shall not be reassigned to another teacher.

The finding however, is inconsistent with that of Liang and Wang (2016) on organizational silence in state-owned enterprises: intermediary role of the perceptions of organizational politics results show that the perception of

organizational politics partially plays an intermediary role in the formation mechanism of organizational silence. Further another possible reason for the finding is that, teachers do not necessarily compare how they are being treated among a group but rather they are being directly affected by the personal treatment they receive from their head.

The finding is also inconsistent with the findings of Bodla, Danish and Nawaz (2012) who studied mediating role of perceived organizational politics in relating job characteristics to morale of employees did not support The aim of the study was to investigate the mediating role of organizational politics between the job characteristics and morale of the employees. The data was collected through self-administered questionnaires from part time executives' students of multitude of Pakistani industries. Regarding the result of the mediation test, structural equation modelling was used to analyse the fitness of casual relationship. The results reveal that, perceptions of organisational politics partially mediate relationship between job characteristics and morale.

Apparently, their findings may be owing to the fact that the part time students were much sensitive to the different treatment they receive from their supervisors and that accounted for their behaviours. The current findings asserted that public senior high school teachers are not much sensitive to the differences in treatment by their heads but the direct treatment each teacher receives from his head.

Chapter Summary

This chapter presented the results of the statistical analysis of the hypotheses. Analysis was performed to test the fit for the measurement model for each construct. Reliability and validity for each construct was examined.

Table 15 presents a summary of the outcome hypothesis testing. The analysis supported only 4 out of six hypotheses. Detailed discussions of the hypothesis testing were included in this chapter.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDAIONS

Introduction

This chapter summarises the main findings of the study and draws conclusions based on those findings. Based on the main findings recommendations are made for policy and practice. Suggestions are also made for further research.

Summary of the Study

The prime aim of Ghana Education Service (GES) is to ensure that each student goes through the education system successfully and attain the required number of passes. It is evident from this study and a number of studies on different sectors that the behaviour of supervisors (heads) goes a long way to influence the attitudes of the subordinates (teachers) they directly supervise and that in turn influence their attitudes toward the organisation (school).

The main purpose of this study was to examine the mediating role of organisational politics perception on leader-member exchange and work withdrawal behaviour among teachers in public senior high schools in the Sunyani municipality. Six hypothesis were tested and outcome interpreted to conduct the study. The descriptive survey design and the quantitative approach was employed. Data for the study was collected through closed-ended questionnaires. The accessible population were teachers from five public SHS in the Sunyani municipality. In all 152 respondents were sampled using the Krejchi and Morgan's (1970) table.

There was a 100% return rate. Both descriptive and inferential statistical techniques were used to analyse the data. Statistical Product and Service Solution (SPSS) version 22 was employed to analyse the data. Mediation analysis was done using Hayes (2013) process approach.

The outcome of the socio-demographics was shown in frequencies and percentages. Finally, the Pearson's Product Moment Correlation Coefficient was employed to test hypotheses 1, 2, 3,4. The independent samples t test was used to test the hypothesis 5. Finally, to check the mediating role of organisational politics perception in hypothesis 6, the multiple linear regression analysis was used. Basically, four out of the six hypotheses were supported (i.e. 1,2, 3, 5). The full interpretation and discussion of data have been done in chapter four and chapter five provides among other things the summary of the main findings as well as conclusions and recommendations.

Key Findings

The following findings emerged from the study:

1. LMX has a significant negative relationship with composite work withdrawal and three dimensions (turnover, absenteeism, and presenteeism) but a positive relationship with acquiescent silence.

2. LMX has a significant negative relationship with organisational politics perception

3. Organisational politics perception has a significant negative relationship with work withdrawal (turnover, absenteeism, and presenteeism acquiescent silence).

4. Tenure has a negative relationship with politics perception

5. There was no difference in gender on politics perception and work withdrawal.

6. Politics perception did not mediate LMX and work withdrawal.

Conclusions

When high quality LMX relationship is perceived, teachers will be unwilling to resort to work withdrawal but will give off their best to meet educational goals of the school. Therefore, if heads wish to uphold students' academic performance they should improve the LMX relationship in order to serve as a motivation to the teachers to put out their best.

Also when heads have good relationships with the teachers it will help reduce perception of unfairness on the part of the teachers thus, enhancing a cordial working relationship among heads and teachers.

Everybody needs a zone where he may feel accepted and favoured. It can also be concluded that when teachers perceive an unreasonable amount of unfairness they may react by exhibiting withdrawal behaviours.

Heads should endeavour to encourage fairness in the treatment of both new and old teachers in order to discourage perception of politics on the basis of the number of years one has been in his/her school.

Also, since both male and female teachers are equally sensitive to unfair treatment and work withdrawal tendencies, management should avoid discrimination between gender in running the affairs of the school.

Recommendations

Based on the findings that a high quality LMX leads to a corresponding decrease in work withdrawal, it is recommended that, there should be improvement in the quality of the head-teacher relationship. This

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may be characterised by high expectation, extra roles and motivation. Heads who have high expectations about their teachers will entrust them with tasks without hesitation. Teachers' met expectations are more paramount since they are very crucial if students' success in academics is to be ensued, therefore, heads should endeavour to identify and fulfil the expectations of teachers. This can be done through regular meetings with staff as a form of improved communication so that grievances may be heard and dealt with. Heads should repay inputs with equivalent rewards in order to encourage extra efforts. Also heads should commend teachers' extra efforts. Again heads should embrace constructive criticisms and also act with professionalism when the criticisms are destructive, they should also avoid power distance which can be achieved through periodic trainings. Heads who encourage power distance are acting merely as supervisors and not leaders and this can lead teachers to exhibit work withdrawal behaviours. Though heads and teachers have their primary roles, heads should relinquish power distance and seek the full support of teachers who directly deal with the students if they will succeed in management however, teachers should take initiative and should freely involve themselves in management practices without fear or hesitation since they are all stakeholders in the Childs education.

Based on the findings that high quality LMX leads to low politics perception, it is recommended that, though politics perceptions are inevitable in human institutions, teachers should be conscious of it and improve their political skills in order to manage its occurrence. Based on the findings that high quality LMX leads to low politics perception, it is recommended that, if

teachers will perceive the environment as non-political then heads should improve fairness in their administration.

In order to ensure fairness heads should hold official meetings to disseminate information also notice boards can be used as means of disseminating general information to teachers in order to avoid unofficial bureaucracies in information sharing. Discrimination should also be avoided if fairness is paramount in the school. Though politics in a social organisation is inevitable heads should be conscious of the causes of politics in schools and to be politically strong in order to deal with them to some extent. Heads and other leaders should understand how they can improve their LMX quality.

Based on the findings that high politics perception leads to high withdrawal, it is recommended that, fairness should be encouraged if teachers are to be retained. This can be done through; strictly following laid down requirements (e.g. length of service, tenure, rank etc.) when there is an opportunity for promotions or distribution of tasks and not to be based on favouritism e.g. teacher applies for a position or promotions and go through the necessary process before given the task other than subjective selection. Again, in order to exercise professionalism there should be nothing like a heads favourite teacher in a group, equal sanctions to be given in case of inappropriate behaviours on the part of teachers. Also heads should encourage numerous feedback during discussions in order that decisions will be made by the group in the end of the numerous suggestions on which information may be useful for the situation in question thus enhancing group acceptance of results and decreasing unfairness.

Based on the findings that high tenure leads to low politics perception, it is recommended that, irrespective of the number of years one have worked in a school they should be given equal opportunities in order to prevent unfairness. Heads, when distributing tasks or taking decisions should involve both new and old teachers because some new teachers have experiences and expertise from their former school making new teachers feel recognised in order not to perceive unfairness.

Based on the findings that there is no gender difference in organisational politics perception and work withdrawal, it is recommended that heads should ensure gender equality of teachers in handling the affairs of the school. Factors such as expertise, rank and experience should be considered in implementing policies in the school and not necessarily on gender difference. Again, GES selection process should not be gender bias thus, equal opportunity should be given for both males and females to be recruited to ensure gender balance.

Based on the findings that organisational politics perception does not mediate LMX and WW, heads should therefore be careful about the direct relationship they have with individual teachers.

Suggestions for Future Research

Some extensions to this study may provide further insights into the important issues of ensuring high quality LMX relationship.   Some suggestions for other future studies have been provided below.

First of all, the research on LMX relationship and its effect on work withdrawal in public SHS is a very significant area since future performance of a child is based on a strong foundation. However, most of the studies are

carried out in other production and service organisations. It is therefore important that more researchers explore all the levels of educational system to include heads using a mixed method for more detailed information on head-teacher behaviours for policy action.

Secondly, due to time and financial constraints, this research was cross sectional survey. It is therefore suggested that in future, other researchers will undertake a longitudinal study to assess the LMX practices that cause perception of politics and work withdrawal. Such a study will have the potential to reveal if the LMX practices leading to politics and work withdrawal which is measured at one-time will be the same or vary from the outcomes at a later point in time.

Further, this study mainly employed quantitative methods. It is therefore suggested that future studies should employ mixed methods i.e. both quantitative and qualitative methods in order to obtain greater insights into the specific LMX practices and its outcomes especially in schools. Such a research can also elicit secondary data for the purpose of calculating work withdrawal.

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APPENDICES
APPENDIX A: QUESTIONNAIRE
UNIVERSITY OF CAPE COAST

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

QUESTIONNAIRE FOR SENIOR HIGH SCHOOL TEACHERS
Questionnaire

Mediating role of organisational politics perception on leader member exchange and work withdrawal behaviour
SECTION A

Dear respondent,

The purposes of this questionnaire is to find out how you feel and react to certain issues in your work life. Your answers will be processed on a computer and will be dealt with confidentially. No individual results will be presented in any way. Although I plead with you to answer each and every question, you have the right to refrain from answering any one particular question, a group of questions, the entire questionnaire

Informed consent

I have read the above introduction to the questionnaire and agree to complete the questionnaire under the stated conditions

Please tick, if you agree to participate in the study [ ]

SECTION A: Demographic Information

1. I am a   [ ]Male   [ ]Female

2. What is your age …………….

3. What is your academic achievement?

   [ ] First degree   [ ] Master's degree

4. How many years have you been working with your school? (tenure)

   ……………………

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SECTION B

The following statements are about how you feel about your relationship with your supervisor at work. Please read each statement carefully and indicate if you ever feel this way throughout your work life in your school. Please indicate by circling the number that corresponds with the extent to which you agree or disagree with the statements **(1) I strongly disagree (2) I disagree (3) I agree (4) I strongly agree**

1.	I like my supervisor very much as a person	1	2	3	4
2.	My supervisor is a kind of person one would like to have a friend	1	2	3	4
3.	My supervisor is a lot of fun to work with	1	2	3	4
4.	My supervisor defends my work actions to a superior, even without complete knowledge of the issue in question	1	2	3	4
5.	My supervisor would come to my defence if I were "attacked" by others	1	2	3	4
6.	My supervisor would defend me to others in the organisation if I made an honest mistake	1	2	3	4
7.	I do work for my supervisor that goes beyond what is specified in my work description	1	2	3	4
8.	I am willing to apply extra efforts, beyond those normally required, to further the interests of my work group	1	2	3	4
9.	I do not mind working hardest for my supervisor	1	2	3	4
10.	I am impressed with my supervisor's knowledge of his/her job	1	2	3	4
11.	I respect my supervisor's knowledge of and competence on the job	1	2	3	4
12.	I admire my supervisor's professional skills	1	2	3	4

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SECTION C

Your choice of an answer to each statement will indicate the extent to which you perceive relationships in your school. Please indicate by circling the number that corresponds with the extent to which you agree or disagree with the statements **(1) I strongly disagree (2) I disagree (3) I agree (4) I strongly agree**

1. People get promoted base on how much effort they put in their work and not based on partiality   1 2 3 4

2. Rewards only come to those who work hard   1 2 3 4

3. There are a group of people in this school who always get things their way because no one wants to challenge them   1 2 3 4

4. I have seen changes made in policies here that only serve the purpose of a few individuals and not that of everyone   1 2 3 4

5. It is safer to agree with people than to say what you think   1 2 3 4

6. In this school, it is difficult to tell which extension (additional effort) employees must do in order to progress   1 2 3 4

7. There are a lot of uncertainties (fear) in this school   1 2 3 4

8. Those who work hard are adequately rewarded   1 2 3 4

9. People in this school attempt to build themselves by tearing others down   1 2 3 4

10. Sometimes it is easier to remain quiet than to fight the system in this school   1 2 3 4

11. When it comes to pay rise and promotions, policies are irrelevant here   1 2 3 4

12. Agreeing with powerful others is the best alternative in this School   1 2 3 4

13. People in this school often use the selection system to hire only people that can help them in their future or who see things the way they do   1 2 3 4

14. I have seen people deliberately distort information requested by others for purposes of personal gain, either by withholding it or by selectively reporting it.   1 2 3 4

15. My co-workers help themselves, not others.   1 2 3 4

SECTION D

*Please circle the number that corresponds to the extent to which you react to situations in your school. Please select **(1) I strongly disagree (2) I disagree (3) I agree (4) I strongly agree***

1. I need more hours to complete my syllabus   1 2 3 4

2. I take frequent long coffee/lunch breaks   1 2 3 4

3. I make excuses to get out of office   1 2 3 4

4. I miss some minutes of my lessons due to lateness   1 2 3 4

5. I neglect tasks that will not affect my evaluation or pay raise   1 2 3 4

6. I think about quitting because of work related issues   1 2 3 4

7. I am very likely to stay in this school for the next five years   1 2 3 4

8. me, this school is the best of all possible organizations to work for   1 2 3 4

9. I will not give up this school easily for another even of the same compensational level.   1 2 3 4

10. I rarely hear about or are exposed to jobs outside my school that interest me   1 2 3 4

11. I take sick – leave only if really unable to work.   1 2 3 4

12. I take sick – leave to get a little rest.   1 2 3 4

13. I take sick – leave only if it is related to work injury, though it is not necessary.   1 2 3 4

14. I am often hurt at work.   1 2 3 4

15. I was justifiably on sick – leave due to health problem   1 2 3 4

last year for days/month.

16. If I am entitled to it I will use my sick – leave fully due to health problem for recovery, also several years successively	1	2	3	4
17. Because I perceive unfairness, the stresses of my job makes it much harder to carry out my lesson and other tasks	1	2	3	4
18. Even though I perceive unfairness in my school, I was able to finish my lesson and other tasks my work required.	1	2	3	4
19. Because of my perception of unfairness in my school I don't find satisfaction in my work.	1	2	3	4
20. Though I perceive unfairness in my school, I am desperate about completing certain tasks.	1	2	3	4
21. At work I am able to focus on achieving my objectives despite my perception of unfairness in the school.	1	2	3	4
22. In spite of my perception of unfairness in my school, I am energetic enough to complete my lesson and other tasks	1	2	3	4
23. I remain silent at work because I will not find a sympathetic ear, anyway	1	2	3	4
24. I remain silent at work because nothing will change, anyway	1	2	3	4
25. I remain silent because my superiors are not open to proposals, concerns, or the like	1	2	3	4

APPENDIX B*:*

CORRELATION TABLES

Correlation Analysis of the Relationship between Leadership Member

Exchange and Organisational Politics Perception

		Politics Perception
	Pearson Correlation	.514**
Leader Member Exchange	Sig. (2-tailed)	.001
	N	152

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

Correlation Analysis of the Relationship between Leadership Member

Exchange and Work Withdrawal

		Work Withdrawal
	Pearson Correlation	-.613*
Leader Member Exchange	Sig. (2-tailed)	.013
	N	152

*. Correlation is significant at the 0.05 level (2-tailed).

Correlation Analysis of the Relationship between Tenure and Politics

Perception

Variable		Tenure
	Pearson Correlation	-.352*
Politics Perception	Sig. (2-tailed)	.023
	N	152

*. Correlation is significant at the 0.05 level (2-tailed).

APPENDIX C
INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Telephone: 233-3321-32440/4 & 32480/3
Direct: 033 20 91697
Fax: 03321-30184
Telex: 2552, UCC, GH.
Telegram & Cables: University, Cape Coast
Email: edufound@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref:

Your Ref:

Dear Sir/Madam,

THESIS WORK
LETTER OF INTRODUCTION: MS. ESTHER TWEWA DJAN

We introduce to you Ms. Djan, a student from the University of Cape Coast, Department of Education and Psychology. She is pursuing Master of Philosophy degree in Educational Psychology and is currently at the thesis stage.

Ms. Djan is researching on the topic:

"Mediating role of politics perception on Leader-Member exchange and work withdrawal behavior among Senionr High School Teachers in the Sunyani municipality".

We would be grateful if she is given all the needed assistance toward this necessary academic exercise. Please, any information provided will be treated as strictly confidential.

Thank you.

Yours faithfully,

(Theophilus Amuzu Fiadzomor)
Senior Administrative Assistant
For: **HEAD**

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APPENDIX D
ETHICAL CLEARNCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc-edu/v2/18-33

Date: Jan 21, 2018

Your Ref: ....

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

The bearer, Esther Twewa Djan, Reg. No. ED/PPE/16/0017 is an M.Phil. / Ph.D. student in the Department of Education and Psychology in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / She wishes to undertake a research study on the topic:

Mediating role of organisational politics perception on leader-member exchange and work withdrawal behaviour among senior high school teachers in the Sunyani Municipality

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/her study. The ERB would be grateful if you would give him/her the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

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