The Interacting Role of Organizational Support and Job Satisfaction on Teacher Commitment: Evidence from Colleges of Education in Ghana

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Abstract

The study focused on examining the dynamism of the relationship between organisational support, teachers' job satisfaction, and commitment in the colleges of education in Ghana and develop a scientific model of organisational support, teachers' job satisfaction and commitment in colleges of education using Ghanaian data. Thus, the explanatory research design was adopted due to the nature of the study as there was the need to compare and analyse the responses from standardised questionnaires through the use of descriptive and inferential statistics which fit well into the explanatory survey design. The population this study focused on was teachers of colleges of education in Ghana. Questionnaires were employed to gather data. Job satisfaction was found to be significant antecedents for teacher commitment. It was also found that job satisfaction is a multidimensional construct and that job satisfaction can moderate the relationship between organisational support and teacher commitment.

Key words*: Colleges of education, job satisfaction, organisational support, teacher commitment*.

1. Introduction

Job satisfaction and employee organisational commitment are widely studied factors in management and human resource literature and especially in educational institutions (see for instance Rehman et al. 2013; Nagar, 2012; Daneshfard & Ekvaniyan 2012; Awang et al., 2010; Ayeni & Phopoola 2007). Job satisfaction, commitment, as well as organizational support factors, are more important to study in academic institutions, especially higher education establishments which are the sources of human resources and solely responsible for educating the intellect of nations.

Job satisfaction as a concept is defined as an attitude that individuals wield regarding their jobs. It arises from their perception of their jobs and how comfortable they feel about their work (Colakoglu et al. 2010). In some other times, job satisfaction is described as the extent to which the working conditions satisfy the requirements and values of employees and the individual's responsiveness to such environment (Abdulla et al. 2011). In addition to the belief that job satisfaction is a summary evaluation that people make of their work, it must reminisce that factors contributing to job satisfaction vary by place and person.

Studies in various countries reported that factors such as: Work itself (Haorei, 2012), Supervision (Morrow, 2011), Promotion Possibilities (Chughtai & Zafar, 2006), Pay (Sharma & Gupta, 2012), relationship with co-workers (Mowday & Sutton, 1993), recognition (Kraig, 2003) have a connection with job satisfaction of employees. Also, factors related to demographic characteristics of the individuals such as education (Chireshe & Shumba, 2011), age and gender (Brenya & Asare, 2011) have a relationship with job satisfaction. Besides job satisfaction, organisational support is

also regarded as a socio-economic variable which is at variant with employee commitment. This organisational support is explained as how much the organisation values employees' contributions and cares about them in the organisation (Eisenberger et al. 1986). Thus, organisational support is a bidirectional relationship between organisations and its employees where the organisation provides all the necessary policies, procedures and mechanisms in favour of employees and employees intend work assiduously towards the realisation of the organisational goal.

Organisational support is seen as perception from the perspective of employees about their organisation. Prospects of this perception in the worker's mind are consequences such as considering appreciation in the organisation, employee goodness by the organisation, and sharing common values between organisation and employee. Most often, employees, when supported by their organisation perceive themselves as valuable employees for their organisations. These employees who perceive that their organisation value them would be satisfied with their job and may have a strong sense of attachment to their organisation.

Based on the aforementioned, Brenya & Asare, (2011) specified that employees who are not satisfied at work show different behaviours of work withdrawal including more short-term means of escaping from noxious work conditions, such as arriving late or departure from work early, being absent, or minimising time spent on the task. Similarly, Boateng, (2012) asserted that employees show different defensive behaviours when they are frustrated by blockage of needs and personal goals at work. It is therefore relevant to have a comprehensive theoretical model tailored to the educational institutions to understand and manage the dynamics of teacher commitment within the framework of teacher job satisfaction and organisational support.

For teacher educators in the colleges of education to perform better, the issues surrounding organisational support, job satisfaction and commitment cannot be ignored making the need for comprehensive study very critical. Thus, complete loyalty to the institution with the staff highly satisfied in their jobs is warranted. Though studies have been conducted in different parts of the country relative with job satisfaction (see Dartey-Baah, Amoako, 2011; Kwenin, et al. 2013; Kosi et al. 2015), most of these studies focused specifically on job satisfaction; and hence did not look the implications behind as well as how organisational support contributes. This study is therefore designed to fill the gap by empirically examining the feeling that teacher educators have towards the different dimensions of their job; and how it links with their commitment for the success of the institution. Specifically, the study examines the interacting role of organisational support and job satisfaction on teacher commitment and develop a theoretical model that explains the constructs of organisational support, teachers' job satisfaction and teachers' commitment in colleges of education in Ghana.

1.1. Literature Review

Teachers Job Satisfaction and Commitment

In public administration and human resource management, the concept of job satisfaction is essential thus, it is widespread in management literature (see Cramer 1996; Clugston 2000; Goulet & Frank, 2002; Markovits et al. 2007; Raymond & Mjoli 2013; Bowling et al 2015; Valaei et al. 2016; Saridakis et al. 2018). Job satisfaction is seen as a multidimensional concept, and thus no single definition or universal definition could be assigned to it. However, most of the definitions given by authors seem to follow the same logic. These authors have defined job satisfaction as

feelings or better yet the constellation of attitudes that employees have about their jobs and other related aspects of their jobs.
According to these authors job satisfaction refers to the degree to which employees like (satisfied) or dislike (dissatisfied) their jobs (see Haorei 2012; Gupta and Sharma 2009; Mudor & Tooksoon, 2011). This simple definition of job satisfaction means that teachers' job satisfaction within the context of this study is the emotional state of teachers that arise from how they appraise their job and experiences.

Relating Teachers Job Satisfaction to Commitment

As earlier indicated job satisfaction is one of the most critical workplace attitudes of employees and origination. It primarily reflects the congruence between what employees want from their jobs and what employees feel they receive (Aydogdu, & Asikgil (2011). Relatedly, teacher job satisfaction mirrors how well they feel and their sense of attachment to their job. This job satisfaction can enhance individual teacher's performance through increasing work motivation, breeding organisational citizenship behaviour (commitment) (Goyal & Shrivastsva 2012; Kraimer et al., 2011; Colakoglu et al., 2010). Additionally, satisfied teachers in a college reduce costs associated with negative organisational behaviours such as turnover, burnout, apathy, and absenteeism which are negative signs of commitment. Moreover, teacher job satisfaction is an essential element of their mental health and overall well-being. This is because the impact of job satisfaction on the happiness and well-being of individuals is undeniable and ultimately commitment (Lamba & Choudhary 2013).

As maintained by Sharma & Gupta (2012) a job does not only as a primary source of income to employees but also a vital life domain in other ways. They stressed that work occupies the critical part and time of each employee's day, is an individual's primary source of reputation and social standing, helps to define who an individual is, and affects individual's health both mentally and physically. Therefore, because of work's central role in many people's lives, satisfaction with one's job is an essential component in overall well-being. When people are well satisfied with their job, the ultimate consequence is the commitment that they demonstrate to their organisation.
As a multidimensional phenomenon, job satisfaction has some constructs which are often used to operationalise it in theoretical and empirical literature. Different scholars had identified different job satisfaction factors. In the view of Mensele & Coetzee (2014), having capitals, sufficient work tools, and teaching opportunities and a reasonable workload are essential factors of a worker's job satisfaction. On the other hand, other scholars determine job satisfaction on the source of attitude to the work, relationships with member employees, supervision, company strategy and support, salary, promotion, and progress (Sharma & Gupta, 2012). Furthermore, Robyn (2012) specified that work, pay, promotion, supervision, and co-workers as the significant determinants of job satisfaction. Job satisfaction is concerned with several attitudes including attitudes about the job characteristics, compensation and benefits, status, social security, advancement opportunities, technological challenges and respect

Teacher Commitment

Commitment is a dream every organisation seeks to achieve. It is a driving force of performance and minimises negative job habits including employee turnover. Although many studies have investigated organisational commitment, it continues to remain as one of the most challenging research areas in the fields of management, organisational behaviour and human resource management (Gutierrez et al., 2012). Employee commitment is a force that is believed to bind an

individual to undertake a course of action which is relevant to one or more targets (Imran et al. 2014).
One of the primary definitions of the concept of organisational commitment is that of Porter et al. (1974). Porter and his colleagues defined organisational commitment as the relative strength of an individual's identification with and involvement in a particular organisation. Teacher commitment is thus the emotional bond between the teacher and the college of education. Teacher commitment can be the motivation for attachment and urge to remain to work (Mart, 2013).

It can also be described as a teacher's attitude, including affection, belief, and behavioural intention toward his work or the college (Boateng, 2012). Teacher commitment as an attitude reflects feelings such as attachment, identification, and loyalty to the college of education as an object of commitment (Morrow 1993). Chiboiwa et al. (2010) asserted that commitment as behaviour is evident when committed teachers enact specific behaviour due to the belief that it is morally correct rather than personally beneficial. In terms of the motivational perspective, teacher commitment is a state of being in which teachers are bound by their beliefs, and actions that sustain their course of actions, activities, and their involvement in their colleges (Adeniji, 2011).

Lessons from these definitions explain why some human resource pundits see employee commitment as peoples feeling about the continuity with, attachment to the organisation, acceptance of the goals and values of the organisation, and willingness to help the organisation to achieve such goals and values. Teacher commitment is, therefore, one of the significant professional characteristics that influence an educator's success. For people to feel attached to their organisation, a three-component model proposed by Meyer & Allen (1991) becomes very important. These three components are an affective commitment, a continuance commitment, and a normative commitment. Each of these models has implications for teachers' commitment to colleges of education.

Affective Commitment
This form of commitment refers to employees' emotional attachment to, identification with, and involvement in the organisation. With this, employees with a strong degree of affective commitment continue employment with the organisation because they want to do so. It is indicated that members of an organisation who have affective commitment stay with their organisation because they perceive a goal congruence between their employment goals and value and goals and values of their organisation (Gutierrez et al., 2012; Morrow, 2011). Interestingly, Meyer &Allen (1997) indicated that affective commitment is influenced by factors such as role clarity, job challenge and goal difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation, and dependability.
Relating the affective commitment as a dimension of commitment to teacher commitment which is operational variable, it stands to reason that professional commitment in colleges of education refers: to teachers' emotional connection and attachment to, identification with, and participation in the teaching profession and its objectives regarding:

- Motivation of the teacher to identify with and the aspiration not to drop the profession for self- interested desires
- Compliance to teach altruistically and contribute to the success of the teaching profession thus helping to boost the quality of educational foundation, and

- Keenness to make individual sacrifice do further than regular potential and to tolerate challenging situations (Haorei, 2012; Mensele and Coetzee, 2014).

Continuance Commitment

Continuance commitment refers to one's awareness of the costs which are associated with leaving or discontinuing engagement with the organisation. That is the positivity or otherwise of leaving an organisation by the employee. This means that employees whose primary link to the organisation is based on continuance commitment remain because they need to do so. To differentiate between affective commitment and continuance commitment, it can be stated that with affective commitment, employees feel attached because they want to whiles with continuance commitment, employees feel attached to the organisation because they need to (Srivastava 2013). Continuance commitment could be described as an instrumental attachment to an organisation, where an individual's continuous association with or attachment to the organisation is determined by individual's assessment of the available economic benefits which is potential with the continuous engagement.

Continuance commitment in colleges of education refers to commitment based on the benefits and costs that are related for continuance stay of teachers in their respective institutions (Nazari & Emami, 2012). It is the extent to which teachers of colleges believe that it is rewarding to continue their engagement with their institutions or must remain in the teaching profession because of lack of alternatives or possible disruptions resulting from leaving their jobs (Baek-Kyoo & Sunyoung 2010). It is the economic compulsions that make the teachers stay with the colleges of education and its values (Naderi & Anari, 2012). Management of education institutions should, therefore, lay down effective strategies for such individuals since any good opportunity would make them leave either the profession or the job. Teachers with continuance professional commitment remain within the teaching profession because leaving the profession has a high cost for them.

Normative Commitment

Normative Commitment reflects one's feeling of or sense of obligation to stay or continue employment with an organisation. Employees with an extraordinary measure or level of normative commitment believe that they need to remain with the organisation (Imran et al., 2014). Such individuals are having internalised normative beliefs of duty and obligation, and hence they are obligated to sustain their membership with the organisation (Allen & Meyer, 1990). This means that normative professional commitment in colleges of education refers to the feelings of moral responsibility of people to stay in the profession (Boateng, 2012; Chiboiwa et al., 2010; Lumley et al., 2011). It is the sense or feel of obligation of the teachers towards the colleges of education to uphold its values and principles (Gutierrez et al., 2013). The adoption of the goals and values of the school constitutes the basis for teachers' commitment to the school. Mahal (2012) saw it as one's attitude, which includes belief and behavioural intention toward one's work.

The literature has revealed that there are several variables which may determine the level of a teacher's commitment to the colleges of education. This includes the interaction between teachers, the relationship between the teacher as well as the student, the quality of effort put in by the teachers and the working environment (Morrow, 2011). The three forms or models of commitment discussed so far give management of colleges of education a degree of responsibility towards identifying which form of commitment is exercised by teachers. This would make it possible to make provisions for meeting the challenges confronting employees.

Much as teachers' commitment is essential to the goals of the organisation, studies have indicated that organisational support has a level of bearing on the various forms of commitment discussed. For instance, organisational support has been argued to have an effect on affective commitment (Colakoglu et al., 2010; Gutierrez et al., 2012; Imran et al., 2014; Mahal, 2012; Morrow, 2011). According to the results presented in these studies, employees who feel supported by their organisations and feel valued as an employee in their organisations become more attached to their organisation.

Social identity theory explains this relationship between organisational support and affective commitment. The social identity theory suggests that teachers remain loyal when they feel their colleges' value and appreciate them (Tyler, 1999). If the organisational support meets the teachers' needs for praise and approval, the teachers would incorporate organisational membership into self-identity and thereby develop a positive emotional bond (affective commitment) to the organisation. Additionally, according to Colakoglu et al. (2010), when teachers view their colleges as supportive, it is more likely that these teachers would feel a strong desire to maintain attachment and membership in their colleges of education. Thus, in the light of the empirical studies and the tenets of social identity theory, the study hypothetically suggests that organisational support positively affect affective commitment.

Similarly, Yang (2010) discovered that, job satisfaction is an influential contributor to affective commitment. According to the results of his study, it may be extrapolated that teachers who satisfied with their job and engagement are willing to work on behalf of their colleges and have strong motivation to remain in their organisation. Besides, the study of Astrauskaitė et al. (2011) revealed that job satisfaction had a significant effect on normative commitment. By extension, when employees (teachers) of colleges of education in Ghana are satisfied they would feel obligated to remain with their colleges because of the force of indebtedness and urge to repay for the moral and monetary support they have received from their organisation.

According to Eisenberger et al. (1997) job satisfaction creates a felt obligation to repay the organisation. Lastly, a study conducted by Mensele & Coetzee (2014) revealed that job satisfaction has a positive effect on continuous commitment. However, they revealed that dissatisfied employees display lower levels of continuance commitment to their organisation. The discussions above have demonstrated that teacher commitment has essential antecedents which include organisational support and job satisfaction. It is therefore imperative to employ these antecedents to construct teacher commitment model or profile in the colleges of education in Ghana.

Teacher education in Ghana

The relevance of education cannot be underestimated. Education is the foundational ground upon which the development of every nation's human resource is built. It is therefore worth remembering that a sound education structure leads to an enlightened society and future workforce development, which consequently leads a crusade for social transformation and economic progress of the country (Brenya & Asare, 2011). It is thus worthy of note that central to the educational enterprise is the teacher. The role of the teacher is so important to the extent that no nation can afford to overlook it. According to Asare & Nti (2014), education is a condition for developing capability, institutional capacity and to achieve this reality the teacher is the ultimate decider.

In light of the forgoing importance of teacher education, Ghana has over the past decades strived to train, develop and retain teachers as the backbone of Ghanaian workforce capacity and needs. In view of this, the Presidential Committee on Education (PCE) (2002), the last committee established to work on education reforms in Ghana, recommended among other things a critical approach and review to make teacher education quite relevant for the development of Ghana. In their contribution to the mandate of colleges of education in Ghana, Boateng (2012) and Nketsia & Saloviita (2013) explained some of the core mandates of colleges of education in Ghana.

Boateng (2012) and Nketsia & Saloviita (2013) maintained that one of the core mandates is to provide a comprehensive framework and program for teachers' training including pre-service and in-service training. They also identified that these colleges of education are mandated to commit to producing dedicated, committed and competent teachers to feed the basic educational institutions and support quality of education (teaching and learning) of these institutions in Ghana. In order to achieve the core mission of teacher education, certain fundamentals should be in place within the environment from which teachers are trained.

In Ghana, the teachers training colleges now called colleges of education are the institutions which train the teachers for the basic schools. Such environments must have pragmatic policies and procedures to shape the minds and attitude of the trainers in order for them to effectively impact practical knowledge to incoming teachers who serve as the bedrock of human development. For the purpose of this study, one of the core fundamentals of ensuring quality relay of knowledge in the colleges of education is teachers' commitment. The teachers here, and as would be used for the rest of the study refers to the trainers or tutors in the various colleges of education whose primary objective is to train upcoming teachers for the various basic schools in the country.

The colleges of education in Ghana have been established with the sole aim of training people who can teach and groom the children during their early stage of development. This is essential as the way children are groomed from their childhood defines their overall being as they grow up (Asare & Nti, 2014). Therefore, in order for children to function well at each stage of their cognitive development, there is the need for them to have the proper training to meet international educational standards. This does not require just tutors but tutors who are committed to the job and enjoy doing what they do.

3. Methodology

In this study, both descriptive and exploratory research design was chosen to investigate the interacting role of organisational support and job satisfaction on teacher commitment in the colleges of education in Ghana. This study adopted the quantitative methodology. Quantitative research as inferred by Sekaran & Bougie (2010).) provides clear statistical data for inference and supports larger sample sizes which translate to more generalizability over the population being studied. Again Creswell (2014) notes that one benefit of the quantitative approach is that the outcomes are valid, reliable and generalizable to a more significant population.

The quantitative approach (May 2011) was selected based on the nature of the study and its methodological foundation. The target study population was the teachers of colleges of education in Ghana. Consequently, the purposive sampling technique was used to select Ola college of education. According to Zhi (2014), purposive sampling is appropriate when the study aims to glean knowledge from targeted respondents deemed to have specific knowledge in the field of study. Convenience or opportunity sampling as Battaglia (2008) infers involves collecting a

sample from somewhere convenient to the researcher, was used to select 63 samples and administered with questionnaires.

4. Findings

Job Satisfaction

Table 1: Descriptive Statistics on Job Attitude

	N	Min.	Max.	Mean	±SD
I am satisfied with my current job	59	1.00	5.00	3.97	0.52
I am valued for the work that I do	59	1.00	5.00	3.15	0.58
I like doing the things I do at work	59	2.00	5.00	3.54	0.75
I am satisfied with the benefits I receive	59	1.00	5.00	2.37	0.74
I feel satisfied with my chances for salary increases	59	1.00	5.00	1.98	1.28
I have a better understanding with my colleagues on the job making it enjoyable	59	1.00	5.00	3.88	0.79
Valid N (listwise)	**59**			**3.15**	**0.78**

Table 1 presents the descriptive statistics on the attitude of the respondents on the job. Analysis of the results shows that all the items scored above the 3.0 mean threshold indicating that the attitude of the staff in the institution are high. However, with reference to the overall mean score of the construct (m=3.15, ±SD=0.78) showed that most of the responses were centred around the midpoint of the rating scale suggesting that most of the respondents were uncertain regarding the general attitude of staff on the job. Thus, it can be determined that job attitudes of the respondents in the institution is relatively weak.

Table 2: Descriptive Statistics on Social Attitude

	No.	Min.	Max.	Mean	±SD
There are outside (e.g. political and other) pressures and influences in work and office that make job exciting	59	2.00	5.00	2.73	0.94
I get a feeling of worthwhile accomplishment doing my job	59	3.00	5.00	4.02	0.39
I enjoy this job as it is recognised by my environment	59	1.00	5.00	3.95	0.63
The social ties I have with my job makes it enjoyable	59	1.00	5.00	3.56	0.95
My family is attached to this job	59	1.00	5.00	3.24	0.82
I am concerned with what work I do than what I get for it	59	1.00	5.00	3.34	0.88
I am troubled about what other individuals think of my work	59	1.00	5.00	3.53	1.01
Valid N (listwise)	**59**			**3.48**	**0.80**

Source: Field survey (2018)

Furthermore, Table 2 also presents the descriptive statistics on the social attitude of the respondents. From the table, it can be realised that the feeling of worthwhile accomplishment in doing their job obtained the highest mean score of (m=4.02, ±SD=0.39) whereas all the other variables obtained mean scores above the 3.0 mean threshold giving the impression that most of the responses were geared towards the agreement end of the rating scale. More so, a reference to the overall mean score

(m=3.48, ±SD=0.80) it can, therefore, be concluded that on the whole, the respondents have a high social attitude towards their colleagues in the institution.

Table 3: Descriptive Statistics on Psychological Attachment

	No.	Min.	Max.	Mean	±SD
I enjoyed my job because I feel it is a challenging work	59	1.00	5.00	3.44	0.73
My ideas and interests are regarded on the job in this college	59	3.00	5.00	3.22	0.53
I can employ varying critical thinking skills on my job	59	3.00	33.00	3.95	3.90
I am allowed to develop my own teaching strategies and implement them in class	59	2.00	5.00	3.53	0.70
I feel I can grow my skills to meet every job challenge in this college	59	2.00	5.00	3.42	1.04
Valid N (listwise)	**59**			**3.51**	**1.38**

Additionally, Table 3 also presents the descriptive statistics in relation to the psychological attachment of the respondents. Summary of the analysis revealed that all the items in the constructs had mean scores above the standard mean threshold of 3.0 which invariably suggests that most of the responses were towards the agreement end of the scale. However, it is worth noting that respondents attitude concerning their ability to employ varying critical thinking skills on their respective jobs obtained the highest mean score of 3.95 (±SD=3.90). From the analysis, it can be resolved that the tutors in the institution have a high level of psychological attachment in the college.

Job satisfaction and commitment

Normality and Linearity

The study used the standard normal probability plot also called 'Normal Q-Q Plot' to test normality and linearity assumptions. It is an observation of a reasonable straight normal probability plot is an indication of normality and linearity. The results are displayed in Figure 1.

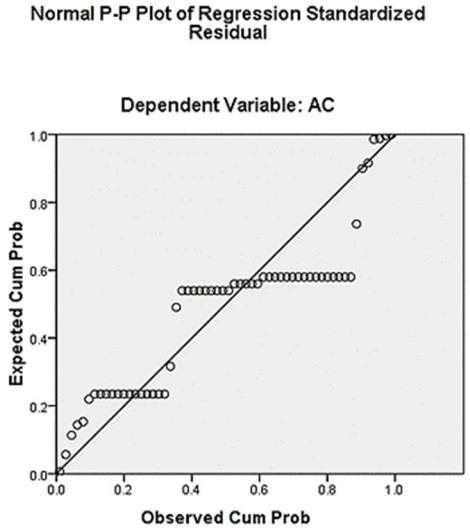

Figure 1: Diagnostic test of normality and linearity with Job Satisfaction

The results as depicted in Figure 1 show a reasonable diagonal line which passes through a number of points. This suggests that the normality and linearity in the study variables as assumed by regression have been met.

Multicollinearity Diagnostic Analysis

Multicollinearity assumption is also one of the basic assumptions for standard multiple regression to generate reliable results. It is believed that where the correlation between independent variables is 0.7 and above, then there is a possibility of multicollinearity problem. Therefore, such variables should not be simultaneously analysed. As discussed earlier, 'Tolerance Value and Variance Inflation Factor (VIF)' can also be used for testing this assumption. The results are captured in Table 4 It can be observed that there is the possibility of multicollinearity problem between job attitude and social attitude. Therefore, one of the variables is estimated with a psychological attitude to correct the problem.

Table 4: Multicollinearity Analysis for Teacher Job Satisfaction Constructs

	Job Attitude	**Social Attitude**	**Psychological Attitude**
Job Attitude	1.000	0.720***	0.362***
Social Attitude	0.720***	1.000	0.144***
Psychological Attitude	0.362***	0.144***	1.000

The study proceeded to estimate the relationship taking into account the results from the diagnostics test. The statistical results are reported in Table 4 The results are presented in three models: affective commitment which is captured as AC model, continuance commitment denoted as CC model and normative commitment represented by NC model. Under each of the models, the table reports the values of the R2 and the f-statistics. It could be observed from table 4 that R2 for AC model is 0.555, 0.207 for CC model and 0.180 for NC model. The implication is that teacher job satisfaction dimensions explain about 55.5%, 20.7% and 18% of variations in the level of Teacher Affective Commitment, Continuance Commitment and Normative Commitment in Ola College of Education.

Moreover, Table 5 shows f-statistic of 34.315(0.001) for AC model, 3.389 (0.0207) for CC model and 3.865 (0.014) for NC model. The f-stat explains the joint significance of all the independent variables (teacher job satisfaction variables) in relation to changes in teacher commitment. Thus, although the individual dimensions of teacher job satisfaction may not be significant, they may be significant when simultaneous employed with other constructs. All the f-statistics are significant at 1%, 5% and 5% respectively for AC model, CC model and NC model. This suggests that the three dimensions teacher job satisfaction, namely, job attitude (JA), social attitude (SA) and psychological attitude (PA) are important antecedents of teacher commitment in Ola College of Education in Ghana.

Table 5 also reports the coefficient or beta (β) of the three dimensions of teacher job satisfaction. These estimates or coefficients are used to determine the nature and the direction of the relationship between job satisfaction and the level of teacher commitment of Ola College of Education. Per the affective commitment model (AC model) as depicted in Table 5, all the dimensions of teacher job satisfaction exhibit a significant effect on the level of affective commitment. It can be observed that job attitude significant effect as evident in the parenthesis ($\beta = 0.559$; $p=.001$). Similarly, social

attitude showed significant effect (β = 0.390; Sig. = .000), and also psychological attitude (β = 0.101; p=.0703). These findings indicate that job attitude, social attitude and psychological attitude are significant at 1%, 1% and 10% respectively.

Table 5: Estimation of the Effect of Job Satisfaction on Teacher Commitment

	Beta	t-stat	Sig.	R^2	f-stat
AC Model				0.555	34.315(0.000)
JA*	0.559	7.691	0.000		
SA*	0.390	3.913	0.000		
PA*	0.101	2.414	0.073		
CC Model				0.207	3.389(0.027)
JA	0.095	0.195	0.847		
SA	0.842	1.656	0.105		
PA	-0.650	-2.097	0.042		
NC Model				0.180	3.865(0.014)
JA	0.447	2.412	0.019		
SA	-0.677	-3.399	0.001		
PA	-0.064	-0.773	0.443		

*Note: * JA denotes Job attitude, SA is social attitude and PA denotes psychological attitude*

The coefficients or the betas are positive indicating that the relationships are positive. These results imply that the three dimensions of job satisfaction have a positive effect on the level of teacher affective commitment. Further implication from the coefficients or the betas is that an increase in the level of teacher job attitude, social attitude and psychological attitude would lead to 0.559, 0.390 and 0.101 points increase in the level of teacher affective commitment respectively and vice-versa, all other things being equal. It is therefore concluded that the three job satisfaction variables are essential antecedents of affective commitment. The implication is that in building teacher affective commitment, policymakers should incorporate these dimensions.

Referencing the results from estimating the continuance commitment model, there are mixed results in terms of the nature and the direction of the relationship. In terms of the direction, it can be observed that whiles two of the dimensions exhibit positive effect, one of the dimensions reveals negative effect. The coefficients or betas and the corresponding significant values are as follows: job attitude (β=0.195; p=.847), social attitude (β=0.842; p=.105), and psychological attitude (β=-0.650; p=.042). This means that while job attitude and social attitude have a positive effect on the level of teacher continuance commitment, the psychological attitude has a negative effect on the level of teacher continuance commitment.

Additionally, in terms of the nature of the relationship, only psychological attitude has revealed a significant effect on the level of teacher continuance commitment. The implication is that the study fails to reject the null hypothesis that job attitude and social attitude do not have a significant effect on the level of teacher continuance commitment. However, on the count of the psychological attitude, the found evidence of significant effect at 5% level and therefore rejects the null hypothesis.

Regarding the normative commitment, Table 4.18 reports the estimates as follows: job attitude (β = 0.447; p=.019), social attitude (β = -0.677; p=.001) and psychological attitude (β = -0.064; p=0.443). These betas indicate that only job attitude exhibit a positive effect on teacher normative commitment. Social attitude and psychological attitude have shown a negative effect and evident in their negative betas. However, in terms of the significance level, only psychological attitude showed insignificant effect. The implication is that job attitude has a significant positive effect on normative commitment whiles social attitude effects normative commitment negatively insignificant terms. Psychological attitude, however, has no significant effect on the level of normative commitment.

These findings are partially consistent with the study expectations and partial disaffirm the expectation. The significant positive effect found between all the job satisfaction variables and affective commitment is consistent with the study expectation. However, the negative effect of psychological attitude on continuance commitment and psychological attitude and social attitude on normative commitment do not meet the study expectation. The study predicted that an increase in job satisfaction could increase all the dimensions of the teacher commitment.

The general positive effect of all the job satisfaction dimensions on affective commitment and some on continuance and normative commitment is somewhat consistent with some empirical studies. These authors found that job satisfaction, in general, enhances the individual teacher's commitment and breed organisational citizenship behaviour. The mixed findings of the job satisfaction dimensions in relation to normative commitment provide theoretical implications. The findings suggest that job satisfaction is a multidimensional construct and therefore, it assessing and estimating it as a single construct may be misleading and may lead to a wrongful conclusion. Each dimension presents unique information and has a unique effect. This implies that the findings in this study present the foundation for modelling the concept of job satisfaction.

The positive effect of social attitude and psychological attitude of job on affective commitment implies that teachers of Ola College of Education, do not only view their jobs as a primary source of income but also an vital life domain in other ways. Work of the teachers occupies essential part and time of each teacher's day and considers the teachers' main source of reputation and social standing. This could have contributed to the strong positive relationship between the social attitude and affective commitment. Similarly, the positive effect of psychological attitude on commitment seeks to suggest that the teachers view their work as the basis for defining who they are, and therefore affects their mental and physical dispositions.

Moderating Effect of Job Satisfaction on Organisational Support and Teacher Commitment

This section of the chapter presents the statistics and discussions of the interaction of job satisfaction between organisational support and teacher commitment. The results are reported in Table 5. The study operationalises teacher commitment as affective commitment. The first of the statistics are the R2 and the f-statistics. These are used to assess the fitness of the model. It could be observed from the table that R2 for AC model is 0.800. This means that moderating organisational support constructs with job satisfaction; organisational support variables are capable of explaining about 80% of variations in the level of Teacher Affective Commitment in Ola College of Education. This is higher than the 67% generated in Table 5 under the same AC model without job satisfaction moderating or interactive role. The high R2 implies that organisational support constructs can become effective antecedents in modelling teacher commitment in the college when job satisfaction is also enhanced.

Additionally, Table 5 reveals f-statistic of 41.681 (0.000) for the estimated interactive model. The sig. value is in the parenthesis. The sig. value is less than 1% indicating that the f-stat is significant at 1%. The f-stat measures the extent to which the organisational support constructs with the interactive terms are jointly significant in explaining changes in teacher commitment. The significant f-stat suggests that the variables are jointly significant in explaining the changes in affective commitment. Thus, although the individual constructs may not be significant, they may be significant when simultaneous employed with other constructs. The implication is that the five dimensions or constructs of organisational supports with job satisfaction as interactive term, namely, work-life balance* (WLB*), management and leadership* (ML*), working environment* (WE*), social support* (SS*) and reward and recognition* (RR*) are essential antecedents of teacher commitment in Ola College of Education in Ghana.

PROPOSED THEORETICAL MODEL

ORGANISATION SUPPORT AND JOB SATISFACTION MODEL FOR TEACHER COMMITMENT IN A COLLEGE OF EDUCATION

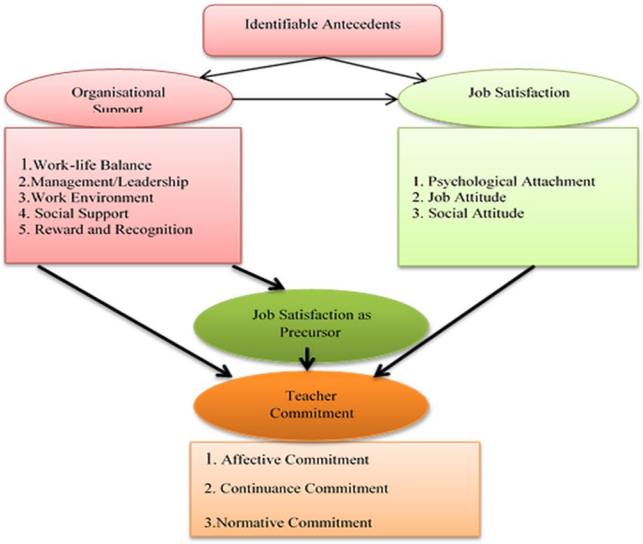

Figure 2: Theoretical Model: Organisation Support and Job Satisfaction Model for Teacher Commitment in a College of Education

In answering the primary research question, the study applies the content and thematic analysis to the wealth of theories, empirical studies, components and antecedents. It was found that organisational support, job satisfaction and teacher commitments are multidimensional constructs rather than single concepts. The document review revealed that organisational support might be modelled from five constructs. These include work-life balance, management/leadership, work environment, social support and reward and recognition. It was also found from the documentary review that job satisfaction can be operationalised from three constructs. These are job attitude, social attitude and psychological attitude. These were modelled from lessons learnt from Hulin & Judge (2003). These evidence from the literature and the understanding of each of these variables, their constructs, antecedents and how they are interrelated are used in this study in developing a comprehensive model relevant to colleges of education.

The concepts of organisational support, job satisfaction and teacher commitment seem to be linked theoretically as found in the literature (Haorei, 2012; Imran et al. 2014). Therefore, the study proposed a model for explaining the relationship between organisational support, job satisfaction and teacher commitment in a form depicted in Figure 2. The proposed integrated model suggests that to manage or develop a teacher's commitment, it is expected that one identifies the antecedents of two key constructs: organisational support and job satisfaction. Harnessing these antecedents and implementing them could increase the level of organisational support and job satisfaction.
The findings confirm the relevance of this proposed model. It shows that organisational support constructs and job satisfaction dimensions in Figure 2 are essential antecedents of teacher commitment. Additionally, the empirical investigations in this study as evidenced in the analysis of the questionnaires have revealed that job satisfaction could also serve as an interactive term for the relationship between organisational support and teacher commitment. These empirical evidences make the proposed model relevant for building teacher commitment.

5. Conclusions

The current study sought to examine the interacting role of organisational support and job satisfaction on teacher commitment in colleges of education in Ghana. The results of the current study revealed that a unique relationship between job satisfaction, organisational support and organisational commitment indeed exists. Regardless of the type of organisation, the results of this study highlighted the fact that employees do have views of organisations that may ultimately affect attitudinal behaviours and the success of the organisation. Attention to the relationships identified in this study must serve as a springboard for future studies seeking to improve the quality of education as a system, by providing interventions that forge higher commitment among educators.

By increasing teacher commitment, a surge must also spark the movement of social change, by increasing, job satisfaction, organisational support, and dedication to a profession cultivated for global service to all humanity. Overall, this study is consistent with organisational support theory, purporting that organisational support enhances employees' commitment to organisations. It is thus important to provide support as it is a critical factor in employee commitment. Indeed, improvements are needed in the teaching profession in order to increase teachers' commitment. Since education has always been of the highest priority in Ghana, teachers are the driving force to raise the capacity of knowledge and innovation. The result of this study will help teachers in Ghana to have a more significant commitment towards their students and school in general.

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