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Job Satisfaction and Commitment in Ghana: Perspectives from College Tutors

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ABSTRACT

Recruiting and persuading teachers to stay in their jobs is a key educational challenge in Ghana. Growing demands and expectations on teachers have resulted in higher turnover. Based on this context, the major goal of this study was to assess if job satisfaction predicts the organisational commitment of college of education tutors. To accomplish this goal, this study set out to investigate and produce a hypothesis that explains and specifies the variables of job satisfaction and organisational commitment and the links between these variables. A quantitative cross-sectional survey was utilised to determine if job satisfaction predicts organisational commitment in colleges of education. The study's target demographic was tutors at Ghana's public colleges of education, with a sample size of 319. Questionnaires were used to gather data. The hypothesis was tested using multivariate multiple regression, structural equation modelling, and process analysis. According to the findings of the hypothesis, communication, a sub-dimension of job satisfaction, predicted affective commitment. Once again, co-workers and communication predicted normative commitment. Job satisfaction predicted organisational commitment. Focusing on building good job satisfaction among tutors in Ghana will assist in development of varied degrees of commitment. It is thus concluded that those who are satisfied in their jobs exhibit positive traits like greater performance, improved workflow and increased productivity. The study's findings indicate that job satisfaction was a predictor of organisational commitment among tutors in Ghana. It is therefore recommended that principals and the Ghana Tertiary Education Commission look at ways such as recognition and reward, work-life balance as well as compensation and benefits, co-workers and team dynamics to improve tutor job satisfaction.

INTRODUCTION

Employee job satisfaction is influenced by several factors (Judge, *et al.*, 2020). Research on teacher efficacy demonstrates that a variety of variables affect teachers' job satisfaction and ultimately performance (Donohoo, 2018). College principals or school heads are among these factors, as they are the primary agents in establishing a relaxed, comfortable and desirable work environment (Khun-inkeeree, *et al.*, 2021; Dinger, 2018). As a result of the social obligations of school authorities, Agih, (2015) postulates that they interact with a wide set of individuals, including students, teachers, other staff members, parents and inspectors, to ensure the success of each student.

School leadership that is committed to strengthening teachers' willpower fosters attachment and typically results in increased effort, job satisfaction, commitment and goal achievement (Agu, 2017). After Allen and Meyer (1990) published their scale on organisational commitment, the importance of organisational commitment has become an issue of concern and a topic for discussion, especially in organisational behaviour research. While the college of education community in Ghana expects tutors to support the principal to succeed, principals must ensure tutors' satisfaction with their jobs and be committed to the college's vision and mission.

According to Luthans (1998), it is easier for individuals

to come to work if they work in a clean, welcoming workplace. If the opposite occurs, they struggle to complete tasks. When wants are not met, an individual may suffer mentally, ethically, or economically. In addition, the social environment of work is likely to have a substantial influence on a worker's attitude and actions (Marks, 1994). If teachers' morale is negatively impacted in a variety of ways, it is difficult to expect them to give complete attention to their jobs. Teachers are the most significant resources accessible inside the school. West and Belington (2001) stated that the pattern of and support for teacher development is the most important factor in school efficiency.

Studies on job satisfaction over the years provide varied results. Some assert that teachers are happy in their jobs, while others argue the contrary. For example, according to the findings of a study conducted in Botswana by Monyatsi (2012, p. 219), "teachers are generally satisfied with their jobs". Research conducted on secondary school teachers in Taiwan shows that teachers in the target region were happy with their jobs (Abdullah, *et al.*, 2009). However, it appears that the narrative is different in England, where teaching experience demonstrated a curvilinear association with job satisfaction, with mid-career teachers displaying lower levels of job satisfaction (Crossman & Harris, 2006). In the case of college tutors

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in Ghana, some have expressed mixed opinions about their job satisfaction levels in interviews, observations and interactions with them.

Statement of the Problem

Organisations nowadays expect their staff to stay with them indefinitely. As a result, they provide several facilities with the hope of maintaining these workforces. However, employees have several expectations that must be addressed. People are more likely to come to work if they work in a clean, welcoming atmosphere (Luthans, 1998). When the opposite occurs, they struggle to complete tasks. When wants are unmet, an individual may suffer mentally, ethically, or economically. According to Marks (1994), the social environment of work is also likely to have a substantial influence on a worker's attitude and actions. If tutors' morale is negatively impacted in various ways, it is difficult to expect them to do their best for the college. Research shows that the prevailing reason for teacher turnover is the declining prestige of the teaching profession combined with a dissatisfying working environment, with salaries being only a minor source of dissatisfaction (Borman & Dowling, 2008; Ingersoll & Smith, 2004; TemaNord, 2010). Dampson (2010), cited Vendepuuye and Somi (1998) that teachers in Ghana were significantly dissatisfied and demotivated to perform owing to low remuneration and poor teaching conditions. These circumstances provide a bleak picture of teacher retention in Ghana. The above finding makes the problem of tutor job satisfaction and commitment critical. Furthermore, in an address at the World Teachers' Day Celebration in Ghana (2023), the Registrar of the National Teaching Council, Dr. Christian Addai-Poku, stated that the nation's education sector's high attrition rate poses a significant threat to Ghana's education and development.

According to the Registrar, early this year (2023), approximately 16,000 Ghanaian teachers applied to the Department of Education in the United Kingdom for employment, and by June 13, 2023, 10,000 of the applicants with Ghana Teacher Licences had been certified to work in the United Kingdom without any further assessment (qualified teacher status test) by the UK government. (Addai-Poku, 2023, 8:37).

Tutors in colleges of education also appear dissatisfied with their jobs, as some of them are leaving to join the traditional public universities and technical universities in Ghana (Abdul-Rahman, 2021). A study by Nartey, *et al.*, (2018), further suggests that college tutors' commitment is limited in Ghana. This survey is therefore conducted to understand tutors' job satisfaction levels and to find out whether it predicts their commitment to the college.

Justification

Previous research on job satisfaction and commitment was mostly undertaken outside of Ghana (Damini, 2017), Arar, *et al.*, (2016) and Karakose (2007). Job satisfaction and organisational commitment, as two organisational

behaviour concepts are non-existent at Ghana's colleges of education.

This study attempted to fill the aforementioned gaps. Previous research on these constructs was largely demographic (Karakose, 2007). Again, these studies relied on a handy sample of school personnel (Arar, *et al.*, 2016). Years taught and other key demographic features were ignored in these investigations. However, the current study considered number of years taught by tutors and other pertinent demographic variables in this study to assess tutors' job satisfaction and commitment. Previous studies used descriptive statistics (SPSS version 25.0 and Smart PLS version 3.2.8) for data analysis (Jibrin, *et al.*, 2021), as well as Pearson's product-moment correlation coefficient and multiple regression analyses (Syed, 2010). This paper used the Multivariate Multiple Regression and Structural Equation Model (SEM) and moderation analysis of PROCESS by Hayes (2018) using 5000 bootstrap samples with 95% bootstrap confidence intervals.

Objective

The objective was to investigate whether tutor job satisfaction predicts organisational commitment in the colleges of education in Ghana.

Hypothesis

H1: The sub-dimensions of job satisfaction will predict the sub-dimensions of organisational commitment of tutors in Colleges of Education in Ghana.

H2: The total construct of job satisfaction will predict the total construct of organisational commitment of tutors in Colleges of Education in Ghana.

LITERATURE REVIEW

Conceptualisation of Job Satisfaction

Job satisfaction is seen as a crucial component of a staff's work experience in various settings. Job satisfaction is characterised as the relationship an individual has with his or her job, coworkers and attitude, which influences how people feel about both positive and negative organisational environments (Inuwa, 2016). According to Locke (1976, p. 1304), job satisfaction is "the pleasant and positive mood associated with business evaluation and experience transfer". It deals with both an employee's overall or general job satisfaction and happiness with one's job, with precise aspects of the job, including the actual work, coworkers, supervision and compensation, working conditions, business policies and procedures, and advancement opportunities (Dugguh & Dennis, 2014). College tutors' performance is linked to job satisfaction, defined as what the tutor receives and feels in exchange for professional services (Lam & Lam, 2019). Indeed, job satisfaction is the expansion of a positive emotional attitude and love for one's job (Shafique, *et al.*, 2018), which is what it means to be happy at work. The college tutor's work morale, discipline, and performance all reflect this mentality. Tutors are unavoidably responsible

professionals who fear being undisciplined, performing poorly, and opting out of being present at work, communicating effectively with students, colleagues, employees, leaders, and more importantly, not fully committing to the organisation (Bugdol, 2018). Singh and Onahring (2019) use the concept of planned behaviour to demonstrate that the connection between satisfaction and performance is the same as it was in the past. In line with Putranto, *et al.*, (2018), there is no disagreement about the link between job satisfaction and individual success. However, there are some discrepancies in the data that suggest that job satisfaction is not necessary for performance growth.

A study by Akpor-Robaro and Oseghale (2015) indicates that compensation, job security, working conditions, prospects for advancement, recognition, and relationships with coworkers are all elements that affect job satisfaction at the college. The authors indicate that a mix of intrinsic and extrinsic variables unique to each employee affects job satisfaction.

Predictors of Organisational Commitment

The role of tutors in colleges of education in Ghana cannot be overemphasised. These tutors play a substantial role in shaping the education system of the country by ensuring that aspiring teachers gain the knowledge, skills, and attitudes necessary to become effective teachers. However, despite the importance of their role, there has been little research on the commitment of tutors in colleges of education in Ghana (Nartey, 2018).

Commitment is the bedrock of all employee relationships. It has been studied from a variety of angles, including educational leadership and ethical leadership (Kang & Sung, 2017). Sharma (2016, p. 143) thought of commitment as a construct in the 1970s, when an attempt was made to define commitment as an “attitude or orientation towards an organisation that connects or attaches the person’s identity to the organisation.” Supporting and emotional bonding with an organisation’s goals and beliefs is due to the organisation itself rather than its instrumental values, which is what organisational commitment entails (Taghinezhad, *et al.*, 2015). In connection with Hsu, *et al.*, (2015), organisational commitment was rated high. However, organisational commitment was rated moderate in other studies (Shoorideh, *et al.*, 2014; Yang, *et al.*, 2014). For example, nurses’ organisational commitment was low, according to a study by Krestainiti and Prezerakos (2014). This contradiction demonstrates that a variety of factors can influence organisational commitment and result in a variety of outcomes. Organisational commitment, according to Betanzos-Daz, *et al.*, (2017, p. 499), is “the willingness of social actors to devote their energy and loyalty to social systems, the addition of personality systems to self-expressive social relations.” Mulugeta and Hailemariam (2018) also postulate that organisational commitment is “multidimensional in nature,” taking into account a worker’s allegiance to the organisation, willingness to put forth effort on its behalf, degree of

purpose and value alignment with the organisation, and desire to stay a member. Affective commitment, normative commitment, and continuous commitment are the three characteristics Malaysia (2016) uses to categorise organisational commitment.

Social Exchange Theory (SET) (Blau, 1964), which aims to explain the social interdependence formed in the workplace, explains how employees build a connection to an organisation. According to the idea, various underlying elements influence how individuals behave in certain social conceptions in any social interaction (e.g., Markovits, *et al.*, 2014; Wiener, 1982; Blau, 1964). These aspects include intrinsic employee personal traits based on age, gender or duration of service, as well as possibilities for accomplishment, innovation and personal progress.

Extrinsic elements related to the employee’s work role and job experience include salary, management policies, physical circumstances, and job security (Markovits *et al.*, 2014; Cooper-Hakim & Viswesvaran, 2005; Spector, 1997). Broadly stated, Social Exchange Theory seeks to explain the underlying linkages that govern the exchange of reciprocal social services, which can range from simple to complicated processes (Blau, 1964). These ties are at the centre of psychological processes such as attachment, whether to a person, an organisation, or an idea (Miao, *et al.*, 2014; Blau, 1964).

Jose and Mampilly (2015) also assert that the basic principle of SET is that employees see satisfied human resource practices as an organisation’s commitment to them. Employees repay by demonstrating excellent behaviours, such as employee commitment. As a result, individuals are more likely to give up their commitment in exchange for resources and perks from their employment. Individuals who benefit from their organisation’s economic and socio-emotional resources, for example, feel bound to return to the group in kind. Obligations, according to SET arise through a series of interdependent, reciprocal exchanges between people. The theory also suggests that individuals are motivated by a sense of fairness, equity, and reciprocity in social exchanges (Stafford & Kuiper, 2021; Cross & Dundon, 2019). This means that people tend to interact with others who provide equal levels of rewards and costs, and they are more likely to stay in relationships where there is an equitable balance of advantages and costs.

METHODOLOGY

A quantitative cross-sectional survey was utilised to investigate whether job satisfaction predicts organisational commitment in colleges of education. The population of interest for this research was tutors at Ghana’s public colleges of education, with a sample size of 319. Questionnaires were the data collection instruments. First, Spector’s (1985) Job Satisfaction Scale (JSS). It is a popular measure of job satisfaction (Ibrahim, *et al.*, 2014; Astrauskaite, *et al.*, 2011; Giri & Kumar, 2010; Liu, *et al.*, 2004). With this questionnaire, each item has four questions and a Likert scale with a five-point range from

1 to 5, i.e., (1=Strongly Disagree, 5=Strongly Agree). The Cronbach alpha coefficient for each dimension of the JSS scale ranged from 0.75 to 0.91 (Spector, 1985). The second set of questionnaires was the organisational commitment scale developed by Meyer and Allen (1991). The questionnaire is a five-point Likert scale and the eighteen (18) items are rated from strongly disagree (SD = 1) to strongly agree (SA = 5). For scores obtained using the affective scale, Meyer and Allen (1997) reported median reliability coefficients of .85; for scores obtained using the continuance scale, .79; and for scores obtained using the normative scale, .73.

Eligibility Criteria

The eligibility criteria included public colleges of education tutors with key responsibilities who have had at least five years of teaching experience in their present colleges.

Sampling Technique

A multi-stage sampling procedure that divides large population clusters into smaller clusters over time was used (Taherdoost, 2016). This study considered five zones to construct clusters, and each zone has more than six CoEs; as a result, the unequal distribution of zones was taken into account when deciding how many CoEs to choose from each zone. The proportional technique was used to select the number of CoEs from each of the five zones and tutors from each of the colleges in the zones.

Pre-testing

Pre-testing was carried out at three colleges of education (CoE) namely; Kommeda, Wesley, and Tamale CoEs, to ensure that the questionnaire and data collection processes, among other things, were acceptable for obtaining the

best findings when the real study was carried out. In this sense, the questionnaire had to measure what it was designed to measure when utilised elsewhere under the same conditions that it was designed for (Delpont, 2002; Welman & Kruger, 2001). This demonstrated that the items were sufficiently good to elicit the best responses from participants.

Data Analysis Plan

The hypothesis was tested using Multivariate Multiple Regression, Structural Equation modelling, and Process Analysis.

Ethical Issues

Participants’ replies were protected to ensure confidentiality. This was preserved by providing the data in such a way that the participants were unrelated to the information supplied. Participants’ names and other personal information were not revealed. This was accomplished by employing pseudonyms and passwords to safeguard the files holding participant information (Cohen, *et al.*, 2013). Participants were advised of their ability to withdraw from the research at any time (Gay, *et al.*, 2009).

Validation of Instruments

Job Satisfaction Scale

The CFA in Table 1 shows the factor loadings and discriminant validity. From Table 1, the job satisfaction scale had 32 items made up of nine sub-scales: pay (3-items), promotion (3-items), supervision (4 items), fringe benefits (4-items), contingent rewards (4-items), operating conditions (3-items), coworkers (3-items), nature of work (4-items), and communication (4-items). The details of the items are shown below.

Table 1: Item Loadings, AVE, and Composite Reliability

Dimensions	Items	Loadings	AVE	CR	Alpha	Omega
Pay	JS-1	.560	.08	.57	.58	.65
	JB-2	.345				
	JB-3	.519				
Promotion	JB-4	.343	.23	.55	.58	.59
	JB-5	.629				
	JB-6	.411				
Supervision	JB-7	.584	.46	.67	.62	.67
	JB-8	.657				
	JB-9	.669				
Fringe benefits	JB-10	.403	.27	.59	.62	.65
	JB-11	.394				
	JB-12	.545				
	JB-13	.560				
Contingent rewards	JB-14	.567	.22	.51	.63	.66
	JB-15	.198*				
	JB-16	.362				

	JB-17	.599				
	JB-18	.596				
Operating conditions	JB-19	.557	.20	.50.	.55	.58
	JB-20	.541				
	JB-21	.372				
Coworkers	JB-22	.592	.36	.63	.56	.57
	JB-23	.642				
	JB-24	.566				
Nature of work	JB-25	.526	.29	.52	.53	.55
	JB-26	.377				
	JB-27	.459				
	JB-28	.484				
Communication	JB-29	.550	.39	.72	.58	.60
	JB-30	.648				
	JB-31	.682				
	JB-32	.612				

As indicated in Table 1, item JS-15 had a factor loading of less than .30; hence, it was deleted because the loading was less than the acceptable loading of .30 (Pallant, 2010). All of the AVEs for the various dimensions in Table 1 were less than .50. This indicates that the dimensions are not convergent valid. Although the dimensions lack convergent validity, the Composite Reliability (CR),

Cronbach Alpha, and Omega Reliability were all above .50, showing that the dimensions are more reliable, as determined by Roland and Idsoe (2001).

Confirmatory Factor Analysis of Job Satisfaction Scale

The validity of the Job Satisfaction scale is presented below. Figure 1 shows the CFA.

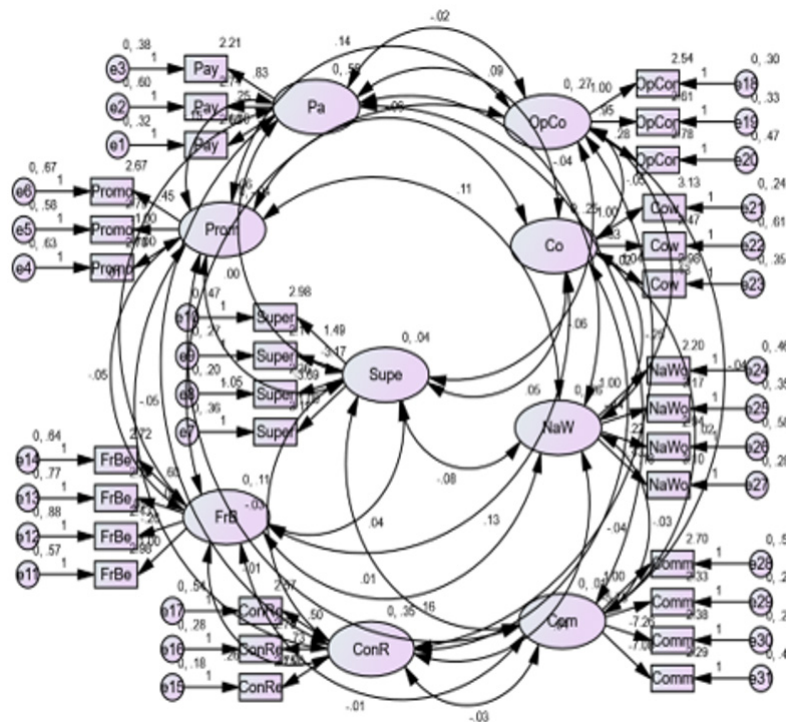


Figure 1: Job Satisfaction Scale

The CFA in Figure 1 shows the factor loadings and discriminant validity. From Figure 1, the job satisfaction scale had 32 items made up of nine sub-dimensions namely pay (3-items), promotion (3-items), supervision (4 items), fringe benefits (4-items), contingent rewards (4-items), operating conditions (3-items), coworkers (3-items), nature

of work (4-items), and communication (4-items).

Confirmatory Factor Analysis of Organisational Commitment Scale

The validity of the Organisational Commitment scale is presented in Figure 2.

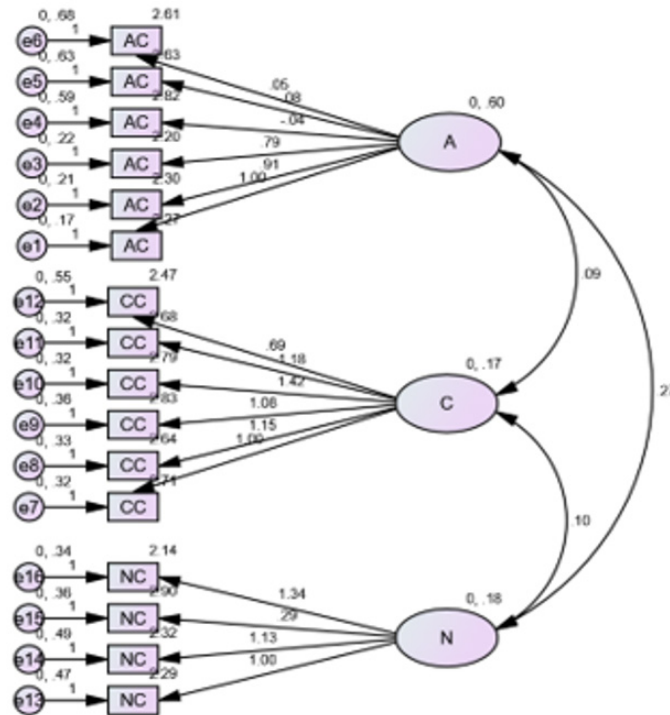


Figure 2: Organizational Commitment Scale

The CFA in Figure 2 shows the factor loadings and discriminant validity.

As shown in Table 2, the square root of AVE of Affective Commitment (.76) was greater than the Continuance Commitment while the correlations between Continuance Commitment and Normative Commitment (.56) were greater than the square root of the AVEs. In addition, to determine discriminant validity, the HTMT correlation ratio was again, examined, which requires that the correlation ratios of the dimensions should be less than 0.90 (Hensler *et al.*, 2015). As a result, the intercorrelation value (.44, and .56) of the sub-scale Organizational Commitment scale was lower than the value of .90.

Table 2: Discriminant Validity (Organizational Commitment)

Variable	AC	CC	NC
Affective Commitment	(.76)*		
Continuance Commitment	.44	(.39)*	
Normative Commitment	.65	.56	(.27)*

*Values in parenthesis are square roots of AVEs

This condition explains why there is no concern with multicollinearity between or among the constructs. Hence, all of the Organizational Commitment scales observed variables were classified into their respective dimensions. It was determined that discriminant validity had been established. For the final data collection, 16 items were chosen. The factor loadings of each item are shown in Figure 2 together with the hypothesised model of Organizational Commitment.

Model Fit Indices for the Measurement Model Organizational Commitment

The model fit indices were evaluated to see if the hypothesised model fit the data gathered. The model (with the 24-items) was also estimated using NFI, TLI, and CFI among other methods. The following thresholds or cut-off points were adopted to estimate the model fit indices: Chi-square ($p > 0.05$; Hair, *et al.*, 2006), CMIN/DF (2 or 3; Schreiber, *et al.*, 2006), CFI (>0.90 ; Kline, 2013), NFI (>0.90 ; Kline, 2013), IFI (>0.90 ; Kline, 2013), TLI (>0.90 ; Kline, 2013), and RMSEA (Schreiber, *et al.*, 2006) (See Table 3). Table 3 displays the model fit indices.

Table 3: Goodness of Fit Indices of Organizational Commitment Scale

Fit Indices	Estimates	Recommended Threshold
Chi-square (χ^2)	235.187, $p < 0.000$	$> .05$
CMIN/DF	2.329	≤ 2 or 3
Comparative Fit Index	.732	$\geq .90$
Normed Fit Index	.621	$\geq .90$
Incremental Fit Index	.742	$\geq .90$
Tucker-Lewis Index	.682	$\geq .90$
Root Mean Square Error of Approximation	.116	$\leq .08$

NOTE: Comparative Fit Index (CFI), Normed Fit Index (NFI), Incremental Fit Index (IFI), Tucker-Lewis Index (TLI) and Root Mean Square Error of Approximation (RMSEA)

Almost the entire model fit indicators for the 24-items model showed that the data did not fit the hypothesised model, as shown in Table 3. This may be due to model misspecification (Kline, 2011). Only the CMIN/DF fit indicator with a value of (2.329) demonstrated an excellent fit as Schreiber *et al.*, (2006) criterion indicated. Although the CMIN/DF fit indicators showed a good fit, it did not meet the criteria set by the chosen scholars. The researcher concluded that future researchers who intend to reproduce or re-examine the Organisational Commitment scale in Ghanaian settings should use the new model (OC-16 items) instead of the original model (OC-24 items) and re-validate the new model (OC-16 items) to yield a higher result. For data collection 30

questionnaire items on job satisfaction and 16 items for organisational commitment were used.

RESULTS AND DISCUSSIONS

The first hypothesis aimed to test whether the sub-dimensions of job satisfaction will predict the sub-dimensions of organisational commitment. Organisational commitment was multidimensional, including affective commitment, continuance commitment, and normative commitment. Job satisfaction was also a multidimensional predictor, with dimensions including pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication. Due to the various dimensions of the

Table 4: Multivariate Multiple Regression of sub-dimensions of Job Satisfaction and sub-dimensions of Organisational Commitment

Dependent Variable	Parameter	B	Std. Error	T	Sig.	98.3% Confidence Interval	
						Lower Bound	Upper Bound
AF	Intercept	5.603	1.587	3.530	.000	1.788	9.418
	Pay	.285	.091	3.112	.002	.065	.505
	Promo	-.092	.108	-.860	.390	-.351	.166
	Supe	.167	.101	1.652	.100	-.076	.411
	FrBe	.010	.084	.124	.901	-.192	.213
	CoRe	-.150	.103	-1.461	.145	-.396	.097
	OpCon	.237	.104	2.277	.024	-.013	.486
	Cow	.215	.110	1.953	.052	-.050	.480
	NaWo	.019	.092	.204	.839	-.202	.240
	Comm	.316	.072	4.390	.000	.143	.489
CC	Intercept	8.266	2.029	4.074	.000	3.389	13.142
	Pay	.265	.117	2.264	.024	-.016	.546
	Promo	.039	.137	.286	.775	-.291	.369
	Supe	-.066	.129	-.513	.608	-.378	.245
	FrBe	.175	.108	1.619	.107	-.085	.434
	CoRe	-.037	.131	-.285	.776	-.353	.278
	OpCon	.039	.133	.294	.769	-.280	.358
	Cow	.018	.141	.129	.898	-.320	.357
	NaWo	.180	.118	1.535	.126	-.102	.463
	Comm	.201	.092	2.189	.030	-.020	.422
NC	Intercept	3.131	1.255	2.495	.013	.115	6.147
	Pay	.037	.072	.508	.612	-.137	.211
	Promo	-.108	.085	-1.267	.206	-.312	.097
	Supe	.272	.080	3.395	.001	.079	.464
	FrBe	.056	.067	.846	.399	-.104	.217
	CoRe	-.118	.081	-1.456	.147	-.313	.077
	OpCon	.172	.082	2.088	.038	-.026	.369
	Cow	.217	.087	2.486	.014	.007	.426
	NaWo	.010	.073	.139	.889	-.165	.185
	Comm	.156	.057	2.752	.006	.020	.293

NOTE: ^aR-squared = .247 (Adjusted R-squared = .219). ^bR-squared = .103 (Adjusted R-squared = .069). ^cR-squared = .219 (Adjusted R-squared = .190).

criteria variable, a strict alpha level was established after meeting the normality, linearity, homoscedasticity, and multicollinearity requirements. This was done to avoid a type I error (rejecting the null hypothesis when there are no significant results). In doing this, the Bonferroni adjustment suggested by Tabachnik and Fidel (2011) was used, where the researcher divided the original alpha by the number of dimensions of the criterion variable. That is, $0.05/3 = 0.017$, thus .017 served as the new alpha level. Table 4 provides the results.

Table 4 summarises the results of a multivariate multiple regression test where the variables pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication were used to predict the criteria affective commitment, continuance commitment, and normative commitment. Using Wilk's Lambda to test for the omnibus hypothesis that all beta values across the dependent variables equalled zero was statistically significant, $F(3, 238) = 7.822$, Wilk's lambda = .910, $p = .000$. With organisational commitment, which is affective commitment, as the criterion, $R^2 = .247$, $p = .000$. This shows that 24.7% of the variance in the organisational commitment that is affective commitment was explained by job satisfaction such as pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworker, nature of work, and communication.

With the organisational commitment that is continuance commitment as the criterion, $R^2 = .103$, $p = .000$. This shows that 10.3% of the variance in the organisational commitment that is continuance commitment was explained by sub-dimensions of job satisfaction (pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworker, nature of work, and communication). Concerning the organisational commitment that is a normative commitment as the criterion, $R^2 = .219$, $p = .000$. This revealed that 21.9% of sub-dimensions of job satisfaction (pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworker, nature of work, and communication) explained its variance.

The dimensional predictors were also considered. Using affective commitment as a criterion, pay [$b = .285$; $t = 3.112$; $p = .002$; Boot95%CI (.065, .505)], and communication [$b = .316$; $t = 4.390$; $p = .000$; Boot95%CI (.143, .489)], were significant predictors of affective commitment (organisational commitment). The results imply that tutors with pay and communication are likely to have affective commitment. However, promotion [$b = -.092$; $t = -.860$; $p = .390$; Boot95%CI (-.351, .166)], supervision [$b = .167$; $t = 1.652$; $p = .100$; Boot95%CI

(-.076, .411)], fringe benefits [$b = .010$; $t = .124$; $p = .901$, Boot95%CI (-.192, .213)], contingent rewards [$b = -.150$; $t = -1.461$; $p = .145$, Boot95%CI (-.396, .097)], operating conditions [$b = .237$; $t = 2.277$; $p = .024$, Boot95%CI (-.013, .486)], coworkers [$b = .215$; $t = 1.953$; $p = .052$, Boot95%CI (-.050, .480)], and nature of work [$b = .019$; $t = .204$; $p = .839$, Boot95%CI (-.202, .240)], were not significant predictors of affective commitment that is organisation commitment.

Again, using continuance commitment as a criterion, pay [$b = .265$; $t = 2.264$; $p = .024$; Boot95%CI (-.016, .546)], promotion [$b = .039$; $t = .286$; $p = .775$; Boot95%CI (-.291, .369)], supervision [$b = -.066$; $t = -.513$; $p = .608$, Boot95%CI (-.378, .245)], fringe benefits [$b = .175$; $t = 1.619$; $p = .901$, Boot95%CI (-.085, .434)], contingent rewards [$b = -.037$; $t = -.285$; $p = .776$, Boot95%CI (-.353, .278)], operating conditions [$b = .039$; $t = .294$; $p = .769$, Boot95%CI (-.280, .358)], coworkers [$b = .018$; $t = .129$; $p = .898$, Boot95%CI (-.320, .357)], nature of work [$b = .180$; $t = 1.535$; $p = .126$, Boot95%CI (-.102, .463)], and communication [$b = .201$; $t = 2.189$; $p = .030$, Boot95%CI (-.020, .422)], sub-dimensions of job satisfaction were not predictors of continuance commitment a dimension of organisational commitment. The results imply that tutors with pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworker, nature of work, and communication dimensions of job gratification are not likely to have continuance commitment in their work.

Further analysis showed that normative commitment as an outcome variable, all the dimensions of job satisfaction, pay [$b = .037$; $t = .508$; $p = .612$; Boot95%CI (-.137, .211)], promotion [$b = -.108$; $t = -1.267$; $p = .206$; Boot95%CI (-.312, .097)], fringe benefits [$b = .056$; $t = .846$; $p = .399$, Boot95%CI (-.104, .217)], contingent rewards [$b = -.118$; $t = -1.456$; $p = .147$, Boot95%CI (-.313, .077)], operating conditions [$b = .172$; $t = 2.088$; $p = .038$, Boot95%CI (-.026, .369)], and nature of work [$b = .010$; $t = .139$; $p = .889$, Boot95%CI (-.165, .185)], were not predictors of normative commitment. However, supervision [$b = .272$; $t = 3.395$; $p = .001$; Boot95%CI (.079, .464)], coworkers [$b = .217$; $t = 2.486$; $p = .014$, Boot95%CI (.007, .426)], and communication [$b = .156$; $t = 2.752$; $p = .006$, Boot95%CI (.020, .293)], were substantial predictors of normative commitment. The results imply that tutors with supervision, coworkers and communication are likely to have normative commitment.

Hypothesis Two

The second hypothesis also looked at the influence of the total construct of job satisfaction on the total construct

Table 5: Regression Model for Job Satisfaction and Organisational Commitment

Model	B	SE	CR	P	95% Confidence Interval	
					Lower	Upper
(Constant)	13.751	3.359	4.093	.000	7.121	20.380
Job Satisfaction	.326	.041	7.766	.000	.245	.407

*Significant, $p < .05$; $R = .451$; $R^2 = .203$

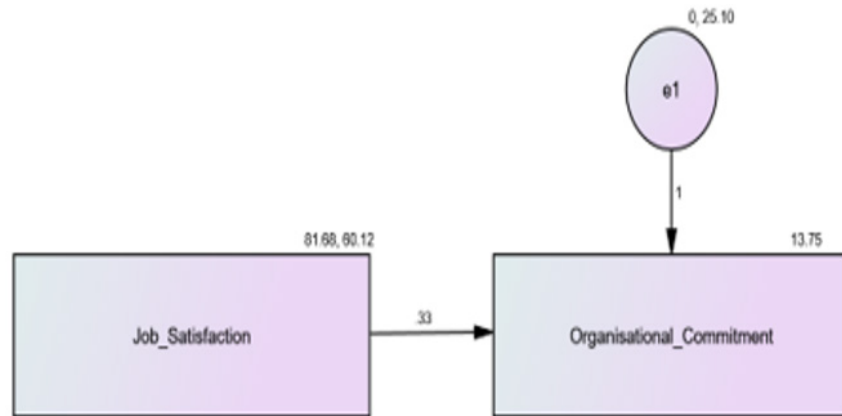


Figure 3: Path Model of Job Satisfaction and Organisational Commitment

of organisational commitment. This hypothesis was tested using the path analysis of the Structural Equation Model with 5000 bootstrap samples and bias-corrected accelerated confidence intervals. Job satisfaction was the exogenous (predictor) variable, and it was continuously measured. Organisational commitment was the criteria variable, and it was also continually measured. Table 5 and Figure 3 show the significance of the path model.

Job satisfaction and organisational commitment were determined using path analysis. From Table 5, job satisfaction explained 20.3% of the variance in organisational commitment. Job satisfaction was a substantial predictor of organisational commitment, [$b = .326$; $P = .041$; $p = .000$, $Boot95\%CI (.245, .407)$]. This result ($B = .33$) implies that job satisfaction positively predicts organisational commitment. The result indicates that a surge in job satisfaction would lead to .33 increases in organisational commitment.

From Figure 3, job satisfaction predicts organisational commitment by .33, with a mean of 81.68, an error variance of 60.12, and an intercept of 13.75 for organisational commitment.

Findings

The results of hypothesis one revealed that communication, a sub-dimension of job satisfaction, predicted affective commitment, a dimension of organisational commitment. Again, coworkers and communication (job satisfaction) predicted normative commitment (organisational commitment). Hypothesis two also revealed that job satisfaction and organisational commitment were related when the total constructs were combined.

The findings are consistent with Martin and Kaufman's (2013) assertion that job satisfaction is a key determinant of an employee's level of commitment to their employer and that low job satisfaction may result in lower levels of commitment at work. The degree of job satisfaction among tutors significantly impacts their commitment to their employment. Chaulagain and Khadka (2012) and Ganu and Kogutu (2014) also made comparable findings. According to these authors, satisfied employees exhibit positive traits like greater performance, improved workflow,

increased productivity, and stronger commitment.

The findings are consistent with a study by Odoch and Nangoli (2014), who found a strong correlation between organisational commitment and job satisfaction in Uganda's higher education institutions. To examine the relationship between job satisfaction and organisational commitment among workers in the private sector, Dalkrani and Dimitriadis (2018) employed correlation and regression analysis. Employee commitment was found to be positively impacted by job satisfaction as evaluated by the workplace and job characteristics. Promotions and rewards, however, did not significantly influence organisational commitment.

CONCLUSIONS

The study's findings revealed that job satisfaction predicts the organisational commitment of tutors. Therefore, it can be concluded that a high level of job satisfaction will increase the level of organisational commitment among tutors and will increase the institution's ability to keep upstanding tutors.

RECOMMENDATIONS

The study recommends that the principals as well as the Ghana Tertiary Education Commission (GTEC) look at avenues to increase the job satisfaction levels of tutors. They must concentrate on the inner motivational elements such as recognition and reward, work-life balance, opportunity for growth and external factors like workplace culture, compensation and benefits, co-workers and team dynamics of their tutors. With these motivational factors in place tutors may display greater commitment and loyalty.

Contributions of the Paper

The article investigated tutor job satisfaction as a predictor of their commitment to the college, which necessitates an in-depth assessment of their usefulness in attaining the college's vision and mission. The study's findings were reviewed from several tutors' perspectives. The study's weakness was that the use of Likert-type scale items was likely to limit tutors' ability to supply some crucial information on job satisfaction and commitment

because they were only confined to items supplied on the questionnaire.

In terms of implications, it became clear that important stakeholders such as principals and the GTEC seem to have a difficult challenge if tutors' job satisfaction and commitment are to be met, which in turn enhances learning outcomes. In this regard, identifying tutors' inner and external contentment that enhances productivity is critical. The study participants' (tutors) work morale, job happiness, and devotion to their jobs will encourage the accomplishment of college reform objectives.

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