
Organisational Support and Its Influence on Teacher Commitment: Evidence from Colleges of Education in Ghana

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Abstract: Organizational commitment is of key concern in any educational system as it promotes organizational effectiveness. The aim of the study was to examine the influence of organizational support on teacher commitment, with evidence from colleges of education in Ghana. Methodologically, the explanatory research design was adopted due to the nature of the study as there was the need to compare and analyze the responses from standardized questionnaires through the use of descriptive and inferential statistics which fit well into the explanatory survey design. Questionnaires were distributed to a total of 59 tutors of Ola College of Education (A teacher training institute in Ghana) who were selected as sample. The results of the study indicated that organizational support dimensions; management and leadership, work-life balance and work environment have a positive influence on the level of teacher affective commitment. However, it was discovered that social support and reward and recognition currently practiced at the college have a negative influence on the level of teacher affective commitment in the institution. Thus, it was concluded that colleges of education in Ghana give priority to support practices such as social support and effective worker recognition and reward system.

Keywords: Organizational Support, Teacher Commitment, Colleges of Education

1. Introduction

In this modern competitive business environment, one of the critical means of organisational success is keeping the human resource (employees). The reason is that employees are considered one of the most critical assets for most organisations, be it service or production based. One of the prominent service-based sectors in every economy is the educational sector. Education, in fact, is widely regarded as one of the primary indicators of development. One of the primary purposes of educational institutions is to produce trained human resource, which can overcome the developmental impediments of a given country.

To realise its goals and objective, each educational setup should bear different resources. Undoubtedly, dedicated and occupied workforce is the most critical resource of all organisations as already mentioned. Thus, it is argued and firmly believed that with the right motivations, satisfaction,

and high commitment, the workforce would apply its specific talents and influence in the educational institution. In this case, any success and development of these institutions is based on its workforce so much so that the lack of efficient workforce in any organisations, will make it impossible to realize to their goals [1].

In order to ensure that teachers are committed to their educational institutions and contribute significantly to their success, it becomes necessary to consider and discover the importance of various and complex dimensions of people including their intrinsic, social-cultural as well as economic properties [2]. It is widely argued that some of the socio-economic and cultural properties that are at variance with the commitment of employees for which educational teachers is inclusive include organisational support. This variable invariably has a differing impact on teacher commitment. In fact, in the absence of any attention to these variants, employees would be unsatisfied and will face different

challenges including service abandonment.

For instance, job satisfaction and employee organizational commitment are widely studied factors in management and human resource literature which are the precursors of employees' performance [5, 10]. Most notably, these factors are even more important to study in academic institutions, notably higher education institutions which are the sources of human resources and solely responsible for educating the intellect of nations. Employee commitment as a concept is described as an attitude individual wield concerning their jobs. It arises from their perception of their duties and how comfortable they feel about their work [5].

Studies have demonstrated the linkage between organisational support and employee commitment. Although there may be several features which differentiate academic institutions from non-academic institutions, it is possible to conclude that variables such as organisational support and organisational commitment have a necessary implication. The teaching profession ranks high on the success list of a society [4]. Thus, understanding the teacher's behaviours and attitudes need more attention in institutions. In order to effectively carry out the expected functions and duties, it necessitates much commitment from the teacher educators, which takes into account their emotional or affective devotion to their profession and workplace. A critical evaluation of the discussions and evidence presented above show that there is no doubt that these concepts - organisational support, and commitment - are anchors for organisational success and national development. One crucial institution for national development, especially in Ghana, is the colleges of education. Employees of colleges of education are essential as they train the would-be teachers who in turn are the backbone of early childhood education and cognitive development. Therefore, ensuring organisational commitment of teachers in these colleges would improve the quality of people churned out by these teachers. There is, therefore, the need to examine how organisational support can lead to teachers' commitment. Again, for teacher educators in the colleges of education to perform better, the issues surrounding organisational support, and its impact on commitment must be looked into. Specifically, the study examined how organisational support constructs influence teachers' commitment to colleges of education in Ghana.

2. Literature Review

2.1. 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 [10]. 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 [12].

One of the primary definitions of the concept of organisational commitment was defined as the relative strength of an individual's identification with and involvement in a particular organisation [11, 23]. Thus, teacher commitment is 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 [17]. It could also be described as a teacher's attitude, including affection, belief, and behavioural intention toward his work or the college [4]. Teacher commitment as an attitude reflects feelings such as attachment, identification, and loyalty to the college of education as an object of commitment [18]. Chiboiwa *et al.* (2010) indicated 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.

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, the component in table 1 becomes very important. Each of these components has implications for teachers' commitment in colleges of education in Ghana.

Table 1. Organizational commitment and its sub-dimensions offered by different authors.

Authors	Organizational Commitment and Its Sub Dimensions	Definition
Meyer & Allen (1997)	Affective Commitment	An emotional state, in which the individual identifies herself with the organization, interacts with it and is content to be an affiliate of the organization. Employee wants to remain in the organization.
	Continuance Commitment	Employees feel obligated to stay in work due to limited job options and beliefs about losing their investments when leaving the job.
	Normative Commitment	Employees feel a sense of responsibility to maintain membership in the organization. This arises due to employees thinking that it is morally right to remain in the organization.
O'Reilly & Chatman (1986)	Compliance Commitment	The employee does everything due to the feeling of being obligated. Her organizational commitment is superficial. Individual earnings and benefits are essential.
	Identification Commitment	Employee expresses herself while interacting with other people working in the organization, shows respect for the organization's values and feels happy to be a member of the organization.

Authors	Organizational Commitment and Its Sub Dimensions	Definition
Katz & Kahn (1977)	Internalization Commitment	Employee's and organization's objectives are the same. Commitment occurs depending on the alignment between individual and organizational values.
	Instrumental Commitment	External awards given by others are essential for the employee. An employee shows commitment to the organization to achieve these awards.
	Expressive Commitment	There are intrinsic rewards of work itself, and the employee shows expressive commitment. Being deceived by other organizations for her is not possible.
Mowday, Steers & Porter (1979)	Attitude Commitment	Employee identifies with the organization's goals and values and works in this direction
	Behaviour Commitment	The employee thinks about the damage in case of separation from the organization and therefore remains in the organization.

Source: [20]

The literature has revealed that there are several variables which may determine the level of teacher's commitment in the colleges of education. This includes the interaction between teachers, the association between the student and the teacher, the quality of work done by the teachers and the working environment [19]. The components of commitment in table 1 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. For instance, organisational support has been argued to affect affective commitment [5, 10, 12, 16], 2012; [19]. According to the results presented in these studies, if employees feel supported by their organisations and feel valued as an employee in their organisations become more attached to their organisation.

Social identity theory explains the 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 [28]. 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, 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 [5].

2.2. Organisational Support

Besides commitment, 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 [9]. 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 viewed as perception from the perspective of employees about their organisation. Expectations of this understanding in the employee's mind are consequences such as reflecting appreciation in the organisation, employee goodness by the organisation, and sharing universal values between organisation and employee. Most often, employees, when supported by their organisation perceive themselves as valuable employees for their organisations [29]. 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 organization.

2.3. Organisational Support and Teacher Commitment

Many studies have been conducted to investigate organisational support and employee commitment. In most of these studies, organisational support is perceived as an essential factor in revealing organisational commitment. In these studies, many views on organisational support and explanations of the concepts have been given. In fact, in most literature, organisational support has been defined in various ways. For instance, organisational support as workers in an organisation form global assumptions concerning the magnitude to which the organisation appreciates their contributions and cares about their well-being [9]. Perceived organisational support is further referred to as how much the organisation values employees' contributions and cares about them in the organisation [25, 26].

Marrying these definitions, the current study defines organisational support as 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 in turn work assiduously towards the realisation of the organisational goal. The organisational support which may be developed through employee job conditions and some human resource practices influence positive employee behaviour and attitude. Supervisory support, fair treatment, rewards and some other favourable job conditions have been identified as some of the potent ingredients of organisational support [3].

It is believed that perceived organisational support strengthens employees' effort in the organisation, resulting in greater efforts to fulfil the organisation's goals [1]. The organisational support theory indicates that in return for a high level of support, employees work harder to help their organisations to reach its goals and leave up to its mission

(Chiboiwa *et al.*, 2010). This is because the tenets of the theory help to reason that organisational support has a significant effect organisational commitment [1, 3, 15].

Using the colleges of education as an organisation with teachers being employees, organisational support, as explained above seems eminent to teachers. The organisational support may be observed by teachers when there are fair treatment and conducive working environment. Moreover, effective supervisory and appreciation of teachers' effort are some of the constructs of organisational support that management of colleges of education could consider [3]. Moreover, periodical in-service training aimed at capacity building is essential support that management could give to teachers. When these provisions are available, teachers feel obligated not only to chastise their duties but also committed to the organisational goals.

Organisational support is sometimes seen as an individual's perceptions about their organisation [5]. The authors continued, employees who are supported are more likely to use their acquired knowledge and skills for the betterment of their respective organisations. Additionally, as long as employees' expectations are met in their organisation, they work more to meet organisational goals [15]. Also, earlier indicted, meeting staff expectations, benefits and appreciating their efforts may lead them to produce their positive efforts towards the organization. Besides, the value and respect that organisations give to their employees may indicate that they are accepted and wanted there. As a result of such feeling, employees work harder towards organisational goals [8].

2.4. Teacher Education in Ghana

The role of the teacher is so important to the extent that no nation can afford to overlook it. Education is a condition for developing capability, institutional capacity and to achieve this reality the teacher is the ultimate decider [2]. 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 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 [24].

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 in the way that children are groomed from their childhood defines their overall being as they grow up [2]. 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.

In their contribution to the mandate of colleges of education in Ghana, some of the core mandates of colleges of education in Ghana [4] and [21]. The authors specified that

one of the core mandates of colleges of education in Ghana 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 primary 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 must 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 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.

3. Methodology

The current study employed the explanatory research survey design. Survey design is a type of research design that involves the collection and the analysis of a large amount of quantitative data from a sizeable population through the use of descriptive and inferential statistics [7]. They are popular and authoritative research strategy, affording researchers more control over the research process. The target study population was the teachers of colleges of education in Ghana. The teachers in this category are the tutors in the colleges who train the trainees to fit into the basic schools in Ghana. According to the National Accreditation Board (NAB) Report 2015, the total target population of tutors of colleges of education is 1,639. This forms the total population for the study consideration.

Consequently, the purposive sampling technique was used to select only tutors teaching at the Ola college of education. Purposive sampling is appropriate when the study aims to glean knowledge from targeted respondents deemed to have specific knowledge in the field of study [30]. The multi-stage sampling technique was used to select the samples. This involves the application of more than one sampling technique. This is suitable as one technique would be inappropriate. The simple random sampling was then applied to select the individual teachers in the colleges.

4. Findings

4.1. Demography

Gender Distribution of respondents

Figure 1 presents the gender distribution of the respondents used for the study. It could be observed that the staff of Ola College of Education is a male-dominated one with more than half ($n=36$, 61%) of the study participants

were males. This compares favourably against the number of females teaching at the college were 23 (39%). It can thus be concluded that there are more males' teachers teaching at the college of education than females tutors.

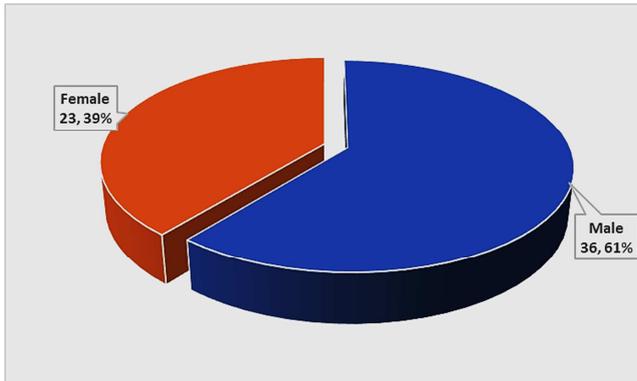


Figure 1. Gender distribution of the respondents.

Table 2. Age distribution of respondents.

	Frequency(n)	Percent (%)
31 – 40 years	12	20.3
41 – 50 years	38	64.4
> 50 years	1	1.7
No response	8	13.6
Total	59	100.0

Table 2 presents the age distribution of the respondents, and the summary of the responses shows that the more than half (n=38, 64.4%) of the respondents were aged between 41 – 50 years whereas 12 representing 20.3% of the respondents also indicated they were aged between 31 – 40 years of age. It is worth noting that none of the respondents surveyed was aged below 31 years. However, 8 (13.6%) of the respondents failed to respond to the question. From the trend of the responses, it can be concluded that tutors at the Ola College of Education are between the ages of 31 to 50 years implying that they are old and youthful enough to be considered worthy contributors to participate in the study.

Table 3. Level of education.

	Frequency(n)	Percent (%)
1 st Degree	5	8.5
2 nd Degree	51	86.4
Doctoral Degree	1	1.7
No response	2	3.4
Total	59	100.0

Table 3 presents an overview of the educational background of the respondents. From the table, one could note that more than two-thirds (n=51, 86.4%) of the respondents had their 2nd degrees. Meanwhile, 5 representing 8.5% of the respondents had their 1st degrees whereas 1 (1.7%) of the respondent had a Doctoral degree. The outcome of the results implies that the most of the respondents are master's degree holders which happens to be the minimum requirement of educational qualification one must hold in order to teach at a college of education.

Table 4. Working Experience of respondents.

	Frequency (n)	Percent (%)
< 5 years	3	5.1
6 – 10 years	5	8.5
11 – 20 years	37	62.7
> 20 years	14	23.7
Total	59	100.0

In Table 4, respondents were asked to indicate the number of years they have been in the education sector. The responses suggest that more than half (n=37, 62.7%) of the respondents indicated they have 11 – 20 years of working experience whereas 14 representing 23.7% of the respondents who also indicated that they have been working for more than 20 years. The outcome of the results of gives the impression that most of the respondents have substantial working experience which implies that they know enough about the context of the study to warrant their inclusion in the conduct of the study.

Table 5. Years in Experience with this college.

	Frequency (n)	Percent (%)
< 5 years	6	10.2
6 – 10 years	19	32.2
11 – 20 years	34	57.6
Total	59	100.0

In Table 5, the respondents were asked to indicate their years of experience of teaching at the college of education. Summary of the responses demonstrates that the majority (n=34, 57.6%) of the respondents have been teaching in the college between 11 – 20 years. Meanwhile, 19 representing 32.2% of the respondents stated they have been teaching in the college between 6 – 10 years. It is worth mentioning that the remaining 6 (10.2%) of the respondents have spent not more than 5-year teaching in the school. From the results, it can thus be concluded that the respondents have spent a sufficient number of years in the college to be in a better position to give accurate responses to the study.

4.2. Organizational Support

Table 6 presents the descriptive statistics on the work-life balance factors that affect respondent's commitment to duty. This construct measures the institution's support for work-life balance for workers (tutors). Summary of the statistics reveals that the college facilitating social activities of the tutors outside of the school environment obtained the highest mean statistics (m=3.98, ±SD=.473). Additionally, ratings on the college having flexible job schedules obtained the second highest mean score (n=3.88,.528). However, it is worth noting that the question of respondent's jobs in the college being stress-free and also making provision for childcare facilities and access to families obtained the lowest mean statistic of (m=3.14, ±SD.798) suggesting that the respondents were unsure regarding the college providing these facilities for the tutors. From the results, it can be concluded that the school supports the work-life balance of the tutors in the college as all variables obtained a mean static above the 3.0 threshold.

Table 6. Descriptive Statistics on Work-Life Balance.

	N	Min.	Max.	Mean	±SD
I have the support of my college to balance family and work demands.	59	2.00	5.00	3.76	.935
My college provides work/life balance programs which are sufficient to help me manage my personal responsibilities	59	3.00	5.00	3.37	.528
My college facilitates outside social activities	59	2.00	5.00	3.98	.473
My college has flexible job schedules	59	1.00	5.00	3.88	.528
My job in the college is stress-free and there is provision for childcare facilities and access to families	59	1.00	5.00	3.14	.798
Valid N (listwise)	59			3.63	.652

1=strongly disagree, 2=disagree, 3=not sure, 4=agreement, 5=strongly agree

Table 7. Descriptive Statistics on Management and Leadership.

	N	Min.	Max.	Mean	±SD
Management and leadership put focus on the task, encouraging teachers to achieve the set goals in time.	59	2.00	5.00	2.95	1.09
Management and leadership put focus on working relations, striving to support the employees in their efforts to achieve the goals.	59	2.00	5.00	3.46	.66
Management and leadership put focus on development, encouraging the teachers to see new opportunities and also to act upon them	59	2.00	5.00	3.98	.44
I have a good working relationship with my supervisor	59	1.00	5.00	4.00	.79
Management try to understand the problems teachers experience in their work	59	2.00	4.00	3.56	.56
Management and leadership stimulates me to think about where I stand and where I need to get to in order achieve the institutional goals	59	2.00	5.00	3.42	.69
Valid N (listwise)	59			3.56	0.71

Table 7 presents the descriptive statistics regarding the management and leadership provided the respondents in their respective organizations. The output suggests that the respondents having a good working relationship with their respective supervisors attained the highest mean statistic of (m=4.00, ±SD=.719) which suggests that at the management and leadership level respondents have a good working relationship with their designated supervisors. That

notwithstanding, it could be noted from the output that management and leadership put focus on the task, encouraging teachers to achieve the set goals in time obtained the lowest mean score of (m=2.95, ±SD=1.09). Reference to the overall mean statistics (m=3.56, ±SD=0.71) for the construct shows that the respondents generally agreed that they there is effective management and leadership exhibited by authorities at the college.

Table 8. Descriptive Statistics on work environment.

	N	Min.	Max.	Mean	±SD
My college puts focus on creating a good working environment.	59	2.00	5.00	3.34	.632
We work under safe and healthy working environment	59	2.00	5.00	3.73	.665
The physical working conditions in the college is pleasant	59	2.00	5.00	2.93	.887
My college provides sick leave with pay, health insurance, life and retirement for teachers	59	1.00	5.00	2.46	.703
My college regards teacher welfare as top priority	59	1.00	5.00	2.25	1.09
Valid N (listwise)	59			2.94	0.90

In Table 8 the respondents were asked to rate the factors concerning their work environment. The descriptive statistics summarizing the work environment conditions encountered by the respondent in the said college shows that using the threshold of 3.0 the item of the respondents working under safe and healthy working environment as well as the college putting focus on creating a good working environment obtained the highest mean statistics of (m=3.73, ±SD=.665) and (m=3.34, ±SD=.632) respectively. That notwithstanding,

further analysis of the ratings showed that the physical working conditions in the college are pleasant (m=2.93, ±SD=.887), My college provides sick leave with pay (m=2.46, ±SD=.703), and My college regards teacher welfare as top priority (m=3.34, ±SD=.632) all obtained means scores lower than the 3.0 threshold. From the overall mean score of 2.94, it can be concluded that the respondents' position regarding the work environment at the college was relative uncertain.

Table 9. Descriptive Statistics on social support.

	N	Min.	Max.	μ	±SD
My college encourages social interactions	59	1	5	3.29	1.47
My college creates team spirit and team assistance	59	1	5	2.73	1.38
My college takes an interest in my family	58	1	4	1.95	1.05
I feel that there is a cordial relationship	59	1	5	2.31	1.42
My family has a positive view about my	59	1	5	2.86	1.12
Valid N (listwise)	58			2.63	1.29

The respondents were further asked to rate the level of social support the college gives to the tutors at the Ola College of Education. Analysis of the ratings has been presented in the descriptive statistics Table 9. Summary of the results shows that only one variable attained a mean statistic above the 3.0 threshold. The college encouraging social interaction obtained a mean score of ($m=3.29$, $\pm SD=1.47$) indicating that respondents agreed that the

college encourages social interactions at the college. However, it is worth mentioning that all the remaining variables obtained mean scores lower than the 3.0 mean threshold. Reference to the overall mean score for the construct measuring the social support offered by the college to the tutors it can thus be concluded that at a mean score of 2.63 (± 1.29) indicated a weak agreement among the respondents.

Table 10. Descriptive Statistics on rewards and recognition.

	N	Min.	Max.	Mean	$\pm SD$
There are fairly good probabilities for promotion and other rewards	59	1.00	5.00	2.42	1.59
Reward is based on rules and competency	59	1.00	5.00	2.36	1.57
There are good opportunities for advancement in my current work	59	1.00	5.00	3.12	1.40
The institution recognises efforts that take in my current job	59	2.00	5.00	2.63	0.87
No one is more privileged than the one	59	2.00	5.00	2.81	1.03
Current reward system is useful and fair	59	1.00	5.00	2.59	0.79
Valid N (listwise)	59			2.66	1.21

In Table 10 the ratings in relation to the rewards and recognition of the efforts of the workers of surveyed college. Analysis of the descriptive statistics on the constructs shows that the college creating opportunities for advancement in the current work of the respondents attained the highest mean statistic of 3.12 ($\pm=0.87$) whereas the item of 'no one is more privileged than the other' also obtained the second highest mean score ($m=2.81$, $\pm SD=1.03$). However, it could be observed that the general trend of the ratings centred around the midpoint of the scale. It is worth noting that from the overall mean score of ($m=2.66$, $\pm SD=1.21$) which is lower than the 3.0 mean threshold gives the impression that the reward and recognition system in the college is less favourable.

4.3. Teacher Commitment

In Table 11 descriptive statistics regarding the respondent's affective commitment have been presented. A general overview of the table reveals that all the variables in the constructs measuring the affective commitment of the respondents had mean scores above the 3.0 threshold. However, none of the variables obtained a mean score close to 4.0 which indicates that the majority of the responses centred around the midpoint of the rating scale. From the overall mean score of ($m=3.28$, $\pm SD=0.68$) it can be inferred that most of the respondents were uncertain about their affective commitment to their jobs in the college.

Table 11. Descriptive Statistics on Affective Commitment.

	N	Min.	Max.	Mean	$\pm SD$
I will be happy to devote the rest of my career with this college	59	1.00	5.00	3.46	0.90
I enjoy discussing my college with people outside it	59	1.00	5.00	3.31	0.75
I really feel as if this college's problems are my own	59	1.00	5.00	3.39	0.70
I think that I could easily become as attached to this college as myself	59	1.00	5.00	3.12	0.59
I do feel like 'part of the family' in this college	59	2.00	5.00	3.19	0.63
I do feel 'emotionally attached' to this college	59	2.00	5.00	3.14	0.54
This college has a great deal of personal meaning for me	59	1.00	5.00	3.03	0.67
I do feel a 'strong' sense of belonging to my college	58	2.00	5.00	3.19	0.63
Valid N (listwise)	59			3.23	0.68

Table 12. Descriptive Statistics on Continuance Commitment.

	N	Min.	Max.	Mean	$\pm SD$
I am afraid of what might happen if I quit my job without having another one lined up	59	1.00	5.00	3.54	1.15
It would be very hard for me to leave my college right now, even if I wanted to	43	1.00	34.00	2.23	0.52
Too much in my life would be disrupted if I decided to leave this college right now	59	1.00	5.00	3.56	0.82
It would be too costly for me to leave my college now.	59	1.00	5.00	3.00	0.56
Right now, staying with this college is a matter of necessity as much as desired	59	1.00	5.00	2.97	0.56
I feel that I have very few options to consider leaving this college	59	1.00	5.00	2.98	0.63
One of the few serious consequences of leaving this college would be the scarcity of available alternatives	59	1.00	5.00	3.20	0.64
One of the major reasons I continue to work for this college is that leaving would require considerable personal sacrifice another organisation may not match the overall benefits I have here.	59	1.00	5.00	3.22	0.74
Valid N (listwise)	43			3.09	0.70

Regarding continuance commitment which refers to the degree to which employees wants to stay with the

organization hence the respondents were requested to respond to a set of items that sought to measure the degree to

which they want to stay with the college. Table 12 presents the descriptive statistics results on the continuance commitment of the respondents. The results show that most of the ratings were above the 3.0 threshold. Ratings on the variables in the construct were rated around the midpoint of

the rating scale suggesting that most of the respondents were unsure regarding their continuance commitment the trend of the results shows that again they were not certain regarding their continuance commitment given the 3.09 (\pm SD=0.70) gives credence to the fact that the respondents were not sure.

Table 13. Descriptive Statistics on Normative Commitment.

	N	Min.	Max.	Mean	\pm SD
I think that people these days move from company to company too often.	59	2.00	5.00	3.49	0.88
I do believe that a person must always be loyal to his or her college	59	1.00	5.00	3.59	0.91
Jumping from institution to institution seems unethical to me	59	1.00	5.00	2.71	0.67
One of the major reasons I continue to work in this college is that I believe loyalty is important and therefore feel a sense of moral obligation to this college	58	1.00	5.00	2.79	0.79
I was taught to believe in the value of remaining loyal to one organisation.	59	1.00	5.00	2.83	0.77
If I got another offer for a better job elsewhere, I would not feel it was right to leave this college	59	1.00	5.00	2.73	0.69
I do think that it is still sensible to remain in this college as the college sensible anymore	58	1.00	5.00	2.83	0.78
Valid N (listwise)	57			3.00	0.78

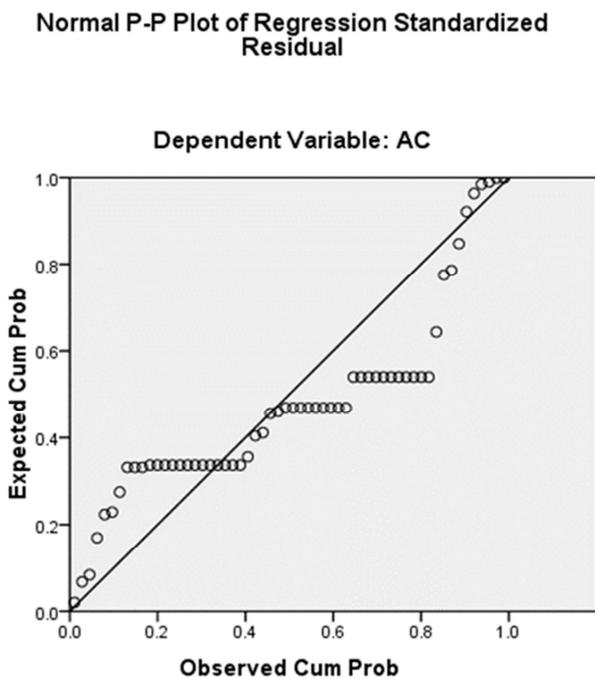


Figure 2. Diagnostic test of normality and linearity with Org. Support.

Normative commitment which refers to employees' perceptions regarding their obligation to their respective organizations. From this background, respondents were asked to give their ratings on a set of variables which measured their obligation to the organization. From Table 13 it could be observed that most of the ratings centred around the midpoint of the rating scale suggesting that most of the respondents are still not clear regarding their obligation to the college. This is further evidenced by the overall mean statistic of 3.00 (\pm SD=0.78) all showing that the respondents remain ambivalent regarding their obligations to the institution. From this, it can be concluded that the tutors at the college of education remain uncertain about their obligations to the college.

It can be observed from Figure 2 that the line passes through a number of points indicating a reasonable straight line. This means that the normality and linearity in the study variables as assumed by regression have been met.

Multicollinearity Diagnostic Analysis: Another basic assumption for standard multiple regression to generate reliable results is the absence of multicollinearity problem. The 'Tolerance Value and Variance Inflation Factor (VIF)' as the bases for testing this assumption. Tolerance value is the inverse of VIF. The norm is that when tolerance value is very small (i.e. less than 0.1) and VIF greater than 10, then there is multicollinearity problem. The results are captured in Table 14.

Table 14. Multicollinearity Analysis.

Study Variables	Tolerance Value	VIF	Decision
WLB*	.392	2.548	No
ML*	.264	3.785	No
WE*	.477	2.095	No
SS*	.155	6.446	No
RR*	.131	7.608	No

*Note: WLB denotes Work-Life Balance, ML denotes Management & Leadership, WE is Working Environment, SS is Social Support, and RR is Reward & Recognition

It can be observed from Table 14 that all the variables have tolerance values of greater than 0.1 and VIF values less than 10. This suggests that the model has not violated the multicollinearity assumption.

4.5. Influence of Organizational Support on Teacher Commitment

Having tested the assumptions, the study proceeded to conduct the regression analysis to determine the influence of organisational support on teacher commitment. The results are reported in Table 15. The table presents statistics from three main models based on the teacher commitment constructs: affective commitment which is captured as AC model, continuance commitment denoted as CC model and normative commitment represented by NC model. 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 0.670, 0.669 for CC model and 0.432 for NC model. This means that organisational support constructs are capable of explaining about 67%,

66.9% and 43.2% of variations in the level of Teacher Affective Commitment, Continuance Commitment and Normative Commitment in Ola College of Education. This is relatively high indicating that organisational support constructs used are critical in modelling teacher commitment in the college.

Additionally, Table 15 reveals f-statistic of 21.080 (.001) for AC model, 14.954 (.001) for CC model and 7.621 (0.000) for NC model. The f-stat measures the extent to which the organisational support constructs are jointly significant in explaining changes in teacher commitment. Thus, although the individual constructs may not be significant, they may be significant when simultaneous employed with other constructs. All the f-statistics are significant (sig less than 1%). Since the significant level is 0.000, it suggests that the f-stat is significant at 1%. Thus, all the constructs of organisational support used are jointly significant. The implication is that the five dimensions or constructs of organisational supports, namely, work-life balance (WLB), management & leadership (ML), working environment (WE), social support (SS) and reward & recognition (RR) are important antecedents of teacher commitment in Ola College of Education in Ghana.

Table 15. Estimation of Influence of Organisational Support on Teacher Commitment.

	Beta	t-stat	Sig.	R ²	f-stat
AC MODEL				0.670	21.080 (.001)
WLB	0.581	4.260	0.000		
ML	0.859	4.940	0.000		
WE	0.246	2.414	0.019		
SS	-0.224	-2.751	0.008		
RR	-0.109	-1.218	0.229		
CC MODEL				0.669	14.954 (.001)
WLB	3.151	4.822	0.000		
ML	2.631	3.155	0.003		
WE	-1.522	-3.119	0.004		
SS	-1.564	-4.015	0.000		
RR	-2.208	-4.484	0.031		
NC MODEL				0.432	7.621 (.001)
WLB	-0.089	-0.383	0.703		
ML	0.933	3.159	0.003		
WE	0.208	1.204	0.234		
SS	-0.294	-2.129	0.038		
RR	-0.249	-1.636	0.108		

Note: AC Model denotes Affective Commitment and CC denotes continuance commitment

Besides the preliminary statistics as explained above, Table 15 also reports the coefficient or beta (β) of the individual dimension of organisational support. Regarding the affective commitment model (AC model), all the organisational support variables showed significant influence on the level of affective commitment except reward and recognition. Specifically, management and leadership made the most significant contribution ($\beta = 0.859$; $p=.000$) followed by work-life balance ($\beta = 0.581$; $p=.000$), followed by work environment ($\beta = 0.246$; Sig. =.019) and social support ($\beta = -0.224$; $p=.008$). Reward & recognition made insignificant negative contributions to teacher affective

commitment ($\beta = -0.109$; $p=.229$).

The findings suggest that three of the organisational support dimensions (management and leadership, work-life balance and work environment) have a positive influence on the level of teacher affective commitment while two of the dimensions (social support and reward & recognition) have a negative influence on the level of teacher affective commitment. The significant coefficients or betas mean that except the reward and recognition, the study rejects all the null hypotheses that organisational support constructs do not influence the level of affective commitment.

It is therefore concluded that organisational support constructs are essential antecedents of affective commitment. In terms of the direction, an increase in the level of management and leadership support, work-life balance and favourable work environment would lead to 0.859, 0.581 and 0.246 points increase in the level of teacher affective commitment respectively and vice-versa. One may also conclude from the findings that negative betas of social support and reward & recognition imply that holding other factors constant, an increase in the level of social support and reward & recognition would decrease affective commitment by 0.224 and 0.109 respectively and vice-versa though the reward and recognition were insignificant. The implication is that an increase in the level of management and leadership, work-life balance and work environment is a necessary means to increase the level of teacher affective commitment.

From the continuance commitment model, again all the organisational support variables showed significant influence on the level of continuance commitment except reward and recognition. Unlike the affective commitment, the continuance commitment model revealed that work-life balance is the most significant contributor commitment ($\beta = 3.151$; $p=.000$) followed by management & leadership ($\beta = 2.631$; $p=.003$), followed by social support ($\beta = -1.534$; $p=.000$), then work environment ($\beta = -1.522$; $p=.004$). Reward & recognition made insignificant negative contributions to teacher continuance commitment ($\beta = -0.208$; $p= 0.631$).

The significant coefficients or betas whether negative or positive suggest that the alternative hypothesis that organisational support constructs influence the level of continuance commitment is accepted and the null hypothesis rejected. The findings imply that in terms of improving the level of continuance commitment, support for work-life balance and management & leadership support are the most significant contributors.

Table 15 also reports the estimates between organisational support constructs and the level of teacher normative commitment. The results indicate that only management and leadership and work environment exhibit a positive influence on teacher normative commitment. However, only management and leadership and social support showed significant influence. The estimates are as follows: work-life balance ($\beta = -0.089$; $p=.703$), management & leadership ($\beta = 0.933$; $p=.003$), work environment ($\beta = 0.208$; $p=.234$), social support ($\beta = -$

0.294; $p=.038$) and reward & recognition ($\beta = -0.249$; $p=.108$). It can be learnt from these estimates that while management & leadership has significant positive and social support significant negative influence on the level of normative commitment, work-life balance, work environment and reward & recognition were found to be insignificant.

A critical evaluation of the findings suggests that the nature and direction of the relationship between organisational support and teacher commitment depend on the dimension of commitment on focus. Nevertheless, it may be concluded that on the average, the key constructs of organisational support which positively influence teacher commitment are work-life balance support, management & leadership support and favourable work environment. Although the social support and reward & recognition dimensions exhibited negative influence generally on teacher commitment, it does not imply that an increase in support for these variables are detrimental to teacher commitment.

Following Table 15, it could be deduced that the mean values of these constructs influence the nature and direction of the relationship between organisational support constructs and teacher commitment. Where the dimension of organisational support has a smaller mean in relation to the level of commitment, negative coefficient is observed. This implies that the negative betas are found because the constructs especially social support and reward & recognition have the lowest mean in relation to the other constructs. Therefore, these dimensions or constructs are likely to exhibit positive influence if management enhances their level of existence.

The findings contribute to organisational support theory. The organisational support theory indicates that in return for a high level of support, employees work harder to help their organisations to reach its goals and become committed and leave up to its mission. Therefore, the findings of a strong empirical relationship between organisational support constructs and teacher commitment contribute to this assertion. The significant relationship found between organisational support and teacher commitment also supports some prior studies. The supervisory support could be likened to management and leadership support, fair treatment and reward are related to reward, and recognition used in this study and favourable work condition is also related to a favourable work environment.

5. Conclusion

Teacher commitment is a complex phenomenon involving some distinct orientations. However, the findings of the study indicate that the five dimensions or constructs of organisational supports, namely, work-life balance (WLB), management & 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. This confirms studies such as [13, 6, 14, 27, 22].

Research indicates that organisational support characteristics are an vital variable predicting teachers' organisational commitment. Consequently, the degree of perceived organisational support lends assistance in predicting teachers' organisational commitment level.

Further, the findings suggest that three of the organisational support dimensions (management and leadership, work-life balance and work environment) have a positive influence on the level of teacher affective commitment while two of the dimensions (social support and reward and recognition) have a negative influence on the level of teacher affective commitment. Thus, organisational support characteristics are a vital variable predicting teachers' organisational commitment.

6. Recommendations

The degree of organisational support aids in estimating the teachers' levels of organisational commitment. Thus, it is vital that colleges of education in Ghana give weight to support practices such as personal development and job structure to enhance teachers' organisational commitment. A teacher whose personal development needs are supported feels more committed to his/her work and the organisation as a whole. A conscientious teacher has a stronger desire to belong to the organisation by identifying with the organisations' goals and values and is likely to do more for the organisation.

Furthermore, forming organisational commitment is one of the essential practices for protecting organisations employees as individuals with organisational commitment work more harmoniously and are more productive with a high sense of responsibility. The fact that the organisation supports employee's personal development and employee devote his/herself to work and identifies with the job will enhance organisational commitment. To enhance the organisational commitment among teachers, it is crucial for the organisation to perform several activities such as the provision of educational facilities, to afford them the opportunity to be involved in the decision-making processes regarding themselves.

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