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Job Satisfaction and Commitment among Non-Teaching Staff of Universities in Ghana

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Abstract:

Universities in Ghana play a greater role in the production of the nation's human capital for socio-economic development. Both teaching and non-teaching staffs are responsible for producing such calibre of skilled labour to feed the society. Job satisfaction and commitment interplay in the production of this skilled manpower. This study aims at examining job satisfaction and commitment among thenon-teaching staff of the College of Technology of the University of Education Winneba – Kumasi (COLTEK) and their effects on job performance. The case study strategy was used to help explain the dynamics of job satisfaction and commitment at the University College. The data utilised for the study were from primary and secondary sources in which data collection instruments mainly used for primary data were questionnaires and observation whereas books, journals, newspapers and Internet were sources of secondary data. The response rate for the questionnaires was 93%. The mean and standard deviation test were also used as the basis for the data analysis. The study established that 74% of the aggregate commitment served perfectly the average of both the affective, continuance and normative commitment. The affective commitment domain increased an individual's satisfaction on a job by 76% whereas the continuance commitment domain exhibition of both senior and junior staffs of the University of Education increased their satisfaction by 75%. The normative commitment domain, on the other hand, increased satisfaction with a 70% satisfaction on the job. Thus, the study concluded that the management of College of Technology Education - Kumasi should make conscious efforts to map out the exact strategies to roll out an effective condition of service to boost the confidence of staffs (senior and junior) to reduce employee turnover.

Keywords: Job Satisfaction, Commitment, Organization, Non-teaching staff, Normative Commitment

1. Introduction

1.1. Problem Statement

Brown and Sargeant (2007) believed that after an individual is hired, knowledge of his or her job satisfaction becomes the most important piece of data that a manager or organisational psychologist can have. Robbins (1998) concluded that remarkable evidence exists concerning the significance of job satisfaction. A satisfied workforce leads to higher productivity because of fewer disruptions such as absenteeism, low commitment, the departure of good employees, and incidents of destructive behaviour.

Non-teaching staffs of the College of Technology of the University of Education Winneba – Kumasi (COLTEK) are the first line of contact with students, parents, visitors and other stakeholders. All enquiries for admission and enrollment take place at the administration of the University. Students' data or records are processed, stored and produced by non-teaching staffs. They also process, keep and produce records concerning lecturers' recruitment and appointment process, salary, leave and promotions. The finances of the University are received, recorded and kept by non-teaching staff. Security and sanitation issues on campus are also handled by the non-teaching staffs of universities.

Non-teaching staffs of COLTEK are required to put up their optimum best towards academic excellence, but they are unable to sometimes discharge their duties willingly and professionally. In the Unified Condition of Service Policy of Public Universities in Ghana, Article 10, Sections 10.03 and 10.04 make it emphatic that non-teaching staff are entitled to rewards that result from any additional duties and responsibilities. In view of this, non-teaching staffs feel being cheated on benefits due them for any such additional responsibilities. This develops emotional displeasure among many non-teaching staffs to the extent that their attitudes, passion, loyalty and commitment for the jobs they do are not attached with good behaviours.

For instance, the existence of aculture of silence, favouritism and poor human relations discourage staff to exhibit their potentials for

the best interest of the University. In fact, non-teaching staff feel not satisfied with their job, and this has affected their level of commitment to their obligations. Thus, most non-teaching staff of the College of Technology Education, Kumasi exhibit lackadaisical attitudes towards handling and processing of official documents leading to delays in document processing times. This phenomenon is pronounced in the public universities than in the private universities even though the public universities feed the economy with skilled labour than the private universities.

In recent years, the University had progressively introduced several important programmes both at the undergraduate and postgraduate levels as a means of expanding its faculties and colleges. This important initiative generates a significant amount of revenue for the University especially COLTEK. Teaching and non-teaching staff are entitled to a 10 percent honorarium from any such programmes rolled into the mainstream programmes of the University. (Source: Schedule of Allowances Document, 2012). Discrepancies and unfairness in the distribution of the honorarium both laterally and vertically impact the satisfaction and commitment levels of staff in the University especially the non-teaching staff. Noticeably, the criteria for distribution is unknown to staff, and that some staff at higher ranks sometimes receive lower amounts as compared to those of lower ranks. This phenomenon is simply inexplicable in the public universities in Ghana, and as a result impacting negatively on the efforts non-teaching staff put towards their work.

Also, unsubstantiated delays in promotions and staff development affect commitment significantly. Much non-teaching staff do not get the opportunity to further their education as a way of obtaining additional skill training for the purpose increasing output per head. This, however, demotivates them to work harder in their respective areas of work. Also, staff who are due for promotion are unduly delayed by some senior staff at higher positions, and this is very common in the public universities. In the University of Education, Winneba in particular, the Human Resource Division fail to ensure prompt response to staff who are due for promotion not only regarding just informing them but also tracking to the later where staff will be interviewed for a promotion. This seriously affects many non-teaching staffs' attitudes, behaviours, passion and commitment to the work they do. Thus, it is very important to investigate these concerns so that non-teaching staff can enjoy the work they do with much commitment and satisfaction.

Also, despite the numerous contributions of non-teaching staff of universities, non-teaching staff faced the challenge of not being satisfied with the working environment. This became obvious in the Vice Chancellor's Annual Report (2010). Further, it emphasised that some non-teaching staff not being satisfied with their jobs because the University had not yet accomplished her objectives on staff development policy in respect of improving conditions of service at all levels, provision of incentives, better promotional strategies, improved staff remunerations and other allowances. Similarly, the Vice Chancellor's Annual Report (2012) pointed out complaints of some non-teaching staffs' perception about them being burdened with work overload while others perceived it to be treated unfairly. This, however, makes them feel that they are not given the needed recognition as compared to their teaching counterparts. Thus, a section of the non-teaching staff considered the lack of job recognition as a challenge.

These problems have led to the low commitment of the non-teaching staff. The problems have also resulted in intentional absenteeism, staff turnover, apathy and low job performance. According to Pienaar and Bester (2008), unsatisfied university staff eventually leave their institutions and the consequences include the costs related to decreased institutional loyalty, loss of knowledge and experience regarding the institution, and the increase in time and cost in recruiting and training new staffs. Hence, this study will contribute to the provision of suitable strategies that can help reduce that problem of job satisfaction among the non-teaching staff of the College of Technology Education, Kumasi (COLTEK) of the University of Education, Winneba.

The study was therefore intended to evaluate the job satisfaction and commitment among the non-teaching staffs of the College of Technology Education, Kumasi (COLTEK) of the University of Education, Winneba.

2. Literature Review

2.1. The Context of Organisations and People

An organisation or institution is a social setting that constitutes people who come together to set goals and objectives that lead to the production of goods and services. As explained by Dalton et. al. (2006), systems, processes and structures are mostly defined in many organisations and institutions to serve as the key principles and modes of accomplishing tasks within the organisations. However, people in organisations come with different attitudes, culture and work experiences that differ from the collective laid down principles, norms, rules and regulations of the organisation as a whole (DeCenzo & Silhanek, 2002). Friction between the two ends of the spectrum is best understood regarding labour agitating for better conditions of service and rewards to efforts and organisation expecting greater output per head from labour efforts. For example, an increase in workers' wages or salaries can be a significant driving force to commitment to the job and consequently job satisfaction. Also, if the organisation can achieve set targets over a period, workers become proud and motivated to work harder to achieve higher targets in the future.

According to Sherman et.al, (1996), people are the individual human units charged with the responsibility to create worth for the organisation or institution. They can accomplish tasks using their skills, talents, abilities and experiences. When people in organisations are well inspired and motivated, they demonstrate the desire for work and put forward better attitudes towards work.

Like people, organisations and institutions differ in context, contents, values, ethics, job procedures, practices and vision. Regardless of the best principles and practices that an institution lays down, workers' needs are a motivational force to experiencing job satisfaction and to increase work performance. It must be pointed out that there are a number of internal and external factors that according to Maslow (1954) make workers satisfied or dissatisfied with their jobs. Some of them are a possibility to realise one's potential, evaluation and promotion of work practices and policies, favourable work conditions, work itself and supportive co-workers. Schermerhorn et.al (2005) emphasised that people express different work behaviours and attitudes that can be linked to job commitment and job satisfaction. In a similar context, Ciarniene et.al (2010) considered how workers feel about their jobs as a

predictor of work behaviours. This notion is true only in the setting of satisfying self-esteem need work, but an external factor like conditions of service can determine different work behaviour. This explains the complexity of organisations in an attempt to marry job satisfaction and productivity.

Though people make up organisations, they must be examined differently on the basis of what each one is expected to deliver for due recognition. For example, an automobile company cannot be awarded the best in automobile designs and quality engines when workers of the company are very much dissatisfied with what they feel about the work they do. This suggests that there must be a positive correlation between recognition and/or good image earned by the company and workers being satisfied and proud of their contribution to the attainment of the award. Thus, people supply the needs of organisations in which they work. It is evident that no institution or organisation can thus function without efforts of labour to fulfil objectives and goals set for both medium and long terms strategic plans (DeCenzo & Silhanek, 2002). It is for this reason that DeCenzo & Silhanek, (2002) explained that labour efforts are seen as a critical success factor in determining the productivity levels of organisations and the kind of recognition and reputation that can be gained. However, Dessler (2008) further examined labour efforts and identified technology integration as a vehicle for making labour increase productivity. As experimented by Eslami & Gharakhani (2012), people in organisations need to, also, develop a growth mindset and positivism towards whatever tasks assigned to them to do regardless of the use of technology and physical labour efforts.

Educational institutions are challenged with producing quality human resources for use in the global world. If industries are endowed with quality human capital, productivity is likely to be higher, and this strengthens economies for the supply of quality goods and services. Human capital in educational institutions comprises of both teaching and non-teaching staffs, and each side has a clear mandate to contribute to quality human (student) development. In particular, universities employ a lot of non-teaching staffs to assist in various forms of teaching and learning. Such person support students in their practical exercises and research works. This indicates that non-teaching staffs matter most when it comes to university education since they are responsible for outside classroom activities. According to Smerek and Peterson (2007), non-teaching staffs function harmoniously with teaching staffs in the provision of quality teaching and learning environment. This is obviously true since no one side can function without the other to promote academic excellence.

It must be however pointed out that whether teaching or non-teaching staffs, jobs must be done with much commitment, and this depends on motivation given to staffs to increase output per head.

2.2. The Concept of Job Satisfaction

Formally defined, job satisfaction is the degree to which individuals feel positively or negatively about their jobs. It is an attitude or emotional response to one's tasks as well as to the physical and social conditions of the workplace. Job satisfaction refers specifically to the attitude an individual has towards his or her job. When an employee has a high level of job satisfaction, it means that they have a positive attitude towards his or her job. On the other hand, there are a number of factors that can affect employees' job satisfaction such as satisfaction with supervision at work, work itself, pay and conditions, appraisal, promotion practices and co-workers (Schermerhorn et al, 2005).

Job satisfaction is the extent of passion a worker attaches and feels about his or her work at the workplace. Fogarty (1994) rather defined job satisfaction to be the extent to which workers gain enjoyment from their efforts at the workplace. This suggests that satisfaction on job performance is quite elastic and can decline over a period. Thus, an organisation's ability to sustain such degree of satisfaction of workers or workers themselves working harder to enjoy what they earn is such an interesting phenomenon to be studied. Obviously, it is not easy for individual workers or the organisation as a whole to sustain the level of satisfaction workers enjoy at the workplace. In fact, the feeling, attitude or passion of a worker at the workplace can be attributable to either internal or external factors. For instance, an external factor such as favourable work conditions largely impacts a worker's attitude towards work. It is for this reason that Shadid et al (1996) emphasised feelings of self-actualization and accomplishment on job performance as elements of intrinsic satisfaction. For example, a sales manager who achieves an unprecedented target set by a company gets the feeling of accomplishment and begins to work harder with all enthusiasm. Though this may not be true in all such cases since labour efforts to higher productivity depends on a larger extent the rewards and motivation given at any point in time.

In another context, job satisfaction is analysed on the basis of job characteristics. Such characteristics influence a worker to like and take the job as his/her own or not. Many theories had been put forward about job characteristics, and they include Job Diagnostic Survey (JDS) developed by Hackman and Oldham (1975) and Job Classification Index (JCI) by (Sim, Szilagyi and Keller, 1976). While the JDS uses a five-dimensional characteristics namely task identity, task significance, autonomy, feedback from the job and variety of skills, the JCI focuses on four characteristics namely autonomy, variety, identity and feedback. These dimensions of JCI are described as follows:

- *Autonomy* defines the extent to which a worker is free to do what he/she wants on the job as well as having a say in job schedules. For example, nurses in a hospital have the freedom to change their work shifts between day shift, evening shift or night shift over a one month period.
- *Variety* is the extent to which a job offers some amount of flexibility and a wide range of options that enables a worker to choose among tasks to perform.
- *Identity* refers to the degree to which a worker is able to identify the task to perform including results of efforts towards that piece of work. This means that if a worker identifies the task to perform, the task is assumed to have some significance and therefore the anticipation of a worker to know the outcome of his/her efforts.
- *Feedback* defines evaluation of efforts of a worker on work performance and the information or report given to the worker in that

respect. Feedback through job appraisal exposes the strengths and weaknesses of a worker, and it provides avenues for working on weaknesses in particular.

It must be pointed out that the degree of the dimensionality of a job separates JDS and JCI. Also, the exclusion of task significance in JCI is perhaps understood generically because a job becomes significant only when it is needed to be performed. However, no clear order of priority had been given to these dimensions characterising a job. It is important to prioritise these dimensions since each has its unique influence on labour efforts and ultimately impacting job satisfaction. Thus, *task identity*, *feedback*, *autonomy*, and *variety* are the order of prioritisation based on rationality as shown in Figure 1. A combination of these characteristics greatly impacts feelings, work behaviours, attitudes and hence the extent of job satisfaction. This construct of dimensionality is based on the JCI because it has been found to be more practical in different job settings.

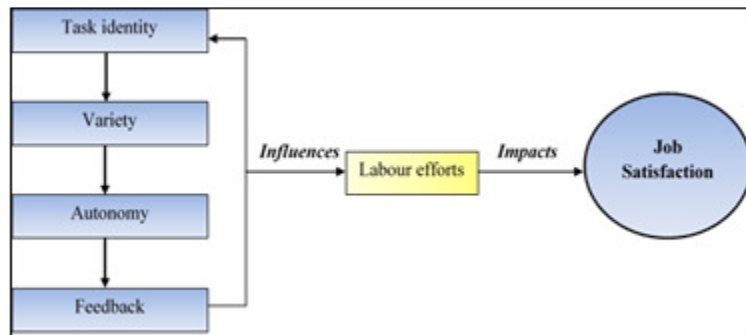


Figure 1: Prioritisation of job dimensions using JCI

Source: Author's Construct, 2015

Further, job requirements differ in many contexts and level of skills required (Dessler, 1999). It must be stressed that as jobs differ regarding operation and expected results so are the complexities that constrain job execution. Thus, there can be multiple dimensions that can greatly influence job satisfaction. Mehrad et.al (2015) pointed out that the extent to which workers get satisfied with the job or tasks they do at the workplace can be analysed from their work behaviours and commitment to the job. This is not always the case across many organisational settings, structure and procedures because workers' behaviour cannot be only expressed through job satisfaction but sometimes mental disposition and perceptual mapping about the work that the individual workers thought through and assigned to do. Studies have however shown that there is a strong correlation between job satisfaction and commitment to a job in the context of increased productivity. As explained by Tnay et.al (2013), organisations or institutions need greater support and contribution of workers to increase productivity. Indeed, when workers are content with what they do as work demands, they become creators and innovators for the job. This leads to self-esteem developed in workers for greater work performance (Mehrad et.al 2015 and Dhanpal et. al. 2013).

2.3. Job Satisfaction Model

One of the few existing studies on the job satisfaction of staffs in higher education was conducted by Smerek and Peterson (2007). Their study examined the relevance of Herzberg's (1959) duality theory of motivation in a higher education setting using a group of more than 2,500 business employees at a large research university. Results demonstrated mixed support for Herzberg's theory that articulates specific factors that affect job satisfaction and job dissatisfaction independently in the work environment. Some research has found that unhappy workers result in higher levels of turnover and an increased difficulty in filling vacant positions (Florenthal & Tolstikov-Mast, 2012). Research has shown that the work environment influences a number of work employees complete as well as attitudes towards the workplace and employees' sense of community (Biemiller, 2008; Florenthal et.al, 2009). More work is needed to identify the factors that best predict job satisfaction and overall employee performance to capture the opportunity to improve the college experience.

Frederick Herzberg's Two Factor Theory also known as Motivator Hygiene Theory attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors, motivation and hygiene factors respectively. An employee's motivation to work is continually related to job satisfaction of a subordinate. Motivation can be seen as an inner force that drives individuals to attain personal and organisation goals. Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example, achievement in work, recognition, and promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions. Other theories to be considered are Affect Theory by Edwin A. Locke (1976) and Dispositional Theory. Affect theory is determined by a discrepancy between what one wants in a job and what one has in a job. The dispositional theory also suggests that people have innate dispositions that caused them to have tendencies toward a certain level of satisfaction, regardless of one's job.

Frederick Herzberg took a different approach to examining motivation. He simply asked workers to report the times they felt exceptionally good about their jobs and the times they felt exceptionally bad about them. As shown in Figure 2, Herzberg and his associates noted that the respondents identified different things when they felt good or bad about their jobs. From this study, they developed the two-factor theory, also known as a motivator-hygiene theory, which portrays different factors as the primary cause of job

satisfaction and job dissatisfaction (Schermerhorn et.al 2005). According to Herzberg, this theory, hygiene factors are a source of job dissatisfaction. These factors are associated with the job context or work setting; that is, they relate more to the environment in which people work than to the nature of the work itself. Among the hygiene factors shown on the left in Figure 2, perhaps the most surprising is salary. Herzberg found out that a low salary makes people dissatisfied but that paying them more does not necessarily or motivate them. In the two-factor theory, job satisfaction and job dissatisfaction are entirely separable dimensions. Therefore, improving a hygiene factor, such as working conditions, will not make people satisfied with their work; it will only prevent them from being dissatisfied.

To improve job satisfaction, the theory directs attention to an entirely different set of factors - the motivator factors, shown on the right in Figure 2. These factors are related to job content, especially what people do in their workplace. Adding these satisfiers or motivators to people's job is Herzberg's link to performance. The factors include a sense of achievement, recognition and responsibility.

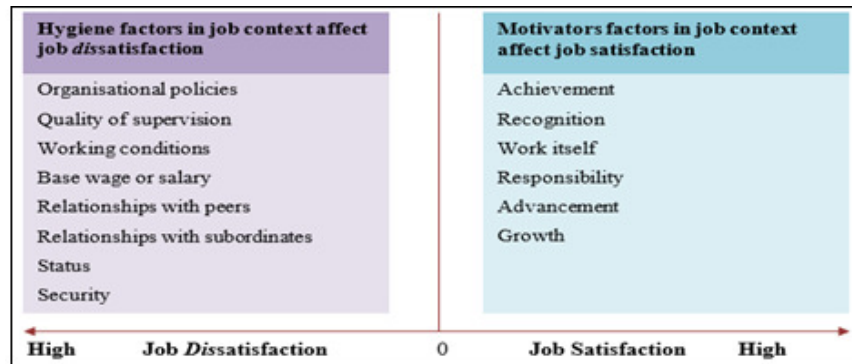


Figure 2: Sources of dissatisfaction and satisfaction in Herzberg's two-factor theory

According to Herzberg, when these opportunities are not available, low job satisfaction causes a lack of motivation, and as a result, performance suffers. He suggests the technique of job enrichment as a way of building satisfiers into job content.

Some scholars continue to debate the merits of the two-factor theory and its applications. Many are unable to confirm the theory. Many criticise it as being method bound. This is a serious criticism because the scientific approach requires that theories be verifiable under different research methods. Furthermore, this theory, just like the other theories, fails to account for individual differences, to link motivation and needs to both satisfaction and performance, and to consider cultural and professional differences.

2.4. The Concept of Commitment and Work Behaviour

Employee commitment is the willingness and desire that an employee passionately demonstrates towards a job with loyalty and optimal effort. Commitment is backed by a mindset that is growth oriented, and it relates to an individual sense of perceiving what can be done to deliver job more satisfactorily level. This is mostly obvious in a worker's feeling of responsibility to achieve job targets. Job commitment exposes the strengths and weaknesses of workers as they challenge themselves with the job they do. Improving upon the strengths, and working on the weaknesses of workers enhances work performance and life satisfaction (Rashid and Rashid, 2011). For example, a weakness such as poor human relations of a public relation officer who is responsible for various correspondences is likely to impact the organisation negatively in both domestic and international dialogues.

Meyer and Allen (1991) pointed out three types of commitment. They are affective commitment, continuance commitment and normative commitment. Further, Dunham et al. (1994) explained affective commitment as the extent of psychological affiliation that a worker establishes with the organisation and making an effort to achieve set goals. Continuance commitment defines the preparedness of a worker to remain in an organisation throughout his or her work lifetime. For example, if a worker finds a job more secure with good conditions of service, the worker can decide not to change job but rather remain with the organisation until retirement age. Normative commitment is explained in a phenomenal natural context. Thus, a worker employed in an organisation is indebted to the responsibilities and duties for which job appointment was given (Qi, 2007). It is obvious that these three types of commitment are psychologically inclined to a worker's perception and beliefs about the workplace, duties and responsibilities, missions and goals of the organisation, the organisation itself (what it is made up of), and the image and reputation of the organisation in the external environment as well as other competitors.

Though the three-component conceptual model remains the bedrock for other related and improved models, different perspectives had also been considered to explain well why some employees may want to, need to or ought to remain with a particular employer including organisational goals, values, mission and culture (Olfen and Roe, 2008). They employed the attitude-behaviour model to predict employee turnover. Another dimension of the three-component model is in the context of product and service consumption. Given this, a five-component commitment model is rather constructed. Here, two dimensions are added, and they are habitual commitment and forced commitment. While habitual commitment stresses continual practice or doing a job that leads to commitment, forced commitment looks at the kind of commitment driven by job descriptions and role plays in the workplace. Antón (2009) thus used the five-component commitment model to explain the effect of role stress on workers' behaviour and attitude. It must be pointed out that the three-component model can be scaled up to include other dimensions, and the prescribed dimensions depend on the context within which job commitment is being examined and the parameters that are of interest in the analysis. Hence, this research

work points out feedback commitment as an important dimension that has received very little or no attention in recent literature. This is because the three- or five-component models all fail to contextualise result-based commitment which is a driving force to motivate workers further to exercise more effort towards work.

2.4.1. Organisational Commitment in Context and Job Satisfaction

Job satisfaction is associated with job commitment, and organisational commitment is linked to employee commitment. In many studies of organisational commitment leading to job satisfaction or life satisfaction, more emphasis dwells on employee commitment to helping organisations achieve their goals and objectives. However, Schoemmel and Jonsson (2014) argued that affective commitment impact job performance rather than the department or the organisation an employee works. This research work thus separates labour commitment from the so-called 'organisational commitment'.

As discussed earlier, labour or employee commitment is directed towards attitudes, behaviours or feelings that individual workers have for their work, and what is done to increase output. In contrast, organisational commitment is defined as management's support in all respects to motivate labour efforts to help achieve organisational goals. This definition is in the context of working principles, procedures, working relationships, freedom of idea generation and expression. put forward by management to highly motivate workers and make them feel a true member of the organisation. For instance, if a worker is not chastised for demonstrating a new idea for doing a particular task but rather rewarded for such intelligence and innovative skill, the worker becomes motivated and works with all commitment.

Indeed, every worker anticipates serene working relationships and environment when first employed in an organisation. Also important is management responsibility to ensuring a suitable working environment for all employees at the workplace so that labour can have a sound mind for job performance (Judge et al., 2001). A classical instance of such a responsibility is employees' conditions of service. Many workers are interested in what the organisation (i.e. management) offers in return for labour efforts regarding entitlements especially at the point of retirement. If a worker does not know what awaits him/her after retirement, and no special benefits attached to the job, commitment level becomes low, and that affects productivity.

As explained by Ahmad and Oranye (2010) and Meyer and Allen (1991), employees remain with and clinch to an organisation when they see management as a supportive instrument in their life satisfaction through the work they do. In fact, workers work hard under the supportive management of an organisation than one that is only purely goal-centered. According to Daneshfard and Ekvaniyan (2012), management attitudes towards work procedures and employees influence commitment levels of employees. For example, a commercial director who disregards casual workers of his advertising team endangers the working spirit of those workers, and the workers may not be motivated to commit to the advertising duties.

Thus, as much as workers have the responsibility to contribute effectively towards the achievement of organisational goals and objectives, Schermerhorn et al (2005) stressed that management, on the other hand, has bigger tasks to persistently ensure that workers are well content with what they do and benefits gave them. This enables workers to develop growth mindset towards their work and accomplishes organisational objectives.

3. Methodology

Additionally, the case study approach was used because of the nature and structure of the collegiate system used by the University of Education, Winneba. The study adopted the quantitative method approach to research. By convenience, the COLTEK was chosen as the study site because of its proximity and ease of getting respondents to answer the questionnaires. Both descriptive and exploratory assumptions underlie the analysis of events, behaviours and some important phenomena that needed to be described and explored about non-teaching staffs' commitment to the job and their attitudes towards work performance. Robson (1993) explained the need to use descriptive and detail a situation, a social setting, or a relationship. This was further analysed by Agyedu et al, (2013) that descriptive research may not be sufficient to explain all elements of a study, and that there was the need to quantify research indicators and the things they stand to explain at all events.

Records on the staff of the University were obtained from the Human Resource Division and validated by the Payroll Section of the University was used as a sampling frame. The researcher used convenience sampling technique to select 213 workers of the non-teaching staff. 86 workers were selected from the senior staff and 127 from junior staff. A sample of 213, representing 72.9% of the population was considered representative of the population since according to (Ary, Jacobs and Razavieh, 1979 as cited in Agyedu, Donkor and Obeng, 2011) a sample size of 10% to 20% is considered enough to generate confidence in the data.

The main instruments for collecting and validating primary data were questionnaires and observation. The use of multiple instruments was supported by Krueger and Casey (2000) who noted the relevance of multiple instruments as a means of achieving effective data collection for any investigative study. Sources of secondary data included journals both domestic and international, textbooks, research conference proceedings, newspapers and the Internet. For the sake of consistency of the results, a reliability test was conducted on the constructs which obtained a Cronbach alpha (α) value of .808 indicating a high level of internal consistency of the test instruments. The response rate for the questionnaires was 93%.

4. Results

4.1. Reliability Test

According to Bird (2005) the reliability of a measuring instrument is defined as its ability to consistently measure the phenomenon it is designed to measure. Reliability, therefore, refers to test consistency. The importance of reliability lies in the fact that it is a

prerequisite for the validity of a test. Simply put, for the validity of a measuring instrument to be supported, it must be demonstrably reliable. Any measuring instrument that does not reflect some attribute consistently has little chance of being considered a valid measure of that attribute. To confirm the reliability of the study's measuring instrument, the Cronbach's Alpha is used.

Dimensions	Cronbach's Alpha (α)
Job Satisfaction	.802
Affective Commitment	.746
Continuance Commitment	.768
Normative Commitment	.862

Table 1: Reliability Coefficients of the test constructs

From Table 1 a total of 26 items were used to measure the individual dimensions. The 26 items were grouped into Job Satisfaction, Affective Commitment, Continuance Commitment and Normative Commitment all on six-item constructs respectively. Constructs concerning Affective Commitment Dimensions obtained the lowest internal reliability of ($\alpha=.746$). However, Normative Commitment Dimensions obtained the highest level of internal consistency of ($\alpha=.862$) indicating that there is approximately 86% chance of obtaining the similar results when the items regarding personal needs are administered again.

4.2. Analysis of Job Satisfaction Dimensions

As presented in Table 1 below, the means and standard deviations of the various job satisfaction dimensions indicate different situations which permit a situational analysis to be done.

4.2.1. Descriptive Statistics on Job Satisfaction Dimensions

Items	N	Min	Max	Mean	\pm SD
Satisfied with Group Members	213	1	6	2.05	1.485
Satisfied with my Job	213	1	7	2.82	1.742
Satisfied with my institution	213	1	7	3.88	1.903
Satisfied with my Pay	213	1	7	3.38	1.833
Employees are satisfied with their Job	213	1	7	3.51	1.565
Never thought of leaving the organisation	213	6	7	4.45	1.600
Valid N (listwise)	213				
Cronbach's Alpha (α)	6	.509			

Table 2: Descriptive Statistics on Job Satisfaction Dimension

A statistical summary of the satisfaction dimension as shown in Table 2 indicates a total of 213 respondents (N =213), the minimum and maximum values (1-7) of the scales were also given. The question that was asked on staffs 'never thought of leaving the organisation' scored the highest mean of 4.45 whereas 'satisfied with group members' scoring the lowest mean of 2.05. The variance of the mean (captured by the standard deviation) shows a good measure as well since they are all less than half ($\frac{1}{2}$) of the recorded means.

4.3. Analysis of Affective Commitment Dimension

Affective dimensions considered emphasised perceived feelings of respondents which ranged from innermost personal feelings to those that relate the job they do. Also, six dimensions were looked at, and their means and standard deviations are shown in Table 2 below.

	N	Min	Max	Mean	\pm SD
Rest of my career life	213	1	7	3.92	1.906
University problems mine	213	1	7	3.35	1.765
Part of family	213	1	7	3.93	1.575
Emotionally attached	213	1	6	3.12	1.274
Personal meaning to me	213	1	7	5.09	1.499
Strong sense of belonging	213	1	7	2.83	1.703
Valid N (listwise)	213				
Cronbach's Alpha (α)	6	.746			

Table 3: Descriptive Statistics of Affective Commitment Dimension

Table 3 shows responses on the extent to which respondents practice affective commitment characteristics. The minimum and maximum values for the scale are reported as 1 - 7. The results suggest the extent to which both senior and junior staffs of COLTEK practice affective commitment. Amongst the given dimensions, the question asked at the University having a deal of 'personal meaning for me' scored the highest mean of 5.09, the remaining issues asked scored high means within the ranges of 3.12 to 3.93,

showing a high consistency and loadings of the variables used in the measurement of affective commitment. The lowest mean of 2.83 was on the last question which asked about the extent to which the staffs do not feel a strong sense of belonging to the university.

4.4. Analysis of Continuance Commitment Dimensions

Continuance commitment was weighed on six dimensions which assessed the tendency of non-teaching staffs to leave or remain with the University. Respondents expressed their opinions about the dimensions used as shown in Table 4.

Dimensions	N	Min	Max	Mean	± SD
Hard to leave	213	1	7	3.53	1.675
Disrupted life when I leave	213	1	6	2.67	1.645
Necessity as much as desire	213	1	7	3.46	1.609
Few options	213	1	7	4.46	1.565
Scarcity of alternatives	213	1	6	2.57	1.108
Considerable personal sacrifice	213	1	6	2.57	1.108
Valid N (listwise)	213				
Cronbach's Alpha (α)	6	.768			

Table 4: Descriptive Statistics on Continuance Commitment Dimensions

For the sample population of N=213, there was a minimum of 1 and a maximum score of 7. The means scores as well loaded quite well for all the dimensions. The lowest mean was 2.57 with 4.46 being the highest. The standard deviations were not up to half of the recorded mean, so this establishes a good model for the study.

4.5. Analysis of Normative Commitment Dimension

Job appointments are given to employees in order to commit them to tasks and other responsibilities. Employees appreciate jobs and tasks assigned them initially, but the passion associated with carrying out the tasks gradually reduces if certain dimensions of the job become quite unfavourable. The dimensions of normative commitment are presented in Table 4 below.

From Table 5, the descriptive statistics of the normative commitment dimensions used for the study are summarised accordingly. A 7 – Likert scale was used for the collection of data, and the minimum scores of respondents to the questionnaire were 1 and 7 for minimum and maximum scores respectively. The lowest and highest means were scored on question items 2 and 3 respectively on the normative commitment dimensions at 2.82 and 5.23.

Dimensions	N	Min	Max	Mean	± SD
No obligation to remain	213	1	6	4.55	1.531
Not right to leave	213	2	6	4.09	1.320
Guilty to leave	213	1	6	2.82	1.120
Loyalty	213	2	7	5.23	1.056
Sense of obligation	213	1	6	3.56	1.271
Great deal to the Organization	213	1	7	3.67	1.375
Valid N (listwise)	213				
Cronbach's Alpha (α)	6	.862			

Table 5: Descriptive Statistics on Normative Commitment Dimension

4.6. Correlation between Commitment and Satisfaction

This section looks at the relationship between the variables considered for this study in totality. The extent to which the commitment of employees impacts on the overall satisfaction of workers of UEW is discussed. Correlation and regression analysis results are run, and the responses are summarised in Table 6 below.

	Age	Status	Rank	Affective	Continuance	Normative	Commitment	Satisfaction
Age	1							
Status	0.043	1						
Rank	0.021	0.023	1					
Affective	-.269**	0.083	0.005	1				
Continuance	-.256**	0.07	0.024	.991**	1			
Normative	-.278**	0.067	0.022	.989**	.979**	1		
Commitment	-.267**	0.076	0.016	.997**	.995**	.993**	1	
Satisfaction	-.285**	0.111	-0.053	.874**	.865**	.836**	.860**	1

Table 6: Correlation between Commitment and Satisfaction Dimensions

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

Regarding the correlation between Commitment and Satisfaction, partial correlation was the method used to explore the relationship between the commitment and satisfaction variables utilised for the study. Careful analysis was done to ensure that none of the correlation assumptions (normality, linearity and homoscedasticity) was violated. The results computed explains the correlation among the variables on holding the age, status and rank of respondents as controlled variables. The results are shown in Table 6 above, giving details on the Pearson correlation significant at the 0.01 level (2 tailed).

An aggregation of commitment and satisfaction dimensions (affective, continuance, normative and satisfaction) was used for the computation of the correlation. The notice should be made that a '0' correlation value depicts that there is no relationship between the variables. However, from Table 5, all loadings have values that are greater than '0' except all loadings under the controlled variable (age, status and rank). From the analysis, the age and rank of respondents had no relationship with the satisfaction of staffs of the University. Further, Table 6 gives Pearson correlation coefficients of $r = (0.111)$ which indicates a positive relationship between the rank of staffs and their satisfaction levels.

For the commitment of senior and junior staffs of COLTEK, $r = (0.874, 0.865 \text{ and } 0.836)$ for affective, continuance and normative in the order given. The 'r' values underline the impact of the various components on the overall satisfaction of staffs. These positive values show a positive relation between the variables. The coefficient of determination was also calculated (by multiplying the 'r' values by itself and multiplying the results by 100) to estimate the exact percentage variance the components shared with the performance. The results of the computations were $(0.874 \times 0.874) * 100 = 76\%$, $(0.865 * 0.865) * 100 = 75\%$ and $(0.836 * 0.836) * 100 = 70\%$ for affective commitment, continuance commitment and normative commitment respectively. The aggregate commitment also recorded an 'r' of 0.860 with a coefficient of determination of 74%. From the results, the commitment levels of staffs commensurate over 70% of satisfaction among non-teaching staffs. Also, the 74% of the aggregate commitment serves perfectly the average of the affective, continuance and normative commitment. The affective commitment domain increases an individual's satisfaction on a job by 76% whereas the continuance commitment domain exhibition of both senior and junior staffs of COLTEK increases their satisfaction and contentment by 75%. Moreover, the normative commitment domain, on the other hand, increases or boosts satisfaction. The study reveals a 70% satisfaction on the job.

4.7. Regression Analysis on Commitment and Satisfaction

A regression analysis was conducted to ascertain the predictive power of each independent variable. Just like the correlation, regression also estimates the variance between the various variables. However, the key determination of the regression analysis is to estimate the degree of the impact of commitment on the satisfaction levels of the non-teaching staffs of COLTEK of the University of Education, Winneba. Table 7, however, shows a model summary of the regression analysis.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.900 ^a	0.810	0.807	2.770

Table 7: Model Summary of Regression Analysis

a. Predictors: (Constant), Commitment, Total Normative, Total Affective, Total Continuance

Table 7 represents 81% explanation of the variables. Judging from the R-Square change values in Table 6, (check the R Square and the Adjusted R Square values given). From this analysis, it shows that the predictive power of the model used for this study is over 80%. Also, the results are marked by as significant measure of 0.000 (Check the ANOVA table of Table 7 below).

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6815.971	4	1703.993	222.101	.000 ^b
	Residual	1595.804	208	7.672		
	Total	8411.775	212			

Table 8: ANOVA^a

a. Dependent Variable: Total Satisfaction

b. Predictors: (Constant), Commitment, Total Normative, Total Affective, Total Continuance

5. Discussion

It was evident from the study that affective, continuance and normative commitment, whether individually or aggregated, led to an average 74% satisfaction level of non-teaching staff. This suggests that satisfaction level is relatively high by these dimensions. However, poor interpersonal communications continue to affect willingness and cooperativeness on the part most non-teaching staff. Hence, negative attitudes and work behaviours towards work affect job satisfaction levels. This is evidenced by Meyer and Allen's three-dimensional conceptualization of commitment (affective, continuance and normative) which is confirmed to have a positive relationship with job satisfaction.

Moreover, the commitment levels of staff commensurate over 70% of satisfaction among non-teaching staff, and this is perhaps due to fear of losing their jobs but not necessarily being satisfied with terms and conditions of service as well as other benefits obtainable from the job.

It was established by the study however that age and status of non-teaching staffs had no influence on their commitment and satisfaction levels. Whether or not a staff is young or old or longest served in the University did not have any significant effect on their commitment levels. This is because age is not a determining factor of neither job satisfaction nor job commitment. If a staff is satisfied

with a job, it does not matter the age of the person but rather the passion attached to doing that job. Besides, the study revealed that status of thenon-teaching staff was no influential factor on job commitment and job satisfaction.

However, the current rank of non-teaching staffs had a direct and positive relationship with their commitment and satisfaction. This is perhaps due to additional remunerations, benefits or entitlements attached to some job positions. Interestingly, some non-teaching staffs did not want to lose such positions so as to be affected by those additional benefits.

It is important to emphasise and confirm that the University had put in place some commitment strategies to make various jobs more attractive and laudable to be engaged in. This was established on the grounds of lackadaisical attitudes a significant number of non-teaching staffs display at their workplaces. It was clear from the study that appropriate conditions of service to workers are motivators to good and improved performance.

Academic institutions of higher learning contribute to the development of a country with which Ghana is no exception. They are seen as the backbone to knowledge transfer and acquisition and contribute massively towards Gross domestic product and the economic stability of economies. Their contribution towards economic performance is recognised and accepted worldwide as significant.

Organisational commitment as a whole and the commitment levels of individuals within an organisational context has been a focus of numerous studies over the years. It has become one of the most intensively investigated work-related attitudes along with job satisfaction. The two variables namely job satisfaction and commitment were thus considered for this study.

To assess the commitment of employees the researcher employed Meyer and Allen's three-conceptualization of organisational commitment. The dimensionality of Meyer et al. (1993) and their relationships with job satisfaction was examined, and the individual and interactive effects of job commitments dimensions and job satisfaction were computed and analysed.

The study used age, current status and current rank of respondents as controlled variables in estimating the degree of impact on job commitment and job satisfaction and the results proved that age and status of staff had no influence on their commitment and satisfaction, however it was established that the current rank of workers had a direct and positive relationship with their commitment and satisfaction.

Moreover, the study confirms the adoption of commitment strategies by universities in Ghana and Meyer and Allen's 3-dimensional conceptualization of commitment (affective, continuance and normative) were confirmed to have a positive relationship with job satisfaction.

The analysis of interviews conducted also laid emphasis on the roll out of effective and appropriate conditions of service to workers as it serves as an incentive to good and increased performance. The management of COLTEK adopted a right condition of service and attitude to commitment which leads to a 74% on average increase in employee job satisfaction as revealed by the correlation and regression analysis.

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