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Restructuring of Tertiary Institution and Its Effects on Organisational Commitment and Job Satisfaction: A Study of Tamale College of Education, Ghana

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Abstract:
Restructuring of an institution is not just about reallocation of resource and equipment but rather consist of strategically redesigning the role and responsibilities of important units and procedures in an organisation. The fundamental purpose is to ensure improvement in efficiency and productivity. The human capital is the most important asset of any institution as such this research examined how restructuring of Tamale College of Education would affect the staff commitment and their job satisfaction. A quantitative approach was adopted with a descriptive research design. Krejcie and Morgan (1970) was used to derive a sample size of 73 from a population of 90 staff. SmartPLS3 was used to perform a partial least square regression analysis. The results revealed that restructuring has a significant effect on staff commitment and their job satisfaction. About 17% of staff commitment can be predicted by restructuring the institution and 7% of the staff's job satisfaction can be predicted by restructuring. Therefore, for policy implications, the factors influencing staff commitment be taken into account first before their job satisfaction.

Keywords: College of education, commitment, job satisfaction, restructuring, Tamale College of education, tertiary institution

1. Introduction

Restructuring of an institution requires significant modification to the goals, operations or general functional structure of the institution (Stubblefield, 2018; Woods, Jeffrey, Troman & Boyle, 2019). Such actions are usually made when management observe significant problems in the institution (Woods et al., 2019). Such problem may be causing financial losses or putting the overall institutional performance in jeopardy (Lurie, Zlatev, Liao, JBowden & Angst, 2019). Therefore, by restructuring, Lund & Medellín-Azuara, (2018) argued that management may be able to eliminate problems that threaten the operations of the institution and improve overall performance in a profitable way. To achieve such improvement, Biener, Eling & Wirfs (2018) delineate that restructuring of an institution can involve making dramatic changes to the basic fabric of the institution. This may include cutting out or merging departments that often has the effect of displacing staff members.

Conversely, Abildgaard, Nielsen & Sverke (2018) are of the opinion that changes as a result of restructuring often provide opportunities to improve work organization, the content of jobs and changes in roles and responsibilities. Similarly, Akinci and Sadler-Smith (2018) argued that such changes may enhance skills and career development while leading to better and more efficient use of staff resources as well as other resources. Kalfa, Wilkinson, and Gollan (2018) on the other hand noted that in most educational institutions, a handful of people often share the large workload associated with running the daily operations which often lead to different areas of the institution being underserved. Kalfa et al. (2018) further explained that such imbalance in workload delays in delivery of expected results as employees multitask and make choices about what work to put on a back burner.

Therefore, proper restructuring results in stronger employee job descriptions as well as assign specialists to work in each area (Abildgaard, Nielsen & Sverke, 2018). This results in more efficient accountability and greater focus on individual tasks. A typical example of proper restructuring in Nematbakhsh, Hooshmand and Hemmati's (2018) opinion is when management improves efficiency by moving human resources out of a congested department to create two separate departments. Safronova, Kurenkov, gorov, Sokolova and Pilipchuk (2018) on the other hand caution that restructuring is not just about reallocating materials and human resources but rather doing it based on a strategy to achieve efficiency. To this, Vinichenko, Kirillov, Maloletko, Frolova, and Vinogradova (2018) posit that institutional restructuring can increase or decrease costs depending on the type of restructuring adopted and how it is implemented. Evidence of Vinichenko et al.'s assertion is seen in the works of (Carradini, 2018; Madi, El Talla, Abu-Naser & Shobaki, 2018; Burt, 2019) who observed

that when an institution has a flat organizational structure, where only a few employees report directly to the head, it results in top staff members having more autonomy and authority.

However, when management restructure by adding departments, former key staff members become one step removed from the boss, often working under a specific head. Likewise, Burt (2019) observed that during restructuring when a department is split into two to create different units, allies begin to mark territories to protect their budget and their position in the institutional hierarchy. Nonetheless, if the restructuring is a downsizing or consolidation of departments, Carvalho and Videira (2019) noted that those who remain might bind together in groups hoping for the best chance for survival and job security. Therefore, for effective restructuring, Hwang (2018) argued that management must first pay more attention to the organisational structure itself. This includes how the overall work of the organization is divided into subunits and coordinated for task completion.

The environment, organization size, technology and organization strategy are the four main aspects of an organization that should take centre stage in any restructuring efforts (Noda, Hou, Shibui & Chou, 2018). By the same token Sadler, Eilam, Bigger and Barry (2018) aver that organization effectiveness depends on the extent to which these four structures are responsive to the institution's contingencies. How these contingencies are handled depends on the nature of the institutions and how it functions (Sulkowski, Wozniak & Seliga, 2018). For educational institutions, the focus is on knowledge and personal as such, Evens, Elen, Larmuseau and Depaepe (2018) observed that perennial challenge for educational institutions such as universities and colleges is to keep pace with knowledge change by reconsidering their structural and resource commitments to various knowledge areas.

Reflecting upon changes in the academic landscape of public higher education in developed countries like the US, EU, Japan, Russia, China etc. over the past quarter of a century, Smolentseva, Huisman and Froumin (2018) observed a macro-trend whereby the dominant legitimating idea of public higher education has changed from higher education as a social institution to higher education as an industry. The causal agents for such changes according to Smolentseva et al. (2018) can be attributed to academic management, academic consumerism and academic stratification. Swinnerton, Ivancheva, Coop, Perrotta, Swartz & Walji (2018) on the other hand are of the opinion that these three agents of change in academia do not only determine the pattern of academic restructuring but reflect multiple institutional pressures. This has resulted in colleges increasingly relying on market discourse and managerial approaches in order to demonstrate responsiveness to economic exigencies.

Therefore, to meet contemporary educational challenges, Burns and Welch (2018) argued that colleges and other tertiary institutions will have to restructure their existing system of operation or risk losing legitimacy as they move away from their historical character, functions and accumulated heritage as educational institutions. Furthermore, besides investing in new faculty positions and launching targeted fund-raising activities, Pitts (2019) observed that a prominent set of responses at the local campus level will help to alter the academic structure by adding or, conversely, by deleting, courses, degree programs and departments. While the prevailing image of knowledge change in higher education has tended to be either inertia or expansion, Takyi-Amoako (2018) noted that for Africa, those who have made their professional lives within higher education settings in recent past also know otherwise or understand the threat if not the reality of selective consolidation and elimination of program. This is particularly true because for most colleges in Africa, there are academic areas that are deemed either insufficient, centrality, quality or not cost-effective.

There is no doubt these are difficult times for those who manage higher education institutions in contemporary Africa (Acosta, Foster & Houchen, 2018). For sub-Sahara African countries like Ghana, in addition to a difficult political climate with diminished public confidence, financial realities loom large alongside pressure to consider alter- native structural and resource commitments to various knowledge areas of higher institutions. For students and staff of tertiary institutions in Ghana, Marshall (2018) noted in part that, administrators and faculty do not have the option of widespread additive solutions that their predecessors enjoyed as such deliberations over academic restructuring and resource reallocation seem endless. Marshall (2018) for his part argued that what makes the situation precarious is that such processes do not pay adequate attention to the substance and likely consequences of the proposed change.

There are ample evidence (Serra, 2018; Bakuri, 2018; Bous & Farr, 2019) to conclude that the unprecedented public scrutiny of tertiary institutions in Ghana exacerbates tensions on campus between proponents of different academic areas, between those responsible for planning as opposed to those responsible for safeguarding faculty governance, and between those who advocate compliance with external demands for demonstrated accountability versus those who argue for resistance. In Ghana, Blankson, Nkrumah, Opare and Ketron (2018) noted that the challenges facing tertiary education today includes the need for advanced technological skills, collaboration and teamwork, dramatic technological advancement in workplace and changing family structure. Balsera, Klees and Archer (2018) also argued that since the 1990`s technological advancements have accelerated beyond expectation resulting in corresponding changes in technology associated career fields. Therefore, tertiary institutions must deliver meaningful and relevant programs to learners with future employment as the goal.

Witoszek (2018) for his part posit that being technologically educated today is not enough to guarantee job success. The world of work needs experienced, competent and specialized human beings with the ability to learn quickly and understand sophisticated technology. This means that tertiary institutions in Ghana have to restructure both in management, function and goals to prepare individual with skills necessary to find and maintain employment (Boateng, 2019). Such skills in Takyi, Azerigyik and Amponsah's (2019) opinion must include the provision of skills such as critical thinking, problem solving, career development and lifelong learning. Takyi et al. (2019) further argued that this task is attainable if tertiary institutions in Ghana see change in terms of structures, programs, processes, and practices as posited by Smolentseva et al. (2018) in order to be effective in meeting the expectations and challenges in contemporary times.

To further buttress the call for restructuring of tertiary education in Ghana, Odame, Opoku, Nketsia and Nanor (2019) make reference to the research findings of Owusu-Ansah (2018), Aidoo and Mensah (2018) and Amadi, Amakodi and Eze, (2019) to argue that over the years a number of jobs have disappeared while others have come into being. More so, the workforce has also changed with a shift from manufacturing to the computer information era. Again, companies are moving away from manufacturing to service-oriented jobs. Therefore, without new skills the possibility of obtaining a new job is remote. The causality between these problems and the need for restructuring of tertiary education in Ghana according to Odame et al. (2019) is that many of the newly created jobs are those that require a high level of expertise and technical training. Also, many of these jobs are ones in which transfer of learning can be made from the previous work to another.

Therefore, tertiary institutions in Ghana need to offer a variety of basic skills to trainees to enable effective transfer of skills from one situation to another when the need occurs. Irrespective of how an institution is restructured, evidence from the research work of Boahin (2018) on institutional performance indicates that the human resource must be given the outmost priority. This can be attributed to the fact that most research work on human resource management and development (Yeager, 2018; Raheem, Isah & Adedeji, 2018; Faggian, Modrego & McCann, 2019) have proven that the human capital of any institution is the most important resource and must be regarded as an invaluable assert. If all the right measure and strategies are taken during a restructuring process, Faggian et al. (2019) observed that it is the human capital that will operate, maintain and manage any other resource required for normal operation of the organisation. This means that it is important for management to undertake restructuring in a way that will take into consideration the interest of the human capital (Nason & Wiklund, 2018).

In Paauwe & Boon's (2018) opinion, the interest of the human capital should be very strategic so as to ensure full commitment to their job and the goals of the organisation. To this, Barney (2018) posit that job commitment includes affective, continuance and normative as the three dimensions of employee commitment to their organisation. These three dimensions denote employees' emotional attachment to, identification with and involvement in the organization. With regard to the continuance dimension, Barney (2018) explained that it represents commitment based on the costs that the employee associates with leaving the organization. Whiles that normative dimension is the employee's feeling of obligation to remain with the organization. Sahu, Pathardikar and Kumar (2018) on the other hand is of the view that organizational commitment acts as a psychological bond to the organization that inspires individuals to act in ways that are harmonious with the goals of the organization.

To properly ensure employees are committed to organisational values, Shah and Asad (2018) argued that role clarity, job characteristics and self-efficacy cannot be overrated. Thus, the clarity of tasks leads to greater job satisfaction among workers. Similarly, Obeidat, Al Bakri and Elbanna (2018) noted that role clarity provides a sense of purpose and increases employee's belief that the goal is achievable individually and collectively. This means that greater role clarity will create a caliber of employees who are more satisfied with, committed to and involved in their work. Besides job clarity, it is important to consider the effect of job characteristics as seen in the work of Shen and Zhang (2019) who noted that it influences an employee's job and the tasks that shape how the individual perceives his or her particular role in the organization. Also, the concept of job characteristic is supported by goal theory. The theory posits that goals that are both specific and difficult to achieve lead to higher performance than goals that tend to be easy or ambiguous (Locke & Latham, 1990).

Similarly, Bandura (1986) viewed self-efficacy as the judgments of individuals regarding their ability to organize and perform daily works required to obtain successful performance. There are empirical evidences (DeConinck, Moss & Deconinck, 2018; Berberoglu, 2018; Cantele & Zardini, 2018) that show positive correlation between organisational commitment and organisational performance. Others (Turner, 2018; Mufti, Xiaobao, Shah, Sarwar & Zhenqing, 2019; Wilcox, 2018) reported that organisational restructuring is capable of increasing job satisfaction and job commitment. Job satisfaction is arguably (Suhartanto & Brien, 2018; Garcia, Gonzales-Miranda, Gallo & Roman-Calderon, 2019) one of the most important determinants of employee performance. Research findings reported in the work of (Ismail, Iqbal & Adeel, 2018; Khan & Ghufran, 2018) have noted the significances of job satisfaction include: organizational commitment, organizational citizenship behavior, employee well-being and organisational performance.

Vigan and Giauque (2018) on the other hand noted that the consequences of job dissatisfaction lead to absenteeism; turnover intentions, and turnover. West, Dyrbye and Shanafelt (2018) observed that the higher performance, the greater satisfaction derived by employees and the lower their turnover intention. Therefore, low levels of organizational commitment may be dysfunctional not only to the organization but also to the individual, while high levels of organizational commitment may have positive effects on both the organization and the employee. What makes job satisfaction very important is an attitude that either relates to overall attitudes towards life or life satisfaction besides service quality (Rahman, Abdul, Mansor, Ali, Samuel, Uddin and Rahaman (2018). Although job satisfaction is extensive and stresses further in the work environment, experts (Arthur & McMahon, 2018; Puranam, 2019) argued that it is equally affected by issues related to work and by personality characteristics.

It suffices to conclude that job satisfaction is very important in determining the performance of employees and by extension performance of the organisation as such changes in organisational structure is bound to result in changes in job satisfaction level of employees in terms of economic stability, ensuring social interaction and offering reinforcement contingencies that enhance self-efficacy. The aforementioned literature on organizational restructuring, organisational commitment and job satisfaction provides enough evidence of a causal relationship. However, the extent, level and direction of the relationship have been a debated among various researchers.

While some such as Hung, Lee and Lee (2018) have established a direct relationship, others such as Muterera, Hemsworth, Baregheh and Garcia-Rivera (2018) failed to find any significant relationship between the three constructs. Very few

(Raharjo & Fernandes, 2018) have observed an inverse relationship between the three constructs. Irrespective of the nature of the relations, all the evidences point to the fact that the three constructs are very important for both employee and organisation to function effectively. It is in this regard that this research sought to examine how the restructuring of tertiary institution would influence organisational commitment as well as job satisfaction of teaching staff of Tamale College of Education. Choosing Tamale College of Education is very important for the study not only due to the fact that it is one of the oldest colleges in Ghana but also because there have been a call (Opoku, Rayner, Pedersen & Cuskelly, 2019; Acheampong & Gyasi, 2019) for the restructuring of colleges of education in Ghana for some time now. Initial efforts were made by the previous government and the current government is also taking necessary steps to restructure colleges of education.

The deplorable state of colleges of education in Ghana has raised questions on the quality of training given to teachers and by extension the quality of teaching in various schools in the country (Amponteng, Opoku, Agyei-Okyere, Afriyie & Tawiah, 2018). Training the trainers is very important if the quality of future leaders is to meet international standards and induce the needed creativity for further development of the country.

1.1. Research Objective

To determine how the restructuring of Tamale College of Education will affect the organisational commitment and job satisfaction of the staff

2. Research Method

The study took a quantitative approach with a descriptive research design. The total population of the teaching staff was 90 and by using Krejcie and Morgan (1970), a sample size of 73 was derived. Simple random sampling was used to collect data from the 73 teaching staff to ensure that each of the 90 staff had an equal chance of participating in the study. Questionnaire with closed ended question rated on Likert scale of 1 to 5 was used to collect the needed data. The staff were asked to indicate the extent to which they agreed or disagreed with the question presented to them. 1 was strongly agree, 2 – agree, 3 – not sure, 4- disagree and 5 - strongly disagree. Since the questions are Latent variables, structured equation modeling was used to design a model that established the link between organizational restructuring, organizational commitment and job satisfactions. SmartPLS3 was used to perform partial least square regression on the model.

3. Analysis and Discussion

3.1. Factors Influencing Organisational Restructuring, Organisational Commitment and Job Satisfaction of Staff of TACE

The results of the analysis indicate that for the main constructs; organisational restructure, organisational commitment and job satisfaction, the prominent factors that influence each of the constructs in the causal effect are shown in figure 1. It can be observed that for organisational restructure, the staff agreed that communication structures, human capital, organisational size and technological changes are the main factors that need to be considered when restructuring Tamale College of Education (TACE). However, it can be seen that human capital and organisational size are the two most important concerns of the staff with regards to restructuring of the College (effect is more than 80%).

Furthermore, it can be seen from table 1 that the four factors are 79.1% reliable for policy consideration as indicated by the Cronbach's Alpha. The rho_A on the other hand shows that the four factors account for 79.1% of the restructuring areas of TACE. Also, the AVE being more than 0.5 means there is a positive relationship among communication structures, human capital, organisational size and technological changes. The HTMT values are the preferred assessment of the variable inflation factor and since all the values are less than 0.9, it implies there is no issue of multi-collinearity.

With regard to organisational commitment, it can be observed from figure 1 that 10 factors reliably (Cronbach's Alpha = 0.893) indicates what influences the commitment of the staff to the College by 89.3%. These factors are Career development opportunities, job characteristics, job description, job security, organisational rewards, role clarity, self-efficacy, supervisor support, work environment and work-family support. These 10 factors account for 89.7% of changes in the staff's commitment to TACE (rho-A = 0.897). Also, the AVE < 0.5 means that the 10 factors positively correlate with each other as such changes in any of the factors result in a direct change in the other factors and by extension changes in the staff's commitment to TACE. Furthermore, the HTMT value confirms there are no issues of multicollinearity as such the 10 factors do not positively predict each other.

Finally, for job satisfaction of the staff of TACE, evidence in figure 1 shows that co-worker relations, pay, delegation of authority, task significance, skill identity and promotional opportunities are the six prominent factors that reliably (Cronbach's Alpha = 0.818) indicate what fulfills the job satisfaction level of staff of TACE by about 81.8%. Similarly, the rho-A values in table 1 shows that 82.6% of changes in the staff's satisfaction with their job can be attributed to these six factors. And the AE values show that the six factors correlate with each other positively as such changes in any one factor resulted in changes in the remaining five factors and by extension changes in the staff's job satisfaction level. Also, the HTMT being less than 0.9 means that the six factors are unique and do not predict each other as such there as not issues of multicollinearity.

Statistics	Job Satisfaction	Organisational Commitment	Organisational Restructure
F-Squared Effect Size	0.187	0.583	
Construct Reliability and Validity			
Cronbach's Alpha	0.818	0.893	0.791
rho_A	0.826	0.897	0.791
Composite Reliability	0.869	0.912	0.865
Average Variance Extracted (AVE)	0.529	0.511	0.616
Discriminant Validity (Fornell-Larcker Criterion)			
Job Satisfaction	0.727	0.243	0.397
Organisational Commitment		0.715	0.607
Organisational Restructure			0.785
Heterotrait-Monotrait Ratio (HTMT)			
Job Satisfaction		0.302	0.486
Organisational Commitment			0.713

Table 1: Quality Criteria for Effect of Restructuring, Staff Commitment to TACE and Their Job Satisfaction
Source: Akudugu & Buah, 2019

3.2. The Effect of Restructuring of TACE on Staff's Commitment to the Institution and their Satisfaction with their Job

It can be seen in figure 1 that 36.8% of changes in staff commitment to TACE attributed to changes in restructuring of the institution. Also, a unit change in any restructuring process will result in a 60.7% change in the staff commitment to TACE. The composite reliability values in table 1 shows that as a model, the staff commitment to TACE is 91.2% reliable, the four key areas for restructuring is 86.5% reliable and their job satisfaction is 86.9% reliable. The fornell-Larcker criterion further indicates that each of the three constructs in the model is distinct and they do not linearly predict each other. The regression model for the link between organisational restructuring and the staff's commitment to TACE can be written as

Staff's commitment to TACE = 0.368 + 0.607 (restructuring of TACE)
Equation 1: Staff's Commitment and Restructuring of TACE

The model interprets as if there is no restructuring of TACE, the commitment of the staff to TACE will increase by 36.8%. However, if there are any restructuring, a unit change in any of the four prominent areas listed by the staff will increase their commitment to TACE by 60.7%.

On the other hand, 15.8% of changes in the staff's satisfaction with their job can be attributed to changes in restructuring of TACE. A unit change in any restructuring process will result in a 39.7% change in the staff's satisfaction with their job. The regression model for this link can be written as

Staff's Satisfaction with their job = 0.158 + 0.397 (organisational restructuring)
Equation 2: Staff Satisfaction with their job and Restructuring of TACE

The model means that if TACE does not undertake any restructuring, the satisfaction of the staff about their job will increase by 15.8%. However, if TACE undertake restructuring in any of the four areas specified by the staff, their job satisfaction level will increase by 39.7%.

From table 1, F-Squared effect size is a measure of importance of the restructuring of TACE in explaining staff commitment and their job satisfaction. The f-squared measures the strength of the relationship between variables. Cohen's f statistic is one appropriate effect size index to use for a one-way analysis of variance (ANOVA). Cohen's f is a measure of a kind of standardized average effect in the population across all the levels of the independent variable. Therefore, it can be observed in table 1 that restructuring of TACE will greatly influence the staff's commitment to the institution by 58.3% and increase their job satisfaction by 18.7%. This means that restructuring of TACE is more important in explaining the staff's commitment to their job rather than their satisfaction with their job. Therefore, management would take into consideration the factors that influence the staff commitment to TACE when undertaking any restructuring process.
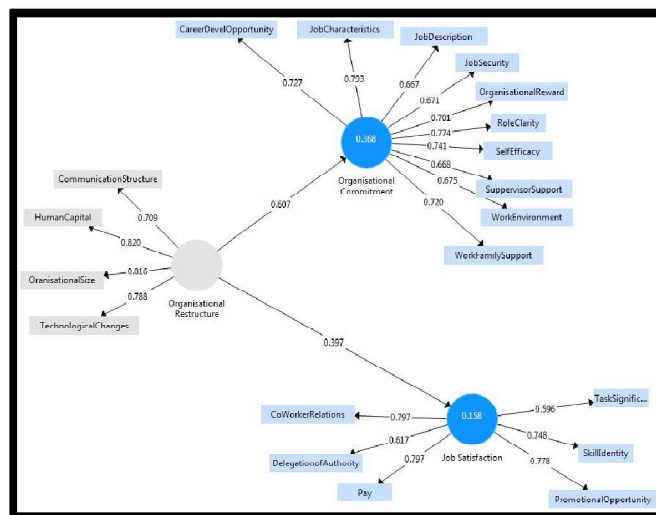
Figure 1: Effect Of Restructuring On Organisational Commitment And
Job Satisfaction. Source: Akudugu & Buah, 2019

3.3. The Extent to Which Restructuring of TACE Can Predict Staff's Commitment and Their Job Satisfaction.

The result in figure 2 is a blindfolding analysis based on a sample reuse technique, it allows for stone Geisser technique Q2 value (stone, 1974, Geisser, 1974). It presents an evaluation criterion for the cross validated predictive relevance for the partial least square regression path of the model. The results show that any restructuring of TACE with respect to the communication structure, human capital, organisational size and technological changes can predict 17.3% of the staff's commitment to the institution and 7.4% of their job satisfaction. This further confirms that restructuring of TACE has a higher influence on the staff's commitment than their job satisfaction.
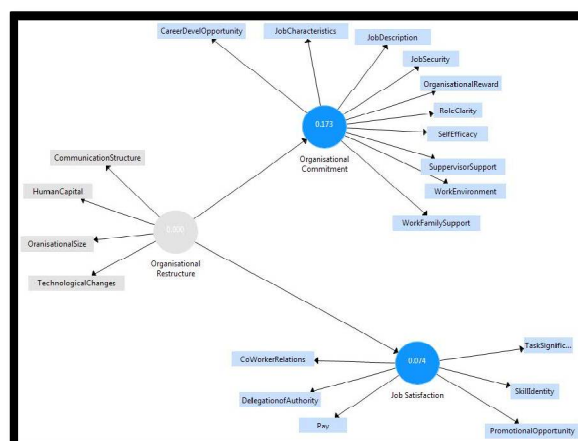

Figure 2: Predictive Relevance of Restructuring on Staff
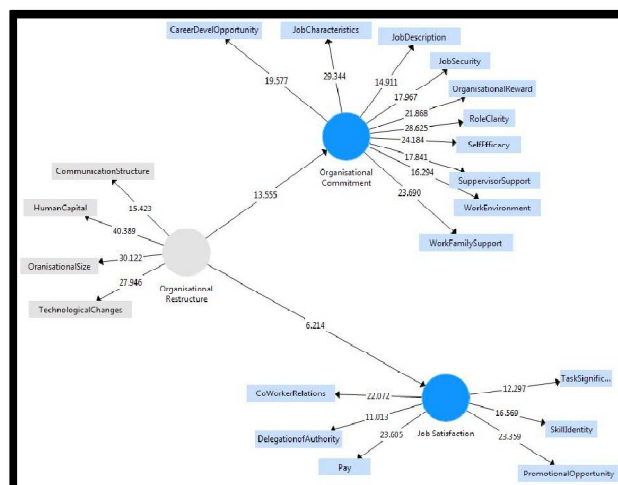*Commitment and Job Satisfaction*

Figure 3: Significance Of Restructuring On Staff
Commitment And Job Satisfaction

4. Policy Implications for Management

Evidence for the literature indicates that restructuring of an institution requires not only political will but also an effective strategy. Such strategy must take into account the various factors which may be influenced by the restructuring to ensure proportionate allocation of resources. Furthermore, since the human capital is the most important resource of any organisation, it is of outmost importance that the restructuring process must be done in ways that will enable the employees to feel comfortable and motivated. In this regard, the results of the research indicate that not only does restructuring have a significant direct effect on staff's commitment and their job satisfaction; it can also predict the commitment and job satisfaction level of the staff.

This means that any restructuring process must take into account the factors that influence staff's commitment to the institution as well as the factors that influence their job satisfaction level. However, for resource allocation and policy directions, it is important to focus more resources on staff commitment first since restructuring have a higher impact on commitment.

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