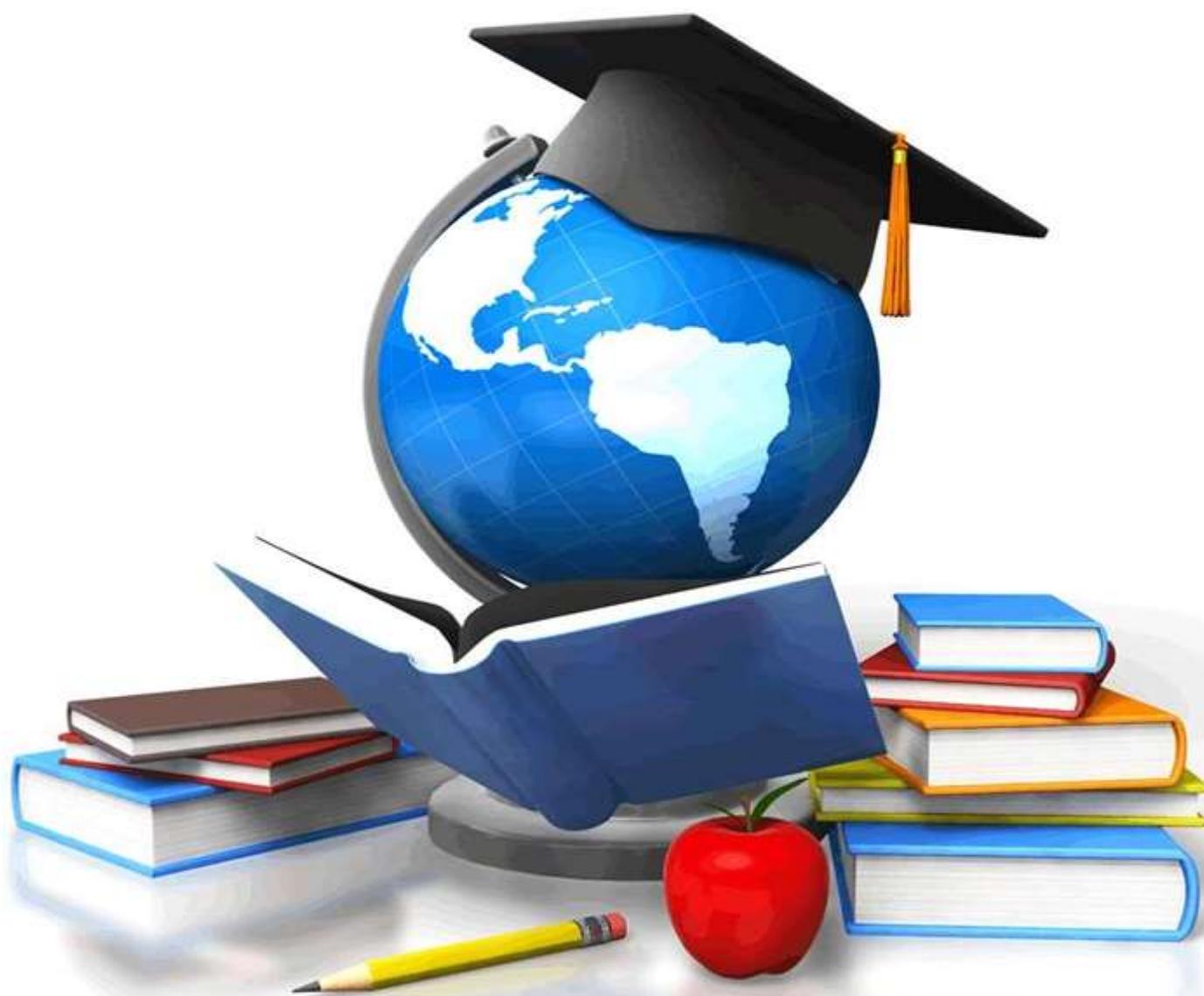


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**Staff Motivation and Organisational Commitment Among Colleges
of Education in the Volta Region of Ghana: Assessing the
Moderating Role of Staff Tenure**



Staff Motivation and Organisational Commitment Among Colleges of Education in the Volta Region of Ghana: Assessing the Moderating Role of Staff Tenure

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Abstract

Purpose: This study investigates the relationship between staff motivation and organisational commitment among staff in Colleges of Education in Ghana's Volta Region, with particular focus on the moderating influence of staff tenure within their institutions. Drawing on self-determination theory, social exchange theory, and the career stage perspective, the study proposes that motivated employees are more likely to exhibit stronger commitment to their organisations. It further posits that the strength of this relationship may vary with the length of time employees have served at their colleges.

Methodology: Data were collected from teaching and administrative personnel across five public Colleges of Education using a structured questionnaire. The hypothesised relationships were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM).

Findings: The results indicate that employee motivation has a significant positive effect on staff commitment. However, tenure with the institution does not significantly moderate the relationship between motivation and commitment.

Unique contribution to theory, practice and policy: The findings contribute to the growing body of literature on staff motivation and organisational commitment within Ghana's higher education sector and offer insights for institutional leadership, policy formulation, and future research directions.

Keywords: *Staff Motivation, Organisational Commitment, PLS-SEM, Colleges of Education, Ghana*

Introduction

Employee motivation is widely acknowledged as a critical determinant of institutional effectiveness within higher education, shaping how teaching, research, and administrative functions are executed across academic environments (Watt & Richardson, 2020). In response to the growing recognition of its importance, higher education institutions have increasingly adopted diverse strategies aimed at enhancing staff motivation and performance (Fynn & Lartey, 2025). Within the Ghanaian context, universities and Colleges of Education have invested significantly in human capacity development initiatives designed to strengthen employee productivity, engagement, and long-term organisational commitment (Fynn & Lartey, 2025). The University of Cape Coast, for example, has implemented targeted professional development programmes to bolster motivation among senior staff, reflecting a broader sector-wide emphasis on cultivating a supportive work environment (Fynn & Lartey, 2025).

Organisational commitment, often conceptualised through Meyer and Allen's (1991) three-component model comprising affective, continuance, and normative commitment, remains a central construct in understanding employee behaviour and institutional stability. In resource-constrained settings such as many African higher education systems, affective commitment in particular has been identified as a pivotal driver of employee motivation, especially where financial and extrinsic rewards are limited (Esop & Timms, 2019). As institutions navigate these constraints, understanding how motivational factors shape staff commitment becomes increasingly essential for sustaining organisational performance and advancing educational quality.

Although the relationship between employee motivation and organisational commitment is well documented, the mechanisms through which this relationship unfolds continue to be the subject of theoretical debate (Meyer, 2014). Self-determination theory posits that employees' commitment strengthens when their innate psychological needs for autonomy, competence, and relatedness are fulfilled (Compare et al., 2024). When institutions cultivate supportive environments that encourage skill development, meaningful participation in decision-making, and positive interpersonal relationships, employees are more likely to internalise organisational goals and form stronger psychological bonds with their workplace. Nevertheless, alternative theoretical perspectives suggest that motivational processes may not be uniform across individuals. Differences in personal values, career stage, and socio-cultural expectations can shape how employees interpret motivational cues, implying that the motivation–commitment linkage may vary across contexts and employee groups.

Career stage theory suggests that employees' motivational orientations evolve as they progress through different phases of their careers (Super, 1957). Individuals in the early stages of their tenure typically prioritise developing core competencies, achieving role clarity, and establishing social connections within the organisation. In contrast, employees with longer tenure tend to place greater emphasis on autonomy, mastery of their roles, and opportunities for mentoring and

leadership (Miller & Grover, 2021). These distinctions imply that motivational processes are not static but may shift according to an employee's length of service, underscoring the potential influence of tenure on how motivation is experienced and expressed within organisations.

Staff tenure has long been recognised as an important contextual factor shaping employee attitudes and behaviours (Bateman & Strasser, 1984; English et al., 2010). From an organisational socialisation perspective, employees progressively adapt to evolving work expectations and institutional norms as their tenure increases, leading to shifts in how they perceive and respond to workplace conditions (Werbel, 1980). Empirical studies further suggest that the determinants of commitment may differ between employees with short tenure and those with longer organisational experience (Lok & Crawford, 2001). While numerous studies consistently demonstrate a positive association between employee motivation and organisational commitment (Fynn & Lartey, 2025; Humaida, 2024; Lu & Chen, 2022), evidence regarding the link between tenure and commitment remains mixed. For example, Bateman and Strasser (1984) reported no stable relationship between tenure and affective commitment, whereas English et al. (2010) found that tenure significantly moderated the relationship between psychological climate and affective commitment, indicating that employees at different stages of organisational membership may respond differently to similar workplace conditions.

Several explanations have been offered for these inconsistent findings. One key issue is that many prior studies have conceptualised tenure primarily as a direct predictor, rather than exploring its potential moderating role in shaping employee attitudes (English et al., 2010). Another limitation stems from insufficient attention to career stage differences, which may influence how employees derive meaning and motivation from their work (Miller & Grover, 2021). Additionally, Meyer and Allen's (1991) multidimensional model of organisational commitment suggests that the influence of tenure may vary depending on whether researchers assess affective, continuance, or normative commitment. Studies that do not differentiate among these components may therefore obscure important tenure-related patterns, contributing to the contradictory empirical evidence observed in the literature.

Although the importance of employee motivation and organisational commitment is increasingly recognised within Ghana's higher education sector, limited research has examined the moderating role of staff tenure using advanced analytical techniques (Fynn & Lartey, 2025). Much of the existing scholarship relies primarily on simple correlational designs, which are insufficient for capturing interaction effects or understanding how the relationship between motivation and commitment may vary across different tenure levels. More sophisticated approaches, such as moderated regression analysis or structural equation modelling, offer stronger methodological leverage for assessing whether staff tenure alters the strength or direction of the motivation–commitment relationship. Investigating the moderating effect of staff tenure may therefore help resolve the inconsistencies observed in prior empirical studies.

The remainder of this paper is structured as follows. The next section reviews the relevant theoretical and empirical literature and develops propositions underpinning the hypothesised relationships among employee motivation, organisational commitment, and staff tenure as a moderator. The subsequent section outlines the methodological approach employed to test these relationships. The final section discusses the study's theoretical contributions, practical implications for college administrators, and recommendations for future research.

Study Objectives

The objective of the study is to:

- i. To examine the effect of staff motivation on organisational commitment.
- ii. To assess the moderating effect of staff tenure on the relationship between staff motivation and organisational commitment.

Research Hypotheses

The following hypotheses are formulated to support the research objectives:

H₁: Staff motivation has a significant positive effect on organisational commitment.

H₂: Staff tenure significantly moderates the relationship between staff motivation and organisational commitment.

Literature Review and Hypotheses Development

Employee Motivation and Organisational Commitment

Employee motivation is a central concept in organisational and management sciences, referring to the psychological processes that energise, direct, and sustain individuals' efforts toward achieving organisational goals (Kanfer et al., 2017; Gagné et al., 2019). Foundational theories, including Maslow's hierarchy of needs, Herzberg's two-factor theory, and Vroom's expectancy theory, offer important insights into how employees' needs, expectations, and perceived rewards shape their work-related attitudes and behaviours (Deci et al., 2017; Meyer et al., 2012). Motivated employees are more likely to demonstrate high levels of work engagement, organisational commitment, and citizenship behaviours, all of which contribute positively to organisational effectiveness and employee well-being (Saks, 2019; Paais & Pattiruhu, 2020). Within higher education institutions, strategies such as employee recognition systems, opportunities for training and development, and structured reward mechanisms are frequently employed to enhance motivation, strengthen commitment, and promote overall institutional performance (Hanaysha & Majid, 2018; Teichler et al., 2013; De Wit & Altbach, 2021).

Organisational commitment reflects the degree of psychological attachment and loyalty that employees hold toward their organisation. Meyer and Allen's (1991) three-component model conceptualises commitment as comprising affective, continuance, and normative dimensions, a framework that continues to inform contemporary research (Klein et al., 2012). In

knowledge-intensive environments such as universities, commitment becomes particularly crucial given the centrality of intellectual engagement, creativity, and intrinsic motivation to the performance of teaching staff—dimensions that are less easily managed through direct supervision (Ryan & Deci, 2017; Fernandez & Moldogaziev, 2015). Moreover, academic staff may experience varying levels of commitment depending on factors such as career stage, institutional type, and disciplinary orientation (Neumann & Finaly-Neumann, 1990; Johnsrud & Sadao, 1998; Kezar & Sam, 2010). Understanding these variations is therefore essential for designing effective motivational strategies and strengthening the overall functioning of higher education institutions.

The relationship between motivation and organisational commitment can be understood through several influential theoretical frameworks. First, Self-Determination Theory posits that when employees' basic psychological needs for autonomy, competence, and relatedness are fulfilled, intrinsic motivation is strengthened, which subsequently enhances their commitment to the organisation (Deci & Ryan, 2000; Van den Broeck et al., 2021; Slemp et al., 2018). Second, Social Exchange Theory suggests that employees reciprocate positive organisational practices, such as recognition, fair rewards, opportunities for professional development, and supportive leadership, with higher levels of commitment (Blau, 1964; Cropanzano & Mitchell, 2005; Kurtessis et al., 2017). Third, Job Characteristics Theory asserts that job features such as autonomy, task significance, and constructive feedback foster intrinsic motivation, which in turn contributes to stronger organisational commitment (Hackman & Oldham, 1976; Humphrey et al., 2007).

Empirical research across higher education institutions consistently supports these theoretical claims. Motivational factors such as staff recognition, effective performance management, empowerment, and professional development are significant predictors of commitment among academic staff (Chughtai & Zafar, 2006; Mabaso & Dlamini, 2018; Jose & Mampilly, 2015; Saks, 2022). Furthermore, cross-cultural studies indicate that these patterns remain robust across diverse university contexts (Hökkä et al., 2017).

Employees with stronger organisational commitment are more likely to remain with their institutions and contribute positively to institutional outcomes, underscoring the role of motivation as a key factor in faculty retention and institutional performance (Johnsrud & Sadao, 1998; Meyer & Maltin, 2010). Guided by these theoretical and empirical insights, the following hypothesis is proposed:

H1: Staff motivation has a significant positive effect on organisational commitment.

Staff tenure as a Moderator

Tenure, defined as the length of time an employee has served within an institution, may shape the extent to which motivation translates into organisational commitment (Ng & Feldman, 2010; English et al., 2010). As employees progress through different career stages, their motivational drivers evolve. Early-career faculty typically prioritise skill development, feedback, and professional integration, whereas mid-career academics tend to emphasise career advancement and

achieving work–life balance. In contrast, late-career faculty often place greater value on meaningful work, recognition, and flexible work arrangements (Super, 1957; Savickas, 2019; Wang & Wanberg, 2017; Zaniboni, 2020).

From a resource-based perspective, encompassing conservation of resources theory and side-bet theory, employees accumulate institution-specific investments over the course of their tenure, increasing the perceived costs of turnover and thereby strengthening continuance commitment (Hobfoll, 2001; Becker, 1960; Ng & Feldman, 2013). Similarly, job embeddedness theory suggests that employees develop deeper ties to their organisation as their tenure increases, independent of their immediate motivational states (Mitchell et al., 2001; Kooij & Boon, 2018).

The moderating role of tenure is further complicated within higher education contexts, where faculty often hold strong professional identities rooted in their academic disciplines, identities that may, at times, take precedence over institutional affiliation (Ylijoki & Ursin, 2013). The tenure system itself adds additional differentiation. Faculty who have not yet attained tenure tend to prioritise clarity, support, and evaluation consistency, while tenured faculty place greater emphasis on compensation, collegial relationships, and recognition (Trower, 2020; Zhou & Volkwein, 2004; O’Meara et al., 2014). As a result, the influence of current motivational factors on commitment may weaken as employees accumulate tenure, due to the growing importance of prior investments and tenure-stage considerations.

However, longitudinal evidence indicates that faculty commitment emerges from a combination of present-day motivational experiences and long-term accumulated investments, thereby supporting the view that tenure can moderate the link between motivation and commitment rather than substitute for it (Uppal, 2017; Kooij et al., 2018; Peltokorpi et al., 2023).

With these theoretical and empirical considerations in mind, the following hypothesis is proposed.

H2: Staff tenure significantly moderates the relationship between Staff motivation and organisational commitment.

Conceptual Framework

The proposed framework conceptualises staff motivation as the primary antecedent of organisational commitment, with Staff tenure functioning as a moderating variable that may strengthen or weaken this relationship.

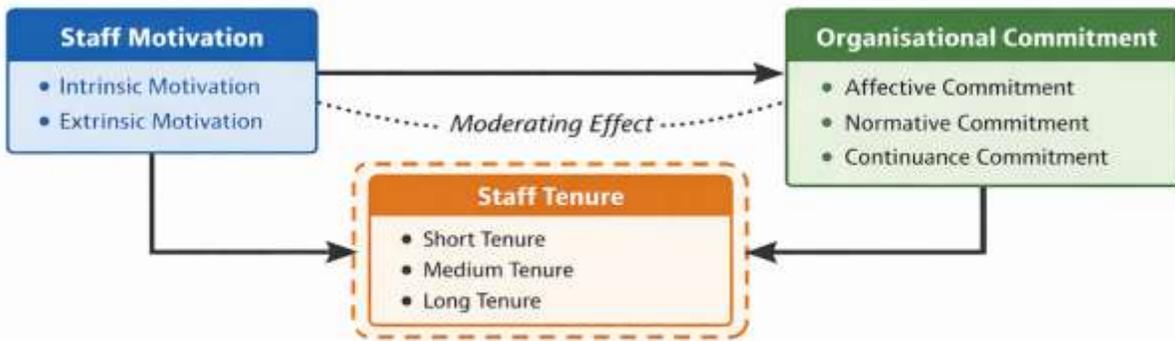


Figure 1: A conceptual framework showing the positive influence of staff motivation on organisational commitment, where staff tenure moderates the relationship. Motivated employees are more inclined to demonstrate loyalty, work harder, and be more committed to the goals of the institution.

Research Methodology

This study investigated the relationship between staff motivation and organisational commitment within Colleges of Education in Ghana, with particular emphasis on the moderating role of staff tenure. Given the complexity of the hypothesised relationships, Partial Least Squares Structural Equation Modelling (PLS-SEM) was employed as the primary analytical technique. PLS-SEM is well-suited for studies examining multifaceted organisational constructs and moderating influences, particularly within social science research contexts.

An explanatory research design was adopted, as this approach is appropriate for examining associations and causal inferences among organisational variables (Çayak, 2021). The target population comprised 548 teaching and administrative staff across the five public Colleges of Education in the Volta Region of Ghana. To ensure adequate representation of both teaching and administrative categories, a stratified random sampling technique was applied. Using Yamane's (1967) formula, a sample size of 231 participants was determined.

Data were collected through a structured questionnaire consisting of four sections: (1) demographic characteristics, (2) staff motivation, (3) staff commitment, and (4) staff tenure (time spent with the college). All substantive variables were measured on a seven-point Likert scale (1 = *Strongly Disagree*, 7 = *Strongly Agree*). Organisational commitment was operationalised using Kahn's (1990) multidimensional model, which captures cognitive, emotional, and behavioural components of commitment. Staff motivation was measured using Spreitzer's (1995) scale. The moderating variable, staff tenure, was assessed using respondents' reported tenure and years of service.

Data analysis was conducted using SmartPLS version 4, following a two-stage approach consistent with PLS-SEM guidelines. In the first stage, the measurement model was assessed to establish indicator reliability, internal consistency, convergent validity, and discriminant validity. In the second stage, the structural model was evaluated to test the hypothesised relationships among motivation, commitment, and tenure. Bootstrapping procedures were applied to determine the statistical significance of path coefficients and the moderating effects.

Results and Discussion

This section presents and explains the study findings regarding staff motivation, organisational commitment, and the moderating effect of staff tenure. Structural Equation Modelling (SEM) analysis was employed using SMART PLS 4.0. First, the measurement model was checked for reliability and validity, followed by the structural model to ascertain the significance of the relationships. The discussion integrates theoretical and empirical insights to highlight implications for faculty management, institutional practice, and policy in Colleges of Education.

Measurement Model

The constructs' reliability was first examined using Cronbach's Alpha, rho_A, and Composite Reliability (CR). All constructs exceeded the recommended thresholds by Benitez et al. (2020), with values above 0.70 indicating adequate internal consistency. Staff commitment had a Cronbach's Alpha of 0.897, rho_A of 0.899, and CR of 0.919, indicating a strong internal reliability. Staff motivation demonstrated higher reliability with a Cronbach's Alpha of 0.925, rho_A of 0.926, and CR of 0.941. Average Variance Extracted was used to test convergent validity among the constructs. All constructs met the minimum threshold of 0.50. Organisational commitment and staff motivation had AVE values of 0.619 and 0.728, respectively, indicating that each construct explains a significant proportion of variance among its indicators. The constructs staff tenure and moderating effect 1 showed perfect reliability (all values = 1), reflecting either single-indicator constructs or highly consistent measures.

Table 1: Reliability and Convergent Validity

Construct	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Staff tenure	1.000	1.000	1.000	1.000
Moderating Effect 1	1.000	1.000	1.000	1.000
Organisational Commitment	0.897	0.899	0.919	0.619
Staff Motivation	0.925	0.926	0.941	0.728

Source: Field survey (2026)

Discriminant validity was also assessed using the Heterotrait-Monotrait Ratio (HTMT). According to Benitez et al. (2020), HTMT values below 0.85 indicate adequate discriminant validity. All constructs in this study met this criterion. For instance, the highest HTMT ratio observed was between organisational commitment and staff motivation at 0.821, indicating that these constructs are related but distinct. Lower values among other constructs, such as 0.073 between moderating effect 1 and organisational commitment, further support that constructs are empirically distinct from each other.

Table 2: Discriminant Validity (HTMT Ratio)

Construct	Staff Tenure	Moderating Effect 1	Organisational Commitment	Staff Motivation
Staff tenure				
Moderating Effect 1	0.339			
Organisational Commitment	0.250	0.073		
Staff Motivation	0.302	0.108	0.821	

Source: Field survey (2026)

Indicator reliability was examined through outer loadings. Values above 0.70 were deemed acceptable. All the items had strong loadings for their respective constructs, confirming reliability. The values for the organisational commitment indicators ranged from 0.717 to 0.830. On the other hand, the staff motivation indicators ranged from 0.837 to 0.884. The moderating variable, staff motivation and staff tenure, had a strong loading of 0.948. The results suggest that each of the indicators reliably represents its underlying construct.

Table 3: Outer Loadings

Indicator	Staff Tenure	Moderating Effect 1	Organisational Commitment	Staff Motivation
LTWC1	1.000			
SC1			0.761	
SC2			0.830	
SC3			0.830	
SC4			0.790	
SC7			0.793	
SC8			0.779	
SC9			0.717	
SM1				0.853
SM2				0.856
SM3				0.851
SM4				0.884
SM5				0.838
SM6				0.837
Staff Motivation *		0.948		
Staff Tenure				

Source: Field survey (2026)

Structural Model

Multicollinearity among predictors was assessed using the Variance Inflation Factor (VIF). VIF values below 5 indicate that collinearity is not a concern (Benitez et al., 2020). In this study, all constructs had VIF values well below the threshold: Staff motivation (1.149), moderating effect 1 (1.189), and staff tenure (1.284), confirming the absence of multicollinearity. The effect size (Cohen's f^2) was also examined to determine the contribution of each exogenous variable to the endogenous construct. Staff motivation had a strong effect on organisational commitment ($f^2 = 2.269$), which far exceeds the threshold of 0.35 for strong effects. The other constructs, staff tenure ($f^2 = 0.001$) and moderating effect 1 ($f^2 = 0.005$), showed small effects, indicating minimal influence on the endogenous variable. The coefficient of determination (R^2) was 0.718, and the adjusted R^2 was 0.714, suggesting that approximately 71.8% of the variance in organisational commitment is explained by the predictors in the model. According to Benitez et al. (2020), R^2 values above 0.67 reflect substantial explanatory power, confirming that the model has strong predictive capability.

Table 4: Multicollinearity and Model Fit Assessment

Construct	VIF	Cohen's f ²	R ²	Adjusted R ²
Organisational Commitment	1.000		0.718	0.714
Staff Tenure	1.284	0.001	0.718	0.714
Moderating Effect 1	1.189	0.005	0.718	0.714
Staff Motivation	1.149	2.269	0.718	0.714

Source: Field survey (2026)

The path coefficients (β) and significance levels provide insights into the hypothesised relationships among the constructs. Staff motivation had a strong and statistically significant positive effect on organisational commitment ($\beta = 0.857$, $t = 35.614$, $p < 0.000$), indicating that increases in staff motivation substantially enhance organisational commitment. In contrast, staff tenure had a very small and non-significant negative effect on organisational commitment ($\beta = -0.023$, $t = 0.576$, $p = 0.565$). Similarly, Moderating Effect 1 showed a small positive but statistically non-significant effect on organisational commitment ($\beta = 0.041$, $t = 1.110$, $p = 0.268$). These findings suggest that while staff motivation plays a critical role in predicting organisational commitment, staff tenure and the moderating variable do not significantly influence organisational commitment within the context of this study.

Table 5: Structural Model Results

Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Moderating Effect 1 → Organisational Commitment	0.041	0.040	0.037	1.110	0.268
Staff Motivation → Organisational Commitment	0.857	0.860	0.024	35.614	0.000
Staff Tenure → Organisational Commitment	-0.023	-0.025	0.040	0.576	0.565

Source: Field survey (2026)

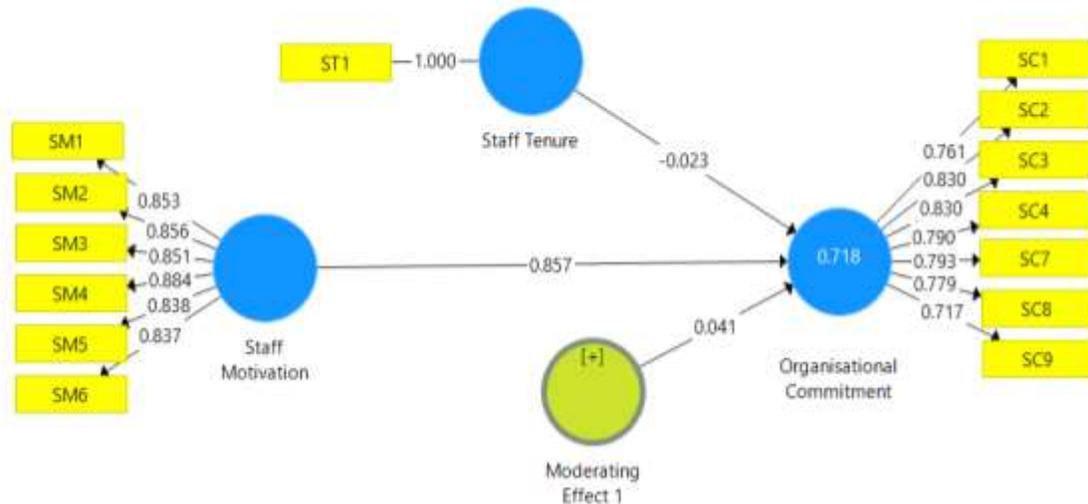


Figure 2: Structural Model Result

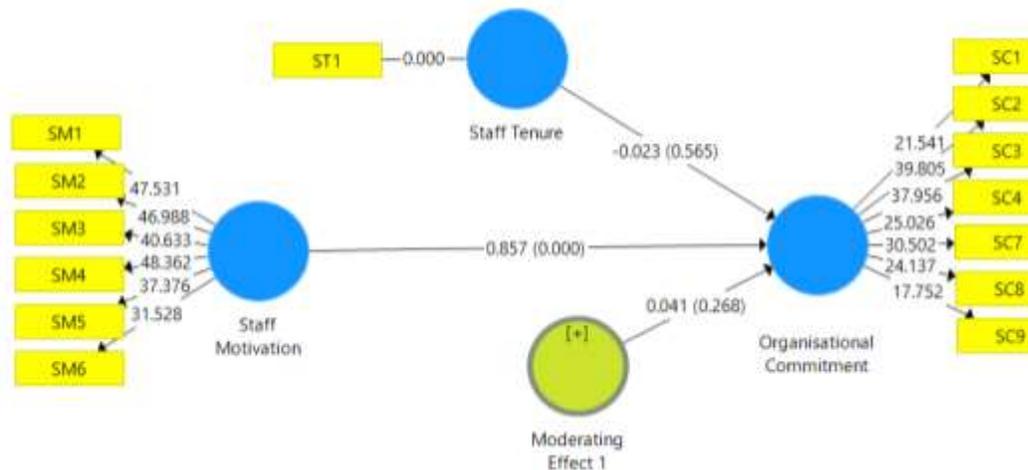


Figure 3: Significant Level

Discussion of Findings

The structural model results indicate that staff motivation had a strong and statistically significant positive effect on organisational commitment ($\beta = 0.857$, $t = 35.614$, $p < 0.000$). This finding aligns with extensive literature emphasising the central role of motivation in shaping employee commitment, particularly within higher education settings. Consistent with Self-Determination Theory (Deci & Ryan, 1985, 2000), the results support the idea that when employees' needs for autonomy, competence, and relatedness are fulfilled, intrinsic motivation is strengthened, leading to higher levels of organisational commitment. The magnitude of the path coefficient demonstrates that favourable motivational conditions within the college, such as supportive supervision,

feedback, and opportunities for professional growth, substantially enhance staff members' psychological attachment to the institution.

These findings are in line with empirical studies demonstrating that recognition, empowerment, performance management, and development opportunities significantly predict faculty commitment and engagement (Chughtai & Zafar, 2006; Mabaso & Dlamini, 2018; Jose & Mampilly, 2015). Social Exchange Theory (Blau, 1964; Cropanzano & Mitchell, 2005) provides further theoretical support: when faculty perceive that their institution invests in their well-being, they reciprocate through loyalty and commitment. Similarly, Job Characteristics Theory (Hackman & Oldham, 1976; Humphrey et al., 2007) suggests that autonomy, meaningful work, and feedback enhance intrinsic motivation, which in turn increases commitment. Together, these theoretical perspectives help explain the strong, positive relationship observed in the current study.

In contrast, the direct effect of staff tenure had a very small and non-significant negative effect on organisational commitment ($\beta = -0.023$, $t = 0.576$, $p = 0.565$). The moderating effect of staff tenure on the motivation–commitment relationship was also non-significant ($\beta = 0.041$, $t = 1.110$, $p = 0.268$). Although prior literature often emphasises that accumulated organisational tenure can strengthen continuance commitment through increased resource investments, professional networks, and perceived costs of leaving (Becker, 1960; Hobfoll, 1989; Ng & Feldman, 2013), the findings of this study suggest that such mechanisms may not operate in a uniform or robust manner within the college context.

One plausible explanation relates to the distinctive nature of academic work. Faculty members often identify more strongly with their academic disciplines than with their employing institutions (van den Brink & Benschop, 2012; Ylijoki & Ursin, 2013), thereby reducing the influence of tenure on their institutional commitment. The increasing prevalence of contract-based and non-tenure-track roles, as well as shifting expectations regarding academic careers, may further weaken traditional tenure-based patterns of commitment (Kezar & Maxey, 2013; Tung & Mung, 2025).

The non-significant moderating effect is also consistent with propositions from career stage theory and side-bet theory (Super, 1957; Meyer & Allen, 1984; Shore et al., 2018), which suggest that tenure does not uniformly influence employees in the same way. While early-, mid-, and late-career faculty may hold different motivational priorities, the present findings indicate that these differences do not significantly alter the strength of the motivation–commitment linkage. Instead, the evidence suggests that immediate motivational experiences, such as recognition, autonomy, and professional support, may exert stronger influence on commitment than the accumulated investments or “side bets” associated with tenure.

Overall, the findings highlight the primary importance of contemporary motivational conditions in shaping organisational commitment, while suggesting that tenure plays a more limited role in moderating this relationship within the college environment.

Conclusion

The study examined the relationship between Staff Motivation and Organisational Commitment in the Colleges of Education in the Volta Region of Ghana, with special emphasis on the role of Staff Tenure as a moderator. The findings revealed that staff motivation was a strong predictor of organisational commitment, underscoring the importance of developing motivating work environments in higher education settings. On the other hand, staff tenure failed to demonstrate any significant moderation of the relationship between staff motivation and organisational commitment, thus showing that organisational commitment is influenced by the current levels of motivation rather than by the amount of tenure in the institution. The findings highlight the importance of institutional leaders creating motivating environments for all staff, regardless of tenure, as a means of strengthening organisational commitment within Colleges of Education.

Recommendations

Strategies to enhance staff motivation should be a priority for institutions, given their significant impact on organisational commitment, as emphasised by fundamental motivational theories. Heads of Colleges of Education are encouraged to adopt measures such as staff development programmes, participatory decision-making, recognition initiatives, and greater autonomy in the workplace to foster intrinsic motivation. Since staff tenure does not influence the relationship between motivation and commitment, these strategies should be applied universally, regardless of tenure. Institutions should also establish policies that sustain motivation through rewards, opportunities for professional growth, and a supportive work environment. Focusing on the key determinants of motivation, rather than tenure, offers a more effective path to strengthening staff commitment. Ultimately, cultivating a supportive and motivating environment is essential for the long-term success of any institution.

Limitations and Future Research

This study is limited by its cross-sectional design, which restricts the ability to draw causal inferences. Its focus on Colleges of Education in the Volta Region of Ghana also limits the generalizability of findings to other institutions or regions. Additionally, tenure was measured only in terms of length of service, overlooking qualitative aspects of career development. Future research should adopt longitudinal designs to capture the evolving dynamics of motivation and commitment over time. Researchers are encouraged to explore additional determinants such as leadership styles, organizational culture, and psychological well-being, which may provide deeper insights into staff motivation. Moreover, examining broader aspects of tenure, including professional development, networking, and career progression, would offer a more comprehensive understanding of its role in organisational commitment.

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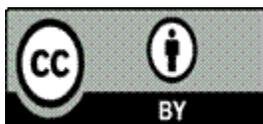
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