

Determinants of Affective Organisational Commitment and the Mediating Role of Job Satisfaction among English Teachers in Kuwait

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Abstract

The notion of affective organisation commitment is devaluing and needs fresh evidence for its contemporary understanding. This paper aims to explain the organisational commitment in terms of its key determinants such as person-job fit, work conditions, work-life balance and with the important mediating role of the job satisfaction. A total of 900 survey questionnaires were sent to a sample schools related to six governorates of Kuwait; 548 responded, giving a response rate of 61%. SmartPLS 3 software and SPSS were used to perform structural equation modelling for testing hypotheses and doing the mediation analysis. The findings suggest that organisational commitment is primarily determined by the person-job fit, work conditions, and total experience whereas job satisfaction is found having a moderating relationship in between. There is, however, no considerable evidence to support the teachers nationality and work-life balance have any direct relationship with the affective organisational commitment. These findings reveal fresh evidence from the English teachers community in Kuwaiti government schools and thus inform local government human resource policies and its global theorization. The findings related work-life balance required more research as in the recent times work-life balance has disturbed and therefore our findings contradict the established literature in this regard.

Keywords: Organisational Commitment, Job Satisfaction, Job-person fit, work conditions, and experience

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1. Introduction

As a direct consequence of today's rapid reconfigurations in society, educational facilities must be aware of contemporary trends in managing human resources management in order to meet the emergent societal demands (Andreev et al., 2020; Brass, 2003; Dobbin & Sutton, 1998). Given that teachers are the most vital component of educational institutions, the role of teachers in enhancing learning quality is undeniable and so is their continuous commitment to the learning institutions (Bryson & Hand, 2007; Lovat & Toomey, 2009). Teachers who transfer the morals and heritage of the public sphere, make decisions for the improvement of that society, and adapt to change must be psychologically healthy in order to exhibit the behaviors expected of them. Employees that have a high affective commitment continue to work for the institutions freely and excitedly (Meyer et al., 1993).

Affective organisational commitment is a critical factor that influences teacher's effectiveness and other learning aspects of the education system. Affective commitment is defined as "a positive attachment for the organization, manifested in a desire to see the organization achieve its goals and a sense of pride in being a part of the organization" (Cohen, 2003). Therefore, detecting the affective organisational commitment of teachers and identifying the factors that are impactful in organisational commitments is critical in the context when the notion of affective organisational commitment is with recent new interpretations in the literature. It is because, the affective organisational commitment focusses more on the employees' emotional and affective responses towards their organization (Bulut & Culha, 2010), and is therefore very complex to remain in the same shape and thus need more research to explain its current form in varying contexts.

In this regard the affective organisation commitment can be researched from many perspectives and more popularly through social exchange, where employees ensure commitment as a value and reward exchange with the employer's institutions (Pai, Patili, et al., 2021a) and they therefore consider organisation commitment as reciprocal phenomena. The benefits are, however, not one-to-one as organisational commitment among employees can arise as people would like to associate to certain leaders without explicit monetary value (Yahaya & Ebrahim, 2016). This is when organisational commitment is impacted by the personal relationships of various employees, where the commitment is demonstrated through extra efforts and more attention is given to the

details of establishing these relationships within the organization. The same commitment may appear in more team performances (Neininger et al., 2010) as and when the employees feel associated to each other and thus organisational commitment emerges as a web of intra personal relationships and commitments.

The web intra-personal relationships as organisational commitment, however, does have the important role of personal satisfaction of each employee (Cañizares & García, 2012), which provide sort of binding force for other factors such as rewards and work conditions to transform into a successful organisational commitment. The practitioners, nevertheless, look at the organisational commitment as a way towards identifiable performance and in this regard there are growing confusion when the notion of organization commitment is expanding and not clear in terms of its determinants (Mercurio, 2015). This paper, therefore, further explain the notion of organisational commitment in terms of its determinants and how organization satisfaction can glue up the determinants as a mediator to achieve affective organisational commitment.

This study is important in the context when historically time-elapse is found relevant when the notion of organisational commitment change over time (Cohen, 1993a) and new evidences are required to further develop the organisational commitment debates in the literature and inform HR policies with contemporary new evidence. This study has chosen English teachers in government schools at Kuwait, as organisational commitment is a greater issue in the government employees. The paper particularly focusses upon the function of job satisfaction (JS) as an intermediate link between teachers' organisational commitments and person-job (PJ) fit and work-life balance (WLB) and work conditions (WC). Next section discusses the relationships among these variables used to form hypotheses and subsequent methodology for analysis.

2. Literature Review

2.1 Work-Life Balance

Work-life Balance (WLB) is the distribution of one's time and other resources to the work and life, as an imbalance in both can affect the functioning of both (Clark, 2001). The phenomenon is understood interpreted as having a clear divide between the broader cultural and organisational times and other resource allocations and be taken as work and non-work times (Felstead et al., 2002). Individuals have varying perceptions that combination of both work and non-work activities, have make constant and significant contribution to current life priorities (Kalliath & Brough, 2008) and the compatibility between work and non-work activities (Pichler, 2009). The consideration of WLB can help individuals strike a balance between their job and their other interests. When a person is preoccupied with work-related responsibilities, the work-life balance is more likely to be disrupted, resulting in greater job dissatisfaction and diminished commitment (Adams et al., 1996). Vice versa a higher degree of job satisfaction increases the likelihood that an employee will feel more tied to the company, resulting in a higher level of affective organisational commitment (Talukder, 2019) but may at the cost of hazards at social life. Therefore are, however, contradictory situations emerge as overcommitment to family may results in lowering the organisational commitment. We therefore aim to test the following relationship.

H1: Work-life balance is associated with affective organisational commitment in a significant way.

2.2 Person-job fit

PJ fit is considered as a connection between an individual's skills and the requirements of a work, or a fit between the task and the individual's needs and desires (J. R. Edwards, 1991). PJ, according to Edwards, happens when a person fits the demands of a job or when a job matches a person's requirements (Kristof-brown et al., 2005) thus create reciprocal satisfaction to both employees and employers. In terms of PJ fit, the core idea is that employees' personal activities and experiences shape their own interpretation of reality, including cognitions and emotions, which lead to job satisfaction and, eventually emotional organisational commitment (Farzaneh et al., 2014) (Sekiguchi, 2006). In this regard, organizations work hard to attract and choose such people, and academics have shown a link between PJ fit and affective organisational commitment (Kristof-brown et al., 2005). This assurance is critical in maximizing the employee's impression of PJ fit. Kristof-Brown et al. (2005) examined and discovered a high association between PJ fit and affective organisational commitment and job satisfaction. PJ fit had a substantial link with work satisfaction and, as a result, affective organisational commitment (Verquer et al., 2003). Based on the above literature, the following relationship was hypothesized the government sector teachers in Kuwait:

H2: There is a considerable positive association between person-job fit and affective organisational commitment.

2.3 Working condition

Workplace conditions play an important role in influencing employee commitment and research shows that absences and employees complaint significantly diminish the presence of excellent working conditions, lowering productivity and eventually commitment (Roelofsen, 2002). Workplace conditions have a significant impact on job satisfaction (Boakye et al., 2022), as well as the health and wellbeing of employees (Feldman et al.,

2002)(Wells, 2000).Therefore, strong connection have been found that unfavorable working conditions have a negative impact on the employee's emotional well-being(Bashir et al., 2020). Based on the above literature, the following relationship was hypothesized for the English teachers in Kuwait Government schools:

H3: Work conditions are significantly related to affective organisational commitment.

2.4 Job satisfactions

The degree of JS can have a variety of repercussions, including performance, disengagement, leaving, organisational behaviours, and well-being(George & Jones, 2012). JS has an impact on mental and physical health, performance, and productivity(Locke & Latham, 2002)(Cañizares & García, 2012). Job satisfaction provides a binding force for other factors in the organisation to coherently work together towards the organisation commitment. It is because psychologically, when an employees feel satisfied can trigger out many other qualities towards the commitment and performance(Banjarnahor, 2018)(Pai, Patili, et al., 2021a)Given that work is an essential component of an individual's life, it is unavoidable that JS has an impact on organisational commitments.As a result, the following hypothesis is proposed:

H4: Job satisfaction is associated with affective organisational commitment in a significant way.

2.5 Job satisfaction as a Mediator

Employees believe they will have greater possibilities for skill development if corporate and personal values are aligned(Greguras & Diefendorff, 2009). Employees are more satisfied at work when they have a good balance between work and personal life(Straatmann et al., 2020). When an employee's talents and work requirements are a good match, their competence demands are met, and job satisfaction follows(Greguras & Diefendorff, 2009). Furthermore, meeting workers' requirements has a significant impact on job satisfaction, suggesting that job satisfaction might operate as a mediating factor in the PJ fit and affective organisational commitment relation(J. A. Edwards & Billsberry, 2010). Job satisfaction is a vital prerequisite for commitment, according to a study evaluating the relationship between human resource management practices and commitment(Lok & Crawford, 2001). This link between satisfaction and commitment is compatible with the idea that satisfaction functions as a micro-component inside the macro concept of affective organisational commitment, and that because satisfaction is an individual's perspective toward work, it will be developed before commitment(Porter et al., 1974). As a result, the following hypotheses have been proposed:

H5.1: Work–life balance and affective organisational commitment are mediated by job satisfaction.

H5.2: Job satisfaction acts as a mediator between the person–job fit and affective organisational commitment.

H5.3: Job satisfaction acts as a mediator between work conditions and affective organisational commitment.

2.6 Affective organisational commitment

Organisational commitment, a heavily researched topic in the field of organisational behavior, has been studied variability related to employee behavior and performance by several researchers(Yu et al., 2002). It refers to the intensity of a person's attachment to, identification with, and obligation to the organization(Putti et al., 1989). Originally, it was defined as strength of an individual's identification with and involvement in a specific organization, as manifested by a strong belief in and acceptance of the organization's goals and values; a willingness to exert significant effort on behalf of the organization; and a strong desire to maintain organisational membership(Cook & Wall, 1980). The present study contributes to the previous literature by investigating the links between demographic characteristics such as experience and nationality and affective organisational commitment in a developing country setting such as Kuwait.

H6.1: Nationality has a significantly positive relationship with affective organisational commitment.

H6.2: Experience has a significantly positive relationship with affective organisational commitment.

Yet, there is no known study that has been undertaken with teachers that addresses all four variables at the same time for the fresh data from the Government sector teachers in Kuwait. An integrated evaluation of these aspects in single research can assist to better understand the teachers' organisational commitments. More specifically, it was assumed that if teachers believe they are qualified for their jobs based on experience, capabilities, and competences, and that their jobs meet their expectations, they will be able to balance their work and personal lives, be more satisfied with their jobs, and thus emotional affective commitments will emerge. Next section outline the methodology to test the hypotheses discussed above.

3. Methodology

This paper has used an established convention of using survey method to test the hypotheses outlined in the previous section. As employees commitment is found to be a serious issue in the Government sector (Radzuan et al., 2020; Setiawan & Ghozali, 2016; Tiurmaida, 2018) and therefore this study has chosen Government sector teachers as respondents for the study. The study has sent 900 survey questionnaires to a sample schools related to six governorates of Kuwait; 548 responded, giving a response rate of 61%. SmartPLS 3 software and SPSS were

used to perform structural equation modelling, which is useful for path and mediation analysis in a survey setting. Two primary concerns, namely common method bias and social desirability, related to the reliability of the method are addressed (Conway & Lance, 2010; Holbrook & Krosnick, 2010; Jordan & Troth, 2020). The participants are informed that the answers required do not have any correct or incorrect answers and they are experiential opinions only and now heavy and loaded instructions are provided to avoid leading them to the desirable answers (Hasan et al., 2021). The participants are requested not to provide their name or any other information that may lead to their identification. This has resulted in more honest and neutral responses from the participants. Similarly, Herman's single factor test has found the variance being explained less than 50% by each of the construct.

A 5-point Likert scale is used to measure the constructs. The measurement of various constructs used in the hypotheses are carefully adopted from literature, mainly from (Hasan et al., 2021). Where each of the constructs is measure through 5 items starting with strongly disagree to strongly agree. Work-life balance is measured through 5 items more focused on whether the job makes the respondents life more a suffering, difficult, on hold, drains out of energy, and also if the work suffers from the personal life (Hayman, 2005). Whereas person-job fit is measured through 5 times (Brkich et al., 2002), that mainly focuses on if the respondents like the job they have, the job suitability, they feel it a right type of work, and the job relates to the goals and needs of the respondents. Similarly, work conditions are measured through 5 items (Morgeson & Humphrey, 2006), mainly focuses on the comfortability in terms of temperature and humidity, low risk of any accident, the environment is freed from health hazards such as chemicals, fumes etc., and finally the cleanness. The affective organisation commitment have included 5 items focused on if the respondents are happy in the organisation, they feel if the organisation problems are their own, whether they feel it hard to attached to another organization and if they feel like in the family at their organisations (see the questionnaire attached).

4. Results

Table 1 shows the demographics of study. Out of 548 respondents, 189 (34.5%) were aged between 13-40 years, followed by 178 (32.5%) aged 20-30 years, 131 (23.9%) aged between 41-50 years, and the remaining 50 (9.1%) respondents were aged more than 50 years. The respondents being schoolteachers, most of them, 522 (95.3%) were female where some 26 (4.7%) were male. Most of the respondents were having undergraduate qualifications 480 (87.6%) whereas only 68 (12.4%) participants had a graduate degree. From the experience point of view, 300 (54.7%) of the respondents had 10 years or more experience, 116 (21.2%) of the respondents had 1-5 years of experience, 92 (16.8%) had 5-9 years, and the remaining 40 (7.3%) respondents had less than a year experience. The study has 380 (69.3%) responses from Kuwaiti nationals, whereas the remaining 168 (30.7%) responses came from non-Kuwaitis.

Table 1: Demographic Characteristics

Demographic Variables	N	%
Age a		
20-30 years	178	32.5%
31-40 years	189	34.5%
41-50 years	131	23.9%
More than 50 years	50	9.1%
Sex		
Male	26	4.7%
Female	522	95.3%
Education		
Undergraduate	480	87.6%
Graduate	68	12.4%
Experience		
Less than 1 year	40	7.3%
1-5 years	116	21.2%
5-9 years	92	16.8%
10 years and above	300	54.7%
Nationality		
Kuwaiti	380	69.3%
Non-Kuwaiti	168	30.7%

The reliability of the measurement model is rigorously evaluated, and results are shown as Fable 2 and Figure 1. Those individual items, which haveCronbach's Alpha greater than the benchmark 0.7 (Adeogun et al., 2021; Aibinu & Al-Lawati, 2010; Memon & Rahman, 2013) are included in the study. Similarly, the Cronbach's Alphas of all respective five constructs were also above the benchmark of 0.7, where it was highest for affected organisation commitment and lowest was0.783 for work conditions. Similarly, the composite reliability of the constructs ranged rom 0.932 for affected organisation commitment and 0.850 for work conditions, thus fulfil the criterion of these being above 0.7 and thus reliable to be used in the study. The validity of constructs have further been studied through average variance extracted, where against the benchmark value of 0.5(Mohd. Yusof et al., 2018; Nasution et al., 2020; Wang & Yi, 2012), the actual values of the constructs ranged from 0.532 for work conditions to 0.732 for affected organisation commitment.

Table 2: Frequentist Individual Item Reliability Statistics for Study constructs

Constructs	mean	sd	item-rest correlation	loading	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
AOC1	3.10	1.14	0.672	0.796	0.908	0.911	0.932	0.732
AOC2	3.47	1.12	0.758	0.850				
AOC3	3.26	1.19	0.831	0.896				
AOC4	3.23	1.10	0.746	0.828				
AOC5	3.41	1.14	0.837	0.902				
JS1	2.66	1.22	0.636	0.819	0.808	0.821	0.873	0.632
JS2	3.49	1.22	0.674	0.810				
JS3	3.75	1.05	0.582	0.730				
JS4	2.96	1.20	0.607	0.817				
PJF1	3.41	1.28	0.682	0.799	0.884	0.886	0.915	0.684
PJF2	3.58	1.13	0.732	0.828				
PJF3	3.66	1.02	0.753	0.845				
PJF4	3.65	1.06	0.789	0.872				
PJF5	2.99	1.17	0.640	0.788				
WC1	2.57	1.18	0.487	0.726	0.783	0.790	0.850	0.532
WC2	2.79	1.18	0.614	0.783				
WC3	3.55	1.04	0.598	0.723				
WC4	3.84	1.01	0.533	0.675				
WC5	2.89	1.26	0.554	0.735				
WLB1	2.50	1.21	0.735	0.903	0.829	0.889	0.896	0.744
WLB2	2.67	1.21	0.752	0.926				
WLB3	2.42	1.19	0.584	0.748				

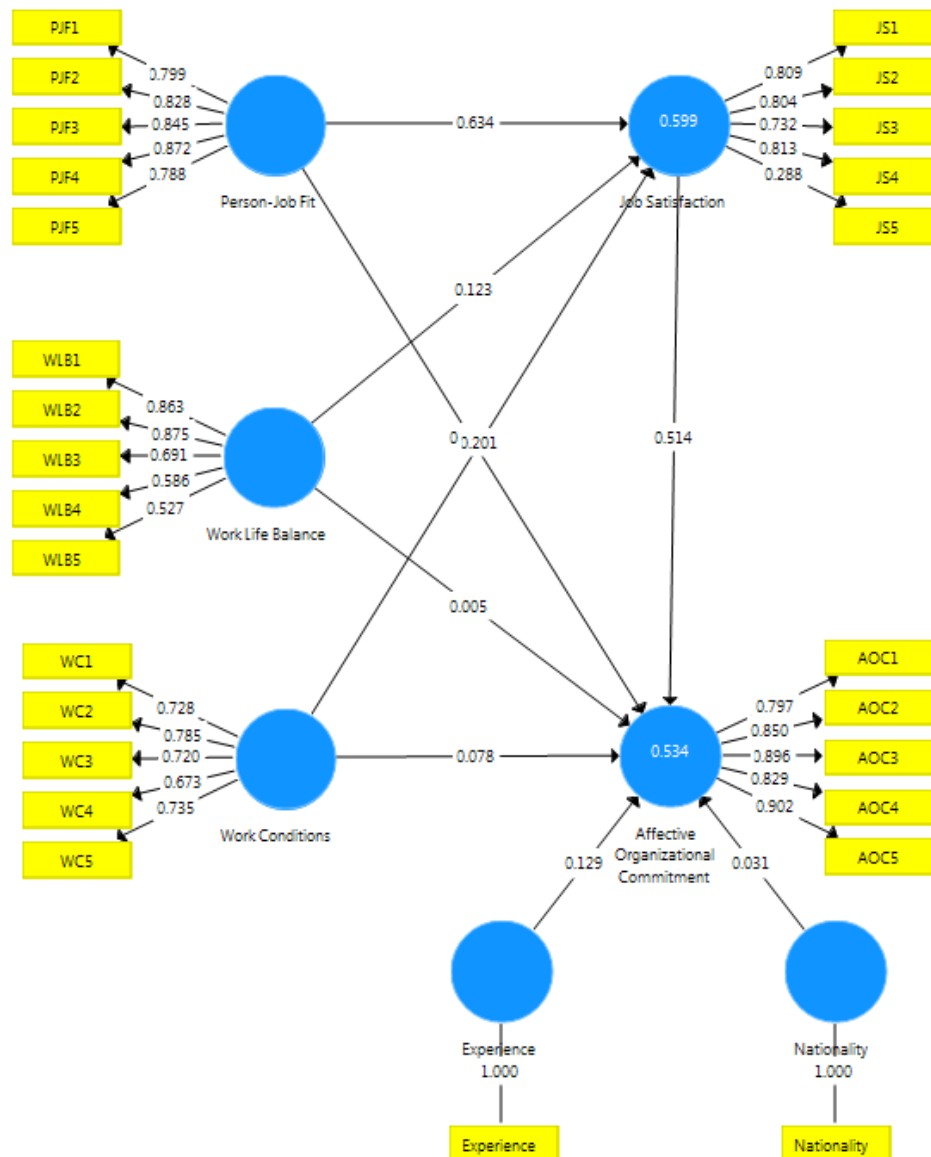


Figure 1. Node Diagram

Table 3 shows the loadings and cross loadings of the outer model. The Heterotrait Monotrait (HTMT) ratio used to measure the discriminant validity, where the correlation between the construct and each of its item is found satisfactory as these are lower than 0.9 as recommended (Baah et al., 2022; Qazi et al., 2020; Ramayah et al., 2017), except for a slide over value (0.902) of item five of the affected organisation commitment and items 1 and 2 of work-life balance having values 0.903 and 0.926, respectively.

Table 3: Loadings and Cross loadings of the Outer Model

	AOC	JS	PJF	WC	WLB	EXP	NATION
AOC1	0.796	0.597	0.538	0.338	0.226	0.105	0.203
AOC2	0.850	0.633	0.487	0.331	0.331	-0.012	0.094
AOC3	0.896	0.565	0.532	0.261	0.216	0.077	0.166
AOC4	0.828	0.514	0.443	0.277	0.232	0.009	0.114
AOC5	0.902	0.612	0.554	0.328	0.303	0.055	0.174
JS1	0.530	0.819	0.664	0.331	0.455	-0.228	0.011
JS2	0.491	0.810	0.558	0.276	0.245	-0.146	0.041
JS3	0.448	0.730	0.464	0.254	0.236	-0.054	0.100
JS4	0.677	0.817	0.635	0.400	0.391	0.050	0.172
PJF1	0.511	0.580	0.799	0.234	0.327	-0.143	0.028
PJF2	0.469	0.581	0.828	0.166	0.241	-0.153	-0.008
PJF3	0.468	0.557	0.845	0.201	0.248	-0.084	0.026
PJF4	0.480	0.597	0.872	0.197	0.264	-0.141	0.024
PJF5	0.538	0.714	0.788	0.307	0.357	-0.121	0.037
WC1	0.347	0.332	0.219	0.726	0.289	0.073	0.245
WC2	0.256	0.326	0.217	0.783	0.328	-0.050	0.212
WC3	0.220	0.221	0.188	0.723	0.244	0.011	0.134
WC4	0.202	0.250	0.173	0.675	0.180	-0.025	0.137
WC5	0.256	0.318	0.185	0.735	0.260	-0.035	0.207
WLB1	0.279	0.370	0.323	0.350	0.903	-0.099	0.144
WLB2	0.324	0.442	0.355	0.354	0.926	-0.138	0.115
WLB3	0.159	0.271	0.205	0.210	0.748	-0.091	-0.009
EXP	0.057	-0.115	-0.156	-0.003	-0.129	1.000	0.444
NATION	0.177	0.105	0.027	0.265	0.109	0.444	1.000

The Fornel-Larcker criterion construct-to-construct correlation is also satisfied(Fornell & Larcker, 1981; Henseler et al., 2015), where the square root of AVE of each construct, as shown in the bold numbers, was found greater than the correlation with other constructs.

Table 4: Results of discriminant validity by Fornell-larcker Criterion

	AOC	EXP	JS	NATION	PJF	WC	WLB
AOC	0.856						
EXP	0.057	1.000					
JS	0.686	-0.115	0.795				
NATION	0.177	0.444	0.105	1.000			
PJF	0.600	-0.156	0.740	0.027	0.827		
WC	0.361	-0.003	0.405	0.265	0.272	0.729	
WLB	0.307	-0.129	0.430	0.109	0.352	0.364	0.863

Table 5: Results of discriminant validity by Heterotrait-Monotrait ratio (HTMT)

	AOC	EXP	JS	NATION	PJF	WC	WLB
AOC							
EXP	0.063						
JS	0.784	0.167					
NATION	0.184	0.444	0.113				
PJF	0.663	0.165	0.855	0.032			
WC	0.413	0.060	0.487	0.289	0.318		
WLB	0.337	0.139	0.495	0.114	0.393	0.428	

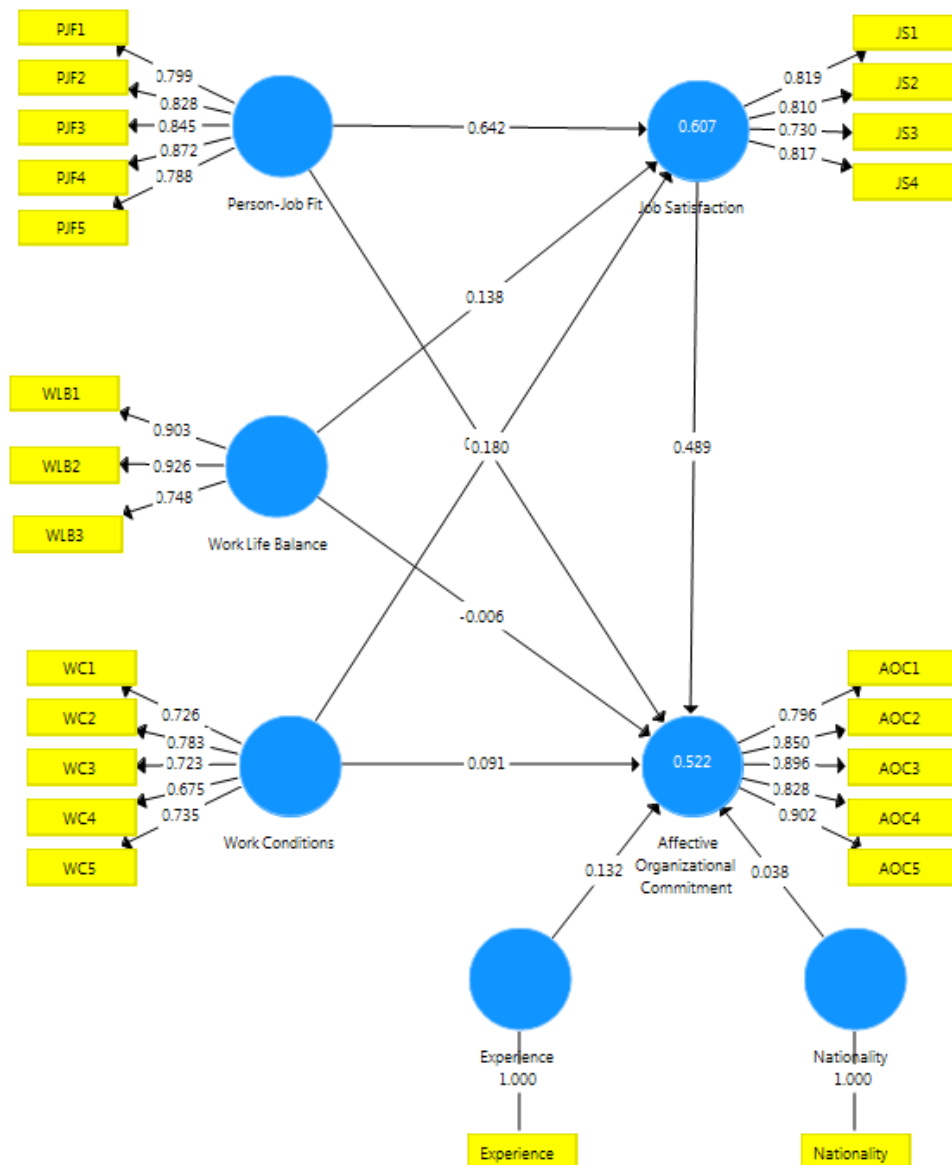


Figure 2.Node diagram for the PLS-PM model with loadings

Table 6 shows the correlations across the constructs. The highest positive correlation is found between Person-Job Fit (0.697), followed by Job satisfaction and affected organisation commitment. The lowest positive correlation is found between work life balance and affected organisation commitment (0.055) followed by the correlation between experience and affected organisation commitment (0.056).

Table 6: Correlation matrix between study factors

	WLB	PJF	JS	WC	AOC	EXP	NATION
WLB	—						
PJF	0.345***	—					
JS	0.362***	0.697***	—				
WC	0.318***	0.268***	0.408***	—			
AOC	0.306***	0.597***	0.694***	0.351***	—		
EXP	-0.055	-0.157***	-0.082	-0.007	0.056	—	
NATION	0.197***	0.026	0.136**	0.260***	0.176***	0.444***	—

The direct path analysis are shown in table 7, where experience, job satisfaction and person-job fit are found impacting the affected organisation commitment, whereas not significant evidence is found to support whether nationality impact the affected organisation commitment. Person-job fit, work conditions, and work-life balance are found significantly causing the job satisfaction. Similarly, work conditions are found causing the affected organisation commitment but does not find sufficient evidence to support, whether work-life balance have any

direct impact on the affected organisation commitment.

Table 7: Bootstrap Results for the Inner Model Regression Paths

Path	Original Sample (O)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values	Remark
EXP-> AOC	0.132	0.035	3.799	0.000	Supported
JS -> AOC	0.489	0.046	10.711	0.000	Supported
NATION -> AOC	0.038	0.034	1.109	0.268	Not supported
PJF -> AOC	0.235	0.048	4.854	0.000	Supported
PJF -> JS	0.642	0.029	22.228	0.000	Supported
WC -> AOC	0.091	0.039	2.366	0.018	Supported
WC -> JS	0.180	0.030	5.982	0.000	Supported
WLB -> AOC	-0.006	0.035	0.170	0.865	Not supported
WLB -> JS	0.138	0.034	4.018	0.000	Supported

The mediation analysis is presented in table 8, where three significant impact paths are confirmed. Work conditions are found impacting job satisfaction and then leading to affected organisation commitment. The work-life balance is also found leading to job satisfaction and then in turn affected organisation commitment. Similarly, person-job fit also found leading to job satisfaction and then in turn affected organisation commitment.

Table 8: Bootstrap Results for the Inner Model Regression Paths (Mediation Analysis)

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values	Remark
WC -> JS -> AOC	0.088	0.017	5.156	0.000	Supported
WLB -> JS -> AOC	0.068	0.018	3.798	0.000	Supported
PJF -> JS -> AOC	0.314	0.033	9.508	0.000	Supported

The moderation analysis does not provide any significant evidence to support whether experience and nationality have any moderation effects, as showing in Table 9.

Table 9: Bootstrap Results for Moderator effects

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values	Remark
EXP -> AOC	0.133	0.036	3.658	0.000	Supported
JS -> AOC	0.496	0.046	10.903	0.000	Supported
Moderating Effect (Experience) -> AOC	-0.045	0.039	1.149	0.251	Not supported
Moderating Effect (Nationality) -> AOC	0.022	0.033	0.684	0.494	Not supported
NATION-> AOC	0.041	0.033	1.261	0.208	Not supported
PJF -> AOC	0.232	0.046	5.060	0.000	Supported
PJF -> JS	0.642	0.029	22.294	0.000	Supported
WC-> AOC	0.088	0.038	2.306	0.021	Supported
WC -> JS	0.180	0.030	6.054	0.000	Supported
WLB -> AOC	-0.009	0.033	0.264	0.792	Not supported
WLB -> JS	0.138	0.035	4.001	0.000	Supported

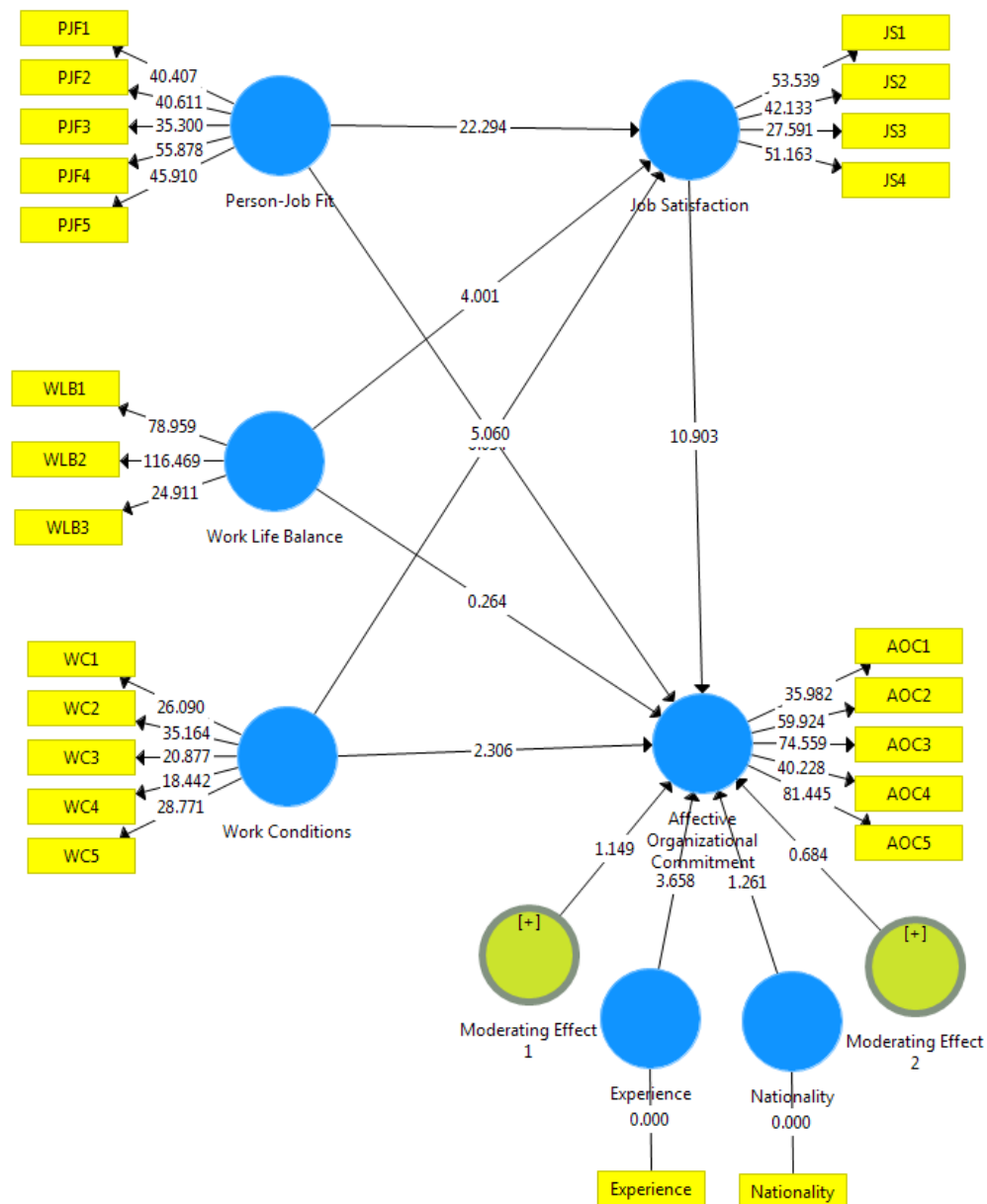


Figure 3. Inner node diagram and Path Coefficients for the PLS-PM model including moderator

Figure 3 shows the collective model of path coefficient that include the moderation analysis. Next section synthesis these results with the current literature to derive conclusion and implications.

5. Discussion

Organisation commitment is evaluating as more and more of its determinants emerge and freshevidence shaping and reshaping its discourse(Klein & Park, 2015). This study has broad and important implications for the organisation commitment literature and related policies and practices becauseit has brought in fresh evidence from the teachers at Government Institutions in Kuwait using mediation analysis along with direct impacts analysis.

Firstly, experiences of teachersare found to be related with affective organisational commitment. Compared to younger employees (Cohen, 1993b), who have more diverse career orientations are less likely to be committed compared to those employees with more experience, who achieved a particular niche and would like to remain committed and thus achieve more deeper understanding of their work as we found in the case of Government Teachers. This happens because when employees spend more time in organisation they achieve more engagement and find meaning in their work (Lemon, 2019). In terms of the commitment the study has found no significant evidence to support, whether the commitment varies across the national and foreign employees as

shown by other studies as well (Alazmi & Alenezi, 2020)

Secondly, the Job satisfaction is also confirmed that is being still related to the affective organisational commitment. Such a satisfaction leads to commitment, as a confirmation broad social exchange (Yahaya & Ebrahim, 2016), where when the employees feel satisfied, they in exchange act to balance the consideration in various forms such as efficacy and performance (Radzuan et al., 2020; Sungu et al., 2019). The satisfaction may, however, can arise to any component of the organisation as for example satisfaction with leaders can leads to commitment across the organisation (Yahaya & Ebrahim, 2016) and can even leads to the satisfaction of the customers as well (Evanschitzky et al., 2011).

Thirdly, the study has also confirmed that the person-job fit influences the affected organisational commitment. The rationale behind it seems to be emerging from the psychological congruence that the employees establish when they see the job is what they are looking for. These findings are inline, with the popular findings in the literature, where employees consider more intrinsic rewards, such as having a fit role, compared to the extrinsic rewards when it comes to the commitment (Pai, Patili, et al., 2021a). This happens because in a broad team working perspective, a right fit make the employees feel more productive and thus feel committed to the team (Neininger et al., 2010), which in tern results in overall affective commitment. The study further confirms that the person-job fit first leads to satisfaction, which then ultimately transforms as commitment, to both team as well as to the overall organisation.

Fourthly, the study has also confirmed that that work conditions are essentially related for the satisfaction to occur and then transform into the affective organisational commitment. These findings are in keep on with the literature, where favourable work conditions in addition to other factors of satisfaction, such as promotions and personal relationship, create overall locale for the satisfaction and in turn commitment to happen (Cañizares & García, 2012). Essentially, such a work conditions are important for satisfaction as the overall emotional well-being of employees (Bashir et al., 2020), which is essentially important for the commitment to remain and sustain.

Finally, work-life balance is another component that this study has examined. Interestingly, the work-life balance is though found leading to satisfaction and thus indirectly leads to the affective organisational commitment. However, the work-life balance has not been confirmed leading directly to the affective organisational commitment. It is perhaps the very notion of work-life balance is understood and interpreted differently in the very fragmented literature on the organisational commitment (Mercurio, 2015). The work-life balance notion has particularly been confused in the recent change to the work from home in the post-covid context, where various contextual factors came into play when it comes to what is the right work-life balance in the new normal (Pai, Patil, et al., 2021; Pai, Patili, et al., 2021b). This point, therefore, would need more analysis and data to inform the overall organisation commitment literature in future.

6. Conclusion

This study aimed explain the affective organisational commitment in terms of its key variables such as person-job fit, work-condition, work-life balance with important mediating role of the Job satisfaction. The study has brought-in important findings from the teaching community in Kuwaiti government colleges and has therefore inform the organization commitment theory and associated policies and practices. The study has re-affirmed the generic debated of knowing the person-job fit, work conditions, and work-life balance go through the job satisfaction and creating affective organisational commitment. These factors are therefore important for the design and implementation of educational policies, particularly for employees in Government sectors. More interestingly, the work-life balance though create a satisfaction and in-turn employees commitment to the organisation. However, the work-life balance alone does not show it leading directly to any organisational commitment. This finding is perhaps, the recent changes in the work-life balance particularly in teaching sector where the teachers have frequented off from the teaching and most of the time they have been teaching from the home. The point of work-life balance, therefore, need more research and with new methodologies such as event analysis to see if there is any difference of this relationship before and after the Covid.

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