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Exploring the nexus between learning organisation and organisational commitment in a tertiary institution in Ghana

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Abstract
Organisational commitment is one of the most widely researched topics in the field of organisational behaviour. The main objective of this study is to test the impact of learning organisation on organisational commitment in the higher education sector. To achieve this objective, the data was collected from 106 employees at higher educational institutions in the Eastern Region of Ghana. The collected data was analysed using SPSS and SmartPls. The findings reveal that employees perceive their institutions as moderate in terms of being a learning organisation. Similarly, perceptions of organisational commitment among employees were also found to be moderate. The study further examined the relationship between the various dimensions of a learning organisation such as (continuous learning, dialogue and inquiry, embedded systems, and team learning) and dimensions of organisational commitment (affective, continuance, and normative commitment). It found no significant relationships between these specific dimensions. However, other dimensions, such as empowerment, strategic leadership, and systems connections, were found to have significant positive influences on the three types of organisational commitment. Finally, the outcomes of this study confirmed that organisational learning has a significant positive effect on organisational commitment. These findings provide useful insights and suggestions for the management in higher educational institutions to learn to develop organisational commitment among their employees by adopting effective human resource practices that could ultimately lead organisational performance.

Keywords: Continuance commitment, continuous learning, higher education, learning organisation, organisational commitment, Ghana

Introduction
The history of higher education in Ghana dates back to the 1940's (Cogneau & Moradi, 2014) [12]. Tertiary or higher education in Ghana refers to any type of education beyond the secondary level. The higher education institutions in Ghana comprise both public and private institutions. Higher education institutions are repositories of knowledge acquired after extensive research, engagement and training. In today's world, no country or economy can overlook the role that higher education plays in developing its workforce's human capital. The dynamic and competitive landscape of higher education requires institutions to adopt innovative strategies for sustainability and growth. Among these strategies, the concepts of learning organisation and organisational commitment have emerged as critical factors in fostering institutional excellence. In Ghana, where higher education is experiencing significant reforms, increased competition, and pressures to deliver quality education, exploring the nexus between learning organisation and organisational commitment is particularly relevant. Understanding how a culture of continuous learning influences employees' commitment can provide higher educational institutions with strategic insights for fostering organisational success.

In the rapidly changing global environment, higher educational institutions are challenged to adapt and innovate continuously to maintain their relevance and effectiveness. The concept of the learning organisation has gained prominence as a framework that encourages institutions to foster a culture of continuous learning, collaboration, and adaptability. For every organisation to succeed, learning is essential. This continuous learning process is believed to be a vital driver of the success and sustainability of organisations.

The idea of a learning organisation made famous by Peter Senge in his book *"The Fifth Discipline"* has attracted interest, from academics and professionals alike (Fillion *et al*., 2015; Pascu *et al*., 2023) [17, 38]. Furthermore, the idea of the learning organisation has been central to modern management theory (Gronhaug & Stone, 2012; Sachan *et al*., 2016) [21, 41].

In Ghanaian higher educational institutions, the relationship between these two concepts can significantly impact institutional effectiveness. A learning organisation fosters an environment where academic and administrative staff can develop professionally, engage in knowledge-sharing, and collaboratively address challenges. This can, in turn, enhance their commitment to the institution as they perceive personal and professional growth aligned with organisational objectives. While organisations endeavour to become learning organisations, their requirement to create organisational commitment makes these two concepts attractive. In order to support workers' commitment and desire to stay, it is important for the business to prioritise organisational learning (Karthikeyan & Savarimuthu, 2020; Tseng, 2010) [25]. The connection between learning organisations and organisational commitment is of particular interest to stakeholders in higher education, as committed employees are more likely to engage with the institution's mission, remain loyal, and contribute to its sustained success.

Gaining a competitive edge is the main goal of most organisations. To accomplish this goal, organisational commitment and organisational learning at all management levels are considered essential. Thus, the purpose of this paper is to investigate the connection between learning organisation and organisational commitment in a higher education institution. It focuses on how the principles and practices embedded in a learning organisation play a role, in nurturing and improving commitment among employees. Through a review of literature empirical studies, this study seeks to shed light on how a learning organisation cultivates a committed workforce. Understanding this relationship is critical, as it offers insights into how higher educational institutions in Ghana can build a motivated and dedicated workforce capable of supporting their academic and developmental goals.

It is interesting to note that research on learning organisations and commitment has been done in a variety of nations, including Vietnam (Nguyen & Tran, 2021) [35], Korea (Oh & Koo, 2021) [36], Istanbul (Demircan, 2023) [14], Canada (Tirelli & Goh, 2015) [48] and Iran (Salarian *et al*. 2015) [42], but it has been interesting to note that there is a dearth of literature on this phenomenon in Ghana, especially in the higher education institutions. The significance of this study is its ability to provide valuable insights, for leaders in organisations and human resources professionals. Additionally, scholars may utilise empirical data to create theoretical frameworks and models to help comprehend the degree to which the learning organisation is influenced by organisational commitment. Thus, the purpose of this study is to investigate, in the Ghanaian context, the link between learning organisations and organisational commitment.

1.1 Objectives of the study

The study seeks to

- Investigate the perceptions of learning organisations in a higher education institution.
- Evaluate the level of organisational commitment of employees in a higher education institution.
- Establish the relationship between learning organisation and organisational commitment among employees in a higher education institution.
- Analyse the interconnections between the sub-dimensions of learning organisation and sub-dimensions of organisational commitment among employees in a higher education institution.

2. Literature review

2.1 Defining a Learning organisation

Researchers have characterised organisational learning in a variety of ways, therefore it appears hard to come up with a single definition that they can all agree upon. Some even contend that there are differences in how different organisations learn, hence each one must develop its own definition (Argote, 2013) [4]. A learning organisation can adapt to changes in the business environment more quickly than both its rivals and the markets in which it operates. Hence, a learning organisation is viewed as a business strategy only concerned with performance as measured by income streams. Learning organisation is considered the greatest advice to improve organisational performance in the uncertain environment of today.

Salarian *et al*. (2015) [42] define organisational learning as a collection of organisational events that involve knowledge acquisition, exchange of information, and interpretation which either directly or indirectly contribute to a sturdy culture. As stated by Chiva *et al*. (2014, p. 689) [10], organisational learning is "the process through which organisations change or modify their mental models, rules, processes, or knowledge, maintaining or improving their performance". This concept highlights how crucial it is for information to be created and shared inside an organisation to promote innovation and ongoing progress. Mehrabi *et al*. (2013) [29] maintain that an organisation's most significant competitive advantage is its learning capacity.

Senge cited in Kools (2020, p. 35) [26] described a learning organisation as "an organisation where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continuously learning to see the whole together". Arshad and Mahmood (2016) [6] are of the view that organisational learning is the process by which organisations acquire novel knowledge, abilities, viewpoints, and attitudes that will help them remain current and competitive. A learning organisation is essential for survival in the rapidly changing competitive environment where information is the cornerstone of economic systems (Souza *et al*., 2020). Organisations can reframe and re-conceptualise issues with thanks to the knowledge generated via organisational learning.

2.2 Dimensions of the learning organisation

Organisational learning, according to Pradhan *et al*. (2017) [39], is a complex idea with several facets that support an organisation's adaptability, creativity, and overall effectiveness. This study delves into the key dimensions of a learning organisation.

1. **Continuous learning:** This dimension reflects a company's endeavour to provide all of its employees with opportunities for continual learning. This concept

is fundamental to fostering a culture of growth, adaptability, and innovation.

2. **Dialogue and inquiry:** The term dialogue and inquiry describes an organisation's endeavours to establish a culture of inquiry, experimentation, and feedback. According to Argyris's (2019) [5] study, inquiry plays a crucial role in creating a learning environment that promotes reflection and examining assumptions.
3. **Team learning:** This dimension reflects the 'spirit of collaboration and the collaborative skills that undergird the active use of teams. Edmondson and Roloff (2019) [15] emphasize the value of psychological safety in teams, emphasizing the need for individuals to feel at ease enough to take chances and exchange ideas.
4. **Embedded systems:** Embedded systems are learning processes that are integrated into an organisation's routine procedures and everyday activities (Marsick & Watkins, 2015) [28]. This guarantees that learning is an integral component of the organisation's operations rather than a stand-alone activity.
5. **Empowerment:** Giving employees the freedom and tools they need to participate in organisational learning is a key component of empowerment. According to Deci *et al*. (2017) [13], empowered workers are more likely to actively support organisational objectives and participate in ongoing learning.
6. **Systems connections:** Within an organisation, organisational learning is not isolated but rather interlaced throughout many systems. A comprehensive approach to organisational learning includes an understanding of the interactions between various organisational components (Kools, 2020) [26].
7. **Strategic leadership:** This dimension is crucial in determining how an organisation's learning culture is shaped. According to Garvin (2013) [19], leaders who emphasize and set an example for ongoing learning foster an atmosphere that is favourable to organisational learning.

2.3 Defining organisational commitment

According to Grego-planer (2019) [20], organisational commitment refers to the extent of attachment an individual has towards their organisation. Furthermore, according to van Rossenberg *et al*. (2018) [53], organisational commitment may be defined as a person's emotional and functional attachment to his or her organisation. There is a clear indication that great management practices have a significant impact on organisational commitment, which in turn can improve employee retention (Al-Emadi *et al*., 2015) [2]. Organisational commitment is extremely important as it is a crucial component of employee engagement and retention in a firm.

According to Valaei and Rezaei (2016) [52], organisational commitment is relative and describes a worker's degree of devotion and connection with the company they work for. The reason for the continuous investigation into organisational commitment is that earlier studies have shown that low levels of commitment within an organisation can have negative consequences on the organisation as a whole as well as the individuals who are a part of it (Chordiya *et al*., 2017) [11]. On the other hand, positive outcomes including improved performance, enhanced satisfaction, and decreased turnover have been linked to high levels of commitment (Moon, 2017) [33]. Akanbi and Itiola (2013) [1] also define organisational commitment as an individual's level of identification with their employer and willingness to assist in the attainment of the goals and objectives the firm has set for itself. As suggested by Mensah *et al*., (2016) [30], it may also be inferred from an individual's degree of self-identification as an employee of a company and the enthusiasm with which they do their duties.

2.4 Dimensions of organisational commitment

According to Ashley and Parumasur (2020) [8], organisational commitment comprises three key dimensions as explained below:

1. **Affective commitment:** The genuine attachment and involvement of employees towards their organisation (Mercurio, 2015) [31]. Fazio *et al*. (2017) [16] believe that employees genuinely enjoy being part of it and choose to stay because they want to, not out of obligation or necessity.
2. **Normative commitment:** According to Vandenberghe *et al*. (2015) [54], this dimension of commitment is based on employees' loyalty to their organisation based on a sense of obligation.
3. **Continuance commitment:** According to Hadi and Tentama (2020) [22], employees who get deeply committed to their organisation feel obligated to stay with it because of their vested interest.

2.5 Relationship between learning organisation and organisational commitment

The relationship between learning and organisational commitment becomes increasingly important within the company (Demircan, 2023; Nguyen & Tran, 2021) [14, 35]. According to research by Forozandeh *et al*. (2011), taking part in training and learning activities increases employee commitment to the firm. Asghari (2010) [7] examined the nurses at Guilan University of Medical Sciences' perceptions of learning organisations, organisational commitment, and work satisfaction. The findings indicated a strong link between learning organisation and organisational commitment. Additionally, Nazari (2012) [34] investigated the connection between learning organisation and organisational commitment as professed by lecturers at colleges in Iran. The results demonstrated that lecturers' perceptions of organisational commitment and learning organisations were modest. Additionally, the study also concluded that there was a sturdy relationship between the dimensions of learning organisation and organisational commitment. Later, Wahba (2013) [55] supports Nazari's findings with a similar result of the sturdy correlation between learning organisations and organisational commitment. According to Binti *et al*. (2020) [9], teachers at a Malaysian institution have a strong and direct correlation between learning organisation and organisational commitment.

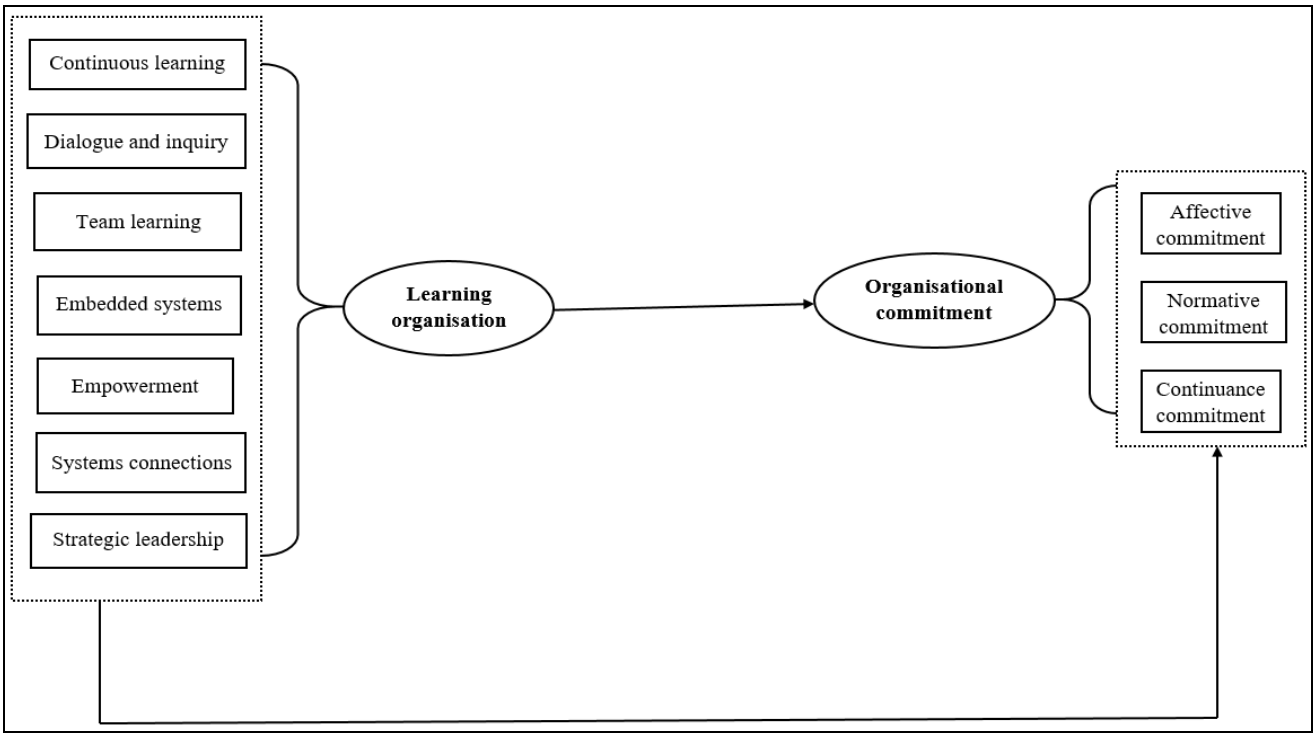
Lee and Yoo (2013) [27] found that continuous learning opportunities significantly enhance employees' affective commitment, as learning fosters personal growth and emotional investment in the organisation. Employees who perceive their organisation as one that supports ongoing learning often feel a stronger emotional attachment to it, as they associate personal development with the organisation's success. A study by Osagie *et al*. (2022) [37] confirm that strategic leadership, particularly in learning-oriented

organisations, fosters higher normative commitment among employees, who feel morally obligated to remain loyal due to their alignment with the organisational mission. According to Tu *et al*. (2020) [50], team-based learning significantly increases affective commitment by fostering emotional connection among workers in learning-intensive teams. Mishra *et al*. (2016) [32] revealed that employee empowerment is strongly linked to continuance commitment, as employees who feel in control of their work processes are more likely to stay due to the fear of losing this control in another organisation.

- **H_1:** There is a significant relationship between the sub-dimensions of learning organisation and sub-dimensions of organisational commitment respectively.
- **H_2:** There is a significant relationship between learning organisation and organisational commitment.

2.6 Conceptual framework

The framework for the study is presented in Figure 1.



***Source*:** Researchers own construct

Fig 1: Conceptual framework

In order to fulfil the objectives, a conceptual model for studying the relationship between a learning organisation and organisational commitment emphasises the dynamic interplay between the sub-dimensions of a learning organisation and the sub-dimensions of organisational commitment.

3. Methodology

3.1 Research approach: The researchers relied on the positivist paradigm for this quantitative research. The researchers thus adopted a descriptive cross-sectional survey using structured questionnaires to collect data from the study respondents. Participation in the survey was voluntary, with all responses kept anonymous. The sample size consisted of 108 workers of a higher education institution located in Ghana's Eastern region. This was determined using Sekaran and Bougie (2016) [43] sample size determination table for a population of 150 employees. The questionnaire was, however, completed by 106 participants. After collecting the data, the response rate was calculated which was 98%. Data was collected using a simple random sampling technique from a sample of 106 employees in a higher education institution in the Eastern Region of Ghana.

3.1 Measuring instrument: The questionnaire was divided into three (3) sections. Section A comprised the biographical profiles relating to age, gender, years of experience and marital status of the employees. Section B comprised questions designed to measure the perception of employees' regarding a learning organisation, while Section C focused on questions assessing employees' organisational commitment. Marsick and Watkins (2015) [28] developed a shorter version of the Learning Organisation Questionnaire with 21 items, which were used to measure the learning organisation in this study. Furthermore, this study used an adjusted version of the Allen and Meyer Three-Component Organisational Commitment Scale to measure organisational commitment.

4. Results: In this study, two statistical packages SPSS and SmartPLS were adopted. The sample characteristics and descriptive were analysed using SPSS, while the SmartPLS was adopted for inferential analysis of data.

4.1 Sample characteristics: The study presents demographic data for the survey respondents. The majority were male (60.4%), while females made up 39.6%. Regarding age, the largest group was 30-39 years old (37.7%), followed by those aged 40-49 (31.1%) and 20-29 years (23.6%). The 50-59 age group accounted for 7.5% of respondents, with no one aged 60 or over. In terms of work experience, most respondents had 6-10 years of service (39.6%), followed by those with 11-15 years (33.0%) and 0-5 years (17.9%). Those with 16-20 years (6.6%) and over 20

years (2.8%) had the lowest representation. In terms of marital status, the majority were married (59.4%), followed by single respondents (16.0%), divorced (15.1%), and widowed (9.4%).

4.2 Descriptive analysis

Table 1 shows the mean scores which provide insight into the employees' perceptions of a learning organisation and organisational commitment respectively.

Table 1: Descriptive statistics of learning organisation and organisational commitment

	N	Min.	Max.	Mean	Std. Dev.
Learning organisation	106	1.33	4.71	2.859	0.925
Embedded systems	106	1.33	4.67	3.044	0.880
Continuous learning	106	1.00	5.00	2.918	1.237
Strategic leadership	106	1.00	5.00	2.909	1.254
Team learning	106	1.33	4.67	2.865	1.043
System connections	106	1.00	5.00	2.811	1.185
Dialogue and inquiry	106	1.00	5.00	2.739	1.197
Empowerment	106	1.00	5.00	2.730	1.263
Organisational Commitment	106	1.38	4.67	2.929	0.826
Continuance commitment	106	1.13	4.88	2.975	0.865
Normative commitment	106	1.25	4.88	2.945	0.892
Affective commitment	106	1.00	5.00	2.886	1.131
Valid N (listwise)	106				

***Source*:** Computed by author (2024)

Table 1 depicts that the overall mean of the learning organisation (Mean = 2.859) reflects that the overall perception of the organisation as a learning environment is moderate. Upon deeper investigation of the sub-dimensions of learning organisation, embedded systems (Mean = 3.044) has the highest score among the learning organisation dimensions, followed by continuous learning (Mean = 2.918), strategic leadership (Mean = 2.909), team learning (Mean = 2.865), system connections (Mean = 2.811), dialogue and inquiry (Mean = 2.739) and finally, empowerment (Mean = 2.730) which is relatively lower compared to other dimensions but still contributes positively. Furthermore, Table 4 also illustrates the overall perception of the organisation commitment (Mean = 2.929) is moderate among respondents. Given a deeper investigation of the dimensions of organisational commitment, continuous commitment (Mean = 2.975) has the highest score among the organisational commitment dimensions, followed by normative commitment (Mean = 2.945), and lastly affective commitment (Mean = 2.886) having the lowest score among the three. In conclusion, all the variables examined in this study were found to be significant.

4.3 Measurement model

The structural equation modelling (SEM) procedure was applied to examine whether the proposed hypothesised model (see Figure 1) is appropriate. The validity of the model was assessed using confirmatory factor analysis. Subsequently, a structural model was estimated and used to test the hypotheses. The CFA suggested that some items from ES1, ES2, ES3, CC 8 and NC 7 were removed from the questionnaire to improve the model fit. To determine the reliability of the questionnaire, Cronbach's alpha coefficient was computed for the sub-dimensions of the independent variables (continuous learning, dialogue and inquiry, team learning, embedded systems, empowerment, systems connections, and strategic leadership) as well as for the dependent variable (affective commitment, continuance commitment, and normative commitment). As shown in Table 3, the reliability scores range from 0.659 (team learning) to 0.943 (affective commitment).

Table 3: Reliability and validity of the measuring instrument

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (Ave)
Learning Organisation	**0.967**	**0.970**	**0.605**
Team Learning	0.659	0.817	0.600
Dialogue And Inquiry	0.899	0.937	0.832
Strategic Leadership	0.915	0.946	0.854
Empowerment	0.916	0.947	0.857
Continuous Learning	0.929	0.955	0.876
Organisational Commitment	0.967	0.969	0.570
Affective Commitment	0.943	0.953	0.718
Normative Commitment	0.836	0.876	0.504
Continuance Commitment	0.839	0.879	0.510

***Source*:** Computed by author (2024)

The values of Cronbach's alpha coefficient for the sub-dimensions of learning organisation such as team learning ($\alpha = 0.659$), system connections ($\alpha = 0.857$), dialogue and inquiry ($\alpha = 0.916$), Strategic leadership ($\alpha = 0.915$), empowerment ($\alpha = 0.899$), and continuous learning ($\alpha = 0.929$). Additionally, the overall Cronbach's alpha rating for learning organisation was 0.967, indicating a high level of acceptable internal consistency. Furthermore, the values of Cronbach's alpha for the sub-dimensions of commitment such as normative commitment ($\alpha = 0.836$), continuance commitment ($\alpha = 0.839$) and affective commitment ($\alpha = 0.943$) had high levels of inter-item consistency, exceeding 0.700. Furthermore, organisational commitment has an overall Cronbach's alpha rating of 0.967, which denotes a high level of acceptable internal consistency. Statistically, these findings indicate a reasonable degree of reliability,

because they are above the threshold (see Figure 2). In this study, the composite reliability values above 0.700 indicate excellent internal consistency. In addition, the validity of each questionnaire item was evaluated using Average Variance Extracted (AVE) to assess convergent validity. Items should have a loading (≥ 0.300) and a t-value (≥ 1.96) to demonstrate adequate validity (Sudiardhita *et al*., 2018). An AVE score of ≥ 0.500 is also recommended (Ali Umrani & Mahmood, 2015) [3]. In this study, the AVE values indicate very good validity.

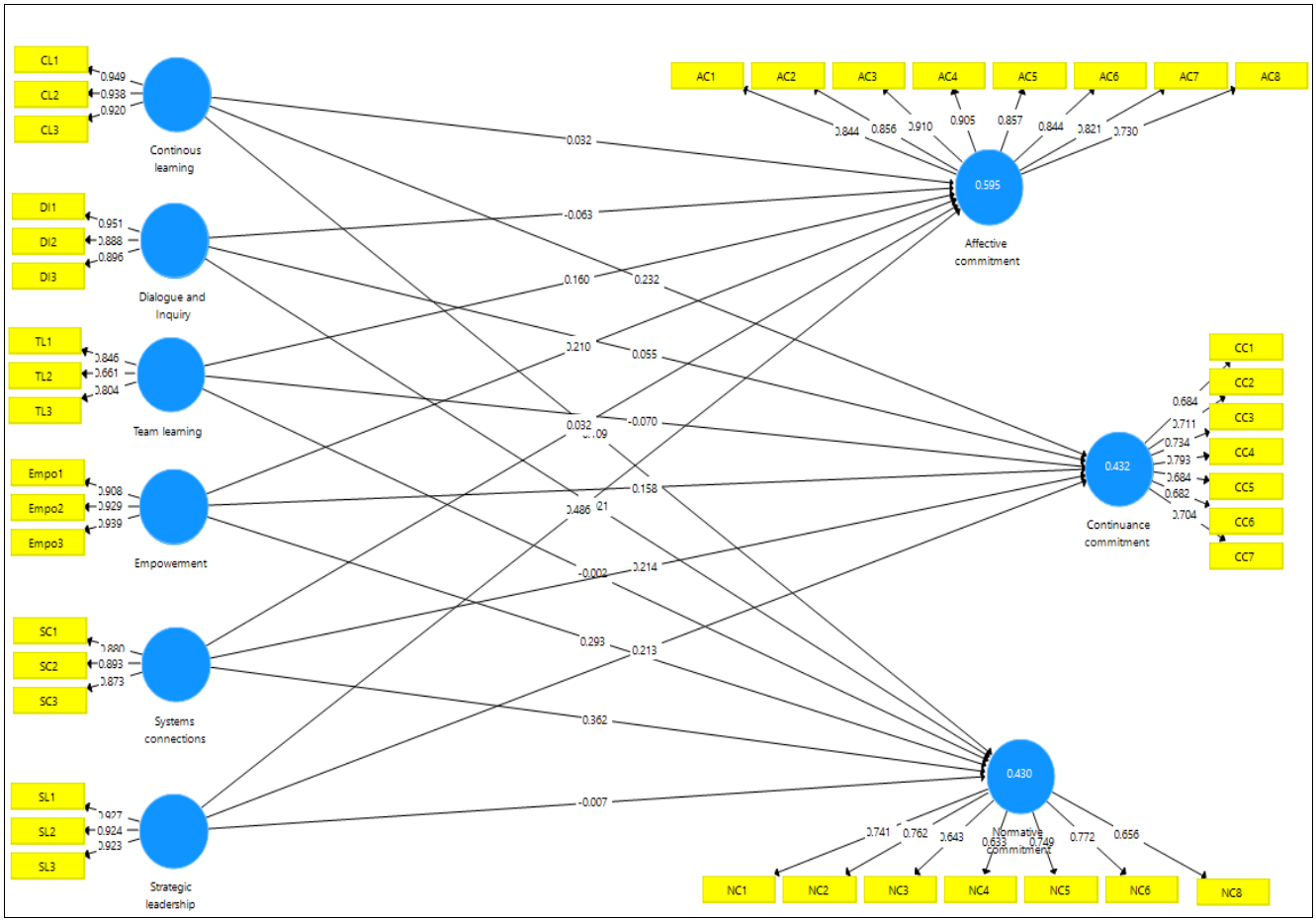


Fig 2: Measurement Model

According to Thi (2024) [47], the outer loading of 0.600 is accepted, as per this study all the variable values of this study are above 0.600 i.e., all the loading values are significant and in an acceptable range.

4.4 Structural Model: After the measurement model has been evaluated, the structural path is evaluated in order to determine the statistical significance of the path coefficients, or the links between the research components.

Table 4: The relationship between the dimensions of learning organisation and dimensions of organisational commitment

Direct relationships	β	Stan. Dev.	t	P-Values	Results
CL -> AC	0.027	0.129	0.207	0.836	Rejected
CL-> CC	0.218	0.134	1.624	0.105	Rejected
CL -> NC	0.117	0.148	0.795	0.427	Rejected
DI -> AC	-0.06	0.153	0.390	0.697	Rejected
DI -> CC	0.071	0.156	0.456	0.648	Rejected
DI-> NC	-0.013	0.164	0.077	0.939	Rejected
ES -> AC	-0.052	0.121	0.430	0.668	Rejected
ES -> CC	0.005	0.134	0.036	0.971	Rejected
ES -> NC	-0.087	0.112	0.781	0.435	Rejected
Empo -> AC	0.216	0.122	1.775	0.077	Rejected
Empo -> CC	0.141	0.134	1.046	0.296	Rejected
Empo -> NC	0.304	0.126	2.403	0.017	Accepted
SL-> AC	0.487	0.100	4.888	0.000	Accepted
SL -> CC	0.203	0.134	1.518	0.130	Rejected
SL-> NC	-0.045	0.124	0.360	0.719	Rejected
SC -> AC	0.030	0.131	0.229	0.819	Rejected
SC-> CC	0.259	0.123	2.103	0.036	Accepted
SC-> NC	0.385	0.127	3.022	0.003	Accepted
TL-> AC	0.195	0.140	1.393	0.164	Rejected
TL-> CC	-0.088	0.188	0.466	0.641	Rejected
TL-> NC	0.074	0.200	0.373	0.709	Rejected

***Source*:** Computed by author (2024)

Key: CL = Continuous learning; DI = Dialogue and inquiry; ES = Embedded systems; Empo = Empowerment; SL = Strategic leadership; SC = Systems connections; TL = Team learning; AC = Affective commitment; CC = Continuance commitment; NC = Normative commitment.

The significance of these relationships is evaluated using p-values, which provide insight into the statistical relevance of each association

Table 4 shows that continuous learning has no significant impact on any dimension of organisational commitment. Specifically, it does not significantly affect affective commitment (β = 0.027, t = 0.207, p = 0.836), continuance commitment (β = 0.218, t = 1.624, p = 0.105), or normative commitment (β = 0.117, t = 0.795, p = 0.427). This implies that continuous learning does not significantly affect the dimensions of organisational commitment As a result, hypothesis 1 is rejected in this regard.

The study finds no significant relationship between dialogue and inquiry and any dimension of organisational commitment. Specifically, dialogue and inquiry do not significantly impact affective commitment (β = -0.06, t = 0.390, p = 0.697), continuance commitment (β = 0.071, t = 0.456, p = 0.648), or normative commitment (β = -0.013, t = 0.077, p = 0.939). These results suggest that, while dialogue and inquiry may promote openness and learning, they do not directly impact employees' commitment to the organisation. Therefore, hypothesis 1 is rejected in this regard.

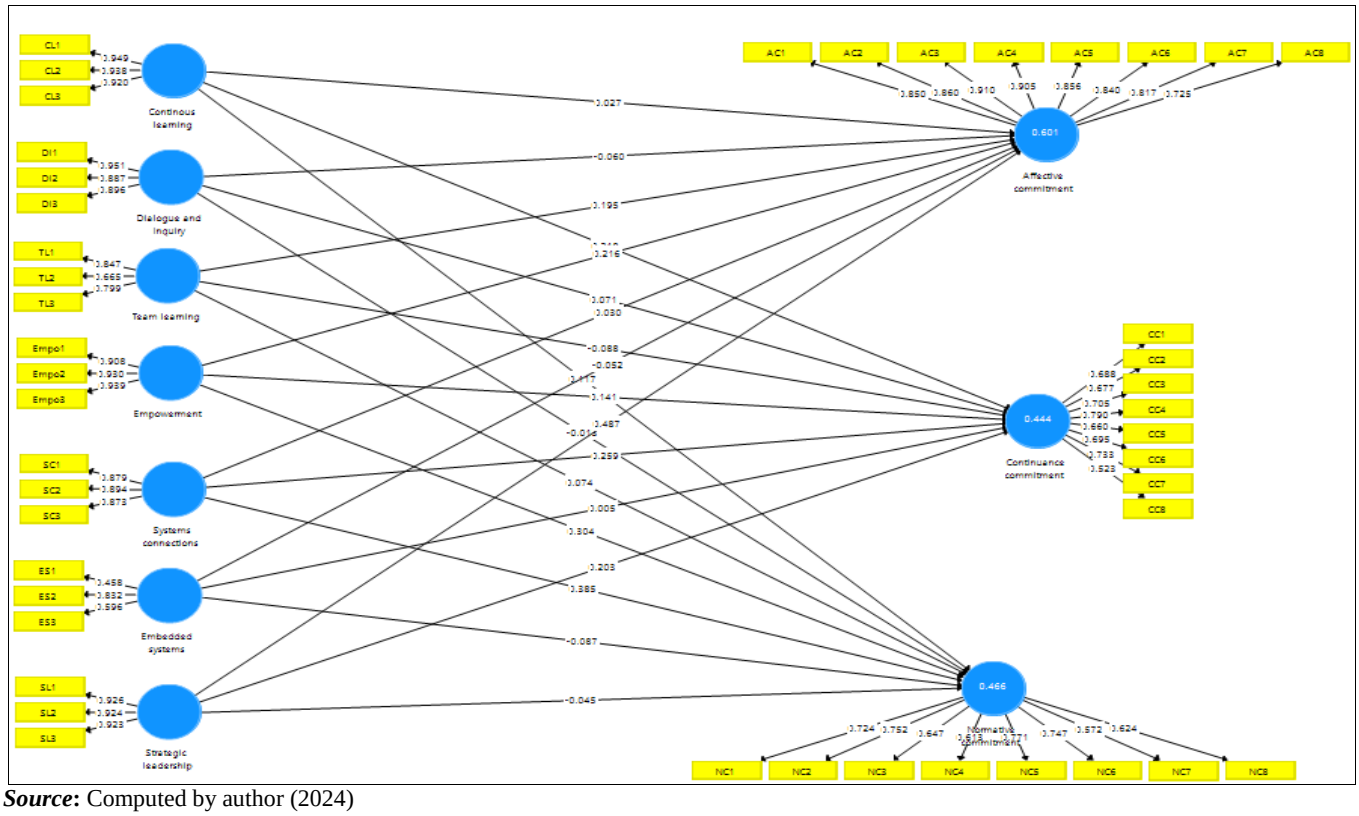
Table 4 shows that embedded systems have no significant relationship with any dimension of organisational commitment. Specifically, embedded systems do not significantly affect affective commitment (β = -0.052, t = 0.430, p = 0.668), continuance commitment (β = 0.005, t = 0.036, p = 0.971), or normative commitment (β = -0.087, t = 0.781, p = 0.435). As a result, hypothesis 1 is rejected in this regard.

This study finds a significant relationship between empowerment and normative commitment (β = -0.304, t = 2.403, p = 0.017) at a 5% significance level, implying that empowered employees are more likely to feel a moral obligation to stay with the organisation. However, empowerment has no significant effect on affective commitment (β = 0.216, t = 1.775, p = 0.077) or continuance commitment (β = 0.141, t = 1.046, p = 0.296). Therefore, empowerment increases normative commitment, hypothesis 1 is accepted in this regard.

In regards to Table 4, strategic leadership has a significant impact on affective commitment (β = 0.487, t = 4.888, p = 0.000) at a 5% significance level. However, there is no significant relationship between strategic leadership and continuance commitment (β = 0.203, t = 1.518, p = 0.130) or normative commitment (β = -0.045, t = 0.360, p = 0.719). Hence, strategic leadership strengthens affective commitment, hypothesis 1 is accepted in this regard.

Table 4 shows that systems connections significantly impact continuance commitment (β = 0.259, t = 2.103, p = 0.036) and normative commitment (β = 0.385, t = 3.022, p = 0.003) at a 5% significance level, suggesting that increased systems connections are likely to enhance both types of commitment. However, there is no significant impact on affective commitment (β = 0.030, t = 0.229, p = 0.819). Therefore, hypothesis 1 is accepted in this regard.

Finally, Table 4 indicates that team learning has no significant impact on any dimension of organisational commitment. Specifically, team learning does not significantly affect affective commitment (β = 0.195, t = 1.393, p = 0.164), continuance commitment (β = -0.088, t = 0.466, p = 0.641), or normative commitment (β = 0.074, t = 0.373, p = 0.709). As a result, hypothesis 1 is rejected in this regard.



***Source*:** Computed by author (2024)

Fig 3: Structural Model

In Figure 3, this analysis highlights the varying impact of the sub-dimensions of learning organisation and the sub-dimensions on organisational commitment. While several dimensions, including continuous learning, dialogue and inquiry, embedded systems, and team learning, show no significant relationships with organisational commitment, other dimensions like empowerment, strategic leadership, and systems connections demonstrate significant impacts on some dimensions of organisational commitment. These findings suggest that organisations seeking to improve organisational commitment should focus on fostering strategic leadership, empowerment, and systems connections.

Table 5: Relationship between learning organisation and organisational commitment

	β	Dev.	t	P-Values	Results
Learning organisation -> Organisational commitment	0.785	0.032	24.37	0.000	Accepted

Table 5 depicts a significant relationship between learning organisation and organisational commitment ($\beta = 0.785$, $t = 24.370$, $p = 0.000$) at a 1% significance level. Therefore, there is extremely strong evidence to suggest that learning organisation practices have a significant and positive impact on organisational commitment**.** Hence, hypothesis 2 is accepted.

5. Discussion of Results

The findings indicated that employees in higher education institutions displayed a moderate perception of learning organisation and organisational commitment respectively. This suggests that while employees recognise some learning initiatives and support systems within the institution, these are not fully maximized or consistently integrated into their daily experiences. A moderate perception implies that there is an opportunity for institutions to strengthen their learning culture and, in turn, increase employee commitment. The findings confirm that employees in higher education institutions view their jobs as highly important to them. The employees tend to perceive the challenges faced by their institutions as their own, become emotionally invested in their organisations, and, as a result, are satisfied with the prospect of remaining with the same institution.

The study found a significant connection between learning organisation and organisational commitment. Furthermore, the findings infer that the higher the practices of learning organisation, the higher the organisational commitment. Several previous studies have affirmed the results of this study that there is a significant effect of learning organisations on organisational commitment (Hsu, 2009; Rose *et al*., 2011; Salarian *et al*., 2015; Siswadi *et al*., 2023; Usefi *et al*., 2013; Yaghoubi *et al*., 2010) [23, 40, 42, 44, 51, 56]. These findings suggest that an organisational learning culture is a crucial factor in predicting employee commitment to the organisation. Thus, fostering a continuous learning culture through training programs, knowledge sharing, and teamwork.

The findings of this study highlight important nuances in the connection between learning organisation and organisational commitment. Although learning organisation suggests that fostering a culture of continuous learning and sharing of knowledge should strengthen commitment, the study concludes that not all dimensions of learning organisation impact on the dimensions of commitment equally. The study highlights mixed results regarding the effect of learning organisation on organisational commitment. While strategic leadership and empowerment significantly enhance specific dimensions of commitment, such as affective and normative commitment, other dimensions like continuous learning, dialogue, and team learning show no significant impact. Joo and Shim (2010) [24] found that empowered employees tend to demonstrate stronger loyalty and dedication. Empowerment fosters a sense of ownership and responsibility, which can lead to higher normative commitment. Systems connections positively influence continuance and normative commitment, suggesting that external networks increase employees' obligation to stay. The findings emphasize the importance of aligning learning initiatives with organisational goals and employee needs to strengthen commitment. The long-term and contextual impacts of learning practices on commitment should be investigated in future studies.

6. Conclusion

The study examined the connection between the learning organisation and organisational commitment within a higher education institution in Ghana, revealing that employees perceive both learning organisation and commitment as moderate. The findings suggest that although learning initiatives exist, they are not fully leveraged to their maximum potential. Moreover, while some dimensions of a learning organisation such as strategic leadership and empowerment have a significant positive effect on certain types of commitment, other dimensions like continuous learning, dialogue, and team learning do not show a substantial impact. This implies that fostering a robust learning culture is key to enhancing organisational commitment, but the effectiveness of this approach depends on the specific aspects of learning that are emphasized. Building on the findings of this study, it becomes evident that higher educational institutions in Ghana must prioritize the development of key elements that foster a learning organisation. In light of the findings, it is recommended that higher educational institutions adopt a more strategic approach to becoming learning organisations.

7. Limitations of the study

The study was limited to 106 employees from higher educational institutions in the Eastern Region of Ghana. This relatively small sample size and narrow geographic focus may restrict the generalizability of the findings to other regions or institutions across the country. Additionally, the study employed a cross-sectional approach in collecting data. This limits the ability to establish causal connections between the sub-dimensions of learning organisation and organisational commitment. A longitudinal study design could provide deeper insights into how these relationships evolve over time.

8. References

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