



Repositioning the Factors that Influence the College of Education Tutors' Job Satisfaction for Sustainable Student-Teacher Preparation

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Abstract

The study examines the factors that influence the college of education tutors' job satisfaction and repositions these factors for sustainable student-teacher preparation at the Colleges of Education in the Northern Region of Ghana. The design employed is a convergent parallel mixed-methods research approach, utilising a mixed-methods research design that combines both qualitative and quantitative research traditions. The quantitative sampling size of 124 Tutors was determined using Yamane's (1967) formula for determining sample size, while the qualitative sampling size of 16 administrative staff and department heads was determined using the purposive sampling technique. Data were collected using questionnaires and face-to-face in-depth interviews. The quantitative data were analysed using descriptive and inferential statistics, while the qualitative data were analysed thematically. The findings were that the following factors do influence tutors' job satisfaction in the colleges: a conducive and healthy working environment (a mean score of 2.49), a high sense of fulfilment and promotional opportunities (a mean score of 2.51), good relations with colleagues and management (a mean score of 2.90), competitive and adequate salaries and allowances (a mean score of 2.68), adequate teacher learner support materials, adequate staffing (a mean score of 2.45), and availability of professional development opportunities (a mean score of 2.11). To reposition these factors for sustainable student-teacher preparation, college management and governing councils should invest in modern lecture rooms, ICT laboratories, and sufficient teaching and learning materials and they should collaborate with the Ghana Tertiary Education Commission (GTEC) to get financial clearance to employ more teaching staff and to establish clear, fair, and timely promotion procedures to help tutors envision career growth and fulfilment.

Keywords: *Competitive Salaries, Job-Satisfaction, Promotion, Reposition. Working Environment*

Introduction

Tutors are colleges of education's most significant asset, as they directly carry out critical roles and also affect teaching and learning processes (Elnaga & Imran, 2013). Tutors play essential roles in the training and nurturing of teacher trainees (Chireshe & Shumba, 2011; Mohammed & Abdulai, 2022). As such, management and governing council of the colleges of education need to increase tutors' job satisfaction and contentment (Kingira & Muammer, 2010); maintaining tutors' satisfaction should be a top goal for all managers (Stankovska et al., 2017), this is because their commitment, eagerness, and efficiency in classroom delivery and in carrying out other critical roles are determined by the degree of their job satisfaction (Osborne & Hammoud, 2017; Bentley, Coates, Dobson, & Meek, 2013).

Given the above significance, job satisfaction refers to employees' emotional reaction and response to their current workplace (Oppong et al., 2017; Stankovska et al., 2017; Collie, Shapka, & Perry, 2012). It is the assortment of thoughts and emotions workers have regarding their work roles (Stankovska et al, 2017; Mohammed & Eleswed, 2013). It is the general collection of employees' attitudes and sentiments about their job that has the power to influence an organisation's functionalities and productivity (Stankovska et al., 2017; Khan et al., 2014; Spector, 2012; Azeri, 2011).

Job satisfaction is a complex topic that is correlated with many causative factors, including financial, social, cultural, personal, and environmental components (Stankovska, Angelkoska, Osmani, & Grncarovska, 2017; Mohammed & Eleswed, 2013). As such, Kalyar and Ahmad (2018) referred to job satisfaction as intrinsic satisfaction, which is the development of a positive emotional attitude, passion, and feelings concerning the nature of employees' work duties.

It is important to mention that job satisfaction has a strong correlation with employee performance and organisational commitment. For example, tutors who are satisfied in their positions are more dedicated, perform better, and show more interest in their work (Khan et al., 2014). Also, the degree of job satisfaction among employees affects their performance at work (Rothbard & Patil, 2011). Tutors who are happy with their work



typically work with enthusiasm, and those with a high level of job satisfaction have high morale, perform well, and are disciplined (Januari & Purwanto, 2021).

Tutors' job satisfaction can be managed by both monetary and non-monetary benefits (Aydin, Sarier, & Uysal, 2013). Tutors who are content with their work are typically more effective, productive, and can inspire and motivate their students to acquire a better education (Chamundeswari, 2013). On the influences and indicators of job satisfaction or dissatisfaction, Stankovska et al. (2017) have noted that one indicator of job satisfaction or dissatisfaction is the perceived alignment between tutors' expectations and what they believe their roles offer. Employees who are more satisfied with their roles are committed to their organizations (Khan et al., 2014; Eslami & Gharakhani, 2012). Tutors' job satisfaction is also influenced by age, gender, and educational achievement (Khan et al., 2014).

Enhancing tutors' job satisfaction is contingent upon how colleges of education prepare their human resources (Haryani, 2013). Managers need to be aware of the elements that influence employees' growth and job satisfaction (Parimita, Wahda, & Handaru, 2015). For example, opportunities for learning and development have been mentioned by Stankovska et al. (2017) as elements that influence employees' job satisfaction. Employees' relations with their job, their self-efficacy, coworkers' relations, and management attitude all affect job satisfaction (Inuwa, 2016; Dugguh & Dennis, 2014; Van den Berghe et al., 2014).

Compensation and benefits, the work environment, the organisation's policies and procedures, recognition, opportunities for career promotion, and professional and personal growth are all factors that influence workers' job satisfaction (Dugguh & Dennis, 2014; Kingira & Muammer, 2010). In South Africa, Walter (2008), and Mohammed and Abdulai (2022) claimed that inadequate career advancement can result in a tutor's job dissatisfaction. In Kenya, Muguongo, Muguna, and Muriithi (2015) conducted a study on the connection between tutors' job satisfaction and pay. A significant level of dissatisfaction among instructors regarding their base pay and benefits was found. In Tanzania, Mbonea, Eric, Ounga, and Nyarusanda (2021) conducted a study on the factors influencing the job satisfaction of secondary school teachers. It was found that secondary school teachers were unhappy with their job security, working conditions, income, and opportunities for career advancement.

In Ghana, Seniwoliba (2013) conducted a study on the elements that lead to teachers' satisfaction, dissatisfaction, and turnover in the teaching profession. The elements that were found were poor remuneration, low skills, abilities, and a heavy workload. In Nigeria, Tijani (2020) conducted a study on how involved tutors were in making decisions and how satisfied they were with their jobs. It was found that tutors were involved in the decision-making process, and as such, were satisfied with their jobs. This is why Brooks (2006) added that what makes employees satisfied with their job is autonomy in decision-making.

A critical look at the consequences of job dissatisfaction has been noted by many researchers; for example, Skaalvik and Skaalvik (2014) explained that productivity rises and employee turnover decreases when job satisfaction is higher. Mohammed and Abdulai (2022) and Lola (2010) have also highlighted that dissatisfied tutors leave their employers, which impacts the culture of learning and teaching.

Low job satisfaction leads to employee absenteeism, burnout, and turnover, which negatively impact productivity (Chamundeswari, 2013). This is why Skaalvik and Skaalvik (2011) highlight that tutors who are content with their line of work, environment, and working circumstances are less likely to feel emotionally worn out or turnover. A lack of job satisfaction by college tutors makes them less successful in the teaching profession, which in turn affects their pedagogies and the academic achievement of student teachers (Mohammed & Abdulai, 2022; Sisulu, 2006; Kingira & Muammer, 2010).

To bring to the fore, most studies focus on employees' motivation and job satisfaction in the commercial environment and the broader public sector administration, but this study, on the other hand, focused on repositioning the factors that influence the College of Education tutors' job satisfaction in the Northern Region of Ghana. The general research question asked was: How do we reposition the factors that influence the job satisfaction of college of education tutors for sustainable student-teacher preparation?

Despite the significant role of tutors' job satisfaction in ensuring organisational success, including a high level of productivity and effective teaching and learning, there seems to be inadequate attention to the realisation of tutors' high level of job satisfaction in some colleges of education in the Northern Region of Ghana. Some tutors complain of both job and environmental discontent in their daily teaching and learning lives in the colleges. Therefore, the



study aimed to examine how to reposition the factors that influence the college of education tutors' job satisfaction for sustainable student-teacher preparation at the Colleges of Education in the Northern Region of Ghana. The paper is organized as follows: Section One presents the theoretical framework, Section Two discusses the methodology, Section Three presents the results and discussion, and Section Four draws conclusions and provides recommendations.

The study was guided by Frederick Herzberg's Two-Factor Theory of Motivation, which is also known as the Dual-Factor Theory or Two-Factor Motivation Theory. Frederick Herzberg's Two-Factor Theory of Motivation is one of the most popular theoretical frameworks in job satisfaction research (Odugbemi & Lee, 2011). This theory has distinct workplace characteristics that are mutually exclusive in contributing to either job satisfaction or job dissatisfaction (Herzberg, 1991).

According to Turabik and Baskan (2015), and Odugbemi and Lee (2011), Herzberg, Mauser, and Snyderman conducted a job satisfaction study in Pittsburg, Pennsylvania, in 1959 with 203 accountants and engineers, which led to the development of Herzberg's Motivation Hygiene hypothesis. This hypothesis states that workers' emotions are either contained:

- Positive internal contents like success and accountability, which provide workers a sense of well-being and satisfaction at work, or
- Negative extrinsic elements like pay, as well as unfavourable job circumstances, leave workers feeling depressed, unhappy, and dissatisfied.

Alshmemri, Shahwan-Akl and Maude (2017), and Collie, Shapka, and Perry (2012), Herzberg's Motivation Hygiene hypothesis demonstrates that there are two types of factors that affect job satisfaction:

- Positive internal factors that are created by employees through the satisfaction of their needs for self-actualization. Based on these internal factors, Mohammed and Abdulai (2022), Smith and Cronje (1995), and Dalal (2012), have explained that in the workplace, these positive internal factors that generate job satisfaction and also lead to favourable job attitudes are related to the job content (these are called motivators and include achievement, recognition, the work itself, responsibility, advancement and growth), and
- Negative external factors that cover the task of completing the job (Alshmemri et al., 2017). These external factors have also been explained by Mohammed and Abdulai (2022), Smith and Cronje (1995), and Spector (2012) to have the potency in giving rise to job dissatisfaction, unfavourable job attitudes, are related to the job context, can be called hygiene factors, which include school policy and administration, status, pay, security, relationship with supervisor and working conditions. Hygiene is enhanced by the same factors that reduce job unhappiness and are supposed to be considered in order to prevent unpleasantness in the workplace (Alshmemri, et al., 2017).

Methodology

The study was guided by the pragmatist research philosophy, which is the foundation for research studies that are based on mixed methods (Patton, 2002; Morgan, 2007; Tashakkori & Teddlie, 2010). The research approach is a mixed method, which combines qualitative and quantitative research traditions to produce novel insights and a deeper comprehension of research issues from a variety of lenses and perspectives (Creswell & Creswell, 2018; Creswell & Plano Clark, 2011; Poth & Munce, 2020; Shorten & Smith, 2017). The research design employed is a convergent parallel design, which combines both quantitative and qualitative data to produce a comprehensive picture of the issue studied (Creswell & Creswell, 2018; Dawadi, Shrestha, & Giri, 2021).

The study population consists of all academic staff members (tutors) at Evangelical Presbyterian College of Education, Bimbilla, St. Vincent College of Education, Yendi, Bagabag College of Education, Tamale, and Tamale College of Education. This study used both quantitative and qualitative sampling methodologies in selecting the participants. In the quantitative sampling, the total population of tutors from the four colleges is 181; a sample size of 124 was determined from the population using Yamane's (1967) formula for determining sample size. While in the qualitative sampling, two (2) Heads of Departments, one (1) professional development coordinator, and one (1) college secretary from each of the four education colleges who were deemed to have accurate and useful information were selected through the deployment of a purposeful sampling technique. Making a sample size of sixteen (16) participants.



The research utilised a stand-alone or pre-validated questionnaire and interview schedule as methods of data collection. While interviews were conducted with college secretaries, staff development officers, and heads of departments, individual tutors answered the questionnaires, and all 124 questionnaires were returned. These tools were selected due to their exceptional efficacy in obtaining factual data regarding the experiences and activities of the participants. Piloting of the questionnaires and interview schedules was done to improve the validity and reliability of the study. Both the quantitative and qualitative data were collected simultaneously. Before data were collected, permissions were sought from the college authorities, participants' consents were sought, their rights to remain hidden were ensured, and their identities were not disclosed to any third party. Quantitative data were analysed using descriptive and inferential statistics (statistical tables) with the assistance of SPSS version 27. The qualitative data collected were analysed using deductive thematic analysis, where themes were identified by testing pre-existing ideas within the collected data.

Results and Discussions

The results on the factors that influence the college of education tutors' job satisfaction are: (i) Conducive and a healthy working environment, (ii) Adequate teaching staffing, (iii) A high sense of fulfilment, (iv) Good interpersonal relations with colleagues and management, (v) Competitive salaries and allowances, (vi) Availability of professional development opportunities (vii) Availability of professional development opportunities. These results are discussed based on the study objective and the context of existing literature.

Objective 1: To explore the factors that influence the College of Education tutors' jobs

Satisfaction

Based on the study objective one above, Table 1 below presents the descriptive statistics of the tutors' views on the factors that influence their job satisfaction in the Colleges of Education. It is worth mentioning that the Likert scale is interpreted using the mean score and standard deviation. The interpretation is a simple average of the Likert scale, which is calculated as $(1+2+3+4) = 10/4 = 2.5$. This means that a mean score above 2.5 means agree, and a mean score below 2.5 implies disagree.

Table 1: Factors that Influence College of Education Tutors' Job Satisfaction

Factors that Influence Job Satisfaction	Mean	Std Dev.
Sourcing		
A conducive and healthy working environment does contribute to Tutors' Job satisfaction in this college.	2.49	1.005
Having adequate teaching staffing for all courses results in Tutors' high level of job satisfaction.	2.45	.996
When Tutors have a high sense of fulfilment, including promotional opportunities in their careers, they become job-satisfied.	2.51	1.044
A college environment that ensures good interpersonal relations among Tutors and management, thus, increases Tutors' Job satisfaction.	2.90	.971
College Tutors with a high level of job satisfaction are those who are paid competitive salaries and also have allowances	2.68	1.029
Most Tutors are satisfied with their jobs because of the availability of professional development opportunities.	2.11	.961

Source: Field Survey (2024)

The survey revealed that a conducive and healthy working environment does not contribute to tutors' Job satisfaction in the colleges (**Table 1, Statement 1**). This is evidenced by a mean score of 2.49 with a standard deviation of 1.005, indicating a general disagreement that a conducive and healthy working environment does not contribute to the Tutors' Job satisfaction. Contrary to these findings, Mohammed and Abdulai (2022), Smith and Cronje (1995), and Spector (2012) on the other hand have explained that apart from the job context, anything about working environment, which includes school policy and administration, status, pay, security, relationship with supervisor, and working conditions are factors that contribute to employees' job dissatisfaction. On the other hand, Oppong et al. (2017) are of the view that teachers are job-satisfied when they feel good about the complete work environment.

The qualitative findings, on the other hand, were that a college working environment that is healthy and conducive enough to provide tutors with adequate structures and infrastructure that include attractive classrooms, library, ICT laboratory, offices, teaching and learning materials, whiteboard and markers, printers, and internet facilities is well prepared to increase the job satisfaction of its tutors. Some responses to the findings are:



A conducive working environment, like infrastructure such as attractive classrooms, a library, an ICT laboratory and a staff common room, can increase our job satisfaction. Another respondent mentioned that teaching and Learning Materials that support our work, such as laptops, whiteboards and markers, printers, and internet facilities, affect our satisfaction positively. Another key informant also mentioned this: Training, facilities like classrooms and appropriate furniture, logistics such as computers, files, and printers are some of the factors that can increase tutors' job satisfaction in the colleges.

To corroborate these findings, Bentley, Coates, Dobson and Meek (2013) explained that college tutors perform better in a positive work environment that makes them feel more satisfied with their job. On the other hand, Ofoegbu (2004) warned that unsafe working environments and unhealthy working conditions are undoubtedly translated into teachers' low morale, low enthusiasm, and job dissatisfaction in most schools. A lack of these resources can lead to teacher dissatisfaction, as claimed by Ofoegbu (2004) in Nigeria and Anima (2013) in Ghana, that teachers are dissatisfied because of inadequate textbooks, libraries, laboratories, and offices for teachers.

When opinions were sought on whether having adequate teaching staff for all courses results in tutors' high level of job satisfaction (**Table 1, Statement 2**), the survey revealed that having adequate teaching staff for all courses does not result in tutors' high level of job satisfaction. This is evidenced by a mean score of 2.45 with a standard deviation of .996.

The qualitative findings were that the provision of adequate staff or tutors in the colleges of education is a factor that increases tutors' job satisfaction, commitment, and quality teaching since adequate staffing prevents tutors from overwork, stress, and burnout. Some responses were that: *The supply of adequate staff helps to reduce tutors' workload and stress, thus increasing their job satisfaction and commitment in the colleges. I think management can increase tutors' job satisfaction if they recruit more teaching staff to reduce burnout.* As stated by Mohammed and Abdulai (2022), and Chireshe and Shumba (2011) that workload and stress as a result of inadequate staff affect the job satisfaction level of tutors.

The survey also revealed that Tutors with a high sense of fulfilment, including promotional opportunities, do sometimes enjoy a significant but not a high level of job satisfaction (**Table 1, Statement 3**). This is evidenced by a mean score of 2.51 with a standard deviation of 1.044, meaning that tutors' job satisfaction is not influenced by a high sense of fulfilment and promotional opportunities. The qualitative findings were also that appointments to higher positions, belonging to committees, and reaching the apex of the promotion ladder are all factors that influence tutors' job satisfaction. Some opinions expressed were: *Appointment to higher positions, such as Heads of Departments (HODs), Unit Heads, or Management Positions, can increase a tutor's job satisfaction. Tutors can express their job satisfaction if they are allowed to belong to committees.* To concur with the above findings, Andre (1999), Quratul (2011) are of the view that true job satisfaction is derived from self-actualization, chances for growth, and empowerment.

The survey also assessed how good interpersonal relations among tutors and management can ensure job satisfaction (**Table 1, Statement 4**). It was revealed that tutors' job satisfaction is guaranteed in a college environment that ensures good interpersonal relations among tutors and management. This is evidenced by a mean score of 2.90 and a standard deviation of 0.971. This implies that the average number of academic staff agree that interpersonal relationships with colleagues, management, and supervisors contribute to their job satisfaction. To concur with these findings, Andre (1999) and Quratul (2011) are of the view that teacher job satisfaction is derived from the quality of supervision, the trust and respect that exist among teachers and between management. On the other hand, Mohammed, Abdulai & Adam (2023), and Nwinyokpugi and Omunakwe (2019) claimed that where there are poor interpersonal relations among teachers, there is bound to be a lack of attainment of effective teaching and learning in schools.

The qualitative findings were that tutors can only claim to have a high level of job satisfaction when there is a strong cordial relationship among themselves and their management, when there is belonging and a proper onboarding process, and when management attends to tutors' needs and treats all equally. Views from some participants were: *To ensure our job satisfaction, management should treat us well and also attend to our needs.* Another sentiment was that: *Belonging and a proper onboarding process result in tutors' job satisfaction.* Another respondent also postulated that: *"A very strong cordial relationship among tutors and management influences our job satisfaction.* To corroborate these findings, Dugguh and Dennis (2014) claimed that the job satisfaction of employees is achieved when they have positive job experiences, are content with their jobs, and have positive relationships with co-workers and management.



Again, Inuwa (2016) stated that employees' positive relationships with co-workers can lead to job satisfaction. On the other hand, Mohammed and Abdulai (2022), and Simon and Johnson (2013) mentioned that poor relationships between teachers and the existence of conflict among themselves can lead to job dissatisfaction.

The survey revealed that College Tutors with a high level of job satisfaction are those who are paid competitive salaries and also have allowances (**Table 1, Statement 5**). This is evidenced by a mean score of 2.68 and a standard deviation of 1.029. This implies that the college of education will have a high level of job satisfaction among its teaching staff if competitive salaries are established and if all teachers are paid responsibility allowances. The qualitative findings were also that the provision of extra-duty allowance, financial motivation, and accommodation motivation, good salary, and allowances are all factors that can increase tutors' job satisfaction. Opinions presented by some respondents were: *The provision of extra-duty allowances can increase our job satisfaction*. Another participant mentioned that factors contributing to tutors' job satisfaction include *better remuneration, such as salaries and allowances*. To corroborate these findings, Mohammed and Abdulai (2022), and Ofoegbu (2004) report that teacher job satisfaction is guaranteed if they are paid competitive salaries and if salaries are paid regularly. Again, Andre (1999), and Quratul (2011) are of the view that true job satisfaction is derived from fair salary payment. Writing about the consequences of poor remuneration, Mmbengwa (2008) claimed that many dissatisfied teachers leave the teaching profession due to inadequate salaries.

The survey revealed that the availability of professional development opportunities for tutors does not increase their job satisfaction in the colleges of education (**Table 1, Statement 6**). This is evidenced by a mean score of 2.11 and a standard deviation of .961. This implies that professional development opportunities for tutors do not increase their job satisfaction in the colleges. On the other hand, the qualitative findings were that regular staff development, availability of scholarships for further studies, and the upgrade of teaching qualifications are factors that contribute to tutors' job satisfaction and recognition in the teaching profession. Some of the reasons why the tutors in the qualitative findings claimed professional development opportunities do not contribute to their job satisfaction in the colleges could be that the right types of professional development programmes have not been tailored to the tutors' training needs, or the professional development programmes attended by these tutors might not be enough quality to enhance their job satisfaction and professional growth. Some opinions were: *Some of us enjoy job satisfaction because of regular staff development to upgrade our qualifications*. Another feeling was *that tutors would have enjoyed job satisfaction if they were given the GET Fund Scholarship to develop themselves professionally*. To confirm these findings, Mohammed and Abdulai (2022), and Ofoegbu (2004) have stated that teacher job satisfaction is achieved when there are professional development opportunities, such as in-service and sponsored conferences and workshops for them. Also, Andre (1999), and Quratul (2011) have concurred with the above findings by claiming that teacher job satisfaction can be derived from opportunities for growth and empowerment.

In ranking based on the most influential factors discussed above, good interpersonal relations among Tutors and management, which is evidenced by a mean score of 2.90, is the highest, competitive salaries and allowances, evidenced by a mean score of 2.68, is the next, followed by a sense of fulfilment and promotional opportunities, which is evidenced by a mean score of 2.51. Conducive and healthy working environment, which is evidenced by a mean score of 2.49 follows a sense of fulfilment in the ranking, adequate teaching staff for all courses with a mean score of 2.45, is the next in the ranking, while availability of professional development opportunities, which is evidenced by a means score of 2.11, is the lowest and the least influential factor in tutors' job satisfaction.

The possible limitations are that findings may not be generalised or apply beyond the Colleges of Education in the Northern Region of Ghana, the findings based on the context of the colleges may not hold in other colleges, participants who responded may differ from those who did not participate, and the researcher's interpretation or preconception may also influence the data collection and analysis.

Conclusion

In conclusion, the study results indicate that a well-resourced and supportive work environment characterized by adequate infrastructure, teaching materials, and ICT facilities does enhance college tutors' job satisfaction. Sufficient staffing enhances college tutors' commitment and teaching quality. Adequate staffing also prevents tutor workload, stress, and burnout. Tutors' job satisfaction is positively influenced by a high level of achievement, opportunities for promotion, or inclusion in committees. Good interpersonal relationships, a sense of belonging, proper onboarding, and responsive management practices significantly enhance tutors' job satisfaction and are



key drivers of a satisfying work environment. Financial incentives such as extra-duty allowances, accommodation support, and competitive salaries significantly enhance tutors' job satisfaction. Professional development opportunities and scholarship accessibility are important contributors to tutors' job satisfaction, professional recognition, and sense of fulfilment.

Recommendations

In repositioning the factors that influence the college of education tutors' job satisfaction for sustainable student-teacher preparation, it is recommended that the management and governing councils of colleges of education should invest in modern lecture rooms, ICT laboratories, sufficient teaching and learning materials, well-equipped offices, and reliable internet access to create an environment that supports and enhances tutors' job satisfaction and effective teaching and learning. To prioritize, if given limited resources, the governing councils of the colleges of education should collaborate with the Ghana Tertiary Education Commission (GTEC) to get financial clearance for employing more teaching staff to help balance workload, prevent burnout, and thereby improve tutors' job satisfaction. Various Heads of Department should also regularly adjust tutors' course loads to ensure equitable distribution of teaching load, thereby preventing work-related stress.

To enhance tutors' job satisfaction, it is also recommended that the College management should partner with the GTEC to establish clear, fair, and timely promotion procedures to help tutors envision career growth and fulfillment. College management should empower all Heads of Departments to provide tutors with opportunities to serve on committees and to hold leadership roles that enhance their engagement and satisfaction. There should also be the implementation of recognition systems in the colleges that acknowledge tutors' achievements and contributions, reinforcing their sense of fulfilment and purpose.

To enhance tutors' job satisfaction in the colleges through good interpersonal relations, management should enforce the promotion of open and respectful communication among tutors, there should be regular dialogue between tutors and management to build trust, transparency, and mutual respect, and there should be the implementation of effective onboarding, effective structured orientation, and support programs to foster belonging and smooth integration for new tutors.

To prioritize based on limited resources, the GTEC should ensure that tutors receive competitive and equitable salaries that reflect their qualifications and responsibilities. Management should ensure the regular payment of extra-duty allowances to boost the morale and job satisfaction of tutors. The management and governing bodies of the colleges should collaborate with the GTEC and other stakeholders to establish sustainable financial motivation frameworks for tutors.

The college management should work with the GTEC to expand and fairly distribute scholarships, funding, and training opportunities to all tutors. Opportunities for development initiatives should be aligned with tutors' career progression and academic interests. To increase tutors' job satisfaction and to reinforce their value, management should recognize tutors who actively pursue and complete training programmes.

The study has suggested the following areas for further research: Other researchers could conduct further research on college tutors' job satisfaction in other regions of the country, and researchers could also conduct further research on individual and organisational factors contributing to college tutors' job dissatisfaction and job engagement.

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