UNIVERSITY OF CAPE COAST

EMERGING CULTURE AND TUTOR JOB SATISFACTION IN PUBLIC

COLLEGES OF EDUCATION IN GHANA

KWEKU ESIA-DONKOH
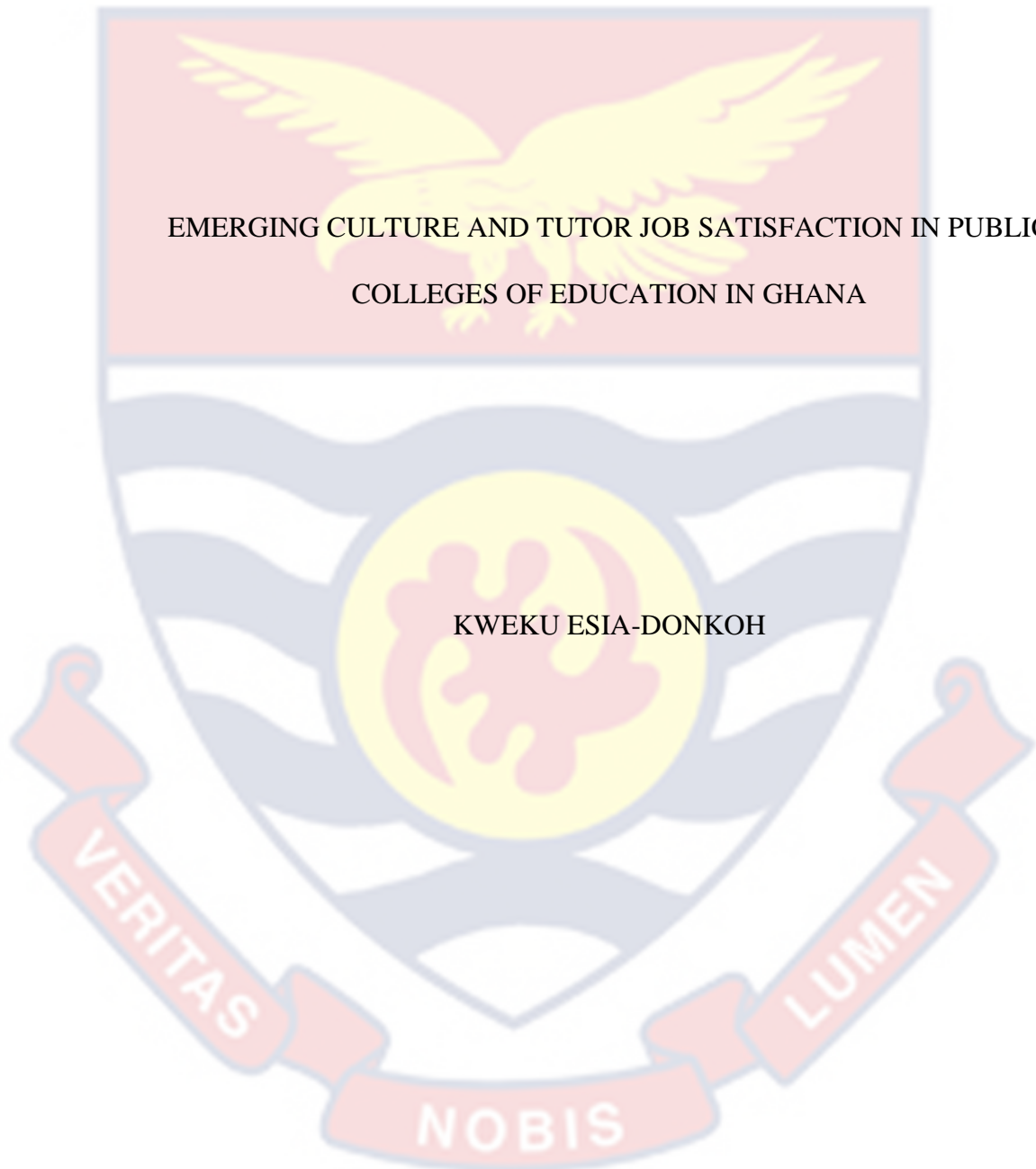
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EMERGING CULTURE AND TUTOR JOB SATISFACTION IN PUBLIC

COLLEGES OF EDUCATION IN GHANA

BY

KWEKU ESIA-DONKOH

Thesis submitted to the Institute for Educational Planning and Administration, University of Cape Coast, in partial fulfilment of the requirements for the award of Doctor of Philosophy degree in Educational Leadership

OCTOBER 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and

that no part of it has been presented for another degree in this university or

elsewhere.

Candidate's Signature: ……………………… Date: …………………….

Name: …………………………………………………………………..

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were

supervised in accordance with the guidelines on supervision of thesis laid

down by the University of Cape Coast.

Principal Supervisor's Signature: ……………………… Date: ………………

Name: …………………………………………………………………..

Co-Supervisor's Signature: ………………………… Date: …………………..

Name: …………………………………………………………………..

ABSTRACT

This study investigated the relationship between the emerging culture and job satisfaction of tutors in public CoEs in Ghana, and analysed the combination of culture traits that enhance tutor job satisfaction in these colleges. Guided by the positivists' paradigm, this study adopted the quantitative approach to conducting research and relied on the descriptive correlational survey design. All tutors of the forty-six public Colleges of Education (CoEs) in Ghana formed the target population for this study. However, eligible respondents for this study involved all full-time academic staff who had been at post in their respective public CoEs for at least two academic years. In all, this study sampled 750 eligible tutors using proportional stratified sampling. The use of a structured questionnaire assisted in obtaining quantitative data. Analysis of pre-test data obtained from three randomly selected public CoEs in Ghana involving sixty-five (65) respondents generated a reliability coefficient of .948 for forty-eight college culture items, and a coefficient of .940 for thirty items for tutor job satisfaction. For the main study, the analysis of the data involved responses from 714 respondents, and the use of descriptive statistics (percentage, mean, and standard deviation) and inferential statistics (Pearson Product Moment Correlation Coefficient, Stepwise Regression, and Analysis of Variance) assisted in analysing the data. One significant finding from this study was that all the four culture traits (involvement, consistency, adaptability, and mission) outlined in this study usually prevailed in public CoEs in Ghana even though mission culture trait was dominant. Generally, the tutors in public CoEs in Ghana had a strong job satisfaction, and experienced a very high level of job satisfaction. Additionally, there was a strong statistically

significant positive relationship between overall emerging college culture and overall tutor job satisfaction. Furthermore, a combination of involvement, mission, consistency, and adaptability culture traits yielded 48.5% of variance in tutor job satisfaction and this was statistically significant. More so, there was no statistically significant differences in the overall emerging college culture based on the mentoring university. However, there were statistically significant differences in consistency culture trait and mission culture trait in terms of the mentoring university, even though the significant differences were small for both culture traits. The conclusion from these findings is that college culture guides and provides a framework and foundation, both in the form of philosophies and passion on one hand, and the factors that direct tutor job satisfaction to enable them accomplish tasks on the other hand to achieve the desired quality teacher education in public CoEs in Ghana. Among the recommendations is that management of public CoEs should willfully build a positive college culture that integrates mission, involvement, consistency, and adaptability culture traits to enhance tutor job satisfaction.

KEY WORDS

Emerging

College

Culture

Traits

Tutor

Job satisfaction

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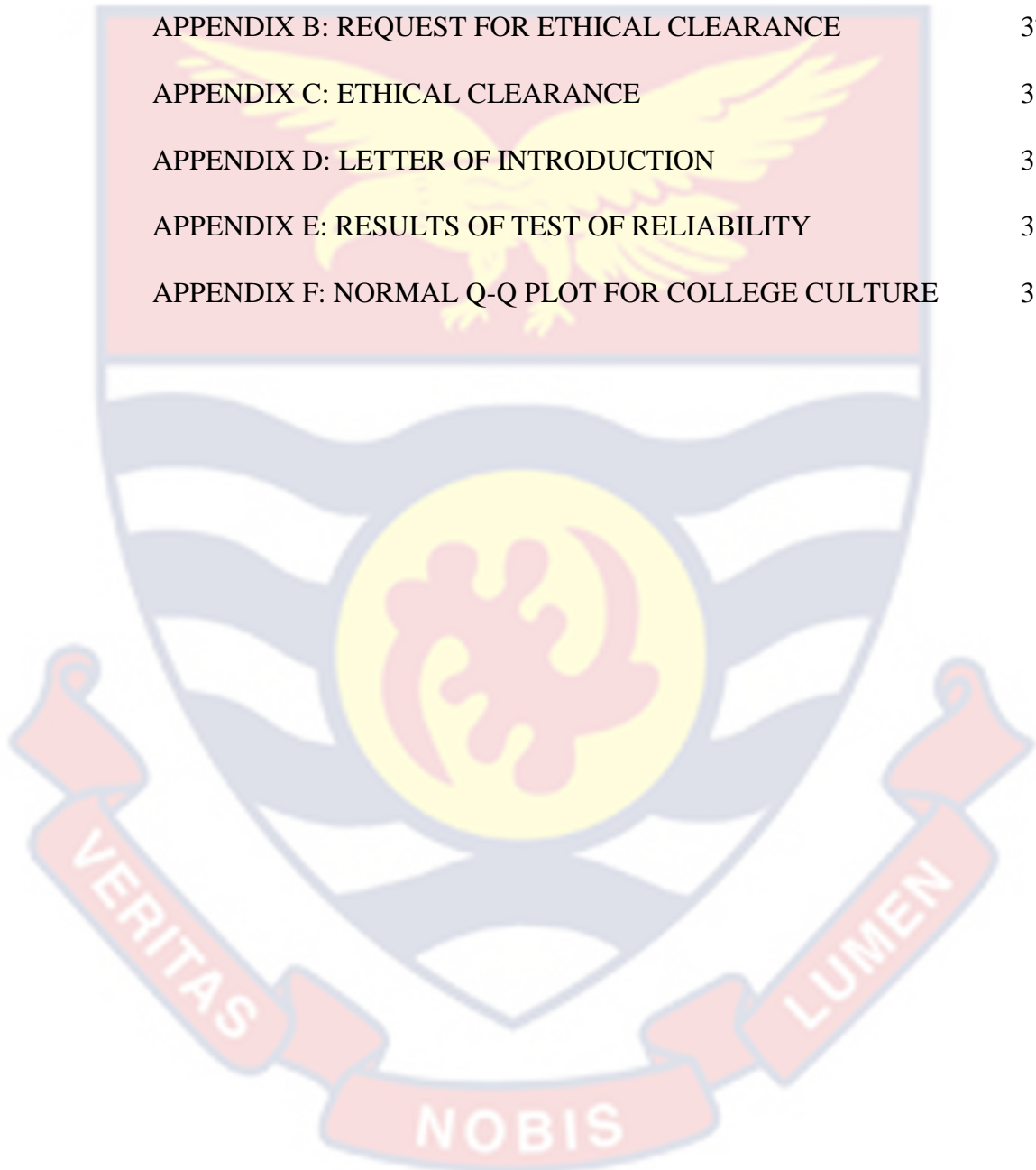
DEDICATION

To Cynthia Ama Asantewa Gaisie.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The intense surge in the economic and political significance of education over the past century has made the financial plan for education one of the prime public expenditures in numerous nations (Plank & Davis, 2020). Thus, Barrichello et al. (2020) argued that education is the precursor of a nation's effectiveness and improvement. The crucial and essential role of education in ensuring individual and national growth and development is widely recognised and cannot be overemphasised (Ampofo et al., 2019; Townsend, 2019) because it is an investment that is critical in accruing good returns and progress for the successful lives of individuals, and for national development (Saif et al., 2017). Therefore, Mensah and Amponsah (2016, p. 47) argued that education is the foundation and the mainstay of the progress of societies and nations. Shaw (2011) also reiterated the crucial nature of education in modifying the knowledge and skills of individuals to make them more functional in society and influence improvements in societies. This suggests that education is a vital activity that provides learners with a sense of determination, the desired skills and experiences essential to influence their lives and others to become responsible adults to contribute to the development of their societies and nations. Thus, education is the development of desirable habits, skills, and attitudes through modification of individual behaviour for adequate adjustment in society.

For these reasons, quality education has become the concern of every nation because every nation depends on education for development. This is

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especially so following the adoption of Goal 4 of the Sustainable Development Goals (SDGs), which Wang (2021) reiterated as one of the major concerns of Agenda 2030. According to Plank and Davis (2020), the uniqueness and significance of education in contemporary societies are mainly a result of state action to build and develop national educational systems, inspire and sometimes compel young people to attend school. Hence, it is argued that the decisions by countries to embark on educational reforms are mainly based on the intense interest in quality education, which is essential in the premeditated policies to improve emerging economies of the world (Kotirde & Yunos, 2014), including that of Ghana. Gelmez-Burakgazi (2020) reiterated that the enormous changes in education systems all over the world has the objective of attaining active learning environments while preparing students with lifelong learning through critical thinking and problem solving, communication and collaboration, creativity and innovation, personal development and leadership, cultural identity and global citizenship, and digital literacy.

The preceding views imply the probability of high development of a country when its literacy rate is high. Therefore, to achieve the aim of access to equitable and quality education reflecting the fourth Sustainable Development Goal (De Grauwe, 2016) and the objectives of various international treaties the Government of Ghana has embarked on various interventions such as reforming the curriculum for Initial Teacher Education (ITE) to be relevant to the global best practices. There is also the payment of allowances for pre-service teachers in public Colleges of Education (CoEs) to attract many individuals, especially those who are brilliant but needy, for training to become teachers for the basic schools in Ghana. It is in the light of

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these that the Government of Ghana is a signatory to various international treaties including Millennium Development Goals (MDG), Sustainable Development Goals (SDG), Education for All (EFA), and Education 2030 Agenda.

Nsubuga (2008), as cited in Omar and Kavale (2016) purported that the formal education system, involving basic, secondary, and tertiary training, is very helpful in enhancing human ability for all countries. Primarily, the educational system of every nation depends on its belief of life (Sawati et al., 2013). In Ghana, public Colleges of Education (CoEs) are tertiary institutions mandated by Act 847 of Parliament to, among other things, train learners to gain the indispensable academic and professional competencies and experiences for teaching in pre-tertiary and non-formal education institutions, and build the academic and professional abilities of in-service teachers through systematic and consistent continuing education. Consequently, one significant strategy of the Government of Ghana is to train and recruit experienced and committed teachers to improve the quality of teaching and learning, especially at the basic education level. Gwaradzimba and Shumba (2010) argued that heads and teachers of schools play a significant role in achieving educational aims and providing quality education and defining the nature of education received in schools.

Scholars in the field of organisational behaviour such as Pirson and Lawrence (2010) have argued that there is a shift in the organisational standards, perspectives, and ideas, where leaders emphasise humanism in work procedures and emotional awareness as significant factors in achieving organisational successes. One of the fundamental but critical factors of

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organisational success that has caught researchers' attention is organisational culture. Organisational culture, which is perceived to be intangible Ali (2016), is widely considered as the agreed-on values, beliefs, and practices that guide and affect the activities of all organisational members (Wong, 2020). This implies that organisational culture outlines principles, standards, philosophies, approaches and expectations that shape how organisational members behave and get tasks performed. It, therefore, relates to the mutual beliefs, values, and unwritten rules recognised by management of organisations, communicated, and strengthened through various procedures with the view of shaping subordinate opinions, behaviours and understanding to make them distinct from other organisations.

In today's globalised competitive and ever-changing educational environment in the 21st century, especially due to technology, educational institutions, mandated to offer standardised and systematic education for members of a society, community or country, have the task of developing working strategies to achieve excellence. One of the utmost essential psychological elements for the effective progress of educational institutions and the advancement of its members is a positive culture that characterises a school as an educational institution (Družinec, 2019). Therefore, college culture is a demonstration of quality and ability that embrace mutually related factors like attitudes, cultural norms, and interactions and relations among institutional members in superior-subordinate relationships to achieve predetermined goals. Another deduction is that college culture affects the behaviour of all staff and learners of the school and eventually defines school life. Consequently, college culture gives directives that guarantee appropriate

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school functioning. The suggestion from these views is that the culture of the college directs the behaviour of staff and students of public CoEs in Ghana. Thus, culture forms a vital part of the internal environment of public CoEs in Ghana. It encourages collaboration and co-operation among the leadership, academic and non-academic staff, and the students for the common good.

According to Družinec (2019, p. 610), "the elements of culture include attitudes, beliefs, cultural norms, relationship, rituals and ceremonies, leadership, curriculum, co-operation with stakeholders, and organisational conditions". These elements have helpful and adverse features that could inspire or unsettle the ability of the school to accomplish its goals and influence interpersonal relationships in the school. The quality of college culture influences the general behaviours and practices in the school. Consequently, an observation of a positive culture of public CoEs in Ghana is through features such as co-operative relationships, common goals, commitment to work, professional development and advancement, shared and delegated responsibilities, innovations, effective communications through clearly outlined channels and shared decision making.

On the contrary, negative culture are perceived through characteristics including damaged interpersonal relationships, alienation of tutors, non-involvement of stakeholders, absence of honest dialogue, vague college goals, an unclear sense of purpose, lack of innovation, more sense of self-preservation than collaboration, prominence of rules over subordinates or college mission, and apathy among subordinates. These suggest that the accomplishment or failure of the public CoEs in Ghana is greatly contingent on the type of culture in them. Hence, culture is a crucial component in the

efficiency, effectiveness, and quality of the colleges. Accordingly, college goals could be improved or disrupted based on the culture that prevails in these colleges.

A key and critical Ghana government policy is the production and recruitment of proficient and enthusiastic teachers to enhance effective instructional delivery to achieve desired learning outcomes at the basic education level. The passage of Colleges of Education Act (Act 847) in 2012 upgraded public CoEs in Ghana into tertiary institutions to among others, train pre-service teachers to obtain the essential professional and academic competences for teaching (Colleges of Education Act, 2012, p.4). In line with this, the Government of Ghana, through the Ministry of Education, and with the support from Transforming Teacher Education and Learning (T-TEL), reviewed the curriculum of public Colleges of Education and Teacher Education Universities to train teachers to become 21st Century practitioners. The enactment of the reviewed curriculum started in the 2019/2020 academic year. Thus, public CoEs in Ghana are currently offering a 4-Year Bachelor of Education programme in Basic Education to prepare teachers to implement the Standard-Based Curriculum and the Common Core Programme at the Early Grade, Primary and Junior High School levels.

Given the new status and mandate of the public CoEs in Ghana as tertiary institutions, there have been some modifications in the management or administrative hierarchy. For instance, decisions implemented in public CoEs in Ghana are in line with recommendations made at the Council, Board, Committee, and Departmental meetings and established on the processes and procedures outlined in the College Statutes. As systematic organisations in

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tertiary education, public CoEs in Ghana have some beliefs, ideologies, and unique features that differentiate each college from the others. However, these unique features of the colleges are incorporated in the emerging culture to achieve the mandate of the colleges. Thus, emerging college culture in public CoEs in Ghana refers to the evolving social, academic, and extracurricular norms, beliefs, values, attitudes, practices, and procedures that shape the experiences, interactions, work environment, and sense of community in the colleges. Hence, emerging culture of public CoEs in Ghana are characterised by employee participation, empowerment, and engagement in decision making processes, a strong sense of purpose, and commitment to achieving organisational mission, vision, and core values, maintaining and predicting of standards to ensure reliability in processes, procedures, and practices, and ensuring flexibility, innovation, and responsiveness to change in the dynamic educational environment.

Gruenert and Whitaker (2015) therefore advised that the leadership of any educational institution (including public CoEs in Ghana) should see to it that the culture of the institution controls the beliefs, individuals, behaviours, and behaviours practices. The new status of public CoEs in Ghana as tertiary institutions calls for principals, staff, and students to create a positive culture to ensure efficient and effective attainment of college goals. Thus, management of the colleges must eschew any culture that could become an impediment to the progress of the college and education in general. Therefore, for public CoEs in Ghana to achieve their current mandate and goals, in the face of emergence of new technologies, changing student demographics, shifting societal values, and expectations and demands of the 21st century,

efforts should be made to foster supportive, inclusive, stimulating, and rewarding work environment.

These could be achieved when tutors are involved in decision-making processes to shape policies, programmes, and practices to encourage a sense of ownership and responsibility within the college. Prior study findings have revealed that the ability of tutors to contribute meaningfully to decision-making relates to their job satisfaction and well-being (OECD, 2022). Implicitly, tutor job satisfaction in public CoEs in Ghana could be enhanced when tutors empowered, have a voice, are treated as professionals, and are involved in decision-making that affects their work.

Again, such a positive college culture would be attained when the mission and vision of the colleges are aligned with all college activities to enable the tutors understand and become committed to the mission of the college. In line with this, there is the need for consistency in college policies, procedures, and practices to contribute to a positive work environment for tutors, and to maintain stability and certainty in the colleges. In addition, the colleges need to foster a culture of innovation and flexibility to respond effectively to evolving strengths, challenges, opportunities, and threats as a result of both internal and external factors.

Another factor that is fundamental for achieving organisational goals, including public CoEs in Ghana, is job satisfaction. As a global and multi-dimensional construct, job satisfaction has gained considerable attention by researchers because it provides a direction for the organisation and ensures subordinates work as a team to achieve set goals (Ansong, 2018; Abugre, 2014; Tam & Zeng, 2014). Job satisfaction is explained by Ezeanyim and

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Ufoaroh (2019, p. 43) as the "attitudes and feelings employees have about their work or the extent to which workers have positive emotions towards their job descriptions". For Cronley and Kim (2017), job satisfaction is the enjoyable passionate state of workers that develops based on their ability to achieve job values. These definitions imply that employees are satisfied when they perceive an inner joy towards the various aspects of their work. Thus, job satisfaction refers to the positive personal and emotional feeling of contentment and fulfilment as a result of appraising the various aspects of one's job including recognition, work itself (task responsibilities), good feeling, a sense of accomplishment and fulfilment of needs experienced by the individual in line with the personal values, goals, and the general expectations about the job and the work environment.

The increasing quality, value and standard of globalisation has compounded the challenges of institutions (Elmazi, 2018), including public CoEs in Ghana. As a result, reaching organisational aims, goals, and objectives have become a difficult task in our contemporary technological work environment. Maina (2014) as cited in Wachira (2017) opined that heads of schools carry the burden of leadership in schools and require desirable leadership skills explained to enhance their capabilities to encourage teacher job satisfaction. Therefore, for organisations to be successful and effective there is the need to pay special attention and invest in the human capital and human resources by creating an enabling working environment for them to be motivated and happy to enhance their productivity. Hence, the satisfaction of teachers is fundamental and essential in the achievement of school and educational goals, and that principals of public CoEs in Ghana are to see to it

that job satisfaction of their tutors forms a critical part of their leadership activities.

The attitude, behaviour, and zeal of employees towards the tasks they perform at the workplace largely determines their job satisfaction. Armstrong and Taylor (2014) argued that satisfied employees demonstrate a positive and favourable attitude to work while unsatisfied ones put up a negative attitude in their job performance. For instance, workers who are treated well are more satisfied (Haque et al., 2018), faithful and committed to the organisational goals, and as such, put in many efforts to realise the general organisational benefits (Mosawi & Mohamed, 2016, as cited in Kheir-Faddul & Danăiătă, 2019). Again, satisfied employees are more efficient and effective and are likely to put in much effort to pursue the organisation's interests and, consequently, accomplish tasks given them (ul Haque & Aston, 2016; ul Haque et al., 2015). On the other hand, dissatisfied subordinates exhibit, among others, increased rate of absenteeism, reduced loyalty and commitment, low productivity, and greater intention to quit their job (Abiyev et al., 2016; Munir & Rahman, 2016). Accordingly, "a leader, who supports employees, understands them and cares about their feelings, can get their confidence, support and satisfaction with their work" (Kheir-Faddul & Danăiătă, 2019, p. 23).

Job satisfaction among employees is eminent when leaders of organisations show the feeling of friendship at the workplace, encourage, assist, and comprehend their opinions, concerns and challenges (Mosawi & Mohamed, 2016, as cited in Kheir-Faddul & Danăiătă, 2019). The implication is that through the innovative, creative, and appropriate management, there

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will be adequate support and encouragement for tutors of public CoE in Ghana to perform their tasks as expected to achieve set goals. In this way, knowledgeable, skillful, and experienced tutors will be attracted and retained to accomplish the objectives of teacher education in Ghana.

One of the utmost demanding careers in the world is teaching (Mass et al., 2022; Yin et al., 2019), and as a result, the issue of tutor job satisfaction should be of concern to all stakeholders of education, especially at the level of public CoEs because it could either enhance or inhibit the ability of tutors in the effective and efficient performance of their duties (Alhebaishi, 2019). The issue of tutor job satisfaction in Ghanaian institutions, particularly public Colleges of Education (CoEs), has been a persistent matter of concern. This is because of the vital role that tutors play as a significant human resource in colleges, greatly influencing the achievement of the college's objectives and the overall educational process in Ghana.

The core mandate of public CoEs in Ghana is teaching, learning and training teachers for the basic schools. Thus, quality curriculum and effective instruction are critical elements in helping the colleges achieve their mandate as Initial Teacher Education institutions. The essential task of tutors in helping the public CoEs achieve educational goals cannot be underestimated. As such, there is the need for principals of public CoEs to ensure that tutors work in a conducive environment to encourage and improve their job satisfaction, as suggested by Wangai (2015) as cited in Obonyo (2019). For tutors of public CoEs in Ghana to be satisfied and perform their duties very well, they must have the needed backing and inspiration from their principals.

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Wahdati et al. (2019) argued that the teacher plays a crucial role in facilitating quality education processes and outcomes and further asserted that there could be some hindrances in improving the quality of education when there are no competent and supportive teachers. Thus, tutors of public CoEs are essential in achieving the new Teacher Education reforms in Ghana. Stark et al. (2017) observed that effective preparation for teaching and learning activities allow teachers to decide on issues that primarily affect learners' well-being and achievement. Therefore, management of public CoEs in Ghana should pay the needed attention on concerns about tutor job satisfaction. The reason is that tutors' dissatisfaction with their job may lead to higher absenteeism, lateness to work, high turnover rate, low corporate citizenship, more grievances, strikes, and poorer mental and physical health.

On the other hand, tutors' satisfaction with their work may have a positive assessment of their work by virtue of their explanations and responsive practices. Arguably, tutors in public CoEs in Ghana would be generally fulfilled with their job if they are involved in decision making processes, recognised for task achievement, experience good interpersonal relationship, enjoy good conditions of service, work in a conducive environment, and have opportunities for professional growth and advancement in their respective colleges. Hence, there should be the provision of the necessary resources for teachers to work with. Again, it is imperative to train tutors to acquire the requisite knowledge, skills, and experiences.

Apart from these, tutors should be given the needed leadership support to enable them attain effective task performance. These are more likely to make the tutors happy in performing their duties, and as such, have favourable

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evaluation of their job. Based on the foregoing, tutor job satisfaction is explained as the extent to which tutors in public CoEs in Ghana feel content, and fulfilled in their professional roles, as measured by their recognition, interpersonal relationship, work itself, opportunities for professional growth and promotion, and communication.

Literature suggests diverse conclusions of college culture (Salfi & Saeed, 2007; Thien & Lee, 2022; Zhu et al., 2011) and tutor job satisfaction (Alkhyeli & Ewijk, 2018; Karlberg-Granlund, 2019; Orthodoxia et al., 2019). For instance, high level of culture has been found in schools (Abdullah & Arokiasamy, 2016; Ismail et al., 2022; Lomotey, 2021). Other studies in school settings (Masouleh & Allahyari, 2017; Qazi & Kaur, 2017; Serinkan & Kiziloglu, 2021) established moderate culture levels while a very high school culture was found by Amorin (2021). Again, diverse culture traits have been observed to be predominantly exhibited in educational institutions. While the findings of some earlier studies (Getachew, 2022; Vacco, 2012; Zgambo, 2020) revealed mission culture as a dominant trait, others (Abu-Shawish, 2021; Addai Kyeremeh & Prempeh, 2020; Amorin, 2021; Assaye, 2021) discovered involvement culture as the dominant trait. Similarly, some earlier studies (Ghanney et al., 2017; Masouleh & Allahyari, 2017) found adaptability culture as the dominant trait.

For tutor job satisfaction, whereas some previous studies (Cabaron & Oco, 2023; Baluyos et al., 2019; Yuhang & Yan, 2022) established very high or high level of tutor job satisfaction, others (Mohite, 2021; Qazi & Kaur, 2017) informed a moderate level of tutor job satisfaction, and some (Abdulahi, 2020; Will, 2022) reported low level of tutor job satisfaction. Findings from a

global study by Hoque et al. (2023) revealed different results: In Shanghai, China, South Korea, Japan and Singapore, tutors reported low level of job satisfaction; in Mexico, Malaysia, Chile, Italy, Finland, Canada, and Australia, there were reports of high tutor job satisfaction; while low level of tutor job satisfaction were found in Bulgaria, Brazil, and Russia.

Literature has also provided strong evidence that college culture has a substantial effect on and predict tutor job satisfaction and well-being (Cann et al., 2020; Thien & Lee, 2022). Again, some empirical studies (Duan et al., 2018; Kanesan Abdullah & Arokiasamy, 2016) have established a correlation between college culture and tutor job satisfaction. These distinct inquiries and diverse observed results of college culture and tutor job satisfaction in some educational institutions prompted this study on emerging college culture and tutor job satisfaction in public CoEs in Ghana. This is in line with the assertion by Gamage (2006) that it is essential for leaders aiming to enhance the organisational performance to possess the capacity to analyse the organisational culture. Gamage's (2006) assertion suggest that it is prudent to conduct a survey in public CoEs in Ghana to ascertain their emerging culture and the relationship it has with job satisfaction of the tutors.

Three theoretical reasons for the significance of employee job satisfaction outlined by Robbins (2003) as cited in Ali (2016) are that satisfied employees do care with the work and eventually remain as satisfied employees with better health and long life. However, tutors of public CoEs in Ghana are likely not to put in their best when they are not satisfied with the prevailing culture of their respective colleges. This gives an indication that public CoEs in Ghana may have challenges in achieving their objectives if they disregard

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the importance of college culture. Based on these, there is no denying the fact that the culture existing in public CoEs in Ghana will have a relationship with the tutors' job satisfaction.

Certain controversies seem to exist about knowledge of some prior studies on emerging college culture and tutor job satisfaction in public CoEs in Ghana. For instance, there has been western-centric perspectives about the topic. There is the dominance of western perspectives based on research on college culture and tutor job satisfaction (Belias et al., 2014; Febriantina, 2020; Treputtharat & Tayiam, 2014). These studies which were mostly conducted outside the Ghanaian context may lead to a lack of understanding of the unique cultural context and values of Ghana, potentially overlooking important factors that influence tutor job satisfaction in the setting of public CoEs in the Ghanaian context. Ampiah and Mwebi (2016) noted that there is an inclination for educational research in Africa, including Ghana, to be prejudiced by western paradigms, which may fail to notice the significance of local cultural standards and mores in enhancing tutor job satisfaction.

It also appears there is no or limited focus on emerging college culture in some few studies (Kamkam & Oppong, 2023; Oppong et al., 2017) in the context of public CoEs in Ghana. The reason is that these prior studies essentially appear to be engrossed on other characteristics of college culture, and hence, overlooking the impact of emerging culture based on globalisation, modernisation, changes in educational policies such as curriculum and educational reforms, as well as societal norms and expectations. As emphasised by Akyeampong and Sefa Dei (2015), the growing connection of

societies globally has led to the acceptance of new cultural norms and practices that may influence tutor job satisfaction in educational institutions.

Methodological limitations in previous studies such as small sample size, lack of standardised measure and reliance on self-report data could have introduced biases and inaccuracies in the findings related to emerging culture and tutor job satisfaction. This has the tendency of hindering the validity and reliability of these research conclusions. For instance, Getachew's (2022) study was limited to private secondary schools in a small sub-city of Addis Ababa, Ethiopia, and this did does not adequately represent private schools in other places or types of schools like public schools.

From the foregoing, conducting a study on the correlation between college culture and job satisfaction among tutors in public CoEs in Ghana holds significant potential for fostering a positive college culture and boosting tutor job satisfaction. This will facilitate the successful and productive achievement of the objectives of these colleges, enhance their operational effectiveness, provide a valuable contribution to the existing body of knowledge, literature, and discourse regarding organisational culture and job satisfaction within educational contexts. Thus, this study on emerging college culture and tutor job satisfaction in public CoEs in Ghana is appropriate, vital, and indispensable since each public CoE has a unique culture of its own which must be identified and explained. Consequently, understanding these emerging culture traits would be helpful in enhancing college success, advancement, and sustainability initiatives.

Statement of the Problem

Organisational culture, widely understood to be the shared organisational beliefs, norms, values and expectations, passed down from generation to generation and influence the way employees feel, think and behave at the workplace (Agwu, 2014; Wheelen & Hunger, 2010), is regarded as one of the essential aspects to organisational success (Ghanney et al., 2017). Thus, emerging college culture refers to evolving organisational culture in the setting of pubic CoEs which includes shared values, beliefs, policies, procedures interpersonal dynamics, attitudes, customs, and formal and informal rules of behaviour within a CoE that shape the interactions and relationships among members in the college community, and has a great impact on the functioning and effectiveness of the college.

A positive and a strong emerging college culture improves college performance (Bayar & Hürriyet, 2021; Xanthopoulou et al., 2022) through collaborative and respectful relationships, emphasis on socio-emotional learning, diverse and inclusive college community, celebrations and recognition of achievement, opportunities for involvement in decision making, and supportive and responsive leadership. Sarantuya et al. (2021) therefore argued that inspiring a robust and optimistic organisational culture makes workers more devoted, responsible, and goal oriented. These ideas suggest that public CoE in Ghana may not be successful if wider college activities do not include the culture of the college. Some prior studies have established inconsistent levels of organisational culture in educational settings. While high level of culture has been found in schools (Abdullah & Arokiasamy, 2016; Ismail et al., 2022; Kashif et al., 2021; Lomotey, 2021) other studies

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(Masouleh & Allahyari, 2017; Qazi & Kaur, 2017; Serinkan & Kiziloglu, 2021) have established moderate school culture. Yet, a very high school culture was revealed by Amorin (2021). Furthermore, different predominant culture traits have been found to exist in educational settings. For instance, while Getachhew (2022) and Vaco (2012) found mission culture trait to be predominant in schools, Ghanney et al. (2017) found adaptability culture to be predominant in private and public schools in Ghana. These inconclusive findings call for further studies to contribute to the discussion.

The upgrading of public CoEs in Ghana to tertiary institutions in 2018, and through the mentorship of officially assigned universities has come with its associated expectations including changes and modifications in management and administrative hierarchy, practices, procedures, etc. these significant changes are in response to shifting educational policies, technological advancement, evolving global educational and learning needs. For instance, in public CoEs in Ghana, implementation of college activities is based on decisions at the Council, Board, Committee, and Departmental meetings in line with the processes and procedures as required by the statute of the college. Promotion of tutors are done based on assessment of quality teaching, publications, and community involvement/service. Tutors must show evidence of attending continuous professional training programmes, and generally, the colleges adjust their policies, procedures, processes, and activities to fit their new mandate. These seek to encourage transparent college management through governing council and committee decisions in line with the college statutes.

With this new mandate, public CoEs in Ghana are nurturing new cultures (emerging culture). These changes in the operations of public CoEs in Ghana as a result of the new mandate have resulted in a growing concern about the impact of emerging college culture on tutor job satisfaction. Therefore, among tutors, there seems to be mixed sentiments about the new mandate of public CoEs in Ghana. Some tutors view the adjustments are in the right direction and an ideal framework for the new mandate of the colleges, and as such, have adapted to the new culture. Such tutors are likely to be more passionate, devote additional time and vigor in teaching students, and seek their welfare (Karabina, 2016) because their mental and emotional well-being are enhanced (Bashir & Gani, 2021).

Other tutors have expressed dissatisfaction and disengagement because they view the new processes and procedures as bureaucratic or means to deny them of some conditions of service. Such tutors may leave their jobs because of certain factors such as poor conditions of service, non-involvement in decision-making processes, strained interpersonal relationships, lack of recognition for task achievement, lack of autonomy and creativity to perform tasks, and ineffective or stringent supervision of task performance (Ismail, 2012). Understanding how these changing dynamics influence college culture and subsequently affect tutor job satisfaction in public CoEs in Ghana is crucial even though there seems not to be extensive studies on it.

This dynamic emerging culture in public CoEs in Ghana raises questions about it impact on tutor job satisfaction in these colleges. Despite existing literature on the relationship between organisational culture and job satisfaction among educators, there seems to be a lack of comprehensive

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research that addresses how emerging college culture traits influence or impact tutor job satisfaction in public CoEs in Ghana. This situation seems to substantiate the assertion by Febriantina et al (2020) that there have not been extensive studies about educational institutions as organisations, and their culture. Chipunza and Malo (2017) have also argued that literature on organisational culture and behaviours of employees in institutions of higher learning has not actually concentrated on organisational culture as a contributing factor of job satisfaction. This research gap hinders the understanding of the factors that shape tutor job satisfaction in the context of emerging college culture in Ghana.

Tutors perform a vital task in accomplishing the objectives of public CoEs in Ghana, as they constitute a critical component of human resources that greatly contribute to the overall success of the colleges in which they are employed. This view is shared by Baumert et al., cited in Febriantina et al. (2020, p. 410) that "teachers are ever considered as the most critical agents in the school system, for they are the main actors who deal with students as an educational object". It is therefore normal for tutors of public CoEs to reduce the distressing situations and experiences and enhance their satisfaction at the workplace and in their daily lives. Numerous scholars, such as Nigama et al. (2018), have posited that the level of job satisfaction among teachers plays a pivotal role in their ability to attain a high level of productivity as educators. Consequently, tutors of public CoEs in Ghana are more inclined to demonstrate optimal performance when they have job satisfaction.

Spear et al. (2000) as cited in Alkhyeli and Ewijk (2018) indicated that levels of tutor job satisfaction vary as a result of individual and college

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characteristics. Some prior studies (Baluyos et al., 2019; Yuhang & Yan, 2022) have revealed high job satisfaction levels among tutors while others (Dzakpasu et al., 2022; Getachhew, 2022; Zafar & Vikramjeet, 2017) informed a moderate level of job satisfaction among tutors. However, Abdulahi's (2020) study revealed a low level of tutor job satisfaction. These inconsistent findings on the level of tutor job satisfaction called for this study on emerging college culture such a study on

United Nations Educational Scientific and Cultural Organisation (2006) established that generally, teacher job dissatisfaction exists even in the face of sustaining those factors that can motivate teachers. However, in the public CoEs in Ghana, as in any educational institution, each teacher is distinct and possesses the features in describing views and emotions about job demands and wishes in the college. The implication is that management of public CoEs in Ghana must consider the various traits and dimensions of the culture of the college, and other conditions that will ensure job satisfaction among the tutors.

Different traits and dimensions of college culture exist and influence tutor job satisfaction. Thus, tutors are likely to assess their job satisfaction based on many factors including the prevailing college culture. This raises questions on how tutors perceive the nature of the existing culture in their respective public CoEs, how these traits and dimensions of college culture relate to the job satisfaction of the tutors, and which combination(s) of the traits and dimensions of the college culture could improve tutor job satisfaction in public CoEs in Ghana.

Some studies (Ariyo & Okwilagwe, 2020; Belias et al., 2014; Febriantina, 2020; Skaalvik & Skaalvik, 2017; Treputtharat & Tayiam, 2014) mostly outside the Ghanaian context, have established that college culture has a correlation with and affects teachers' job satisfaction either positively or negatively. In addition, college culture has been found to predict teacher job satisfaction (Abdullah & Arokiasamy, 2016; Getachew, 2022). In Ghana, some prior studies (Acquah et al., 2015; Addai Kyeremeh & Prempeh, 2020; Andoh, 2021; Annor, 2016; Ghanney, 2017; Twumasi-Ankrah, 2012; Yeboah, 2015) have examined some aspects of college culture but not in the context of public CoEs. Although these mentioned studies have established that the traits of organisational culture as outlined by Denison (2000) correlate and predict tutor job satisfaction, research in this domain with respect to public CoEs in Ghana appears to be really rare in literature. This idea further suggests that in spite of the crucial role tutors play in shaping the next generation of teachers, there seems to be inadequate studies on how emerging culture impact tutor job satisfaction in the context of public CoEs in Ghana, especially in line with their new mandate. Hence, the extent to which emerging college culture traits influence and predict tutor job satisfaction remains unanswered in the context of public CoEs in Ghana.

Notwithstanding the seeming few quantitative studies (Kankam & Oppong, 2023; Oppong et al., 2017) on organisational culture and employee job satisfaction in public CoEs in Ghana, these studies did not utilise Denison's (2000) Organisational Culture Theory (OCT), and did not explore the most suitable combination of culture traits that could enhance tutor job satisfaction. Addressing these gaps could help contribute valuable insights to

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the field of college culture and tutor job satisfaction by bridging the existing knowledge divide and providing new perspectives on it.

All forty-six (46) public CoEs in Ghana have the same mandate to train quality pre-tertiary teachers in line with the aims, goals, and objectives of Ghana's education, as well as the national core values including patriotism, integrity, respect, hard work, decency, friendliness, faithfulness, loyalty, honesty, and discipline. Currently, the colleges are under the mentorship of five public universities in Ghana. Hence, the emerging culture of the colleges could be influenced by the values, norms, beliefs, practices of the mentoring university. However, it appears no study has been conducted to established this. Hence, the objective of this study to determine the differences or otherwise in the emerging culture in public COEs in Ghana based on the mentoring university is worthy of exploration.

Notwithstanding the multidimensional nature of college culture, many studies, in their data analysis, have considered it as a single concept (Deal & Peterson, 1999; Zhu et al., 2011). For instance, Thien and Lee (2022) found that college culture contributed about 40% of variance explained on teacher well-being and job satisfaction but they considered college culture as a dormant variable without specifying how the culture traits and dimensions affect teacher job satisfaction. The unawareness of the different traits and varying dimensions of college culture could limit wide-ranging and discerning observed results of its association with tutor job satisfaction.

Considering the aforementioned research gaps, this study on emerging culture and tutor job satisfaction in public CoEs in Ghana aims to contribute to a better understanding of the complex dynamics of emerging college culture

traits and how it relates to and predicts tutor job satisfaction, and consequently inform strategies that would improve emerging college culture and enhance tutor job satisfaction in these colleges.

Purpose of the Research

This study examined the relationship between the emerging culture and tutor job satisfaction in public CoEs in Ghana. Additionally, this study explored the combination of emerging culture traits that enhance tutor job satisfaction in these colleges.

Research Objectives

This study aimed at accomplishing the following objectives:

1. To examine the level of emerging culture in public CoEs in Ghana based on the culture traits of involvement, mission, consistency, and adaptability.

2. To investigate the level of job satisfaction of tutors in public CoEs in Ghana.

3. To determine the relationship between emerging culture and tutor job satisfaction in public CoEs in Ghana.

4. To analyse the combination of culture traits that enhance tutor job satisfaction in public CoEs in Ghana.

5. To determine the differences or otherwise in emerging culture in public CoEs in Ghana based on the mentoring university.

Research Questions

1. What is the level of emerging culture in public CoEs in Ghana based on the culture traits of involvement, mission, consistency, and adaptability?

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2. What is the level of job satisfaction of tutors of public CoEs in Ghana?

3. What relationship exists between emerging culture and tutor job satisfaction in public CoEs in Ghana?

4. What combination of culture traits enhance tutor job satisfaction in public CoEs in Ghana?

Hypothesis

H0$_1$:   Emerging culture in public CoEs in Ghana do not differ based on the mentoring university.

Significance of the Study

The study's results would yield theoretical, practical, and policy implications that would significantly enhance the existing body of knowledge regarding the correlation between emerging culture and tutor job satisfaction in public CoEs in Ghana. Consequently, the findings would expand the current literature on these issues. The findings of this study would present a potential avenue for comparative analysis with previous studies conducted in different international settings. Such comparative analysis could contribute to a deeper comprehension of pertinent issues in other developing nations, particularly in Africa, with a specific focus on Ghana. Thus, the findings of this study would provide the basis for future studies into the correlation between emerging culture and tutor job satisfaction in other educational institutions in Ghana and beyond.

According to Salaheddine et al. (2020), two distinct situations exist when considering cultural variances in an organisation. The first kind refers to a singular, consistent culture that permeates the entirety of the organisation. In contrast, the second type, commonly observed in larger and more diversified

organisations, may encompass different cultures or sub-cultures. This implies that in different departments within an organisation, there could be culture variations. In Ghana, public CoEs have different departments based on the programmes offered in the colleges. This means that it is possible that apart from the homogeneous culture in each of the colleges, there could be diverse sub-cultures based on the different departments that exist. Hence, the findings would be significant for the management and tutors of the colleges. The reason is that through the findings, the nature of the entire emerging culture of the colleges, as well as sub-cultures that exist would made known, and this would inform management decisions and practices in public CoEs in Ghana.

Again, the findings of this study would uncover the nature and level of tutor job satisfaction in public CoEs in Ghana, and the factors responsible for such tutor job satisfaction. This would allow the management public CoE to focus on the entire college culture or evaluate existing sub-cultures to determine where shared sub-cultures exist to strategise to improve tutor job satisfaction and help the college achieve its goals. The results of this study would provide management and tutors of public CoEs in Ghana with an improved appreciation of the college culture and its influence on individuals, group decisions, practices, and actions in the colleges. With this understanding, the management and tutors of the colleges would conduct regular monitoring of the prevailing culture to be sure that a positive culture exists. The awareness of the existence of a positive culture will reduce doubt and dissatisfaction among tutors. It would also enable the tutors, with the support of management to modify the culture when the prevailing one seems to be weakening.

The findings would highlight college culture and tutor satisfaction in Ghanaian public CoEs. This can help college management and tutors identify the culture traits and dimensions needed to boost tutor job satisfaction, and streamline processes in the colleges. The findings will further explain organisational culture traits that predict tutor job satisfaction in specific settings. More so, the findings would serve as a guide to assess the practicability of applying Denison's (2000) Organisational Culture Theory in public CoEs, and other educational institutions in Ghana. Thus, the findings would offer valuable insights that could inform the development of evidence-based policies aimed at enhancing institutional practices, fostering a positive work environment, and ultimately improving overall job satisfaction among tutors in public CoEs and other educational institutions in Ghana.

To achieve the aforementioned significance of this study, articles would be produced from this study and published in global indexed journals to expand literature and enhance existing body of knowledge on college culture and tutor job satisfaction, which will provide the basis for future studies. Through seminar presentations, tutors, with the support of management of public CoEs in Ghana would be assisted to identify the culture traits needed to boost job satisfaction and streamline processes, procedures, and practices in the colleges. With the use of open dialogue and reflection, tutors and management of public CoEs in Ghana would appreciate the college culture and its influence on their roles and responsibilities, individuals, group decisions, practices, and actions in the colleges. Again, with regular organisation of hands-on workshops and seminars, tutors and management of CoEs in Ghana could develop evidence-based policies aimed at enhancing

college practices, fostering a positive work environment, and ultimately improving job satisfaction among tutors in public CoEs.

Delimitations

This study paid special attention to public CoEs in Ghana whose principals had worked in the college for at least two years, and as such, a defined emerging college culture may have been established, and experienced by the tutors. In research studies, it is essential to carefully consider the selection of respondents to ensure the integrity and validity of the study findings. Based on this idea, this study considered only tutors of the public CoEs in Ghana who have served in their various colleges for at least two years, since such tutors would have experienced and understood the organisational culture of their respective colleges. This inclusive criterion was to enable the tutors determine the college culture and its link with their job satisfaction. Focusing solely on tutors as respondents for this study allowed for a more targeted and detailed examination of their perspectives and experiences. Tutors play a critical role in instructional activities and their perceptions on emerging college culture and their job satisfaction are essential factors to consider.

Principals of the sampled public CoEs in Ghana were not involved in this study. The reason for not including principals as respondents in this study was to avoid a possible bias or conflict of interest since principals hold a position of authority in the colleges, and as such, may have entrusted interest in certain outcomes of this study. Hence, their involvement as respondents could have led to biased or skewed responses. Thus, the exclusion of

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principals could help minimise the risk of bias, focus on the perspectives of tutors, and ensure objective and reliable data from the tutors.

Four traits of college culture (involvement, consistency, adaptability, and mission) as outlined by Denison (2000) were used for this study. This study defines job satisfaction as Ghanaian public CoE tutors' positive attitudes and feelings about their jobs. Acknowledged as a multifaceted concept, job satisfaction has many factors influencing it. This study examined job satisfaction aspects namely recognition, interpersonal relationship, work environment, professional growth and promotion, and communication. Another delimitation of this study lies in focusing public CoEs in Ghana under the mentorship of the five public universities in Ghana.

Limitations

This study employed a quantitative research approach. Therefore, the study did not prioritise the examination of the underlying implications associated with the social phenomena under study, particularly when a comprehensive analysis of humanistic variables such as sociological and physiological factors are required. Therefore, this study did not offer an in-depth understanding of emerging college culture and its correlation with the level of job satisfaction experienced by tutors of public CoEs in Ghana. This suggests that the potential significance attributed by tutors to their personal lives, experiences, and attitudes on the culture of their colleges, as well as its impact on their job satisfaction were undisclosed.

The responses given on the dominant emerging college culture traits and the level of tutor job satisfaction in this study were based on the awareness and understanding of the tutors in public CoEs in Ghana. Consequently, this

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signifies their individual view at the time of data collection. Even though I made efforts to reduce the degree of subjectivity of the responses through pre-testing of the instrument, it is difficult to be certain that the findings reported in this study would be similar to subsequent replicated studies. This is noteworthy because emerging college culture and tutor job satisfaction are evolving constructs and contingent on many factors. Subsequently, when the factors that underpin emerging college culture and tutor job satisfaction vary, it should be expected that the existing dominant emerging college culture, and the level of tutor job satisfaction could change. Therefore, the findings of this study may not be generalised beyond the time and scope of the study.

Organisation of the Study

This study had five chapters. The introduction of the study covers the background to the study, statement of the problem, research objectives and research questions, hypothesis, significance of the study, delimitation, limitations, and organisation of the study. Chapter two discusses literature review and this include theoretical review which focused on Denison's (2000) organisational culture theory, Maslow's theory of hierarchy of needs, and Herzberg's motivation-hygiene theory. Chapter two also covered discussion on some concepts on college culture and job satisfaction. Empirical studies on college culture, teacher job satisfaction and the impact of college culture on teacher job satisfaction formed part of the discussion in chapter two. Again, discussion on knowledge gaps about the topic understudy and the conceptual framework for this study formed part of issues in in the second chapter.

Chapter three covered the study's approach. Discussion topics include the study's philosophical paradigm, research design, study area, population,

sample, and sampling procedure. Other issues discussed are the research instrument, validity and reliability of the instrument, data collection procedure, as well as data collection processing and analyses. Chapter three also provided an avenue for discussion on issues pertaining to ethical consideration. Chapter four deals with the analyses of the data, results from the analyses, and the discussion of the findings. Chapter five, the last chapter, summarises the study's findings, discusses the conclusions and provides recommendations. The fifth chapter concludes with suggestions for further research.
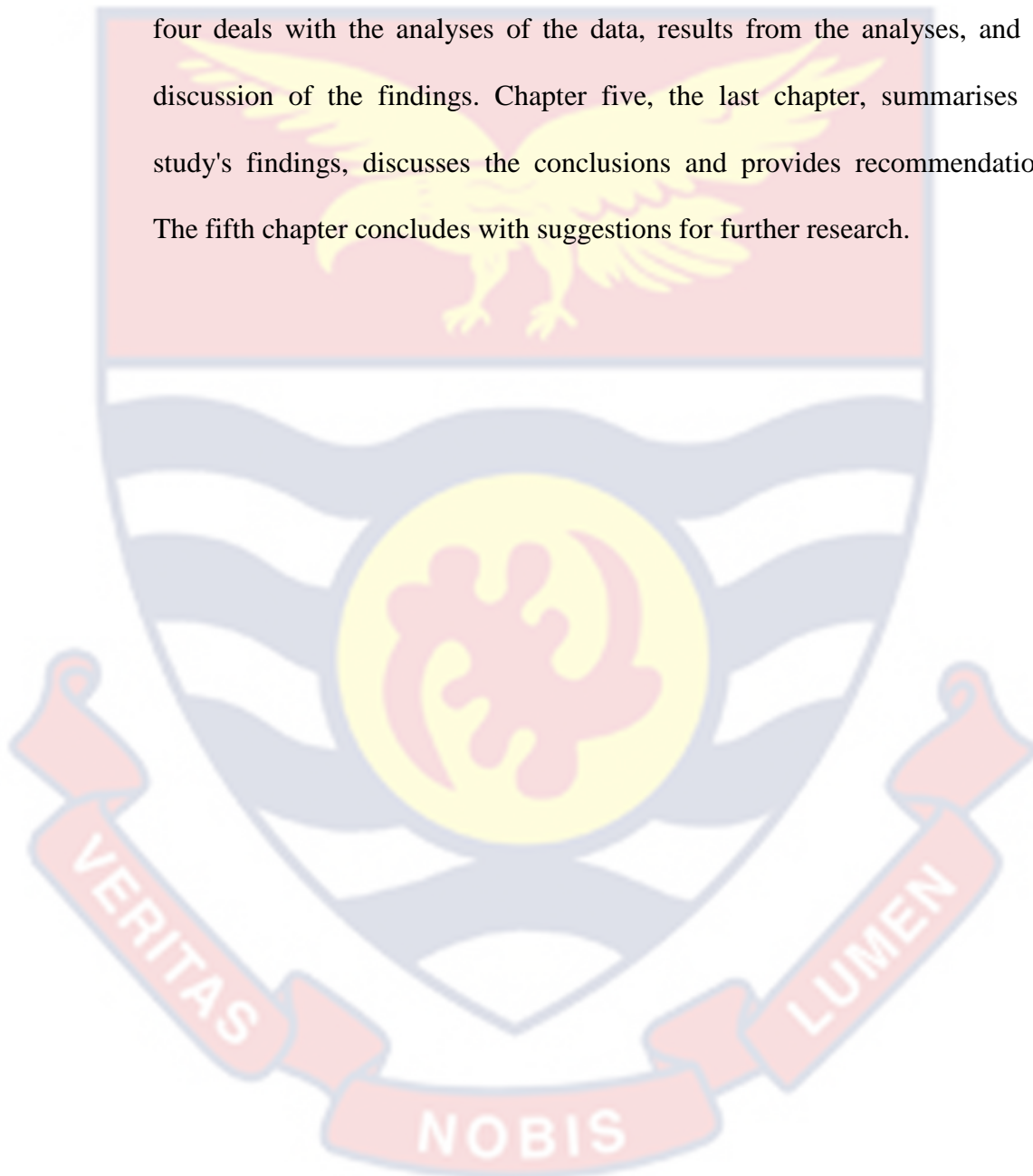
CHAPTER TWO

LITERATURE REVIEW

Introduction

This study examined the relationship between the emerging culture and tutor job satisfaction of tutors in public CoEs in Ghana, and also explored the combination of emerging culture traits that enhance tutor job satisfaction in these colleges. This study was relevant given the new status of public CoEs in Ghana as tertiary institutions which rely on decisions based on prescribed procedures and practices in the Harmonised College of Education Statutes. This chapter provides a comprehensive overview of the existing literature pertaining to concepts closely linked to the subject matter of this study. It presents the theoretical underpinnings of this study, examines the conceptualisation of organisational culture, delineates the constituent aspects of college culture, explores the significance and implications of college culture, discusses both good and negative manifestations of college culture, and reviews relevant scholarly investigations pertaining to college culture. Furthermore, this chapter discusses the concept and importance of job satisfaction, factors influencing teacher job satisfaction, research on the levels of teacher job satisfaction, and investigations into the association between college culture and teacher job satisfaction. In addition, gaps in existing knowledge, and the conceptual framework for this study forms part of the discussion for this chapter.

Theoretical Framework

Theoretical framework illustrates the researcher's approach to a study based on the research philosophy, methodology, and analyses (Grant &

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Osanloo, 2014, as cited in Adom et al., 2018). According to Ravitch and Carl (2016), a theoretical framework allows researchers to situate and examine formal theories in a study, serving as a guiding tool. Hence, a theoretical framework connects and addresses the research problem, provides guidance in selecting the appropriate research approach and design, determines the type of data to be collected, and identifies the analytical tools and techniques to be employed (Adom et al., 2018). Additionally, a theoretical framework enhances the significance of research conclusions and facilitates more robust generalisation (Akintotoye, 2015). Thus, in this study, theoretical framework denotes the description or review of prevalent theories that define arguments to explain the research problem.

Many scholars, including Jofreh and Masoumi (2013), have established and concluded through research findings that organisational culture is vital in the effective and efficient realisation of organisational goals and for the success and sustainability of organisations. Literature has also shown that scholars in organisational behaviour have established diverse theories or models of organisational culture (Wahyuningsih et al., 2019). According to Mamo (2017), these theories or models include varied and similar traits and dimensions motivated by principles, philosophies, opinions, norms, and expectations to construct distinctive organisational culture.

Dolan and Lingham (2012) identified and summarised major theories in organisational culture, including Cameron and Quinn's (2011) Competing Values Framework, Schein's (2004) Organisational Structure Model, and Denison's (2000) Organisational Culture Model. These theories of organisational culture serve as frameworks for different studies conducted in

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different countries within varied contexts (Al-Sada et al., 2017; Ghanney et al., 2017; Kokina & Ostrovska, 2013; Kumar et al., 2017; Pawirosumarto et al., 2017). According to Mamo (2017), various researches have indicated that employees' values are consistent across different models of organisational culture. Furthermore, these values have a significant impact on the success of organisations, provided they align with the organisation's vision and goal.

Mamo's (2017) idea is crucial because a solid organisational culture serves as the standard for employee behaviour based on ethical values to ensure a sense of identity and a positive attitude among organisational members. Therefore, organisation's management and leadership should manage employees with different backgrounds, opinions, needs, interests, and aspirations. The differences in employee values, aspirations, attitudes, and behaviours, result from the numerous socio-cultural and socio-economic backgrounds, and addressed through a shared identity in the form of organisational culture (Wahyuningsih et al., 2019).

Job satisfaction is challenging because employees are inquisitive, intelligent, resourceful and sophisticated with different behaviours. Individuals' distinct opinions, beliefs, ideas, principles or philosophies are likely to influence levels of job satisfaction. Hence, job satisfaction determinants could vary due to structure, location, and time (Alarifi, 2018). Scholars and researchers have propounded different theories to clarify, comprehend and justify the phenomenon of job satisfaction, even though they are not adequately extensive enough to reflect all conceivable factors (Furnham, 1994 as cited in Alarifi, 2018; Nteboheng & Asoba, 2021). Uy (2022) suggested that the development of job satisfaction theories articulates

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the belief that jobs are a vital addition to individuals' identity and happiness, but not only an avenue of making ends meet.

Scholars have identified two categories of job satisfaction theories based on the theory's nature or chronological appearance (Saif et al., 2012, as cited in Nteboheng & Asoba, 2021). These are the content theories (need theories) and process theories (cognitive theories). Content theories seek to identify the personal aspects that lead to job satisfaction. Content theories depend on several elements influencing job satisfaction, employees' feelings about themselves, and their working environment. Again, the content theories emphasise the type of goals and inducements employees endeavour to accomplish to be satisfied and become successful on the job. More so, content theories focus on the desires, ambitions, motivations, and how they are ranked by the individuals to obtain their satisfaction (Luthans, 2005, as cited in Alarifi, 2018), suggesting an individual channels and maintains actions and behaviours towards attaining unfulfilled needs. Content theories concentrate on workers' internal factors and needs that stimulate, encourage, inspire, and influence employees' behaviour and work performance (Lynne, 2012, as cited in Sahito & Vaisanen, 2017). Lynne (2012), as cited in Sahito and Vaisanen (2017), also maintained that all content theories accept without proof that all organisational members experience the same set of needs, so organisations could predict the features that should exist in a job.

Content theories include Maslow's hierarchy of needs theory; Herzberg's motivation-hygiene theory; Alderfer's Existence, Relatedness and Growth Needs (ERG) theory; McGregor's Theory X and Theory Y; and McClelland's Need Achievement theory (Ahmad et al., 2021). According to

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Alarifi (2018), two widely recognised and referenced content theories in the field of job satisfaction and motivation are Maslow's hierarchy of needs theory and Herzberg's motivation-hygiene theory.

Process theories are more concerned with how job satisfaction occurs (Alarifi, 2018; Khan et al., 2016). Alarifi (2018) agreed that process theories explain the link between employee job satisfaction and how individual factors such as wants, philosophies, prospects, and attitudes work simultaneously to explain employees' job satisfaction. Thus, process theories emphasise the reasoning practices of employees' level of job satisfaction and offer an explanation and examination of how employees' behaviour in the organisation is strengthened, focused, continued, and terminated. According to Ahmad et al. (2021), the process theories include Vroom's Expectancy theory, Adam's Equity theory, and Locke's Value-Based theory of satisfaction. Alarifi (2018) similarly argued that Vroom's Expectancy theory and Adam's Equity theory are the most cited process theories.

This study investigated the association between emerging college culture and tutor job satisfaction in public CoEs in Ghana. Denison's (2000) organisational culture theory underpinned the independent variable, college culture whereas Maslow's theory of hierarchy of needs, Alderfer's existence, relatedness, and growth theory, and Herzberg's motivation-hygiene theory anchored the dependent variable, job satisfaction. Thus, the independent variable was emerging college culture, whereas the dependent variable was tutor job satisfaction.

Denison's Organisational Culture Theory

The organisational culture theory developed by Denison (2000), and as shown in Figure 1, depends on four culture traits, namely, involvement culture, consistency culture, adaptability culture, and mission culture, and each has three dimensions.
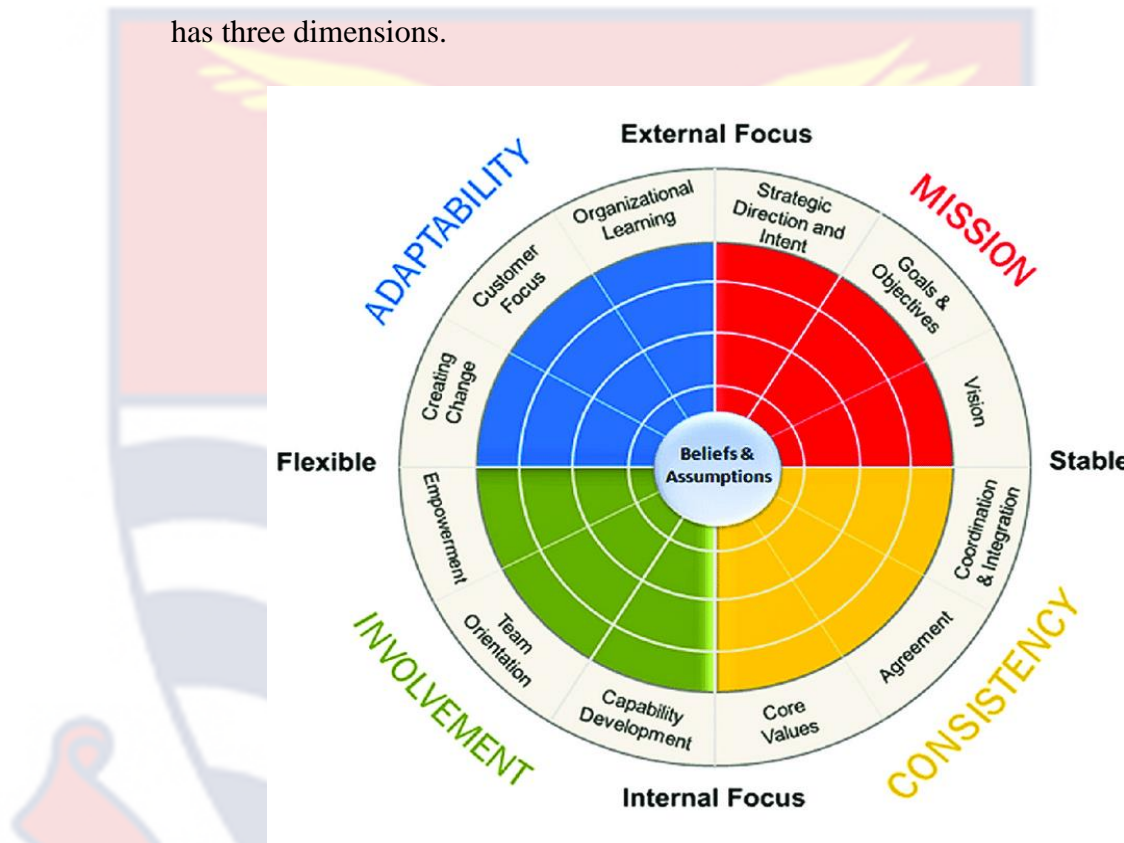
Figure 1: Organisational Culture Model (Adopted from Denison, 2000)

Involvement culture is the belief that participation fosters responsibility, ownership, organizational effectiveness, and loyalty (Baker, 2002 as cited in Ali, 2016). Companies require high employee involvement to prioritise teamwork over individual achievement. People feel ownership in the organization because they participate effectively in organizational activities. Denison et al. (2006), as cited in Ghanney et al. (2017), indicated that involvement culture makes employees become committed to their work and feel a strong sense of ownership and responsibility.

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Denison and his associates asserted that individuals across various hierarchical levels have valuable insights that can contribute to the formulation of effective decisions that affect their job. Furthermore, they emphasised the importance of perceiving a direct alignment between one's work and the overarching aims of the organisation. Therefore, a public CoE in Ghana with an affinity to the involvement culture promotes we-feeling among tutors and other members and encourages them to participate in the college's operations actively. Involvement culture operates under the presumption that successful organisations delegate authority to their employees, center their operations on teams, and work to improve the capabilities of their workforce at all levels (Ali, 2016). As such, management, tutors, students, and all other members of the College become dedicated to their job because they feel they are part of the college. Consequently, individuals at various hierarchical positions within the college perceive themselves as having a degree of influence in the decision-making processes that will directly influence their professional endeavours, aligning with the objectives of the institution.

Involvement culture can have positive and negative impacts on an organisation. It leads to more significant employee commitment to the organisation, as a result, reduces the necessity for official structures of authority, and eventually enhances effectiveness (Denison, 2000, as cited in Ghanney et al., 2017). Nevertheless, a state of low involvement signifies an organisational setting in which employees exhibit a lack of connection to their work, a lack of awareness regarding its significance and its interrelation with the broader organisation, a reluctance to assume additional responsibilities, and a hesitancy to collaborate with individuals beyond their immediate social

circle (Denison et al., 2006). Hence, it is apparent that fostering an involvement culture is crucial for optimising the achievement of organisational objectives.

The involvement culture trait has three dimensions: empowerment, team orientation, and capability development (Raj'ati & Shooshtri, 2016). Empowerment emphasises granting employees the necessary authority, initiative, and capability to manage their work tasks. This approach fosters a sense of ownership and accountability among employees towards the organisation. Team orientation is a highly regarded principle that emphasises the collaborative efforts of individuals working together towards shared objectives, fostering a sense of collective responsibility among all members of the organisation. Thus, the organization depends on collaborative efforts from its team members to accomplish tasks.

Capability development is a phenomenon in which an organisation consistently engages in efforts to enhance and refine the abilities of its employees, with the aim of remaining competitive and fulfilling continuous organisational needs. The culture of involvement fosters the values of teamwork, interdependence, cooperation, and recognition of the contributions made by all individuals within the organisation. In public CoEs in Ghana, involvement culture occurs when leadership actively engages tutors and other staff in decision-making processes related to financial administration, curriculum planning and implementation, recruitment and remuneration, student policies, and school-community relationships, among other areas.

The second trait is the consistency culture, which pertains to organisations that exhibit effectiveness due to the presence of a robust culture

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that is marked by a high degree of consistency, coordination, and integration (Davenport, 1993, as cited in Ghanney et al., 2017). This culture trait occurs when the leadership and members preserve stability in the organisation. The set of core values guides the behaviours of the members, and employees are capable of reaching a consensus in situations where there are disagreements in opinions. Consistency serves as a prominent factor in establishing stability and internal cohesion, characterized by a shared attitude and a strong inclination towards conformity (Senge, 1990, as cited in Ali, 2016). Closer observation and understanding of the consistency culture suggests its similarity to the bureaucratic culture where there is an emphasis on values like formalisation, rules, standard operations, procedures, and hierarchical co-ordination.

According to Denison et al. (2006), consistency culture trait encompasses three distinct elements, namely core values, agreement, coordination, and integration. Core values are characterised by a circumstance in which individual in an organisation collectively embrace a predetermined set of principles. These values foster a distinct identity and establish a well-defined set of anticipated behaviours. Agreement occurs when organisational members are able to and in a collective means reach a consensus on significant matters, encompassing both the foundational level of agreement and the ability to resolve any emerging conflicts. The concepts of co-ordination and integration are crucial in facilitating collaboration among various departments and units in an organisation, enabling them to pursue shared objectives without encountering any hindrances posed by operational constraints.

Linking the consistency culture to the context of public CoEs in Ghana, one may observe that leadership of the colleges generally adheres to

the established protocols for managing the human, material, and financial resources allocated to the colleges. For example, the implementation of a budget of a college depends on the various items captured and approved in the budget. The leadership of a college strictly adheres to the implementation of planned activities. Thus, public CoEs operate a consistency culture, maintain and adhere to the status quo to avert complaints and chaos, and avoid constant changes when not needed. On the contrary, a consistency culture could stifle the sense of initiative and creativity of leadership, tutors, students and other members of such a college.

The third trait, adaptability culture, stresses the idea that standards and principles that help an organisation accept, understand, and explain environmental signals into internal organisational and behavioural changes will help it survive and grow (Ali, 2016). Hence, an adaptability culture emphasises the bond between the organisation and its environment. Arguably, this suggestion is in line with Schein's (2004) idea that it is relevant for organisations to consider internal processes with external adaptation processes. Schein's (2004) idea implies that successful organisations are in the position to recognise and react to the continuous changing environment and simultaneously improve internal practices that permit the organisation to adjust to those changes. Schein (2004) further argued that the sustenance of organisations significantly depends on their adaptation to the external environment. Therefore, flexible organisations are driven by customers, rely on possibilities, learn from their faults, and have the competence and expertise to adjust and bring about the desired organisational transformation. According to Denison (2000), as cited in Ali (2016), such organisations constantly

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change their arrangements and structures to encourage improvements and provide value for their clients.

Creating change, customer focus, and organisational learning are part of adaptability culture trait (Ghanney et al., 2017). Creating change occurs when the organisation can form adaptive ways to suit the requirements of a change, understand the environment in which it operates, respond swiftly to developments and foresee imminent changes. Customer focus reflects how an organisation's desire to ensure customer satisfaction and anticipation of customers' future needs influence the organisation's operations. Organisational learning assists organisations in obtaining, describing, and interpreting environmental signals and turning them into opportunities. With these opportunities, employees gain the required knowledge and develop their skills and abilities to enhance innovations. Adaptability culture is crucial in public CoEs of Education in Ghana. One of the key reasons for establishing the colleges was to address the needs of a changing society. This purpose calls for the colleges to adjust their activities to suit the society's varying traditional, financial, communal, administrative, and technical systems to train people for its progress and survival.

The mission culture shows the extent to which an organisation is fully aware of its purpose of existence and the direction to take to achieve the reasons for its establishment. The assumption is that organisations have clear goals, objectives, and directions to describe their future. Thus, the vision of an organisation signifies its essential values and the link between the subordinates and the organisation (Denison, 2000, as cited in Ali, 2016). It is also seen as a mutual purpose, focus, and plan used to organise and encourage organisational

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members to work together to achieve common goals (Baker, 2002, as cited in Ali, 2016).

The practical vision of an organisation must be readily flexible to suit changing situations, easily communicated, understood, and incorporate the needs, desires, and interests of the organisation, management, and subordinates. The deduction is that an ineffective vision may result in unfavourable outcomes. Therefore, subordinates must be involved in designing an organisational vision. The reason is that the involvement of subordinates will enable them to identify with, describe and understand the vision. Their involvement will bring about a sense of ownership of the vision, encouraging subordinates to be committed to the organisation's cause and future.

Every public CoE in Ghana has mission and vision statements that align with the national vision of Initial Teacher Education. The mission and vision direct the college's focus on what it stands for and intends to be in the future. The college's vision encourages all stakeholders to mobilise the needed resources and energies to achieve goals. Hence, the college's vision describes the boundaries for job performance and conceptualisation of the future of the college.

According to Denison et al. (2006), the mission culture trait encompasses three culture dimensions namely strategic direction and intent, goals and objectives, and vision. The strategic direction and goal seek to articulate the goal of an organisation and clearly, outline the expected contributions of its members towards achieving success. This differentiation is particularly crucial in distinguishing the organisation from its competitors.

Goals and goals refer to the precise aims and intentions aligned with an organisation's mission, vision, and strategy. Additionally, they provide members with a clear and specific plan of action to attain the aims and objectives of the organisation. The vision talks about the common understanding of the organisation's desired future position, representing the core values embedded in the organisational members' minds and hearts, guiding and directing their actions and behaviours.

The inference from Denison's (2000) Organisational Culture Theory is that consistency trait culture and mission trait culture encourage stability. Involvement and adaptability trait cultures permit processes for change and variation based on changes in the external environment. Again, consistency and involvement trait cultures view culture as concentrating on internal factors or forces. However, mission, trait and adaptability culture discuss the connection between the organisation and its outside environment. Devi (2009), as cited in Ali (2016), agreed that organisations that provide opportunities for teamwork, provide a conducive work environment, portray equitable and respectful treatment of subordinates, provide continuous professional development training for members, ensure that members enjoy opportunities for growth, promotion, and advancement with member engagement.

Such a situation assures the members of their future with the organisation and consequently improves their commitment. It is therefore beneficial for organisations to provide an enabling work environment and appropriate policies for subordinates of an organisation since it encourages employee retention, reduces employee attrition rate, increases employee morale, and reduces employee absenteeism. Devi (2009) therefore suggested

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that relatively, organisations would have engaged members when there are avenues to support them to balance their work and home environments. Enhancing positive attitudes among an organisation's members is critical in managing organisational culture to empower employees and expand their area of responsibility. Employees' financial interests relate to the organisation's interest through modifications in their pay structure or a demonstration of commitment by the organisation to its human resource through capacity building (Wilkinson, 2000, as cited in Ali, 2016). Employee participation is very significant in the achievement of organisational goals. The degree to which subordinates are involved in the process of decision-making in an organisation influences their work attitudes and encourages them to undertake other responsibilities to see to the realisation of shared organisational goals.

Participating in organisational decision-making processes and other responsibilities in a conducive work environment enhances job satisfaction and job performance of employees. Milne (2007) argued that, among other things, employee participation must be an aspect of organisational culture. As such, organisational members need to be aware of their clearly defined roles, with adequate supervision from the leadership or management of the organisation. Accordingly, Seymour and Dupre (2008) reiterated the importance of employee involvement to improve organisational performance, satisfaction, and staff retention. These ideas informed the adoption of Denison's Organisational Culture Theory to determine the emerging culture of public CoEs in Ghana based on involvement culture, consistency culture, adaptability culture, and mission culture, as has been adopted by many

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researchers, including Ghanney et al. (2017), Nongo and Ikyanyoni (2012), and Raj'ati and Shooshtri (2016).

Denison's Organisational Culture Theory underpinned this study because it evolved from a robust research base and confirmed its high reliability and validity (Wahyuningsih et al., 2019; Yilmaz & Ergun, 2008). Accordingly, Denison's Organisational Culture Theory has been through empirical observation, tested and validated in many studies across various establishments in different geographical contexts and this strengthens the credibility of any study that makes use of the theory. Hence, the adoption Denison's (2000) Organisational Culture Theory was based on its suitability and extensive use by researchers in diverse settings (Ghanney et al., 2017; Nair et al., 2019; Prem, 2011) and also, its relevance to the research objectives of this study. Prem (2011) argued that Denison's Organisational Culture Theory was a result of research works including Quinn and Rohrbaugh (1981) and Schein (2004). Similarly, Mottram (2016) argued Denison's Theory developed out of over twenty years of research using more than one hundred and sixty (160) organisations. Denison's Organisational Culture Theory

One example of integration within Denison's organisational culture theory is the incorporation of Schein's (2004) three levels of organisational culture. These levels, which encompass values, beliefs, meanings, and assumptions, serve as the foundation of a social system and operate as the main drivers of motivation and co-ordinated activity. The open systems model of the Competing Values Framework (CVF) developed by Quin and Rohrbaugh (1981) exhibits similarities to Denison's consistency trait. The internal process model of the Competing Values Framework (CVF) exhibits

similarities to Denison's involvement trait, and the human resources model of Competing Values Framework shares similarities with Denison's theory as well because they share similarities in their emphasis on organisational effectiveness, culture dimensions, the role of human resources practices, integration with strategy, stress on continuous improvement, and offer valuable bases for understanding and managing organisational culture to improve performance and competitiveness (Denison, 2000). The logic and accuracy of Denison's Model and its instrument used in measuring organisational culture have been established and acknowledged through extensive research. Likewise, Rose et al. (2008), as cited in Mottram (2016), asserted that Denison's Organisational Culture Theory evolved from a robust research base and its high reliability and validity have been widely confirmed through studies.

According to Yimaz and Ergun (2008), the fundamental assumptions, which form the basis of Denison's organisational culture theory, exist in almost all organisations. Hence, most of the models or theories of organisational culture are similar to that Denison's Theory. With this assertion, the findings of any research grounded on Denison's organisational culture theory could be the basis for arriving at conclusions on other frameworks of organisational culture. Ghanney et al. (2017) supported this view by suggesting that inferences on other theories of organisational culture are from the outcome of research based on Denison's theory. Pirayeh et al. (2011) also reiterated that the preference for Denison's organisational culture theory is that it has a direct bearing on organisational culture and offers an innovative framework over other models of organisational culture. Yilmaz and Ergun

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(2008), therefore, argued for the practice of Denison's organisational culture theory by stating that:

> "…at the core of Denison's Model are the underlying beliefs and assumptions that represent the deepest levels of organisational culture. These fundamental assumptions provide the foundation from which (1) more surface-level cultural components such as values and observable artefacts-symbols, heroes, rituals are derived, and (2) behaviour and action spring" (p. 292).

The observation from the argument by Yilmaz and Ergun (2008) is that there are two dimensions (internal and external) to every organisation. According to Mottram (2016), an essential aspect of Denison's theory on organisational culture is the recognition of the necessity for organisations to manage the demands and conditions of both their internal and external environments. This balance is crucial to ensure consistency and stability, enabling organisations to successfully adjust and endure. In explaining the use of Denison's organisational theory, Wahyuningsih et al. (2019) also reiterated that Denison's theory addresses an organisation's internal and external factors.

More so, Denison's Organisational Culture Theory was preferred because the organisational culture traits depend on the perspective of organisational members' behaviours, compared to other models that include organisational culture traits from psychological or personality perspectives (Mamo, 2017). The preference for Denison's (2000) Organisational Culture Theory was that it provides a more quantitative approach to understanding culture, examines culture as a set of measurable traits and dimensions, and provides a wide-ranging framework or a diagnostic tool (Organisational Culture Inventory [OCI]) for assessing and measuring organisational culture based on culture traits as adaptability, involvement, consistency, and mission,

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which help in assessing how well the culture aligns with organisational goals (Abane et al., 2022; Wahyuningsih et al., 2019). Thus, the adoption of Denisons's (2000) organisational culture theory would be of benefit in a comprehensive and holistic approach in evaluating and comprehending the existing emerging culture in public CoEs in Ghana, identify the strengths and weaknesses, and determine areas for improvement based on four key culture traits of involvement, mission, consistency, and adaptability. Again, the adoption of Dennison's (2000) organisational culture theory could help in driving change in public CoEs in Ghana.

Through the use of the theory, the colleges could identify precise areas of the emerging college culture that need to be changed or strengthened to align with the strategic plans, goals, and objectives of the colleges. Thus, the use of the theory could guide the colleges to assess how well the emerging culture aligns and supports the mission and vision of the colleges. Such as assessment could inform evidence-based decisions about the emerging college culture. Adopting Denison's theory could guide public CoEs in Ghana to be aware and understand the emerging college culture and the impact it has on tutor job satisfaction. With this awareness and understanding, the colleges could be guided to develop targeted strategies for successful implementation of change initiatives and managing resistance to change in the colleges.

Maslow's hierarchy of needs theory

The idea of hierarchy of needs, introduced by Abraham Maslow in 1954, is widely recognised as the predominant and one of the oldest theories in the field of motivation and job satisfaction (Kaur, 2013, as cited in Nteboheng & Asoba, 2021). It posits that humans possess numerous and well-defined

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wants that necessitate fulfilment (Sahito & Vaisanen, 2017). Maslow, in his theory, indicated that individuals are encouraged to realise some needs and that specific necessities come before others. These needs are originally and often represented and shown in five levels of a hierarchy in a pyramid form (McLeod, 2018) as shown in Figure 2, and predisposed by the significance devoted to different wants and the extent to which individuals prefer to satisfy these needs (Karimi, 2008, as cited in Nteboheng & Asoba, 2021).

Figure 2: Maslow's Hierarchy of Needs

The theory specifies that individuals have basic personal desires to be met (bin Nordin et al., 2019), and these wants become factors of human satisfaction regardless of their attainment (Amin et al., 2021). The inability to meet these basic human needs leads to a failure in achieving self-satisfaction in personal development, career or employment (Firkhan et al., 2021). The hierarchy of needs, as proposed by Abraham Maslow, consists of five levels: physiological, safety, love and belonging, esteem, and self-actualization.

Arranged in ascending order, these needs start from the most basic physiological needs and progressing towards higher-level psychological needs. According to Ahad (2021) and McLeod (2018), the satisfaction of lower-level demands in the hierarchy is a prerequisite for addressing higher-level wants. Physiological needs, alternatively referred to as biological needs, pertain to the foundational tier within Maslow's hierarchy of needs, including the fundamental requirements necessary for an individual's survival. Maslow (1954) therefore referred to physiological needs as natural necessities for human existence. The optimal functioning of the human body is contingent upon the satisfaction of these essential needs.

Maslow considered that biological needs are the most significant and that all the additional needs become unimportant until the achievement of physiological needs. Physiological needs include air, food, water, clothing, shelter, warmth, health, sex, sleep. In the setting of public CoEs in Ghana and all educational institutions, the physiological level includes the need for wages, bonuses, and fringe benefits to enable teachers to clothe, feed, and house themselves and their families and, specifically, fulfil their physiological needs (Alemi, 2014; Alugchaab, 2011).

The second hierarchy or level of needs relates to the fulfilment of safety and security needs. Safety needs denotes an individual's aspiration for freedom from illness or danger and for a safe, acquainted, and anticipated surroundings. Examples of safety needs are law, order, and stability, security including job security, aspiration for freedom from illness or danger, safe from harm from family members, strangers or occupational hazards or acquainted,

and anticipated surroundings. Once an individual's physiological needs are satisfied, the need for security and safety must be met (Amin et al., 2021).

Zaid et al. (2020) asserted that safety embraces the entitlement to experience a state of security and overall well-being inside one's own person, household, possessions, and even the professional environment. People have a need to encounter structure and predictability, as well as exert control over their own life. These factors include emotional security, financial security (such as work and social welfare), law enforcement and societal order, freedom from fear, social cohesion, property rights, and the preservation of health and well-being (including protection against accidents and injuries). In the context of public CoE in Ghana, safety needs involve a conducive and safe working environment, including fringe benefits, promotions, job security, retirement or pension schemes, insurance benefits, medical or health services, and good working conditions.

Love and belonging needs, also referred to as social needs, are third on the hierarchy of needs, and the first of social needs. McLeod (2018) explained love and belonging needs as a social and emotional need for being accepted as a member of a group and the desire for interpersonal relationships, friendship, intimacy, trust, inclusion, receiving and giving affection and love. McShane and Von Glinow (2022) reiterated this view by indicating that love and belonging needs include a sense of belonging and the need for affiliation, such as affection, friendship, a sense of belonging to social activities, family, intimacy and a sense of connection. In addition, Alemi (2014) emphasised that the fulfilment of love and belonging requirements necessitates engaging in social interactions and establishing relationships with individuals inside the

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professional setting, including colleagues and supervisors. In public CoEs in Ghana, tutors' involvement in formal and informal groups and working in teams express love and belonging needs. Consequently, tutors anticipate having good interpersonal relationships with their principals, colleagues, and students. Mohd et al. (2020) emphasised that in schools like public CoEs in Ghana, teachers need to feel well received by colleagues, supervisors, and administrators.

The fourth need on the hierarchy is esteem or ego needs. Esteem needs, also referred to, as ego needs, are linked to a person's need to attain recognition, status, and feel respected. These needs characterise one of the significant phases in reaching contentedness or self-actualisation. According to Nor et al. (2020), esteem needs describe the situation where individuals require gratitude for their work and a sense of admiration from those around them. Maslow (1954) classified esteem needs into two categories. The first is the esteem for oneself, which includes dignity, achievement, mastery, and independence, and the second is the wish for reputation or respect from others, including status and prestige. Esteem needs could also be categorised into higher esteem needs, which include the desire for physical strength, knowledge, competence, independence and freedom, and lower esteem needs, which comprise status, recognition, fame, celebrity, prestige and any form of attention.

In addition, the need for respect from others and the need for respect from oneself form another category of esteem needs. Respect from others raises issues about achieving fame, prestige, and recognition whereas respect from oneself talks about dignity, confidence, competence, independence, and

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freedom. Thus, the need for self-esteem is the desire for appreciation for work done and the desire to seek love and respect from others, including self-respect and the appreciation of others (Alemi, 2014; Alugchaab, 2011).

Self-worth comprises the desire for poise, accomplishment, strength, freedom, and esteem of others, including reputation, prestige, status, recognition, attention, and appreciation from others (Hariri, 2011). Alemi (2014) therefore argued that individuals who possess a good self-image and perceive themselves as deserving are more likely to attain higher positions and exhibit superior performance compared to those who underestimate their abilities. McLeod (2018) corroborated this view by asserting that esteem needs include self-worth, accomplishment and respect. In public CoEs in Ghana, the application of esteem needs is realised in situations where the principals, at the annual awards night or any appropriate forum, acknowledge, recognise, praise and reward the immense contribution of distinguished tutors towards the attainment of college goals, such as good academic outcomes among students.

Self-actualisation, the pinnacle of Maslow's hierarchy of needs, refers to the inherent desire for personal growth and development throughout an individual's lifespan. Self-actualisation needs include self- fulfillment, contentment, seeking personal growth and peak experiences, realising personal potential. Alugchaab (2011) posited that self-actualization pertains to the inherent desire of individuals to advance, acknowledge their complete capabilities, and attain expertise in their chosen field in order to enhance their proficiency. Alemi (2014) added that this sage of need is the desire to achieve success and growth through prospects for promotion, freedom of choice, risky tasks at work, and optimism about one's potential. According to McLeod

(2018), the need for self-actualisation refers to the realisation of individuals' capabilities, self-fulfillment, search for personal growth, and ultimate skills, and the specific arrangement that self-fulfillment will take significantly differ from one individual to another. Again, individuals may be conscious of self-actualisation needs in specific terms. A case in point is that an individual may possess a solid wish to become an effective and efficient manager. This wish, articulated in a different situation, may be economical, intellectual or social.

The attainment of self-actualisation is contingent upon the fulfilment of other needs, a task that is often challenging due to the prevailing work conditions in various organisations, including educational establishments (Alemi, 2014; Alugchaab, 2011). Mohamad et al. (2020) argued that job satisfaction is attainable by satisfying all the stages of human needs prescribed by Maslow (1954). Similarly, Hopper (2020) averred that the theory of hierarchy of needs proposes that the strong desire for higher-level needs significantly depends on the individual attaining the most basic needs. In line with the idea of Mohamad et al. (2020)) and Hopper (2020), it could be deduced that tutor job satisfaction in public CoEs in Ghana would be attained if the tutors succeed in obtaining all the requirements such as improved salary, fair treatment by principals, proper rewards for task achievement among others, as suggested by Amin et al. (2021).

According to McLeod (2018), Maslow's five-stage hierarchy of needs model represents the deficiency needs and growth needs, where the first four levels (physiological needs to self-esteem needs) form the deficiency needs (*D-needs*). In contrast, the top level (self-actualisation) refers growth or being needs (*B-needs*), as shown in Figure 2. McLeod (2018) maintained that the

deficiency needs arise because of scarcity, denial or withdrawal and understood to inspire people when unmet. Again, as needs are met, motivation or satisfaction decreases with deficiency needs. In addition, the enthusiasm to fulfil such needs will become stronger when the duration of the denial is longer. For example, they become hungrier at the length of depriving individuals of food. In addition, McLeod (2018) highlighted that Maslow posited the notion that individuals are required to satisfy their lower-level deficit desires prior to pursuing the fulfilment of higher-level growth needs. Nevertheless, Maslow (1987) subsequently clarified that the fulfilment of a need does not occur in a twofold manner, recognizing that his earlier assertions may have inadvertently conveyed the misconception that there should be a complete satisfaction of a need before the subsequent need arises.

However, the desire for personal development drives growth needs, rather than a sense of lacking. An actual satisfaction of growth needs may assist individuals in reaching the highest level of the hierarchy (self-actualisation). Every employee is skilled and aspires to move up the hierarchy toward a level of self-actualisation. Hence, with growth needs, motivation or satisfaction increases by satisfying needs. Regrettably, there are often disruptions in improvement by disappointment in meeting lower-level needs. Inevitably, individuals fluctuate between hierarchy levels based on their life experiences, such as poor interpersonal relationships at work and job loss. Accordingly, not everyone will move through the hierarchy smoothly and in a uniform direction. Thus, some individuals may move back and forth between the different types of desires.

Despite being a widely recognised theory in human psychology, the hierarchy of needs hypothesis has faced critiques about its practical implementation. According to McLeod (2018), a prominent critique of Maslow's hierarchy of needs theory is its primary drawback, which lies in the subjective nature of the methodology employed, namely the utilisation of a qualitative approach known as biographical analysis. From the scientific perspective, biographical analysis depends entirely on the researcher's opinion, which is prone to bias and, as a result, reduces the validity of the data obtained. The theory fails to account for variations among individuals and the influence of cultural and environmental factors. This observation implies that there is a divergence in requirements and that the actual needs experienced by individuals are more dynamic and diverse than as compared to what Maslow's theory depicts. Once again, the contention arises that prioritising self-actualisation should take precedence over self-esteem (Alemi, 2014).

Testing the theory of hierarchy of needs, Tay and Diener (2011), as cited in McLeod (2018) established that human needs are universal irrespective of cultural differences. Scholars such as Amin (2012) and Hariri (2011) have put out the argument that Maslow's hierarchy of needs theory lacks sufficient empirical evidence to support its validation. This suggests that the theory is inflexible and does not align with the behaviour of numerous individuals as they progress through the hierarchical stages. Again, the conceptual nature of the theory of hierarchy of needs presents challenges in terms of empirical testing, and its logical framework contingent on causality. Additionally, ideas such as self-actualisation need sufficient and precise definitions (Cole, 2002).

Despite the criticisms, Maslow's hierarchy of needs theory has strongly influenced education and human development (Een et al., 2021, as cited in Amin et al., 2021). It provides educational implications for educational leaders and teachers (Hariri, 2011). For instance, principals of public CoEs in Ghana must create a working environment where tutors can satisfy their needs. A conducive working environment, for example, should provide opportunities for greater variety in teaching pedagogies, autonomy in work schedules, and increased responsibility to enable tutors to realise their maximum potential. Where there is no enabling environment, teachers experience increased frustration, work restriction, lower performance, lower job satisfaction, tardiness, and high turnover. According to Alugchaab (2011), it is crucial for teachers to have their fundamental survival needs met, as neglecting these requirements might impede the fulfilment of higher-level needs. Without the satisfaction of these higher-level needs, teachers may struggle to perform their roles effectively.

Principals of public CoE in Ghana could provide opportunities to their tutors to develop professional self-worth, competence, respect, and workplace influence, as well as to improve their competency and sense of accomplishment. Principals could also employ praise, respect, and recognition to boost teachers' self-esteem and push them to meet school goals. Again, principals could recognise tutors for effective task performance, and offer them with suitable delegated responsibilities with accompanying authority, incentives and opportunities for growth and self-actualisation. Thus, Ghanaian public CoE principals could adopt the needs theory to boost tutor work satisfaction.

From the foregoing, Maslow's Hierarchy of Needs Theory, shows a hierarchy of wants that extends from more fundamental physiological needs like food and shelter to more advanced needs like self-actualisation. This all-encompassing paradigm offers a wide-ranging viewpoint on human behaviour and satisfaction, making it useful in a diversity of backgrounds. Researchers and practitioners alike can easily comprehend the hierarchy due to its intuitive nature. Maslow's theory of hierarchy of needs offers a precise framework for understanding and predicting human behaviour, which is helpful in both academic and real-world contexts.

Maslow's theory highlights the interconnectedness between different levels and the holistic character of human needs. Researchers interested in understanding complex human actions and satisfactions in various circumstances find resonance in this comprehensive perspective. Practical applications of Maslow's hierarchy can be found in the sectors of business, education, healthcare, and many more. By understanding which needs are most relevant for individuals at a given time, organisations can tailor their strategies to better meet those needs, leading to improved outcomes and job satisfaction.

Alderfer's existence, relatedness and growth (ERG) theory

Clayton Alderfer indicated that very few attempts have been made to thoroughly test Maslow's hierarchy of needs theory, and that there has been little support for Maslow's theory based on available evidence. Alderfer (1972) also noted that the pyramid model of Maslow's hierarchy implied that the most important requirements were found at the lower levels. In response to these differences, Alderfer (1972) improved, expanded, and modified Maslow's

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theory of the hierarchy of needs by offering a different need-based theory and a potentially more helpful perspective on work satisfaction (Mullins & Christy, 2016).

Alderfer's Existence, Relatedness, and Growth (ERG) theory is a psychological framework that seeks to comprehend the human needs that influence behaviour and job satisfaction in organisational contexts. Alderfer believed that human priorities are not constant and they can change from time to time according to the mood and personal requirements of an individual. Furthermore, ERG theory provides a slightly more thorough description of how a person moves between the need categories than most conventional interpretations of Maslow's work (Mullins & Christie, 2016). Based on the fundamental wants of existence, relatedness, and development, Alderfer's ERG theory reduces Maslow's five need categories to three (Alderfer, 1972; Mullins, 2020; Mullins & Christy, 2016) as shown in Figure 3.

The material and physiological needs for survival and well-being are included in the category of existence needs. It addresses the physiological and material needs for safety and the maintenance of human existence. Maslow's physiological and safety needs are comparable to Alderfer's existence needs. Salary and benefits, which comprise sufficient remuneration, such as income, health insurance, and retirement benefits, to cover essential living costs and guarantee financial security, are examples of existence needs. In order to safeguard workers from danger and injury, a safe work environment is also necessary. This includes hazard-free facilities, ergonomic workplaces, and safety procedures. of stability and security.
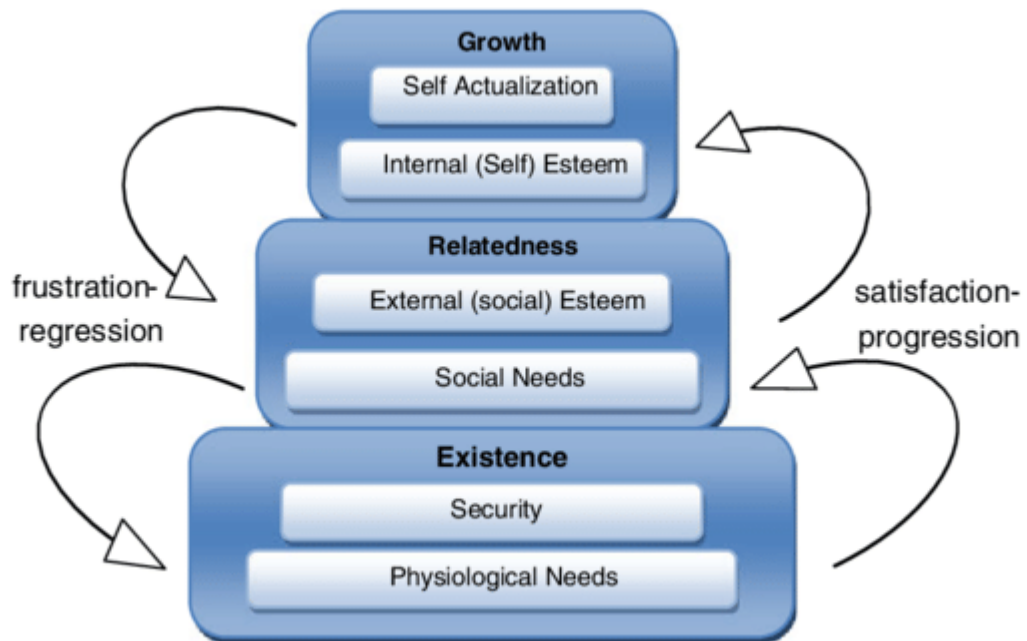
Figure 3: Alderfer's ERG Theory

Likewise, the existence needs encompass job security, which entails guaranteeing steady work and safeguarding against job displacement, layoffs, or economic unpredictability, as well as offering a sense. The need for social connections, interpersonal ties, and a sense of belonging in an organisation are all considered relatedness needs. Relationships to the organisation's social environment are the focus of these demands. Social needs and external (social) esteem are the needs that fall under the category of relatedness needs, and they are similar to Maslow's social and esteem needs. Collegial relationships promote companionship, trust, and co-operation by entail constructive encounters and supportive relationships with coworkers, supervisors, and team members. Recognising and respecting contributions and accomplishments of employees, and efforts by peers and supervisors enhances feelings of esteem and validation, which is another facet of relatedness needs. Another aspect of relatedness demands is inclusion and belonging. This includes opportunities to participate in group initiatives, team activities, and organisational functions, all of which foster a feeling of community and belonging.

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Alderfer's growth needs include the need for self-actualisation, self-improvement, and personal development. These needs are consistent with Maslow's need of self-actualisation. Growth needs include needs for self-actualisation and internal self-esteem. A few instances of growth needs are demanding jobs that provide chances for mentally taxing activities, innovative approaches to problem-solving, and professional development that enables people to advance their expertise. It also includes professional growth, skill development, and career advancement pathways which are realised through training programs, mentorship partnerships, and promotions. Responsibilities and independence are another illustration of growth needs. In order to promote a sense of self-direction and accountability, growth needs entail giving employees the authority to make decisions, exercise autonomy, and take ownership of initiatives.

The key to comprehending Alderfer's ERG theory is to recognise its four components: satisfaction progression, frustration, frustration regression, and aspiration. The first component, satisfaction progression, basically aligns with Maslow's hierarchy of moving through the needs. When people's existence needs are met more and more, they focus their energy on relatedness needs. The growth needs become more active as these needs are met. When people try to fulfill a need but are unable to, they experience frustration, which is the second component. Unless the person consistently fails to provide the unmet need, the ensuing irritation may make meeting the need even more essential to them. In this situation, Alderfer's third component, frustration regression, could make people choose to focus on a demand that has already been met that is more specific, observable, and verifiable due to frustration

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regression, Finally, the aspiration component of the ERG model indicates that growth is inherently fulfilling. The more individuals grow, the more they want to grow. As a result, the more people's growth needs are satisfied, the more significant it becomes and highly driven to be met.

Since Alderfer's ERG model does not provide inaccurate motivational categories, it may be more helpful than Maslow's hierarchy of needs. For instance, it can be challenging for researchers to determine if social engagement fulfills one's need for recognition or approval. Additionally, the ERG model clearly emphasises moving in both directions through the set of needs. Furthermore, the evidence for Maslow's five need categories and their relative order is generally weaker than the evidence supporting the three need categories and their order in Alderfer's ERG model.

Alderfer's ERG theory could be applied in public CoEs in Ghana to understand and address the diverse needs of tutors to enhance college effectiveness and foster a positive work and learning environment. Concerning existence needs, public CoEs in Ghana could negotiate with government to arrive at a competitive compensation for tutors. Such negotiations could ensure that tutors receive competitive salaries and fringe benefits that meet their basic living expenses and provide financial security. Thus, management of public CoEs in Ghana could agree on an attractive condition of service for tutors to encourage tutors to give off their best in attaining the goals of the colleges. The colleges could also ensure safe and healthy environment by implementing measures that encourage a safe and healthy work environment, through provision of user-friendly facilities, health and safety protocols, and access to healthcare services. Tutors could be assured of stable employment

through transparent and fair employment policies and procedures, minimising the fear of job loss or economic uncertainty.

For relatedness needs, public CoEs in Ghana could promote collegial relationships by inspiring positive relations and collaboration among tutors through team-building activities, social events, and interdisciplinary projects. The colleges could also implement recognition programmes to acknowledge and appreciate the contributions and achievements of tutors. This could help foster a culture of appreciation and respect. Again, public CoEs in Ghana could encourage a supportive college community by cultivating a sense of belongingness and inclusion among tutors through mentorship programmes, peer support networks, and inclusive policies and practices.

To address growth needs, management could ensure fair opportunities and processes for tutors to undertake professional development activities. Such opportunities could enhance the knowledge, skills and competencies of tutors through training programs, workshops, conferences, and continuing education initiatives. Public CoEs in Ghana could career advancement pathways for tutors. Such clear career progression pathways and opportunities for tutors could assist in the advancement of their careers through promotions, leadership development programmes, and recognition of expertise and achievements. Furthermore, management of the colleges could encourage innovation and creativity among tutors. With this, tutors could be provided with the autonomy and support to explore innovative pedagogies, research projects, and curriculum development initiatives. These could foster a culture of creativity and continuous improvement.

Public CoEs in Ghana could also conduct regular assessments to identify the existence, relatedness, and growth needs of tutors, develop targeted interventions and programmes that address the specific needs and priorities identified through the needs assessment process. With this, the colleges could establish feedback mechanisms to solicit input and feedback from tutor on the effectiveness of existing programmes and initiatives, and to identify areas for improvement. The colleges could continuously monitor and evaluate the impact of interventions on addressing the diverse needs of tutors, and make adjustments as needed. Again, a culture of learning and adaptation in the colleges could be encouraged to ensure that feedback and reflection are valued, and opportunities for growth and development are encouraged. By applying Alderfer's ERG theory public CoEs could create an environment that supports the holistic well-being and development of tutors, ultimately enhance college effectiveness and promote a culture of excellence in teaching, research, and community service.

Herzberg's motivation-hygiene theory

Drawing inspiration from Maslow's hierarchy of human needs theory, Frederick Herzberg and his colleagues developed the two-factor theory, commonly referred to as the motivation-hygiene theory. This theory was formulated based on empirical research that explored the correlation between job satisfaction and productivity (Jones, 2011, as cited in Nickerson, 2021). According to Dion (2006), as referenced in Nickerson (2021), the two-factor motivation theory has emerged as a prominent theoretical paradigm extensively employed in the study of job satisfaction. Amin et al. (2021) purported that the two-factor theory stresses the principle of meeting self-

needs and motivational needs in developing individuals' self-potential. Again, the level to which incentive is acknowledged, and the range of achieving self-needs are the two core factors that define individuals' job satisfaction.

According to Nickerson (2021), the two-factor theory emphasises the presence of distinct elements on separate continuum that contribute to job satisfaction and discontent. This assertion presents a counterargument to the conventional perspective on job satisfaction, which posits that job satisfaction and dissatisfaction have a mutual link. According to Nickerson (2021), the two-factor theory, stresses the diverse sets of intrinsic and extrinsic factors at the workplace that contribute to the experience of job satisfaction or dissatisfaction.

According to Alemi (2014), Herzberg's study tried to assess whether workers were happy or awful about their jobs, and their replies varied from good to dismal conditions. For Okumbe (2016), Herzberg's findings hint that not all needs are motivational, and the result is that there are extrinsic job conditions whose nonexistence or insufficiency brings about dissatisfaction among employees. However, the adequacy of these conditions does not mean employees are motivated and satisfied. Consequently, Herzberg's theory substantiated the notion that certain attributes of a job are associated with employee contentment (referred to as motivators or intrinsic factors), while others are linked to employee displeasure (referred to as hygiene or extrinsic elements), as depicted in Figure 4.

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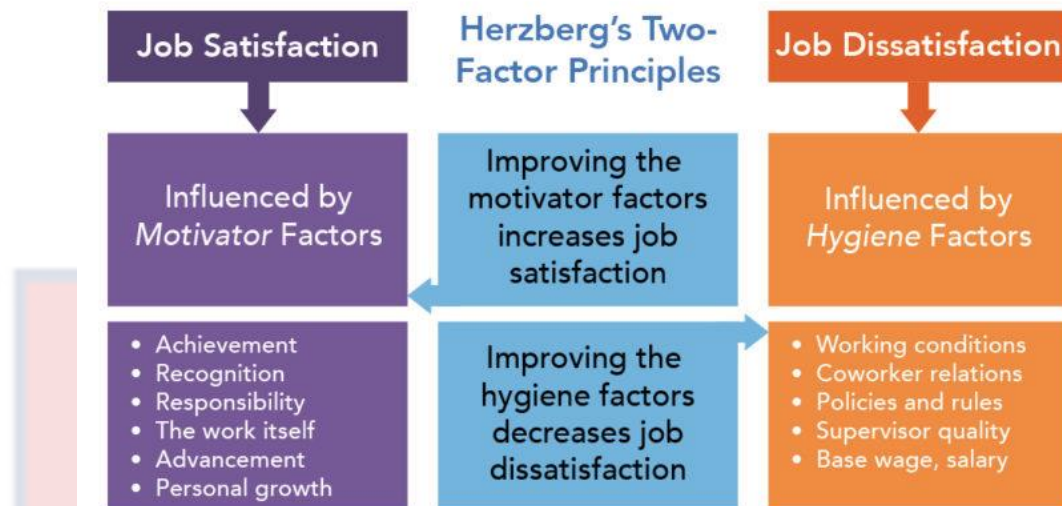
Figure 4: Herzberg's Motivation-Hygiene Theory (Two-Factor Theory)

Job satisfaction factors serve as motivators as they meet an individual's psychological growth needs. Motivation factors, such as achievement, recognition, the nature of the work, responsibility, and opportunities for promotion and growth, are distinct from hygiene factors. These factors enhance productivity and inspire workers to strive towards achieving organizational goals (Alemi, 2014; Alshmemri et al., 2017; Herzberg et al., 1957). According to Cole and Kelly (2020), the inclusion of certain elements in a job, such as achievement, recognition, task complexity, accountability, career progression, and personal or professional development, can serve as motivational factors. Conversely, the absence of these elements can lead to a decrease in job satisfaction. Oco et al. (2022) also deduced from Herzberg's theory, that features of a job relates to the efforts of an individual to fulfil the desires of attainment, ability, prominence, personal worth and fulfilment of potential, thus, making the individual pleased and gratified.

According to Alshmemri et al. (2017) and Alemi (2014), hygiene factors, on the other hand, are the basic but essential things considered for

every job, and they include salary, bonus, work environment and conditions, supervision, interpersonal or social relations, policies and rules, and procedures strategies. These factors are not motivators, but their absence negatively affects employees' morale and eventually results in low productivity. Hence, they are needs that prevent employees from 'feeling bad' about their work. For instance, responsibility and recognition will not keep the tutors of public CoEs in Ghana on the job forever if their remuneration is relatively small and there is job insecurity.

Traditionally, job satisfaction and job dissatisfaction exist in a continuum simultaneously (Robbins & Judge, 2016; 2019). However, it is important to note that motivational and hygiene elements are separate entities. Therefore, arguably, the opposite of job satisfaction is not necessarily job dissatisfaction, but rather the absence of job satisfaction (Kacel et al., 2005, as quoted in Nickerson, 2021). These two types of job satisfaction and discontent show that people might be happy with certain parts of their jobs but unhappy with others. Further, ignoring "dissatisfiers" may not lead to job satisfaction as much as appeasement. Motivational factors (satisfiers) and hygienic factors (dissatisfiers) interact, change, and are employee-specific (Nickerson, 2021). Again, in certain instances, some satisfiers or dissatisfiers may hold greater significance relative to others, and contingent upon individual and occupational conditions. Amin et al. (2021) elaborated that individuals with strong motivation or exposure to stimulant elements tend to exhibit higher levels of job satisfaction. Conversely, hygiene (external) factors or the qualities of the work environment do not significantly influence job satisfaction. Nor et al. (2020) also argued that the motivation and hygiene

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factors are not dependent on each other. Zaid et al. (2020) therefore reasoned that fulfilment of motivating factors could make employees show commitment and give off their best.

The criticism of Herzberg's theory generally focused on the methodology and assumptions (Nickerson, 2021). Critics have also commented that hygiene and motivational factors should inspire workers if they are similarly significant to a person (Robbins & Judge, 2016). According to Maniram (2007), the criticism of Herzberg's theory is that it does not provide adequate consideration to individual differences and does not explain how motivators and hygiene factors are measured. Maniram continued that the theory does not relate either job satisfaction or dissatisfaction to employees' effectiveness or productivity and does not define the correlation between satisfaction and motivation. Again, the relationship between sources of job gratification and displeasure is too rigid and simplistic in addressing the complexities of human motivation and satisfaction.

Although heavily critiqued (Nickerson, 2021), Herzberg's motivation-hygiene theory has a pronounced influence on current methodology, mainly in many contemporary workplace studies (Robbins & Judge, 2016). In one of such studies in India by Vijayakumar and Saxena (2015) to address the debate over whether monetary compensation is a motivating poor hygiene factor, the conclusion drawn was that job satisfaction was determined most by job content, organisational context, and rewards and working conditions, with monetary compensation as an utterly distinctive factor. Again, many studies in cross-cultural circumstances have involved Herzberg's motivation-hygiene theory (Sledge et al., 2008, as cited in Bušsatlić & Mujabašić, 2018; Usugami

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& Park, 2006, as cited in Bušsatlić & Mujabašić, 2018). Appraisal of these studies revealed the prominence of Herzberg's theory as varied and did not only emphasise one set of workers or only one area of culture (Bušsatlić & Mujabašić, 2018). Hence, the motivation-hygiene theory is general, common and widespread, and as a result, functional in different cultures, including Ghana.

Herzberg's motivation-hygiene theory has maintained its credibility for decades and is beneficial in contemporary and advanced education environments (Lin et al., 2007). Based on the theory, Amin et al. (2021) concluded that teachers' motivation influences their performance and job satisfaction. Mullins (2020) argued that Herzberg's two-factor theory is a comprehensive framework for understanding job satisfaction. This theory primarily emphasises the identification of elements that contribute to both job pleasure and discontent. However, it posits that these two aspects of working experience largely emanate from divergent sources. Motivation aspects in the classroom can satisfy teachers, and their absence would not essentially result in displeasure. Teachers who are highly compensated and enjoy friendly working relationship with their co-workers may not quit because they are given little recognition or responsibility (Amin, 2012; Hariri, 2011). Addressing the fundamental requirements of teachers, such as salary and working conditions would result in a decrease in unhappiness. However, the attainment of job satisfaction would be contingent on the fulfilment of more advanced desires, such as achievement and recognition. The inference is that a decrease in dissatisfaction does not necessarily serve as a catalyst for employee motivation or job satisfaction.

The motivation-hygiene hypothesis proposed by Herzberg holds significant implications for principals of public CoEs in Ghana. The theory posits that enhancing tutor job satisfaction is potentially possible by the implementation of job enrichment strategies and modifications to the job itself. In line with this, when principals of CoEs in Ghana make it possible for their tutors to have extreme authority over tools of job enactment it would enhance tutor job satisfaction. To improve tutor job satisfaction in the colleges, tutors must have their jobs designed for them to observe a sense of achievement of allocated duties. Hence, tutors need to obtain uninterrupted, flawless, and systematic reaction on their task accomplishment. Again, the provision of an enabling and supportive working environment in the colleges would encourage tutors to learn new skills and grow personally through collegial relationships, shared decision-making, independent thought, stimulating and challenging work, promotion, and further training. This calls for principals of Ghanaian public CoEs to prioritise motivation-hygiene elements to enhance tutor job satisfaction. By this, principals, among other things, should see to it that tutors have appropriate rewards, have the autonomy to perform their duties, and treated fairly.

It could be deduced from the explanations that Herzberg's Motivation-Hygiene Theory distinguishes between hygiene factors (extrinsic factors that can cause dissatisfaction when absent but do not necessarily motivate) and motivators (intrinsic factors that drive satisfaction and motivation). This focus on both satisfaction and motivation provides researchers with a comprehensive framework for understanding workplace dynamics. Herzberg's theory emerged from empirical research, which lends credibility to its propositions, and

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provide a solid foundation for further investigation and application. Again, Herzberg's theory offers a diagnostic tool for identifying sources of satisfaction and dissatisfaction at the workplace. By understanding which factors contribute to employee motivation and which merely prevent dissatisfaction, organisations such as public CoEs in Ghana can devise targeted interventions to improve overall job satisfaction and performance. Thus, Herzberg's theory is flexible and can be applied across various organisational contexts. In any organisational context, the distinction between hygiene factors and motivators remains relevant, allowing researchers to adapt the theory to different settings.

Hierarchy of Needs and Motivation-Hygiene Theories: The Relationship

A comparative analysis of Maslow's hierarchy of needs theory and Herzberg's motivation-hygiene theory reveals some similarities as explained in Figure 5.
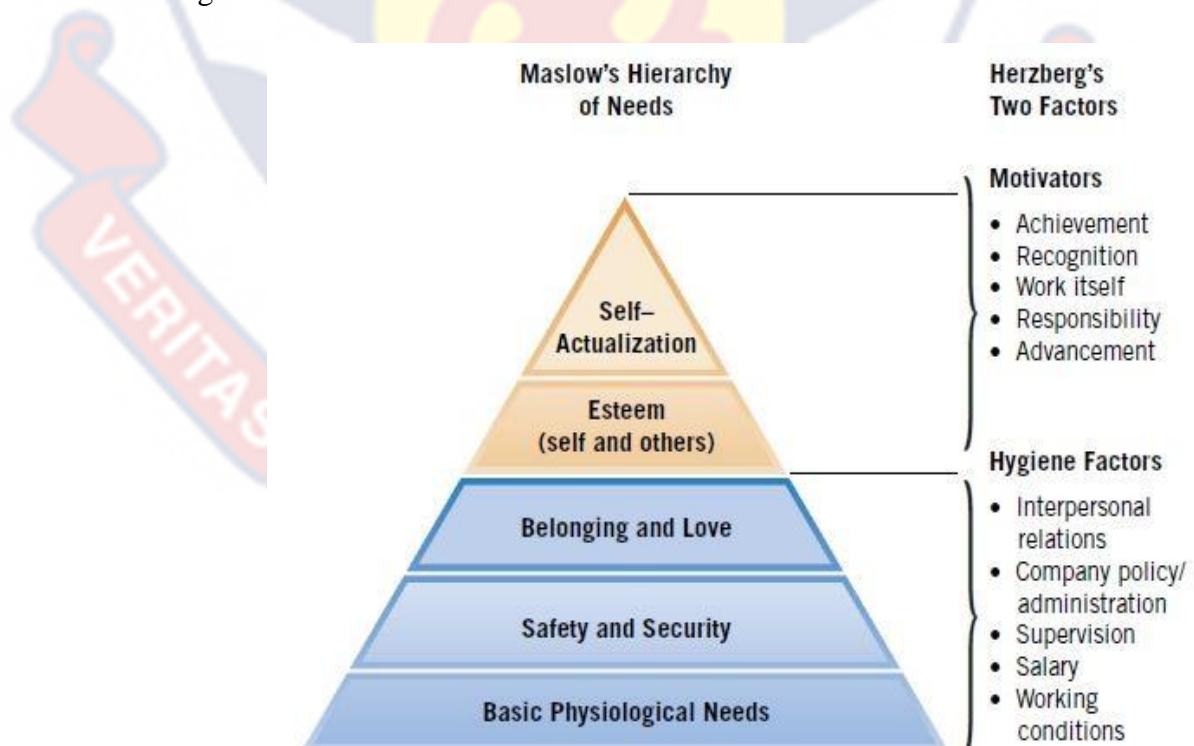
Figure 5: Comparison of Hierarchy Needs Theory and Motivation-Hygiene Theory

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Alemi (2014) found that Maslow (hierarchy of requirements) and Herzberg (motivation-hygiene) emphasize job satisfaction's content, which focuses on individual needs and factors affecting it. Information in Figure 5 show that Maslow's primary needs (physiological, safety, and social) match Herzberg's hygiene factors, and the fourth and fifth levels (self-esteem and self-actualisation) match Herzberg's motivational factors. According to Maslow's theory of hierarchy of needs, hygiene factors include job security, salary, fringe benefits, working conditions, status, company policies, technical supervisor quality, and peer, supervisor, and subordinate relationships. Herzberg's satisfiers or motivators match Maslow's higher-level needs of esteem (confidence, strength, self-belief, personal and social acceptance, and respect from others) and self-actualisation.

Despite these similarities, Maslow's Hierarchy of Needs and Herzberg's Motivation-Hygiene Theories diverge. Maslow believed that people must meet their basic needs before addressing higher-level demands. Herzberg's theory examines occupational satisfaction and dissatisfaction factors. Maslow again viewed human wants as unchanging, despite their dynamic nature. However, Herzberg argued that an individual's attitude toward work is fundamental and might define success or failure. The key idea in Maslow's theory is the wish to fulfill needs while Herzberg's theory discloses that there are some variables prevailing at the workplace that bring about job satisfaction or dissatisfaction. Furthermore, the basis of Maslow's theory is on the concept of human wants and their fulfilment, whereas Herzberg's theory focuses on the importance of rewards and recognition.

The various theories of job satisfaction bear the complex nature of human beings, and each of the suggested theories is relatively appropriate to particular people in some circumstances. Thus, in looking at job satisfaction theories, there is the need to consider the uniqueness of every situation and every individual. Accordingly, Maslow's hierarchy of needs and Herzberg's motivation-hygiene theories could apply in Ghana's public CoEs based on context. This study used Maslow's hierarchy of needs theory and Herzberg's motivation-hygiene theory because they are need-based theories and considered crucial under the content theories of job satisfaction to help understand individual needs and workplace factors that affect job satisfaction (Amin, 2012). Again, workers' needs are crucial in organisations because on achieving them, individuals become motivated, which eventually enhances their performance, commitment, and satisfaction at work. The theories provide a valuable framework for identifying and understanding the various needs of tutors while performing their tasks. Furthermore, the essence of the theories lies in their ability to sensitise principals and their entire management of the colleges to certain elements and practices that are likely to have a vital influence on tutor job satisfaction.

The identification and understanding of these factors would enable the management of the colleges to strategise in terms of policies, procedures, and practices to enhance tutor job satisfaction in the colleges. Hence, it was essential to adopt these two theories in this study because they help explain why public CoEs in Ghana should find ways to recognise tutors, encourage their participation in decision making, and give them opportunities to make significant contributions to the realisation of college objectives and goals.

The adoption of Maslow's hierarchy of needs, Alderfer's existence, relatedness and growth, and Herzberg's motivation-hygiene theories for this study was based on how well they assist in comparing different factors that influence job satisfaction across populations, cultures, or organisational contexts. Both theories offer predictive power, allowing researchers to assume about human behaviour in specific situations and test these hypotheses empirically (McLeod, 2020; Herzberg et al., 1959). That is, the theories provide analytical rule, which allows researchers to generate assumptions about employee behaviour to be tested for conclusions to be drawn. By understanding the fundamental mechanisms of job satisfaction proposed by these theories based on their practical implications, researchers can design interventions aimed at improving outcomes in diverse contexts (Alderfer, 1972; Herzberg et al., 1959; Maslow, 1943). Thus, the practical implications of these theories guide proposals in providing strategic measures to achieve desired organisational outcomes in varied organisational contexts. In essence, the adoption of Maslow's hierarchy of needs theory, Alderfer's existence, relatedness and growth theory, and Herzberg's motivation-hygiene theory (two-factor theory) as research theoretical frameworks was driven by their explanatory power, practical implications, and empirical support, making them valuable tools for understanding tutor job satisfaction in diverse contexts. Hence, the adoption of the theories is supported by their widespread applicability, empirical foundation, and real-world implications.

Conceptual Review

A conceptual literature review seeks to classify and describe concepts pertinent to a study or topic and outlines a connection between them, including

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appropriate theory and empirical research. Thus, a conceptual literature review entails the description and assertions from authors on the essential concepts in a study. This study's conceptual review covered organisational culture, college culture and its aspects, positive and negative college culture, and the relevance of a positive college culture. Other topics include job satisfaction and its value and drivers (recognition, interpersonal relationships, work, professional progress and promotion, and communication).

The concept of organisational culture

A considerable academic debate has existed for many decades in the attempt to define organisational culture because of diverse thoughts on its meaning despite a consensus on its existence and impact on organisations (Schein, 2004). This seeming academic debate and differences in understanding organisational culture have resulted in different models and approaches in terms of the definition and the study of organisational culture. Schein (2004) further argued that the debate does not only testify to the significance of the idea of organisational ethos, but it also creates difficulties for scholars and practitioners, given the inconsistencies in the different definitions. Likewise, Howad-Grenvile (2006), as cited in Mottram (2016), commented that researchers in organisational culture issues are likely to use contradictory definitions, which bring about diverse, and sometimes conflicting research frameworks.

Chipunza and Malo (2017) asserted that organisational culture defies one definition since different scholars and experts have defined the concept differently to suit their backgrounds, experiences, and opinions. The diverse interpretations of organisational culture demonstrate the comprehension of the

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cultural notion across multiple academic disciplines, such as organisational psychology, social psychology, and social anthropology (Mamo, 2017). Accordingly, Mohelska and Sokolova (2014) argued that the definition of organisational culture is contingent on various factors such as the sector in which the organisation operates, its historical events, the individual personalities of its employees, and the nature of interactions in the organisation.

Irrespective of the academic debate and differences in understanding organisational culture, the concept has gained a lot of recognition in recent times due to effective and efficient attainment of organisational goals and subsequent improvements and successes concerning the prospect of organisations, especially from the viewpoint of management and leadership (Fisher & Wilmoth, 2018; Hutchison et al., 2019; Salaheddine et al., 2020). Wahyuningsih et al. (2019) reiterated that various research findings on cultural aspects have proven the critical role of culture in enhancing the effectiveness of organisational outcomes.

Nelson and Quick (2018) indicated that organisational culture is derived from cultural anthropology and further argued that cultures are found in organisations just as they exist in the bigger human society. Watson (2006), as cited in Salaheddine et al. (2020, p. 2), indicated that culture, as a concept, was initially created from a comparison of the organisation as "something cultivated". This idea implies that culture was a human-made part of the environment. Morcos (2018) refers to this as objective culture, which describes the tangible aspects of the culture such as traditional costumes, and accessories. In organisations, objective culture includes the embraced value,

processes, practices, and the policies established by the management of organisations.

However, contemporary studies on organisational culture have concentrated on subjective culture or intangible part of culture which include ideas, attitudes, assumptions and beliefs vital in decision-making and development processes (Salaheddine et al., 2020; Treven et al., 2008, as cited in Morcos, 2018). This implies that understanding culture must involve ideas of both objective culture and subjective culture. Therefore, culture is a comprehensive collection of information, values, norms, ideas, beliefs, assumptions, attitudes, rules, skills, procedures, practices, and behaviours shared among a specific group of individuals and passed down from one generation to another, with the ultimate aim of ensuring the ongoing survival and advancement of the group. According to Nelson and Quick (2018), the cultures in organisations, just as they exist in societal cultures, are shared, communicated through symbols, and passed down from generation to generation of organisational members.

Morcos (2018) maintained that four features guide the definition of an organisation's culture. The first is that every culture is unique irrespective of different organisations having the same goals. However, the distinction arises because of the different ways of achieving organisational goals. The second characteristic is that an organisation's culture gives a clear guideline for identifying potential employees who would work well within the framework of the vision and mission of the organisation to contribute significantly to the organisation's success. The third feature is that an organisation's culture needs to be developed and encouraged because it is dynamic. In some situations, an

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organisation's culture changes as external factors change or when there is an expansion. Changes in an organisation's mission will require a change in the culture to suit the mission. In other situations, organisations face difficulty ensuring that their culture does not depart from its core values. As a result, organisations must regularly monitor and evaluate their culture to be sure it situates in their core values. The fourth feature is that some organisations could advance their internal cultures to be part of their external uniqueness. That is, enhancement of the organisation of internal cultures help to improve their external outlook and achieve their goals. According to Weiner (2018), these four features summarise the description of organisational culture to reveal employee involvement and primarily regulate the success or failure of an organisation.

Morcos (2018) defined organisational culture as the shared outcome of the cooperative principles, behaviours, standards, and ideals of members in an organisation. The purpose of these organisational norms is to provide guidelines for employee task performance, cooperation, motivation towards organisational goals, and commitment to understanding and implementing the organisation's mission. Groysberg et al. (2018) noted that an organization's culture includes how employees work individually or collectively, whether they are motivated, devoted, and engaged, and if they are overworked, and either recognised for task achievement or underappreciated.

Schneider et al. (2013), as cited in Pathiranage (2019), purported that organisational culture involves the norms defined and practiced as work situations by organisational members to influence how the members act and adjust to achieve organisational goals and objectives. Kontoghiorghes (2016)

had shared this idea, as cited in Reidhead (2020), that organisational culture describes a mixture of standards, principles, working styles, and relations that distinguish one organisation from the other. Reidhead (2020) added that organizational culture is a shared set of principles that all employees understand, accept, and practice.

These definitions support an earlier opinion by Azis (2013), as cited in Hariandi et al. (2021, p. 230), that "organisational culture reveals itself through patterns of communication, activities, and behaviour that provide a model for self-adjustment in a certain organisational structure". Similarly, Kreitner and Kinicki (2014) observed that organisational culture is a collection of covertly mutual and recognised ideas held by an organisation and its members, which explains the feeling, understanding and responses to diverse situations. Again, Sutrisno (2011), as cited in Hariandi et al. (2021, p. 230), advocated that organisational ethos is "a set of values, beliefs, assumptions, or conventions that have long been in place, agreed upon, and followed by members of an organisation as a guide for behaviour and problem resolution". Tika (2012) stressed that organisational culture involves values and beliefs. Values are things that organisational members feel and understand as good or bad, while beliefs are the attitudes about the management of an establishment.

Preceding definitions of organisational culture suggest the social nature of every organisation because interactions exist among the individuals working there. Shared organisational values, norms, practices, and behaviours unite these different individuals, including their different backgrounds, interests, needs, and aspirations. The values, norms, practices and behaviours drive employees' efforts to work as a team to address organisational

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challenges based on external adaptation and internal integration to achieve the organisation's goals eventually. The different backgrounds, interests, and aspirations of the organisational members make it difficult for organisations to resolve members' divergent goals and actions.

Hence, the deduction is that although different scholars have defined organisational culture differently, culture is the standard issue in the definitions. That is, culture forms an organisation's identity and binds organisational members to work towards achieving shared and desired goals. In other words, an organisation's culture serves as the glue that holds together all the members and activities of an organisation. This means that consciously or unconsciously, new members become aware of the right ways of attaining effectiveness and efficiency at the workplace. Therefore, the principles, philosophy, customs, standards, traditions, knowledge, and technology that form the organisational culture are relevant and influence the behaviour of the establishment and its members. The definitions of organisational culture also suggest that a robust organisational culture promotes organisational goals while a weak organisational culture inhibits the attainment of organisational goals. Therefore, it is imperative for management and leadership inside organisations to ensure the establishment of a robust and favourable organisational culture in order to optimise the achievement of objectives.

Meaning of college culture

The college is a social organisation considered as a community of students, teaching and non-teaching staff, experts, administrators, and other stakeholders (Vrcelj, 2018, as cited in Družinec, 2019). The major objective of the educational institution is to inculcate in learners the necessary knowledge,

skills, values, norms, beliefs, and practices that will equip them to become responsible members of society and make meaningful contributions to its advancement. Tus (2020), therefore, pointed out that the school is a preparation ground that affects the learner's social, psychological, emotional, and spiritual formation to identify and improve innate abilities, develop their skills, and become responsible in the future through the process of learning.

Every college is different in terms of its unique way of organising school life, attitudes, and specific norms, values, beliefs, practices and behaviour distinct from other schools. Some scholars (Febriantina et al., 2020; Gruenert & Whitaker, 2015) support this idea that every school has some principles, philosophy, and exceptional features that make them different from other schools. As a result, college management must see to it that the culture of the school directs school philosophies, individuals, and practices support this idea. This idea implies that every college has its own culture, which informs the leadership, teachers, students, and all stakeholders about what the school stands for. The values, norms, and practices serve as guiding principles for the overall conduct of school members, with the aim of attaining both school-specific and educational objectives. Hence, college culture, which forms part of the characteristics of a school, relates to the values, norms, morals, rituals, traditions, and behaviours that differentiate one school from other schools (Deal & Peterson, 2016; Febriantina et al., 2020). College culture is an organisational culture situated in the educational setting (Schoen & Teddie, 2008, as cited in Duan et al., 2018) which makes up the central norms, agreements, beliefs, norms, and philosophies shared by school members (Maslowski, 2001, as cited in Duan et al., 2018). Logan (2017), as

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cited in Tus (2020), talked about college culture as the reliance, views, awareness, interactions, dispositions, and printed and oral directives that bring about and guide all facets of the purpose of a school to ensure professional contentment, optimism, and efficiency, as well as to student learning outcomes and attainment.

College culture refers to how the leadership, teachers, other staff members, students, and all stakeholders work collaboratively to accomplish the school's purpose and vision in line with their shared beliefs, values, and assumptions (Association for Supervision and Curriculum Development of Virginia, 2019). College culture is essential and crucial because it stresses and exhibits the desired behaviours, norms, values, practices, and procedures that shape the collaborations between teachers and students and among teachers to ensure smooth implementation and achievement of school and educational goals. Vrcelj (2018) as cited in Družinec (2019) substantiated this view by emphasising that college culture provides the philosophy and direction that encourages appropriate school functioning for effective and well-organised education. Similarly, Domović (2004), as cited in Družinec (2019), suggested that college culture influences people's behaviour and defines school life. The deduction is that college culture defines the uniqueness of members of a school and serves as an instrument of social control that guides the behaviour and practices of the leadership, teachers, students, other staff members, and all stakeholders of the school. Widodo (2019) therefore concluded that college culture is an array of knowledge, mutual philosophy, ideology, principles, ethics, assumptions, expectations, norms, symbols, attitudes, skills, practices, and artefacts materials that members of the school community accept as the

procedures for behaviour and character in the school that makes it unique from other schools.

Elements of college culture

Peterson and Guzman-Peterson (2021) observed that college culture differs from college to college in different geographical contexts, even though, most often, some essential elements are crucial to college culture. Basic elements of college culture include mission and vision; values, beliefs, assumptions, and norms; history and stories; artefacts, architecture and symbols; rituals, traditions, ceremonies and celebrations (Confeld, 2016; Peterson & Guzman-Peterson, 2021).

The basis of every college culture is its purpose and vision (Confeld, 2016). Furthermore, the fundamental essence of the mission and vision statements lies in the esteemed principles that delineate the specific ideologies and standards that the school's administration, educators, students, and all individuals involved in the school community will adopt and incorporate into their daily endeavours (Rhodes et al., 2011, as cited in Confeld, 2016). Deductively, all public CoEs in Ghana and possibly, their various Departments have a mission and vision statement, which contains all the values, beliefs, norms, and assumptions the college holds. According to Peterson and Deal (2009a), as cited in Confeld (2016), a school's mission and vision reflect the school's expectations and hopes on what to accomplish and become within a specified period. This idea implies that an awareness and conception of the mission and vision by members of public CoEs in Ghana will make them have a sense of shared responsibility, which will drive in them the passion and commitment to work towards achieving a common goal.

In addition to the goal and vision, educational institutions possess a set of values, beliefs, norms, and assumptions that serve as guiding principles and regulatory mechanisms for the conduct of its constituents. Peterson and Deal (2009a), as cited in Confeld (2016), averred that values are the various ways a school communicates what it stands for and directs decision-making and priorities. Peterson and Guzman-Peterson (2021) posited that values depend on what is essential, cherished and held in high esteem. They added that values obtained from several cultural backgrounds, socio-emotional needs, and academic goals, promote the foundation of a versatile college culture. Hence, when tutors of public CoEs in Ghana share their values in a harmless, accommodating environment, these values, after their modification, may form part of the college culture. This may permanently influence staff morale and the overall college culture. Values may include art, music and recreation as expressive and significant aspects of the college, Gender, Equality and Social Inclusion (GESI) as a fundamental value of the college, and strong prioritisation of social justice.

As Peterson and Guzman-Peterson (2021) explained, beliefs are mutual, college-wide understandings about individuals, procedures, practices, and commitments. Assumptions, on the other hand, are a set of beliefs, perceptions, and values that guide behaviour (Peterson & Deal, 2009a, as cited in Confeld, 2016). Beliefs may include individual learning needs, training teachers to acquire 21st-century teaching skills, and independent and group learning among teachers and students. Consequently, in creating an optimistic college culture, principals need to include staff beliefs in team-building activities to observe some staff beliefs in college policies and practices.

Norms are the collective expectations for behaviour (Peterson & Guzman-Peterson, 2021) or are the implicit expectations of and processes. It is therefore prudent for all individuals in the school community to adhere to the values, beliefs, and assumptions established by the institution (Peterson & Deal, 2009a as cited in Confeld, 2016). In public CoEs in Ghana, norms exist in good teaching practices, formal and informal professional development practices, accepted dress code, and appropriate use of channels of communication. These norms, are jointly fashioned out by school leaders, academic and non-academic staff, and students. This enables each member to be aware, understand, accept, and comply with them. Confeld (2016) suggested that leadership teams must wholly understand and embrace these elements before making any modification or enhancement in the college culture. The suggestion is that leaders of schools and colleges should offer opportunities for staff and student contributions. A practice of this nature will assure individuals that their ideas are valued and that the college environment is safe and conducive to sharing opinions.

Objects, structural design and signs and codes of a school are the tangible objects that represent intangible values and beliefs of the school and are crucial in building and upholding a school's culture (Confeld, 2016; Peterson & Guzman-Peterson, 2021). Symbols exist in every school, providing a visual illustration of core values and ideas that make up the shared identity of the school. These could be seen in the school logo that reinforces strong values and expectations, the name and colours of the school and what they represent, mission and vision statements at vantage points of the school, historical representative symbols, artistic designs including drawings,

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paintings and sculpture of learners displayed in the school, awards, trophies, and past achievements. The school's physical environment and the general layout of the school's compound, including the architectural design, significantly influence the feelings, thoughts, motivation, morale, and sense of community of the school members. Confeld (2016) advised that a school does not need a huge budget to maintain its physical environment. Exhibiting students' colourful artwork, awards, and values of the school could be sufficient in supporting individuals to be hopeful and pleased about their affiliation with the school.

A resilient college culture encompasses various rituals, traditions, ceremonies, and celebrations that serve as visible manifestations of the school's culture and hold enduring importance in shaping the school's identity and promoting its endorsed values (Confeld, 2016; Peterson & Guzman-Peterson, 2021). Organising ceremonies, participating in rituals, and celebrating traditions pave the way for togetherness to strengthen the school's mission, vision and purpose. Such activities also create a forum for staff and students to form stronger bonds, have fun, show companionship, and resolve to achieve school goals. According to Peterson and Deal (2009a), as cited in Confeld (2016), rituals are procedures or routines infused with more profound significance. Schools have many daily routines, but these become significant and noticeable when transformed into rituals. Similarly, traditions are major events or regular activities with a unique history, communicate meaning and purpose, and establish and reinforce relationships and commitment to the school and its mission and vision (Confeld, 2016; Peterson & Guzman-Peterson, 2021).

On the other hand, ceremonies are sophisticated and socially accepted significant gatherings arranged periodically to foster a sense of affiliation and engage in dialogue over concepts that uphold and perpetuate the goals of the educational institution. Peterson and Guzman-Peterson (2021) stressed that ceremonies are a more complex set of rituals, symbols, traditions, and stories organised during the school year and may include graduation ceremonies and school opening ceremonies to recognise accomplishments of staff students, community, and stakeholders.

According to Confeld (2016), the college's past includes where all elements such as mission, vision, values, beliefs, assumptions, norms, rituals, traditions, ceremonies, artefacts, architecture, and symbols originate. With this, members of a school community must be conscious of and appreciate the school's history, especially when the college culture has been in existence over time and its values gel in the process of the school's development. In reiterating the idea of Confeld (2016), Peterson and Guzman-Peterson (2021) opined that history and stories are vital structures of college culture, and specifically, they impart core values, emphasise the core mission, and develop a sense of commitment. The college's history would make teachers and students understand, appreciate, embrace and defend the mission, vision, and entire college culture. Consequently, it is imperative for educators and learners to possess a profound comprehension of their institution's historical background in order to heighten their excitement for joining the educational community.

Stories effectively convey essential information from the past to influence the thoughts and feelings of individuals about a school (Confeld,

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2016; Peterson & Guzman-Peterson, 2021). Recollecting stories could be significant and influential in prompting school leaders, teachers, and students on the essence of practical instructional activities and the cherished values of the college. There are diverse reasons for telling stories about a school. For instance, sharing a college's history, including its principles, alumni stories, and successes with new teachers and students, would motivate them to put in more effort to achieve personal and college goals. Similarly, stories about how experienced tutors help novice tutors improve their instructional skills and interventions to help students improve their learning styles and study habits are fundamental in teaching about the college's mission, vision, and values.

Positive and negative college culture

Robbins and Judge (2019) suggested that the impact of an organisation's culture on the attitudes and behaviours of its members is significant, in terms of both value and form. Therefore, Markić (2014) stressed that essentially, college culture is either positive or negative. Peterson and Guzman-Peterson (2021) also maintained that college culture is crucial to reflect on when creating a positive and successful school. They further reasoned that schools might be less productive when deprived of a culture that encourages learning for all, positive interactions, significant values, and standards for improvement, accomplishment, collaboration and teamwork.

Features of a positive college culture include an inspiring vision and challenging mission linked with curriculum and appropriate teaching methods, techniques, and strategies. Other features are collegial and collaborative staff relationships, optimistic leaders and decisions established on confirmed information, the delegation of responsibilities and authority, efficient

utilisation of resources, recognition of task achievement, involvement in decision-making processes, professional learning communities, and clear expectation of positive behaviour and commitment (Brust et al., 2016, as cited in Družinec, 2019; Markić, 2014). Similarly, Gordana (2020) mentioned that a positive college culture involves all stakeholders in decision-making, nurtures trust and empathy among all members, rewards risk-taking, encourages change, and fosters responsibility and accountability.

Raudys (2018) also explained that positive college culture influences not only the feeling and thinking of students and teachers, but also the completely learning experience to guarantee that efforts put into constructive practices for members of the school community. Thus, success, joy, accomplishment, and a general conducive and enabling work environment are core characteristics of a positive school climate. Raudys (2018) as cited in Tus (2020) explained that educators in a positive or healthy college culture exhibit enthusiasm in fulfilling their responsibilities due to their awareness and understanding of the school's overarching objective and their active participation in its achievement. Again, learners located in an educational setting nurture their cognitive and affective preparedness for acquiring knowledge.

Factors contributing to a negative college culture include frustration, negative attitudes towards teaching and learning, stress on failure, low collaboration, lack of teamwork and co-operation, apathy, and ineffective communication (Brown, 2004, as cited in Družinec, 2019; Deal & Peterson, 2016; Markić, 2014). Thus, Schafer (2018) suggested that for a school's culture to be resilient or fragile, progressive or harmful, it is subject to the

interactions among the members of the school community. Thus, in positive college culture, several overlapping and interconnected relationships exist, resulting in a broad understanding of distinctive features of the school as well as what it takes for achieving success.

In the last fifty years, public CoEs previously referred to as Teacher Training Colleges, have experienced numerous reforms. These changes mostly stem from policy adjustments and curricular modifications aimed at cultivating highly skilled instructors capable of addressing diverse educational demands during different periods. Historically, public CoEs, as educational organisations, have made significant contributions to the Initial Teacher Education (ITE) and the general improvement of education in Ghana by training numerous teachers for the basic level of education. In Ghana, forty-six publicly funded CoEs share a common objective of equipping and cultivating proficient and committed teachers. These institutions aim to enhance the standard of instruction and educational attainment at the Early Grade, Primary, and Junior High School levels.

Even though the colleges have the same mandate, they are unique in various ways, primarily because of their initial establishment as missionary institutions or traditional secondary schools. Thus, in their efforts to achieve the same mandate, public CoEs in Ghana have a unique composed structure or form of cooperative activities undertaken systematically and regularly. In effect, each of these colleges has distinct acknowledged values, which reflect the stated ideals and norms, beliefs, procedures, practices, and behaviours that are beneficial in fostering virtues of obedience, exemplary behaviours, discipline, cleanliness, independence, sincerity and honesty, hard work,

collaboration, and teamwork. These ideals are essential in preparing students for future real-life endeavours and, as a result, form the principles believed, practiced, and transmitted since they serve as standards of daily life activities of all members of each College.

Many writers and experts, such as Družinec (2019), have reiterated that the features of college culture could be an obstacle to or improve school and education. Hence, the primary aim of public CoEs in Ghana is to provide individuals with the necessary academic and professional competencies needed for effective instruction in Early Grade, Primary, and Junior High Schools. In order to accomplish this goal, it is imperative to build a conducive college culture. On the other hand, there could be a hindrance in achieving this objective when a negative culture exists in these colleges. Moreover, college culture greatly influences students' activities (Harper, 2019), and unhealthy college culture could destabilise progress and demotivate students, staff and leadership teams (Foster, 2018). Bearing in mind these facts, the management of public CoEs in Ghana need to put in efforts to build a positive college culture by transforming all efforts into positive experiences for both staff and students in order to achieve the goals of the college. Raudys (2018), as cited in Tus (2020), reiterated the idea that a positive college culture results in teachers working with excitement and students becoming mentally and emotionally fit and ready to learn.

Importance of a positive college culture

Improving quality education entails achieving holistic education through conscious efforts to modify the situations and behaviours of school, school-community, and school supporters (Widodo, 2019). In supporting this

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view, Usman et al. (2016), as cited in Widodo (2019), elucidated that college culture is vital to the successful attainment of practical instructional activities. Deductively, positive college culture is key to implementing and attaining holistic education. Hence, the leadership of public CoEs in Ghana should have a holistic idea of the environment of their colleges to understand existing problems and intricate relationships. With this extensive understanding of the college culture, leadership could monitor and shape cherished values, beliefs, and attitudes required for sustained stability and selection of a conducive learning environment.

The understanding, contribution and support of school-community in achieving holistic education is critical since the values, beliefs, norms, and habits developed in schools are elements that contribute to the success of holistic education (Widodo, 2019). This is eminent in a well-communicated value structure in everyday behaviour expressed in effective collaborative practices to form a distinctive cultural arrangement and becomes the school's identity in the end. Widodo (2019) further argued that the culture of a school is part of the agenda for quality progress. Hence, a clear understanding of a school's culture is indispensable for an action plan to improve the quality of a school.

The achievement of an educational enterprise is profoundly contingent on the prevailing college culture. Positive college culture will likely contribute to improved quality education with academic and affective values. Substantiating this view, Santri (2016), as cited in Widodo (2019), explained that positive college culture offers opportunities for ideas to improve teacher performance and, consequently, create quality schools. Conversely, a school's

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failure to succeed may result from negative culture. This idea suggests that schools must build positive college culture to attain school and educational goals effectively. School quality improvement becomes ineffective without a strong, positive, and conducive college culture. Based on research findings, Widodo (2019, p. 267) alluded that developing a strong, intimate, conducive, and responsible college culture ensures a better quality of work and opens the entire network to communication of all types and levels. It also ensures openness and transparency, creates togetherness and a high sense of belonging, increases solidarity and kinship, fixes errors, and adapts well to science and technology's development.

Every individual need belonging and a sense of community, and studies have revealed that when teachers and students feel a sense of community, they become more fulfilled with their work and are likely to be regular and punctual at school, appreciate what they do, and experience higher achievement (Confeld, 2016). A college culture that prioritizes strength, collaboration, productivity, communication, connections, improvement, and kindness fosters a sense of self-worth and enhances the likelihood of success among members of the school community, as opposed to promoting competitiveness and feelings of futility. Macready (2009), as cited in Confeld (2016) therefore expressed that staff and students who value compassion and goodwill are more likely to treat and acknowledge others with the same values and respect. Moreover, individuals within a school community who possess common values, beliefs, norms, and traditions are more inclined to achieve success in both individual and collective task accomplishments.

Peterson and Deal (2009a) proposed that the prevailing culture within a school significantly shapes the cognitive processes, emotional states, and behavioural tendencies of both teachers and students. Hence, it is logical to assert that a positive college culture effectively guides individuals to prioritise the work at hand, fosters dedication, cultivates motivation, and instils a drive for continuous improvement and expertise. Therefore, it is prudent for the leadership of schools to build a safe, caring, responsive, and positive college culture that will offer opportunities for members to succeed in all their life endeavours.

Understanding emerging culture in public colleges of Education in Ghana

Understanding emerging college culture is crucial for educators to successfully navigate the ever-changing world of education. Thus, in the context of education, the concept of emerging college culture has gained substantial attention. Emerging college culture therefore refers to the evolving beliefs, values, norms, and practices that are beginning to shape the environment and atmosphere of the college community. It reflects the changing dynamics and trends in the college, as well as the influences of various stakeholders such as students, teachers, and college management. It refers to the dynamic evolving set of values, beliefs, norms, behaviours, social practices, and trends that characterise the working and learning environment of a CoE, particularly as new generations of students, faculty, and staff bring their unique perspectives and experiences to bear to reflect changes in society, technology, demographics, and educational paradigms, in a bid to shaping the experiences and identities of members in the college community. Emerging college culture is regularly in fluidity, designed by a combination of internal

and external factors. Thus, the fluid and dynamic nature of emerging culture are as a result of a variety of factors, and requires ongoing attention and nurturing to see to it that it aligns with the overall goals and values of the college.

According to Fullan (2015), emerging college culture is determined by certain features. An emerging college culture may be characterised by new initiatives, policies, programmes, practices or approaches that are being introduced, as well as shifts in attitudes and behaviours among the members of the college community. Emerging college culture is dynamic and evolving especially as a result of technological advancements, social activities, demographic changes, educational and curriculum reforms among others. There are also shared values and beliefs which serve as the foundation and acts as a unifying force for students, staff, and the broader college community. Examples of shared values in an emerging college culture include a focus on inclusivity, social justice, innovation, and environmental responsibility, and they all contribute to the continuous evolution of emerging college culture. In addition, emerging college culture involves social practices and behaviours. These are the observable aspects of the college culture manifested in the interaction among college members, decision making processes, and critical thinking and problem solving. Collaborative learning approaches or peer support structures also represent the social practices and behaviours in an emerging college culture.

Leithwood et al. (2019) added that navigating persistent change and at the same time seeing to it that all voices are heard presents both challenges and opportunities for college management. Nevertheless, emerging college

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culture offers the potential for innovation, creativity, and positive change in an educational setting. Examples of emerging trends in college culture include socio-emotional learning (SEL), integration of technology into learning processes, prominence on personalised learning paths for optimum learning outcomes, and a keen commitment to Gender Equality and Social Inclusion (GESI) for diverse learning. Emerging college culture nurtures and attaches a greater importance to global awareness, as well as intercultural skills and internationalization, and also encouraging tutors and students to engage with diverse cultures, perspectives, and global challenges (Bates, 2022).

Based on their individual histories, values, conventions, philosophies, and practices, all of Ghana's public CoEs are distinct from one another in specific ways. Although all public CoEs in Ghana are mandated to train teachers for basic schools, different religious or educational groups may have founded them at different times, under different circumstances, and with different founding principles. As a result, each public CoE in Ghana has its own unique historical context that influences its practices, missions, and visions. The opinions, social relationships, and college dynamics are influenced by the socioeconomic background and ethnicity of students. Again, there may be differences when it comes to the colleges participating in community activities. Thus, Ghanaian public CoEs may possess special traits due to a complex combination of historical, cultural, educational, leadership, economic, and policy considerations.

Public CoEs in Ghana were elevated to the status of a tertiary education institutions by the Colleges of Education Act (Act 847) of 2012, with the goal of training qualified educators who possess the skills,

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background, and information necessary to teach all basic school learners. Since then, public CoEs in Ghana have been undergoing significant educational and curriculum reforms aimed at modernising teacher education programmes and aligning them with international best practices. With this mandate, public CoEs in Ghana are governed by a Council and the activities of the colleges are streamlined by the use of a harmonised College Statutes.

In the current dispensation of public CoEs in Ghana, several features contribute to making their culture an emerging one. Expectations related to the conversion of public CoEs in Ghana to tertiary institutions include adjustments to administrative hierarchy, practices, and procedures, among other areas. For example, decisions made at meetings of departments, boards, committees, and the college council form the basis for their implementation. Other emerging culture of the colleges include evaluating tutor promotion through publications, community engagement and involvement, and high-quality instruction. Moreover, tutors must provide proof of their attendance at ongoing professional development.

Emerging college culture is a dynamic force determining the future of teacher education in public CoEs in Ghana. By understanding these emerging trends and actively encouraging and developing a positive and inclusive environment, public CoEs in Ghana could empower tutors to smoothly go through the difficulties of the 21st century and succeed in their personal and professional lives.

Meaning and importance of job satisfaction

There is an understanding that one of the major elements of every organisation (including educational institutions), is the human resource (Al-

maaitah et al., 2021). Again, one of the core issues that can enhance human resources and an organisation's prime performance is job satisfaction (Tentama & Merdiaty, 2021). Largely, the realisation of organisational goals for its continuous existence in a growing unsettled global work environment depends on job satisfaction and the rate at which employees intend to leave the organisation to necessitate their replacement (Idiegbeyanose, 2018). This view suggests that job satisfaction is an indispensable aspect that critically affects the accomplishment of organisational goals (Bashir & Gani, 2021). There is sustained attention on job satisfaction among employees at various workplaces, which is a result of the rooted positive and negative consequences on the behaviour of employees in organisations. These behaviours, as indicated by Idiegbeyanose (2018), include competence, efficiency, employee relations, absenteeism, and turnover rate trends. The deduction is that employees are optimistic for their job, and employers have an enormous responsibility to consider even the insignificant factors that impact employee satisfaction (Bashir & Gani, 2021).

With the rising competition because of globalisation, Job satisfaction has become one of the essential elements that has gained the attention of organisations as well as academics, and so mangers have placed a lot of importance on it (Thiagaraj & Thangaswamy, 2017). Therefore, job satisfaction is a crucial component within the field of organizational behaviour (Armstrong & Taylor, 2014). However, the concept of job satisfaction is relatively difficult to measure because different researchers and experts from different scopes, including educational settings, have defined it differently to suit their backgrounds and opinions (Thiagaraj & Thangaswamy, 2017).

Alemi (2014) argued that job satisfaction as a concept involves different dimensions and as a result, has different meanings.

The idea of Alemi (2014) suggests multi-dimensional nature of job satisfaction. Torres (2019) stressed that teacher job satisfaction is a complex construct due to the inherent characteristics of the teaching profession also stresses this. Scholars and researchers have extensively examined the notion of job satisfaction over a significant duration; nonetheless, a universally accepted definition for this construct remains elusive (Jahan & Ahmed, 2018). Therefore, job satisfaction eludes a singular definition. Experts and researchers have studied the concept of job satisfaction for a substantial period but there seems to be no conventional definition for it (Jahan & Ahmed, 2018). Hence, job satisfaction defies one definition.

This notion notwithstanding, definitions from many researchers and experts seem to be popular and accepted. For instance, job satisfaction has been popularly conceptualised by Locke (1976) as the gratifying or optimistic passionate condition consequential from the assessment of one's job or job practices. Largely, job gratification refers to emotional states initiated by employees appraising their work lives to determine the extent of liking their work practices and responsibilities (Ch et al., 2017; Orthodoxia et al., 2019; Sun & Xia, 2018; Won & Chang, 2019). Job satisfaction as a worker's affirmative feelings about the different facets of a job as a result of an evaluation of the job characteristics such as recognition of achievement, people in the organisation, procedures, and the total emotional joy on the job (Idiegbeyanose, 2018; Robbins & Judge, 2018). Job satisfaction talks about a combination of a subordinate's mental and passionate experience expressing

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responses of gratification to personal and social lives based on an evaluative job performance (Belias et al., 2014; Fayzhall et al., 2020; Mérida-López et al., 2019; Nigama et al., 2018).

According to Hariri et al. (2016), the interpretation of job satisfaction is contingent upon three fundamental factors. The first is that job satisfaction includes individuals' attitudes towards their job. These attitudes include emotional response to a job situation. Hence, job satisfaction can only be inferred and not seen. The second aspect is that job satisfaction explains how well an outcome meets or exceeds expectations, and it involves two components, namely, affective and perceptual components. The affective component includes an individual's satisfaction regarding job performance. The perceptual component assesses the extent to which one's job meets one's needs in line with some related attitudes on essential features of the job, including the work itself, pay, promotion opportunities, supervision, recognition and co-workers. The inference suggests that there may exist a range of levels of employee job satisfaction spanning from extreme contentment to utmost displeasure. The third aspect of job satisfaction is the subjective feeling of what individuals expect to accomplish according to their best interest and the reality of what they get from their job.

Definitions of job satisfaction indicate how much employees like or detest their jobs. Thus, it is employees' true job feelings. The definitions also say that job satisfaction is the mix of positive and negative sentiments about work that influence work attitudes and behaviours. Again, job satisfaction refers to the frequency with which organisations address employees' needs and their positive attitude as they work to accomplish tasks assigned to them. By

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implication, when employees have their needs well addressed, they become happy, and this boosts their morale to put up their best to help attain the organisation's set goals. With such a positive feeling, individuals at the workplace would develop and exhibit desired attitudes and behaviours towards the performance of their duties.

Literature (Alemi, 2014; Gkolia et al., 2014, as cited in Alkhyeli & van Ewijk, 2018) support the view that different scholars explain job satisfaction differently, even though these different definitions complement rather than contradict. From the explanations, tutor job satisfaction relates more to tutors' attitudes and internal state of personal feelings about quantitative and qualitative achievement. Hence, in line with this study, tutor job satisfaction is the feeling that tutors of public CoEs in Ghana have towards their job, which is because of their perception of the best way to address their material and emotional needs, considered vital to themselves and their colleges.

Job satisfaction plays an effective and a decisive role in guaranteeing good performance among employees, especially in public universities (Abayomi, 2020), and helps in developing ingenuity, resourcefulness, vision, and refining work know-how and organisational consequences of workforce (Abidakun & Ganiyu, 2020). Ali et al. (2018) also clarified that job satisfaction increases individual efforts, improves communication skills and capacities of employees, helps in retaining employees, and consequently contributes to organisational growth. The operational definition of job satisfaction with respect to this study is that it is the optimistic expressive and emotional state experienced by workers towards their job and work environment, ensuing from the awareness that their job satisfies their hopes,

needs, and wishes. It involves the total appraisal of various characteristics of one's job, including fundamental factors such as recognition of task performance, interpersonal relationship, opportunities for growth and promotion, work itself, and communication.

There is consensus that teachers are essential to learning, especially in the 21st century, where core skills have generated modifications in educational policies, curricula, and practices (Özkan & Akgenç, 2022). Teachers offer direction and encouragement and serve as role models to their learners (Awodiji et al., 2022). As a result, Parveen and Bano (2019) argued that, in general, teacher job satisfaction is crucial and supports effective and meaningful teaching and learning. The initial ideas suggest that contented tutors are vital in finding solutions to some educational challenges countries face.

Teacher job satisfaction is an individual issue and this proposes that diverse personalities experience different intensities of gratification based on the importance attached to it. Accordingly, it is estimated that highly satisfied teachers will be considerably reinvigorated to be dedicated in pursuing and refining personal and school goals, for the realisation of quality education (Baluyos, et al., 2019; Nigama et al., 2018). The deduction from the ideas of Baluyos et al. (2019) and Nigama et al. (2018) is that a high level of tutor job satisfaction will offer the motivation for easy accomplishment of set goals and stability in public CoEs in Ghana. As a result, management of the colleges need to be thoughtful and discuss issues concerning tutor job satisfaction in all college activities. This will encourage the tutors to work honestly and

collaboratively to resolve problems, become more active, and willing to maximise their potentials for effective task performance.

Consequently, the significant role of job satisfaction in educational institutions' general loyalty and efficiency is essential. Hence, tutor job satisfaction should be a priority in managing public CoEs in Ghana to ensure tutor effectiveness. This idea reflects the assertion by Sadasa (2013) that the satisfaction among teachers concerning their job and organisation affects the general process of performing their tasks very well and contributes to the attainment of school and educational goals. Shila and Sevilla (2015) reiterated this view by indicating that satisfied employees effectively participate in organisational activities and are committed to the course of the organisation's values and goals.

Ainley and Carstens (2018) maintained that teacher job satisfaction is critical in students' learning, and for Salehi et al. (2015), teacher job satisfaction is significant in students' motivation and beliefs. Baluyos et al. (2019) corroborated these views by commenting that teachers' job satisfaction meaningfully inspires their obligation to the school organisation. Similarly, Knox and Anfara Jr. (2013) asserted that improved teaching efforts and abilities result from improved teacher job satisfaction. For this study, tutor job satisfaction is a multidimensional construct that denotes the degree to which tutors experience positive feelings and attitudes towards their teaching profession, reflecting a match between individual tutor's needs and teaching-related factors. The inference drawn from these perspectives is that the satisfaction of tutors at public CoEs in Ghana correlates positively with their level of commitment to their profession and their willingness to fulfil their

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responsibilities in order to contribute to the success of their respective colleges. Thus, principals should be mindful of job satisfaction since it considerably affects tutors' productivity.

Determinants of job satisfaction

Job satisfaction is a multidimensional, intricate, challenging idea, especially its accurate measurement (Mullins, 2008, as cited in Alarifi, 2018). The statement implies that many factors are involved in and influence employees' job satisfaction as they seek to satisfy their needs (Hee et al., 2018). Chimanikire et al. (2001), as cited in Alarifi (2018), argued that job satisfaction involves the interplay of organisational and personal factors. Similarly, Ellickson and Logsdon (2001), as cited in Njue and Mbataru (2019), indicated that there are two categories of job satisfaction determinants in any theoretical approach to understanding job satisfaction. These are the environmental factors and personal characteristics. Fisher (2000), as cited in Hee et al. (2018), suggested that job satisfaction involves two components, namely, the affective component, which talks about feeling and emotion, and the cognitive component, which discusses comparison, judgment, and belief. The organisational or environmental factors of job satisfaction discussed in this study are recognition, interpersonal relationship, the work itself, professional growth and promotion, and communication.

Recognition

Recognition of achievement is crucial in establishing employee job satisfaction (Daft, 2008, as cited in Alarifi, 2018). However, recognising employee achievement depends on employers' admission of the effort of employees. Chew (2004), as cited in Ng'ethe et al. (2012), maintained that

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other forms of non-monetary recognition are also vital for employee satisfaction apart from compensation. Such non-monetary recognition includes written recognition (letters, memoranda and citations) and verbal recognition. Hence, to improve, sustain and encourage tutor job satisfaction in public CoEs in Ghana, there should be the recognition of accomplishment of tasks and personal achievement of tutors. Alarifi (2018) found that teachers' dissatisfaction was due to the absence of recognition. Specifically, the teachers expressed discontent over the level of appreciation they received for their contributions to societal progress, as well as the criteria established by educational administration for recognising exceptional teachers.

Interpersonal relationship

Relationship at work is one of the utmost essential facets of an organisation, and the value of these relationships and the dynamics that modify their establishment are liable for organisational success or failure (Hanif et al., 2021). The interpersonal relationship also referred to as a co-working or collegial relationship is the official and casual interpersonal relationship among workers in an organisation since working as a team is essential to organisational success compared to working as individuals (Aziz et al., 2020). Interpersonal relationships refer to the interactions and relations individuals engage in at the workplace while carrying out their duties (Sias, 2008, as cited in Hanif et al., 2021) or the affiliation among individuals based on social, legal, and cultural contexts and professional (Hanif et al., 2021). Podlewska (2016) maintained that when employees experience favourable interpersonal relationships at the workplace, they collaborate, intensify their enthusiasm to accomplish tasks, and eventually become satisfied. However,

unfavourable relationships may result in conflicts, confusion, diminished capabilities, and dissatisfaction.

The relationship with co-workers is a prominent factor influencing job satisfaction among faculty members in institutes of higher education (Stankovska et al., 2017, as cited in Hanif et al., 2021). The importance of this issue resides in its potential to foster and protect trust and positive emotions within the academic community of higher education institutions (Hanif et al., 2021). Additionally, it ensures a dynamic work environment and comprehensive personal growth of students (Brinia & Perakaki, 2018; Hameed et al., 2018). According to the findings of Hanif et al. (2021), there exists a favourable correlation between interpersonal interactions in the workplace and the level of job satisfaction experienced by employees in tertiary institutions. From a comprehensive literature analysis, Khairuddin and Omar (2016) argued that co-worker support was crucial in influencing human organisational behaviour. Correspondingly, Hasan et al. (2018) identified that extrinsic satisfaction issues, including employee co-working relationships, positively and significantly affected workers' job satisfaction. Khaliq's (2018) study revealed that colleague relationships significantly affect teacher job satisfaction.

Similarly, Alarifi (2018) found that the quality of the teachers' interpersonal relationships with their co-workers had a significant impact on their level of job satisfaction in Saudi primary schools. Furthermore, 87.5% of male teachers and 76.7% of female teachers reported being satisfied with the quality of their interpersonal relationships with their colleagues. Koh et al. (2017) also found that relationships with supervisors significantly influenced

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employee job satisfaction. However, Haq (2018) conducted a study, which found no significant association between interpersonal relationships and overall job happiness.

Employees will likely be dissatisfied with their work as they perform their duties in isolation. As a result, they would crave social interactions. Alarifi (2018) concluded that teamwork has the potential to make employees satisfied. The implication is that when colleagues at the workplace collaborate in performing tasks, they become satisfied. Thus, isolation and poor relationships could result in job dissatisfaction. Deductively, a favourable and cordial interpersonal relationship among tutors of public CoEs in Ghana will make them satisfied with their job, become productive, committed, and work hard to enhance desired learning outcomes among students. Therefore, it is prudent for management of public CoEs in Ghana to create and sustain an excellent social environment to achieve effective teaching and learning.

Work itself

Mostly, there is a neglect of the concept of "work itself" despite its considerable impact on job satisfaction (Hall, 2018). The concept of "work itself" pertains to the extent to which a particular occupation provides employees with engaging tasks, opportunities for acquiring knowledge and personal growth, and the ability to be accountable and responsible for the outcomes of their work (Robbins et al., 2003, as cited in Alarifi, 2018). This submission implies that "work itself" mirrors employees' tasks to achieve specific job details. Therefore, "work itself," describes how simple, challenging, interesting, attractive, or boring a particular job is. Employees strive to practice their skills, appreciate their productivity, take responsibility,

and enjoy independence as they perform their duties. The concept of "work itself" typically refers to the specific characteristics and impact of a job on individuals, encompassing both positive and bad aspects. According to Ayele (2014), "work itself" talks about whether the job is exciting or tiresome, diverse or monotonous, innovative or stultifying, exceptionally easy or overly demanding thought provoking or non-demanding.

Hall (2018) asserted that the concept of "work itself" in relation to job satisfaction encompasses various factors such as the presence of creative opportunities and task variety, which contribute to enhanced employee knowledge. Additionally, the volume of work, level of autonomy, job complexity, and delegation of tasks are also important aspects to consider. Correspondingly, Alarifi (2018) identified four components of work: teacher autonomy, teacher achievement, teacher responsibilities, and teachers' variety of skills at work. Teacher autonomy encompasses teachers determining and being responsible for structuring varied instructional activities for lessons, selecting different but appropriate teaching and learning resources for each lesson, assessing learning outcomes, and working together with colleagues to address instructional problems (Akbarpour-Tehrani & Wan Mansor, 2012, as cited in Alarifi, 2018). Teacher achievement is vital to teachers' job satisfaction. Teachers derive a feeling of fulfilment and contentment upon achieving the intended educational objectives, whether it is within a lesson, a term, a semester, or an entire academic year.

Alarifi's (2018) assertion supports Herzberg's opinion of responsibilities as motivators determining job satisfaction. The presence of responsibility is essential for the attainment of achievement and there is a

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notable association between obligations and autonomy (Alarifi, 2018, p. 208). Hence, various duties, including delegated responsibilities assigned to teachers in the school to contribute to attaining school and educational goals, are essential. Teacher responsibilities include planning and preparing for lessons, encouraging student participation, researching and developing teaching and learning resources, researching and making use of varied but appropriate pedagogies, assessing and recording students' performance, and setting assessments invigilating during examinations. Other responsibilities of the teacher are promoting discipline and general well-being of all students, registering and monitoring students' attendance, providing guidance and advice, participating in continuous professional development programmes, and demonstrating appropriate teachers' standards in and out of school. Teachers' skill variety is how teachers' work calls for them to engage in a range of skills in performing their tasks, which go a long way to enhance teachers' passion, task performance, drive, and, eventually, job satisfaction (Alarifi, 2018). Correspondingly, skill variety influences teachers' mental and emotional states, affecting their individual and work outcomes (Bohlander & Snell, 2013).

Maslow's hierarchy of needs theory states that autonomy boosts employee self-esteem. Responsibility and work are also important motivators in Herzberg's theory. Some research (Abdullah et al., 2009; Achoka et al., 2011; De Nobile & McCormick, 2008) show that "work itself" is important for teacher job satisfaction. Tutors of public CoEs in Ghana are likely to be enthused and satisfied when they perform various but meaningful jobs, enjoy

autonomy, adopt and adapt different but appropriate pedagogies, undertake delegated tasks and receive feedback on their job performance.

According to Alarifi (2018), the environment and the conditions in which teachers work also influence their satisfaction. Hence, the working facilities comprising the physical environment and the general setting of the work environment define the concept of "work itself". Therefore, Shen et al. (2012) described the school's work environment to include the buildings, the size of the school, and available resources and asserted that these contribute to teachers' satisfaction in the school environment. Alemi (2014) added that the work environment might include physical aspects such as building, office space, equipment, air conditioning, comfortable chairs, water, electricity, and a serene environment. Sajuyigbe et al. (2013) reiterated that working conditions, whether extraordinarily favourable or extremely unfavourable, influence job satisfaction. Consequently, a significant majority of employees experience dissatisfaction when confronted with substandard or demanding working conditions. In contrast, workers become highly satisfied when the working environment is comfortable, relatively low physical and emotional stress, improved facilities, and attained goals.

Ng'ethe et al. (2012) upheld that the advancement of technology is redirecting all aspects of education. This opinion implies that tutors of public CoEs in Ghana must integrate appropriate technology tools in pedagogical activities and research since digital literacy is one of the core competencies pre-service teachers in these colleges must imbibe. Thus, the level of support given to the tutors of public CoEs in terms of the provision of adequate, appropriate and favourable facilities such as technology is indispensable in the

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overall quality of the tutors' work, which may easily influence their job satisfaction and consequently, their intention to stay or leave. Again, in ensuring that tutors are satisfied with skill variety, principals of public CoEs in Ghana could design a structure of some job rotation, especially with delegated responsibilities to free tutors from the boredom related to their work.

Obwogi (2011) found from a study that the lack of basic teaching facilities and resources made teaching a challenging task for some lecturers in Kenyan public universities. Obwogi's (2011) finding supported Spector's (2008) idea that the work environment is an essential and a better determinant of employees' job satisfaction. Previous research conducted by Mun et al. (2017) and Toropova et al. (2020) has similarly demonstrated a noteworthy correlation between the work environment and the level of job satisfaction experienced by teachers. Again, studies have shown that the workload of teachers has a direct and significant correlation with teacher job satisfaction (Toropova et al., 2020) and that too much workload has a significant association with emotional fatigue and drive to abandon teaching (Allodi & Fischbein, 2012; Skaalvik & Skaalvik, 2016). From Alarifi's (2018) research findings, teachers were discontent with their workload, despite the fact that a majority of both male (66.0%) and female teachers (79.0%) expressed satisfaction with the specific tasks encompassed within their profession. Several research (Anjum et al., 2014; Steyn & Vawda, 2014) have found a noteworthy positive correlation between skill variety and job satisfaction.

Professional growth and promotion

Every worker aims to have personal and professional growth in their work through training and development, promotion and advancement (Ng'ethe

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et al., 2012). Considering this view by Ng'ethe et al. (2012), Adu-Baffoe and Bonney (2021) alluded that workers must have opportunities to improve their job by acquiring innovative ideas and learning new skills. Arguably, not all employees desire to get to an organisation's top management. Rather, such employees wish for growth opportunities than advancement opportunities (Riley, 2005, as cited in Adu-Baffoe & Bonney, 2021). Consequently, organisations should devise progression policies that include upward career advancement strategies and promotions. Thus, employees should be able to progress in the organisation and experience structured promotion policies and procedures.

The inference is that a significant proportion of tutors employed at public Colleges of Education (CoEs) in Ghana has a strong aspiration and motivation to enhance their knowledge, abilities, and professional development. Hence, respecting the knowledge, skills, and abilities of tutors, and encouraging their professional growth makes them appreciative. Therefore, it is indispensable for principals of CoEs in Ghana to organise frequent college-based workshops, seminars, and professional training programmes for their tutors to upgrade their knowledge and improve their abilities. Again, principals should reasonably implement promotional policies, processes, and requirements known to tutors and professional growth and promotion opportunities.

Hanif et al. (2021) argued that the influence of promotion on employee work satisfaction is a noteworthy aspect to consider. Promotion refers to an in-house vertical (bottom to top or top to bottom) modification with new tasks, more ability and power, and the capacity to contribute to an organisation's

decision-making (Abuhashesh et al., 2019). Hence, prospects for promotion at the workplace relate to employees' level of satisfaction with an organisation's promotion policy (Fitcher & Cipolla, 2010, as cited in Hall, 2018). Based on the perspectives of Hanif et al. (2021), Fitcher, and Cipolla, 2010 as cited in Hall (2018), Aziz et al. (2020) stressed that promotion is a means of professional progression for workers. They continued that promotion or promotional opportunities significantly influence employees' job satisfaction and arouse them ethically and enthusiastically. Similarly, Hall (2018) deduced that employees could be discouraged when an organisation does not provide professional growth and promotion opportunities.

Razak et al. (2018) indicated that besides placing the suitable person at the appropriate job in an organisation, promotion, a significant planned policy planned by top management, also aims at inspiring subordinates to achieve professional development and attain higher positions in the organisational structure. Similarly, Miah (2018) explained promotion as an ascending repositioning of employees in an organisational hierarchy, which results in more duties, commitments and improved benefits.

Some scholars have identified the relationship between promotional opportunities and job satisfaction. For instance, Herzberg's (1957) motivation and hygiene theory considered promotion a satisfier, suggesting that promotion is a crucial issue influencing job satisfaction. Alarifi (2018) asserted that prospects for elevation are commonly essential, regardless of the type of job or organisation in which an employee works. The promotion of employees is essential for different reasons. These reasons, as indicated by Hanif et al. (2021), include overcoming monotony with current position with

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something new, stimulating and exciting to exploit and improve abilities; attaining authority and enhanced status; avoiding unhealthy work relationships. Miah (2018) also opined that promotion is compensation for employees who display high task performance to encourage others to improve their productivity. Aziz et al. (2020) corroborated the view of Miah (2018) that promoting employees to a higher position is a reward for their commitment to the job, organisation and better performance, and that most organisations give promotions based on seniority and achievement. Moreover, Abuhashesh et al. (2019) asserted that promotion leads to a higher rank, enhanced remuneration, and the sense of acknowledgement there is compensation for hard work and devotion.

Again, fairness determines the positive association between promotion and job satisfaction (Ayele, 2014). Reasons assigned for promotional barriers purported by Branham (2005), as cited in Hall (2018), include favouritism and organisation restraints. Appropriate or fair promotion opportunities in an organisation make employees feel honoured and exhibit high commitment and loyalty, but inappropriate or unfair promotion opportunities result in employees' negative attitudes towards attaining organisational goals (Ali & Ahmad, 2017). Thus, employees who perceive sufficient promotion opportunities and prospects for future growth and development become satisfied, whereas, in the absence of these, such employees may be dissatisfied and develop the intention to leave the organisation (Pandey & Asthana, 2017; Yousef, 2017). For instance, Olofinkua (2020) and Sahito and Vaisanen (2017) established that lecturers in tertiary institutions considered promotion a significant factor in job satisfaction. This finding supports the earlier opinion

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that an organisation's promotion structure which is logical and fair, is an indispensable condition to curb the sense of dissatisfaction and low performance among faculty members (Hanif et al., 2021).

Pandey and Rai (2018) found that, among other factors, opportunities for promotion determine employee job satisfaction. Safi (2020) also concluded from a study that prospects for career growth and promotion influence the overall level of employee job satisfaction alongside other factors such as working environment, salary, existing rules, co-working relationships and supervision. Hanif et al. (2021) reported a positive correlation between promotion opportunity and job satisfaction of academics in higher education institutions. Findings from other earlier studies (Amissah et al., 2016; Koh et al., 2017, as cited in Ansong, 2018) discovered a significant association between promotion and employee job contentment. Alarifi's (2018) study indicated that promotion prospects moderately contributed to teachers' satisfaction even though about half of male and female teachers were displeased with the promotion system. Some studies (Achoka et al., 2011; Mkumbo, 2011, as cited in Alarifi, 2018) have suggested that teachers express dissatisfaction with promotional prospects because of perceived inequities and injustices within promotion processes.

Cockcroft (2001), as cited in Ayele (2014), argued that the seeming parity of promotion is not the only aspect that positively affects job satisfaction because employees may be satisfied with the promotion procedure of an organisation dissatisfied with promotion prospects. This assertion suggests that the criteria for promotion are mainly contingent on employees' individual and professional aspirations. Again, it is possible for employees to

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regard an organisation's promotion policy as lacking fairness, yet nevertheless experience satisfaction due to their lack of ambition for promotion.

Communication

Communication among supervisors or co-workers is crucial in attaining organisational goals. Butac (2021) supports this view by claiming that communication is a dynamic mandated obligation for effective education, especially in the digital world of the 21st century. Hence, McGinnis (2018), as cited in Butac (2021), explained that communication is the advance of technologies in organisations worldwide. Communication is a significant factor in establishing shared understanding among individuals, which, in the opinion of Ansong (2018), helps to minimise doubts in collaboration. Communication involves conveying information, thoughts, sentiments, and recommendations to create teamwork among individuals to accomplish anticipated organisational objectives. Syarif et al. (2020) acknowledged that practical organisational work results from interpersonal communication. Therefore, every organisation manager must provide comprehensible and brief facts on task performance to subordinates at the appropriate time (Raina & Roebuck, 2016).

Hellriegel and Slocum (2011), as cited in Syarif et al. (2020), suggested that communication ensues among individuals who are generally close to each other, uses five senses, and can offer instant feedback. They believed that excellent interpersonal communication influences collective work success, output and teacher performance. Successful operations of any organisation are significantly dependent on communication skills, which are the foundational skill for every individual (Butac, 2022). Workers are essential

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in any organisation and, as a result, their job descriptions and skills inform their evaluation. Effective communication on feedback on the assessment of employee performance is vital to improve efficiency and productivity. Again, through effective communication, managers can stay focused on addressing the need of their subordinates.

The deduction from the assertions of Raina and Roebuck (2016) and Hellriegel and Slocum (2011), as cited in Syarif et al. (2020) and Butac (2021), is that effective communication between management and tutors and among tutors of public CoEs in Ghana would result in improved work performance among the tutors, and subsequently, their job satisfaction. As a result, principals must use effective communication to ascertain and address the concerns of tutors.

Communication, which seeks to attain shared organisational achievement, establishes the interaction among organisational members. These ideas show the social nature and practice of communication with a mutual understanding of achieving harmony among organisational members. Hence, communication is a crucial evaluation mechanism for determining employee job satisfaction and productivity. Wagner (2013), as cited in Butac (2021), explained communication satisfaction as the extent of satisfaction employees perceive as interacting with their superiors and colleagues.

Some research findings have demonstrated the correlation between communication and the level of job satisfaction experienced by employees. For instance, Raina and Roebuck (2016) discovered a positive correlation between downward communication and employee job satisfaction in India. In a similar vein, Madlock (2012) as cited in Ansong (2018) discovered a

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positive correlation between communication and job satisfaction in the context of Mexican workers. However, Syarif et al. (2020) established no significant effect of interpersonal communication on teacher job satisfaction.

Empirical Review

Empirical literature review refers to the examination of the various parts of an empirical study that embrace some levels of importance to a research understudy. Thus, empirical literature review examines preceding empirical studies to offer a response to a specific research topic. It seeks to appraise, gather, generate, organise, and analyse data replicating the regularity of themes, issues, writers or methods established in prevailing literature. Empirical literature review depends on observations and measurements to arrive at conclusions rather than drawing information from theories or beliefs.

According to Li (2013), as cited in Mamo (2017), organisational culture is a broad idea involving belief, ideology, custom, norm, tradition, knowledge, and technology. Hence, organisational culture is an indispensable component of every organisation (including public CoEs in Ghana) because it influences the organisation's and its members' behaviour. One of the most essential and crucial factors in the achievement and success of any organisation is the satisfaction of its workers. According to Orthodoxia et al. (2019, p.51), "the level of job satisfaction is influenced by the extent to which the job and the working environment meet the needs, desires and expectations of the employees".

Some scholarly investigations conducted to examine the extent of job satisfaction among teachers have yielded varying findings regarding the levels of teacher job satisfaction. Such studies have reported different or similar

organisational or college culture from different geographical contexts, with few from Ghana. As such, literature on organisational culture or college culture appear to be sparse in the context of Ghana. Some prior studies have examined the association between college culture and teacher job satisfaction, consistently finding a positive correlation between these two variables. Similarly, some previous studies have consistently demonstrated the impact, whether positive or negative, of college culture on the level of job satisfaction experienced by teachers. The empirical literature review for this study encompasses several key areas of investigation. These include studies examining the dominant college culture, studies exploring the nature, extent, or level of college culture, studies investigating levels of teacher job satisfaction, studies examining the relationship between college culture and teacher job satisfaction, and studies exploring the effect of college culture on teacher job satisfaction.

Getachew (2022) examined the impact of college culture on the job satisfaction of teachers at private secondary schools located in Nifas Silk Lafto Subcity, Addis Ababa, Ethiopia. Adopting explanatory correlation design, and Denison's Organisational Culture Theory, the study made use of 227 respondents selected using simple random sampling. The use of two sets of questionnaires: one focused on job satisfaction survey and the other on organisational culture assessment helped in collecting data from respondents from seven private secondary schools in Addis Ababa. The data were analysed using descriptive statistics, specifically the calculation of the mean and standard deviation whereas the inferential analyses involved the use of Pearson correlation and regression. One of the key findings was that mission

culture trait (M=3.4053, SD=0.69561) was the most dominant culture trait as compared to adaptability culture trait (M=3.2315, SD=0.63163), consistency culture trait (M=3.1008, SD=0.70145, and involvement culture trait (M=3.0171, SD=0.66139). The descriptive analyses also showed that generally, the teachers, either from mainstream or special schools experienced an average (moderate) job satisfaction level. However, the finding revealed that the teachers were slightly satisfied with nature of work than other indicators (operating procedures, contingent reward, co-workers, supervision, promotion, fringe benefits, pay, and communication.

The correlational analysis revealed an overall strong positive and statistically significant association between college culture (r=0.682, p<0.01) and overall teacher job satisfaction. The findings of the study also established that all the four indicators of culture trait namely involvement culture trait (r=0.506, p<0.01), consistency culture trait (r=0.576, p<0.01), adaptability culture trait (r=0.608, p<0.01), and mission culture trait (r=0.597, p<0.01) recorded strong positive and statistically significant correlation with overall teacher job satisfaction.

Furthermore, through a regression analyses Getachew's (2022) study revealed a strong correlation (r=0.679) between college culture and teachers' overall job satisfaction. With an observed R^2 value of 0.461, the independent variable (college culture) comprising involvement, consistency, adaptability, and mission culture traits collectively accounted for 46.1% variance in the dependent variable (teacher job satisfaction), and this was found to be statistically significant [F (4, 222=47.471), p = 0.000] at 0.01. This implies that other culture traits not considered in the study accounted for 53.9% in

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teacher job fulfilment. Accordingly, the findings suggested that college culture statistically predicted teacher job satisfaction in the schools.

The contribution of each of the college culture traits to teacher job satisfaction were determined through standardised Beta coefficient (β). Considering the standardised Beta (β) coefficients from Getachew's (2022) results, it was observed that consistency culture trait ($\beta=0.206$, $t=2.871$, $p=0.004$), adaptability culture trait ($\beta=0.221$, $t=3.107$, $p=0.002$), and mission culture trait ($\beta=0.241$, $t=3.256$, $p=0.001$) made a noteworthy and distinctive contribution towards enhancing teacher job satisfaction. In contrast, involvement culture trait ($\beta=0.102$, $t=1.536$, $p=0.126$) did not make significant contribution to teacher job satisfaction. The inference from this outcome is that the involvement culture trait does not serve as a strong and statistically significant predictor of teacher job satisfaction in private secondary schools located in the Nifas Silk Lafto Subcity of Addis Ababa.

A critical analysis of Getachew's (2022) work shows that explanatory correlation research was appropriate for studying variable relationships. Denison's Organisational Culture Theory helps explain college culture traits, dimensions and their effect on teachers' job satisfaction. The utilisation of random sampling in a study guarantees that each individual within the population has an equal opportunity of being included in the study, hence enhancing the generalisation of the findings. The 227 respondents give a strong sample size for correlation and regression studies. Again, using two sets of questionnaires for college culture and work satisfaction ratings provides full data on independent and dependent factors. However, confining the study to private secondary schools in a small sub-city of Addis Ababa, Ethiopia may

not adequately represent private schools in other places or types of schools like public schools. The response rate is not included in the study to help understand non-response bias. Overall, Getachew's (2022) research design, sample, and statistical analysis seem concrete.

A study by Lomotey (2021) assessed the influence of organisational culture on employee performance at the Sanctuary Montessori School in Takoradi in the Western region of Ghana. The study which was based on exploratory descriptive survey design also employed the quantitative research approach. A sample size of eighty-two (82) teaching and non-teaching staff were obtained using a census sampling technique. The use of a semi-structured questionnaire helped in obtaining data for the study. Again, the mean and standard deviation were used to analyse the first research question which sought to assess the existing organisational culture of the school. The finding in line with the first research question established a strong culture at the Sanctuary Montessori in Takoradi, in the Western Region of Ghana.

Lomotey's (2021) study was conducted in a particular school, Sanctuary Montessori in Takoradi. The adoption of exploratory descriptive survey design, quantitative research approach, and the use of the census sampling technique were appropriate. The quantitative approach is appropriate for describing organisational culture and employee performance. Census sampling guarantees representation. However, the small sample size of eighty-two (82) respondents may limit the generalisation of the findings outside Sanctuary Montessori School. The sample size should have been justified by population size. The use of means and standard deviation to address the first research question are suitable for summarising perceptions. However, the

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analysis did not clarify the standard deviation coefficients obtained. Lomotey's (2021) study contributes to appreciate understandings about organisational culture and employee performance at Sanctuary Montessori in Takoradi.

In a descriptive-correlational study based on quantitative approach, Amorin (2021) adopted Denison's Organisational Culture Theory and purposively selected 125 academic deans who provided data using two adapted instruments (The Team Roles Questionnaire and Denison's Organisational Culture Survey) to achieve the aim of examining the effect of leadership behaviour on organisational culture in state universities and colleges in Panay Island, Philippines. The study used purposive sampling to obtain 125 academic deans as the respondents. The study employed frequency counts, percentages, means, and standard for the descriptive analyses while the use of Pearson Product Moment Correlation Coefficient and Stepwise Multiple Regression set at 0.05 alpha level helped in the inferential analysis. The descriptive analysis revealed that involvement culture trait (M=4.40, SD=0.46) was most dominant followed by mission culture trait (M=4.38, SD=0.50), adaptability culture trait (M=4.29, SD=0.50), and consistency culture trait (M=4.21, SD=0.58). Again, a very high practice (M=4.32, SD=0.51) of organisational culture in the state universities was observed from the descriptive analysis. Further interpretation of the recorded mean values indicated that all the four culture traits of involvement (M=4.40, SD=0.46), consistency (M=4.21, SD=0.58), adaptability (M=4.29, SD=0.50), and mission (M=4.38, SD=0.50) recorded very high extent or levels of practice in the state universities and colleges in Panay Island, Philippines.

Amorin's (2021) study was at state universities and colleges in the Philippines. The research design is suitable for defining the study population and examining variable relationships. The organisational culture theory of Denison provides a logical framework for comprehending organizational culture. The significance of the study is improved by the use of purposeful sampling to identify 125 academic deans with relevant expertise and experience and to ensure that respondents comprehend their context. Thus, Amorin (2021) used non-probability or non-random sampling to recruit quantitative study participants. However, there was no consideration for the sample's representativeness to Panay Island's state institutions and colleges. The sample size should have been justified by population size and study goals. Frequency counts, percentages, averages, and standard deviations describe the characteristics and dimensions of the research population and the dominant culture. The study by Amorin (2021) provides mean and standard deviation values for culture traits and dimensions, but does not explain the standard deviation coefficients obtained. The work of Amorin (2021) appears to have a sound research design and statistical analyses.

Using quantitative approach, descriptive research design and adopting Denison's organisational culture theory, Addai Kyeremeh and Prempeh (2020) examined the effect of organisational culture on teachers' engagement at selected Senior High Schools (SHS) in Kumasi Metropolis of Ghana. A sample of 238 teachers randomly selected from six Senior High Schools were involved in the study. Denison's organisational culture survey helped in obtaining data for the study. One of the objectives of the study was to determine the dominant culture trait existing in the schools. The descriptive

analyses using mean scores showed that involvement culture trait (M=3.01) was the dominant culture trait as compared to adaptability culture trait (M=2.97), mission culture trait (M=2.90), and consistency culture trait (M=2.82).

It is realised that even though the study by Kyeremeh and Prempeh (2020) and the present study are in the Ghanaian context, the settings are different because the conduct of this present study was in public CoEs while that of Kyeremeh and Prempeh (2020) had its setting to be SHS. The use of descriptive research design in a quantitative research approach is appropriate to investigate relationships and describes characteristics in a specific context such as effect of college culture on teachers' engagement. Using Denison's Organisational Culture Theory as the theoretical framework provides a structured basis to examine the influence of college culture on teachers' engagement in line with existing theory. Involving 238 teachers from six SHS demonstrates a reasonable sample size for a descriptive study, and this provides the basis for making meaningful observations and analyses. The use of Denison's organisational culture survey is suitable for assessing organisational culture because as a validated tool, it ensures consistency in determining culture traits and dimensions across different schools. The aim of the study by Kyeremeh and Prempeh (2020) to determine the dominant culture trait in schools helps to provide a clearer understanding of the prevailing culture orientation among teachers in the selected SHS.

While the study by Kyeremeh and Prempeh (2020) contributes to valuable insights about organisational culture and teacher engagement in the selected SHS, the findings may not be fully representative of all SHS in the

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Kumasi Metropolis. This stems from the fact that six selected SHS were in the Ejisu Municipality of the Ashanti Region and as a result, were not representative of the schools in the Kumasi Metropolis. The study does not provide a thorough analysis of the validity and reliability of the Denison's organisational culture survey used to collect data. Again, the study provides mean scores for each culture trait but does not provide information on the variability such as standard deviations. Kyeremeh and Prempeh's (2020) study identifies involvement culture trait as dominant, but it does not discuss how the other culture traits (adaptability, mission, consistency) compare in terms of significance or potential implications for the schools. This present study explained the coefficient values obtained for standard deviations to determine their variability. More so, there are discussions on how the culture traits compare in terms of significance and potential implications for the public CoEs.

Ghanney et al. (2017) conducted a comparative study in the Ga South Municipality, Ghana, examining the relationship between college culture and teacher job performance in private and public basic schools. The study aimed to ascertain teachers' perceptions of the nature of college culture in both types of schools. Using descriptive cross-sectional survey design based on a quantitative approach, Ghanney et al.'s (2017) study adopted Denison's Organisational Culture Theory as the theoretical framework. Forty-six respondents involving fifteen teachers from private basic schools and thirty-one teachers from public basic schools selected using the census sampling technique were involved in the study. A structured questionnaire facilitated the data collection. The use of means and standard deviations helped in the

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descriptive data analysis. The study revealed that adaptability culture (M=4.30; SD=0.60) was more dominant as compared to involvement culture (M=4.16; SD=0.55), mission culture (M=4.06; SD=0.43), and consistency culture (M=3.82; SD=0.58). The overall college culture obtained a mean of 4.09 and a standard deviation of 0.43. The study used a five-point Likert scale for the responses to the items. The results suggested that all the traits of the college culture (involvement, consistency, mission and adaptability) were common in private and public basic schools in the Ga Municipality.

Ghanney et al. (2017)'s study on college culture and teacher job performance in public and private basic schools in Ghana is useful for understanding these variances and similarities. The study's emphasis on Ga South Municipality gives a local background, although broader conclusions are possible and appropriate. The quantitative approach of cross-sectional surveys is appropriate for describing college culture and teacher job performance. However, this may not reflect development changes over time. Census sampling assures representation. The very small sample size of 46 respondents may restrict the generalizability of the findings outside the unique context. Generalisation of findings is appropriate in this study using 714 tutors. The standardised questionnaire by Ghanney et al. (2017) standardises data gathering but lacks the depth and richness of qualitative research. The theoretical framework of Denison's organisational culture model organises college culture. However, a reason and relation to Ghana's education system would have been suitable. Even though it may not represent data complexity, means and standard deviation are appropriate for descriptive data analyses to summarise and compare perceptions.

In their study, Masouleh and Allahyari (2017) examined the extent of organisational culture and its correlation with dedication among faculty members in the context of Iran's higher education system. The study employed a quantitative approach and utilised a descriptive correlation design. Random stratified cluster sampling helped to sample seventy-six respondents from a population of 224 faculty members from Islamic Azad University of Rasht Branch, Iran. The study employed Allen and Meyer questionnaire to assess organisational commitment whereas Denison's questionnaire helped in assessing organisational culture. Data analyses involved the use of mean, standard deviation, and structural equation model. The descriptive analyses revealed that adaptability culture trait (M=2.97, SD=1.13) was the most dominant as compared to involvement culture trait (M=2.95, SD=0.87), consistency culture trait (M=2.83, SD=0.99), and mission culture trait (M=2.71, SD=1.04).

Further scrutiny of the results revealed that under adaptability culture trait, the dimension of customer focus (M=3.38, SD=1.42) was the most dominant as compared to creating change (M=2.95, SD=1.18), and organisational learning (M=2.59, SD=1.18). With involvement culture trait, the dominant dimension was empowerment (M=3.33, SD=0.93), followed by team orientation (M=2.86, SD=1.14), and capability development (M=2.67, SD=1.42). Considering consistency culture trait, the dimensions of core values (M=2.87, SD=1.10) and agreement (M=2.87, SD=1.30) were both found to be dominant as compared to co-ordination and integration (M=2.75, SD=1.20). With mission culture trait, the dominant dimension was vision (M=2.80,

SD=1.32), followed by goals and objectives (M=2.73, SD=1.04), and strategic direction and intent (M=2.59, SD=1.22).

Masouleh and Allahyari's (2017) study on organisational culture and faculty commitment in Iran's higher education is important because organisational culture might affect faculty commitment and job satisfaction. Utilising random stratified cluster sampling helped to pick 76 faculty members from 224 at Islamic Azad University of Rasht Branch for randomisation and representation. Means, standard deviation, and structural equation models are suitable analytical techniques. The study also describes the dominance of distinct characteristics within each culture attribute. The study illuminated faculty perspectives of culture features and their dimensions. The findings may help university administrators strengthen organisational culture-faculty commitment alignment. The study is more reliable since it uses well-established questionnaires to assess organisational commitment and culture. However, the study's environment (Islamic Azad of Rasht Branch) may limit its applicability to other universities. Additionally, 76 faculty members may not represent the entire faculty group.

Assaye (2021) conducted a study that examined the impact of organisational culture on employees' commitment within a national college setting. The study utilised Denison's four culture traits, namely involvement, consistency, adaptability, and mission culture traits, as well as the cultural competence model as the theoretical framework. The study adopted the descriptive correlational research design based on quantitative approach. Census sampling technique helped in selecting fifty-two (52) respondents from the National College in Addis Ababa, Ethiopia for data collection. The

descriptive analyses of data obtained through questionnaire involved the use of mean and standard deviation. The findings from the descriptive analyses showed that all the four culture traits occurred in the National College. However, involvement culture trait (M=4.01, SD=0.645) was found to be the most dominant culture trait practiced, and this was followed by adaptability culture trait (M=3.70, SD=1.553), mission culture trait (M=3.56, SD=0.908), and consistency culture trait (M=3.53, SD=0.548). Hence, consistency culture trait was the least practice culture trait whereas involvement culture trait was the most prevailing culture trait practiced.

The inferential analysis of the data exposed that collectively, organisational culture (involvement, consistency, adaptability, and mission traits) had a strong positive significant relationship (r=0.785) with employee commitment. Further analysis proved that apart from consistency culture trait that did not have a significant relationship, all the remaining three culture traits of involvement, adaptability, and mission, recorded significant relationships with employees' commitment. A scrutiny of the recorded Beta values established that involvement culture trait (β=0.684, p=0.000), mission culture trait (β=0.543, p=0.000), and adaptability culture trait (β=0.249, p=0.012) had positive effect on employees' commitment. However, consistency culture trait (β=-0.446, p=0.002) recorded negative but significant effect on employees' commitment. The deduction from the results is that involvement culture trait mostly predicted employees' commitment in National College, Ethiopia. Collectively, the results proved that 57.2% of (R^2=0.572) of the variance in employees' commitment was predicted by organisational culture, with the remaining 42.8% of the variance in

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employees' commitment accounted for by other variables not discussed in the study.

Assaye's (2021) study, which investigated the influence of organisational culture on employees' commitment at the National College in Addis Ababa, Ethiopia, adapted Denison's Organisational Culture Theory and the Cultural Competency Model as the theoretical underpinning, suggest a focus on cultural aspects and their impact on commitment. This augments the study's theoretical foundation. Employing descriptive correlational research design, which allows for exploring relationships between variables, the study used census sampling to include all available fifty-two (52) respondents from the National College to ensure comprehensive representation of the population. Furthermore, the use of the quantitative approach allows for statistical analysis and the establishment of possible correlations. The study utilises a questionnaire to obtain data, and the use of descriptive analyses including mean and standard deviation, helped described the data. On the contrary, there were unexplained the coefficient values obtained for standard deviation as compared to the current study that gave explanations to the coefficient values obtained for standard deviations.

Assaye's (2021) findings highlight the different culture traits practices in the National College, and the dominance of involvement culture suggest a high degree of employee participation and engagement. The study is however, limited to a single educational institution and this may restrict the generalisation of the findings to other colleges and universities. This current study involved 714 tutors from thirty public CoEs in Gahan through

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proportional stratified sampling, and this allowed for a generalisation of the findings to all public CoEs in Ghana.

Ismail et al. (2022) did a quantitative research study examining the influence of college culture on school effectiveness within government schools in the Maldives. The sample size was determined using the sample size determination method proposed by Krejcie and Morgan (1970). The study involved 359 teachers from government schools in Malé, the capital city, selected using stratified random sampling. The use of two survey scales related to the two variables under study helped in collecting data. Data were analysed using descriptive (means and standard deviation) and inferential statistics (structural equation modelling). Among the findings from the descriptive analyses was that the teachers expressed a high level of college culture in Maldivian schools.

The study by Ismail et al. (2022) based on a quantitative approach could provide statistical rigor and the use of questionnaires to collect data was suitable for descriptive research. The use of stratified random sampling is a good approach, especially when there are distinct subgroups in the study population. Focusing on teachers from the government schools was appropriate to understand the college culture and school effectiveness in the study context. The mention of the source of determining the sample size adds credibility to the methodology since it considers established guidelines for determining sample size. Even though stratified random sampling is a valuable approach, focusing only on government schools may not fully represent the diversity in college culture and school effectiveness in whole of Maldives. Thus, the findings may be limited in terms of generalisation to the whole of

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Maldives. With this present study, even though public (government) CoEs were used; the respondents were selected from colleges across the whole of Ghana. Hence, the generalisation of the findings would not be limited.

Kashif et al.'s (2021) quantitative study on effect of college culture on job performance of secondary school teachers involved 333 female and 271 male teachers. The use of proportionate stratified random sampling technique helped in in selecting the sample. The use of a questionnaire, based on the two constructs understudy assisted in obtaining data. The data were analysed using descriptive analytical tools (mean and standard deviation) and inferential analytical tools (t-test and multiple regression). The descriptive analysis showed that generally, the teachers expressed highly positive perceptions about their college culture. Again, there were highly positive perception of teachers on all the three dimensions (professional collaboration, affiliative collegiality, and self-determination) of college culture.

Kashif et al.'s (2021) study included a sample size of 604 teachers, involving 333 females and 271 males indicating a balanced representation of both sexes. This contributes to a more comprehensive understanding of the nature of the population. The use of the proportionate stratified random sampling is a robust technique in selecting a sample that represents the various subgroups in the population. Thus, the sampling technique enhances the generalisation of the findings. The use of the questionnaire based on two constructs provides a systematic way to collect data from a large number of respondents efficiently. The statistical analytical tools employed are also appropriate. However, even though the study mentioned the use of questionnaires to gather data, it is imperative to address validity and reliability

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of the instrument. Hence, there should have been details about the adaptation or the development of the questionnaire, and the steps taken to establish its psychometric properties. Again, the study does not discuss any potential biases, limitation in sampling technique, or challenges faced during the data collection.

Zabat et al. (2021) also examined college culture, management functions, and job satisfaction of teachers in ASEAN elementary schools in the Philippines, Indonesia, and Thailand. Utilising a descriptive correlational design. The study made use of 321 regular teachers from three selected elementary schools who provided data based on a validated questionnaire, which involved three constructs. Analyses of the descriptive data involved the use of frequencies, percentage, mean and standard deviations to describe the demographic variable, the extent of college culture, perception on management functions, and level of teachers' job satisfaction. Determining the significant relationship between variables involved the use of Pearson product-moment correlation and regression. One of the findings from the analyses of the descriptive data was an existence of a strong college culture in the ASEAN elementary schools. The study also established a high level of teacher job satisfaction in the schools with the dimension of work itself recording the highest (M=4.62, SD=0.44) satisfaction.

The descriptive correlational research design and the quantitative research approach adopted by Zabat et al. (2021) are appropriate for exploring relationships between the variables used for the study. Again, the study investigates a relevant and complex topic by examining the relationship between multiple variables in a cross-cultural context. The use of a validated

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questionnaire and a relatively large sample of 321 teachers adds to the integrity of the study. These strengths notwithstanding, the focus of the study on only three ASEAN countries (Philippines, Indonesia and Thailand), limits the generalisation of the findings to other countries in the ASEAN region.

In a study, which analysed college culture in a Multi-School Charter School System, Sahin et al. (2020) adopted survey research design based on a quantitative approach, and obtained a sample of 455 teachers even though 372 of them completed the survey. The study utilised an extensively used College culture Survey (SCS) to collect data. Descriptive analyses in the form of mean and standard deviation helped to examine how the teachers perceive their college culture. A descriptive analysis of on how the teachers perceived their college culture revealed a positive perception of the college culture in their respective schools. This finding based on the mean and standard deviation values obtained under the six domains were as follows: professional development (M=4.03; SD=0.55), collegial support (M=3.95; SD=0.62), teacher collaboration (M=3.36; SD=0.80), unity of purpose (M=3.86; SD=0.66), learning partnership (M=3.80; SD=0.70), and collaborative leadership (M=3.50; SD=0.83).

The study by Sahin et al. (2020) employed a survey research design with a quantitative approach, which is suitable for collecting and analysing data related to perception. The sample consists of 455 teachers, of which 372 completed the survey. The study does not explain the reason for the difference in the numbers, and this could introduce selection bias and affect the generalisation of the findings. The use of a widely accepted instrument (College culture Survey) in collecting data enhances the reliability and

credibility of the study. It also enhances the validity and allows for comparison with existing research. The study focuses on one specific Charter School System, which has the potential to limit the generalisation of the findings to other educational settings.

Abdulahi's (2020) mixed methods study on determinants of teachers' job satisfaction in the perspective of college culture in four (4) public secondary schools of Harari regional state, Ethiopia, among others, aimed to describe the status of college culture. The use of systematic random sampling and purposive sampling techniques aided in the sample selection of 140 respondents made up of 129 teachers, eight principals/vice principals, and three supervisors. Administration of a questionnaire utilising a five-point Likert scale helped to obtain data for the quantitative phase of the study while the use of an interview guide assisted in obtaining qualitative data. The quantitative data was analysed using descriptive statistics, including the mean and standard deviation, as well as inferential statistics, such as t-tests and regression. The study employed Pearson correlation ($\alpha=0.05$) to examine the relationship between college culture and work satisfaction. In each of the models, variables that had coefficients with p-values greater than 0.05 were eliminated. Factor analysis-rotated Varimax with Kaiser Normalization (Egan value >1, $\alpha=0.05$) was run to reduce six college culture factors into some significant ones. The utilisation of stepwise regression analysis facilitated the identification of the effect of variables pertaining to college culture. The data collected from interviews were analysed and interpreted by descriptive or narrative means, and the results used to complement the findings derived from the analysis of quantitative data.

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Abdulahi's (2020) results showed that learning partnership (M=3.26; SD=0.49), unity of purpose (M=3.23; SD=0.49), professional development (M=3.17; SD=0.50), and collegial support (M=3.12; SD=0.54) recorded means above the average value (3), suggesting that these traits of college culture were slightly strong. However, collaborative leadership (M=2.82; 0.32) and teacher collaboration (M= 2.76; SD=0.36) recorded means that they were less than the average value (3). Thus, the college culture in terms of these two traits was weak. The responses from the interview supported the finding that collaborative leadership and teacher collaboration were weak traits of college culture in the four public secondary schools of Harari regional state, Ethiopia. Pearson Correlation (α=0.05) was used to analyse the quantitative data, and the results showed a significant positive association between college culture and teacher job satisfaction.

Even though Abdulahi (2020) indicated the research approach for the study, there is no explicit mention of the research design adopted. The systematic random sampling and purposive sampling techniques adopted by Abdulahi (2020) are however appropriate. The study employed a mixed methods approach, which allows for a comprehensive understanding of the topic. The use of both quantitative and qualitative data sources enhances the robustness of the findings. However, a scrutiny of the analyses suggests that the study focused on only quantitative approach. The study focused on a specific regional context (Harari Regional State, Ethiopia), which may limit the generalisation of the findings to other regions. Again, the relatively small sample size may affect the representativeness of the results.

Tus (2020) conducted a study assessing the college culture and its impact on students' academic performance. The study adopted the descriptive correlational research design in a quantitative research approach. One hundred and forty-one (141) Grade 11 students from public Senior High School of Science, Technology, Engineering, and Mathematics (STEM) Strand in Marilao, Bulacan, Philippines, enrolled for the 2019-2020 school year, provided quantitative data. A validated questionnaire with a reliability coefficient of 0.78 helped to collect data. The study ensured ethical considerations including confidentiality. In describing the extent, nature or level of college culture, the study used the following indicators and their ranges: low (1.00-1.49), average (1.50-2.49), high (2.50-3.49), and very high (3.50-4.00). Frequency, percentage, mean and regression helped in the analyses of the data. In describing the extent, nature or level of college culture, the descriptive analysis revealed that the students perceived the practice of college culture to be high. More so, the linear regression analysis of the data obtained concluded that there is no statistically and significant impact of organisational culture on academic performance of students.

The study by Tus (2020) adopts a descriptive correlational research design, which is suitable for exploring relationships and describing variables. The questionnaire, which had a reliability coefficient of 0.78, suggests a good level of internal consistency. The use of a validated questionnaire with good reliability enhances the study's credibility. However, the focus of the study on a specific context (public Senior High School with a STEM strand in Marilao, Bulacan, Philippines), which may limit the generalisation of the findings to other educational settings.

One of the aims of Qazi and Kaur's (2017) empirical study on the impact of organisational culture on job satisfaction among university faculty members was to determine the dominant organisational culture among faculty members of private and government universities in India. The study employed random sampling technique to select 368 faculty members of Indian private and government universities who had two or more years' experience. The study used an organisational culture questionnaire based on openness and risk-taking, confrontation, trust, authenticity, pro-activity, autonomy, collaboration, and experimentation (OCTAPACE). Data were analysed using mean, median, standard deviation, correlation, and t-test. The descriptive data analysis established that the faculty members in private and government universities experienced a moderate level of OCTAPACE culture. More so, the inferential data analysis showed a significant positive correlation between organisational culture and job satisfaction of faculty members in both public and private universities in India.

An assessment of the study by Qazi and Kaur (2017) shows that it is a quantitative study even though this is not explicitly mentioned by the researchers. Again, the research design was not stated. The study employed simple random to obtain 368 faculty members with two or more years' experience. This inclusion criterion adds to the sample's reliability. Again, the relatively large sample size and the procedure in obtaining it are ideal for a quantitative study. The use of an established questionnaire (OCTAPACE) enhances the study's credibility and allows for comparisons with another research.

In a quantitative study with a goal of an applied research on the level of and relationship between organisational culture and commitment among faculty members from Iran Higher Education, Masouleh and Allahyari (2017) employed descriptive correlation design and used random stratified cluster sampling to obtain a sample of seventy-six (76) faculty members from a statistical population of 224 faculty members. A data collection instrument designed from Allen and Meyer's organisational commitment questionnaire, and Denison's organisational culture questionnaire helped obtain data. Experts' advice helped to achieve face and content validity of the instrument and with a reliability coefficient of 0.85, the internal consistency of the items in the instrument was good. The data were analysed using descriptive statistics (mean and standard deviation) and inferential statistics (structural equation model). One of the key findings was that the faculty members experienced an average (moderate) organisational culture because of an observed mean value of 2.87 and a standard deviation of 0.86.

The research design and approach used in the study by Masouleh and Allahyari (2017) were appropriate and the use of established questionnaire and statistical analysis methods enhances the study's validity and credibility. However, the relatively small sample size of seventy-six (76) faculty members might affect the representativeness of the results. While acknowledging the strengths of the study such as the use of established questionnaire and descriptive correlation design, addressing the limitations related to sample size and generalisability would enhance the study's overall impact and relevance.

Based on a quantitative approach, Abdullah and Arokiasamy's (2016) study on the influence of college culture and organisational health of

secondary school teachers in Malaysia, among other reasons, sought to identify the level of college culture practiced among school principals in the state of Kedah. Three hundred and eighty-five (385) teachers from twenty-two (22) national secondary schools from the Kedah State, obtained through systematic random sampling were involved in the study. The study made use of a five-point Likert scale type of college culture survey (SCS) to collect data. The study examined six characteristics of college culture, namely collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership. The utilisation of statistical measures such as frequency, percentage, mean, and standard deviation facilitated the comprehensive description of the data. The application of inferential statistics, specifically the t-test and Pearson Correlation Coefficient Matrix, helped to examine the association between the college cultures implemented by secondary school principals and the level of job satisfaction experienced by teachers.

Among the findings from the descriptive analysis was an overall college culture mean value of 3.59 and standard deviation coefficient value of 0.72, implying the teachers perceived high college culture practices among the secondary school principals in Kedah, Malaysia. Analysis of the strength of the relationship between the variables, using Pearson Correlation Coefficient Matrix, revealed a positive correlation between college culture and job satisfaction based on the opinion of the teachers. Thus, college culture significantly predicted teacher job satisfaction.

The study by Abdullah and Arokiasamy (2016) does not inherently indicate the research design adopted but the analyses suggest a descriptive

correlation research deign since the study aimed at a relationship between college culture and teacher job satisfaction. A critical analysis of the study suggest that the title appears deceptive since because there was no operational definition of 'organisational health' as 'job satisfaction'. Again, the study does not provide specific interpretations of the range of mean scores and standard deviation for the college culture practices. However, the study addresses a significant educational topic by investigating the influence of college culture on organisational health (job satisfaction) of teachers in Kedah, Malaysia. In addition, the use of established questionnaire (SCS) and statistical analysis methods enhances the validity and reliability of the study.

A correlational study by Yuhang and Yan (2022) adopted the census sampling technique to obtain all fifty-six (56) full-time teachers. The study which focused on the relationship between teachers' perception of school climate and their job satisfaction at Experimental Middle School, Zhongshan City, Guandong, China, made use of Organisational Climate Index (OCI) and Minnesota Satisfaction Questionnaire (MSQ) to collect data. One of the objectives of the study was to identify the perception of the selected teachers towards their job satisfaction. Data analyses involved the use of mean standard deviation.and Pearson's Product Moment Correlation Coefficient. Among the results from the descriptive analyses was a high teacher job satisfaction based on interpretation of an obtained mean score of 3.62 and a standard deviation of 1.31. The study by Yuhang and Yan (2022) does not explicitly indicate the research approach used but the use of Minnesota Satisfaction Questionnaire (MSQ) to collect data suggest the study was quantitative in nature, and using the adapted questionnaire and census sampling give credibility to the study.

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Again, the use of one school for the study limits the generalisation of the results to other schools.

Otrębski (2022) conducted a correlational study to examine the association between the organizational climate of educational institutions and teacher job satisfaction, with a focus on the moderating role of the type of educational institution. The researcher employed stratified sampling to select a sample of 214 teachers who provided data using a questionnaire. Of the total sample, half were from mainstream schools whereas the remaining half came from special schools at different levels of primary schools, middle schools, and high schools. The organizational climate questionnaire, the satisfaction with job scale and the work affect scale helped in gathering data. The internal reliability for each of the three instruments recorded high (above 0.70) Cronbach's alpha coefficients. The study employed the use of mean, standard deviation, t-test, chi-square, and Pearson's correlation coefficient for data analyses. Among the findings from the descriptive analysis was that teachers, either from mainstream or special schools experienced an average (moderate) level of job satisfaction.

The study by Otrębski (2022) is correlational by design but it does not indicate the research approach adopted. However, it is obvious from the sapling technique (stratified sampling) and instruments used (three sets of questionnaires) that the study is set in a quantitative approach. Although the instruments are established ones, it is appropriate that the internal consistency of the items was determined. The high coefficients (above 0.70) suggest good internal reliability. Again, the use of multiple questionnaires with high internal reliability enhances the credibility of the study.

Dzakpasu et al. (2022) examined the relationship between headteachers' leadership styles and the teacher job satisfaction in public basic schools in Kwabre East Municipality of Ghana. The research utilised a descriptive survey design and selected a sample of 286 teachers through the application of a simple random sampling approach. The administration of multifactor leadership questionnaire and teaching satisfaction score instrument assisted in collecting data and the measures of these two instruments yielded reliability coefficients of 0.86 and 0.83 respectively. The data were analysed using mean, standard deviation, and spearman moment correlation. Among the findings from the descriptive analysis was that generally, teachers in public basic schools in Kwabre East Municipality of Ghana expressed a moderate level of job satisfaction.

Based on the context of Ghana's basic education setting, the study by Dzakpasu et al. (2022) adopts the descriptive survey design even though it does not specify the research approach used. However, it is obvious from the methodology that the study is quantitative in nature. The use of descriptive survey design is suitable due to its ability to provide a comprehensive depiction of variables, elucidate their characteristics, investigate potential correlations between variables, and ultimately validate the outcomes of the research. Questionnaires are an effective method for data collection in quantitative studies, particularly when the items have strong internal consistency. Again, the use of relatively large sample of 286 obtained from a simple random sampling is appropriate for a quantitative study.

Ahmad et al. (2021) conducted an exploratory study on the perceptions of teachers' job satisfaction at the University of Education Lahore. The study,

which was quantitative in approach, adopted descriptive cross-sectional survey design and employed census sampling to obtain 336 university teachers who responded to the items in an adopted job satisfaction survey by Spector (1994). However, 245 of the respondents returned their completed questionnaire for analyses. Prior to the main study, there was a pre-test of the questionnaire to ensure the validity of the instrument. Again, the use of Cronbach alpha helped to ascertain the reliability of the instrument. Data analyses involved descriptive (mean) and inferential statistics (independent samples t-test and ANOVA). The descriptive analysis of the data revealed that the university teachers were generally satisfied with their jobs (M=3.09). Specifically, they experienced greater satisfaction with supervision (M=3.43), co-workers (M=3.32), nature of work (M=3.26), promotion (M=3.19) and communication (M=3.04). However, they expressed lesser satisfaction on fringe benefits (M=2.97), pay (M=2.92), contingent rewards (M=2.88), and the least on operating procedures (M=2.77).

The use of census sampling by Ahmad et al. (2021) suggests that the entire population of university teachers at the University of Education, Lahore was included in the study. While this sampling approach ensures the sample is representative of the population, it might also lead to bias if not all members of the population are able to participate. For example, some of the teachers may not have been available during the data collection and this could lead to potential non-response bias. The response rate of about 73.0% is relatively high but it is important to consider whether the non-respondents might have had different opinions about their job satisfaction. If non-respondents systematically differ from respondents, it could influence the generalisation of

the study's outcomes. The study employed a cross-sectional design indicating the gathering of data at a single point in time. Although this design can show associations between variables, it cannot determine whether changes in the work environment or other factors over time influence the observed levels of job satisfaction.

Furthermore, the study adopted descriptive statistics (means), to provide an overview of job satisfaction. While this appropriate, it is worthy to note that relying solely on means might not capture the entire picture of the nature of job satisfaction because of non-consideration for measures of variability such as standard deviation. The study reports satisfaction levels for various aspects of the teachers' job. Nevertheless, there is no mention of a comparison benchmark for the evaluation of these levels. This makes it challenging to interpret the reported levels of the teachers' job satisfaction as low or high in absolute sense. In addition, the specific characteristics of the environment of University of Education, Lahore, could influence the results in ways that might not be applicable to other institutions.

In a study that examined the association between organisational culture and job satisfaction in higher education institutions in the Bishkek, Kyrgyzstan, by Serinkan and Kiziloglu (2021) adopted convenience sampling to select 224 academics from twelve (12) higher education institutions. An adapted questionnaire helped in collecting data, which were analysed using factor analysis. The reliability of the instrument (questionnaire) made up of items adapted from Tsui et al. (2006) and Spector (1997) was determined using factor analysis. The analyses of the data involved the use of 274 out of the 380 questionnaire forms administered. This represented a return rate of

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72.1%. The conduct of factor analysis helped in analysing the data. One of the findings was that overall, job satisfaction (M=3.38, SD=0.4428) among the academics was above average. Further descriptive analyses showed that job itself (M=4.03, SD=0.8574) recorded the highest mean value. Thus, academics perceived job itself as giving them the highest satisfaction while they were least satisfied with communication (M=2.99, SD=0.6722).

The study by Serinkan and Kiziloglu (2021) does not clearly indicate the research design and research approach adopted. However, from the methodology and analyses, it is clear that the study was quantitative in its approach. The use of convenience sampling is appropriate for capturing a sample that is readily available and accessible. Even though the use of convenience sampling is suitable, it may introduce some biases that might affect the generalisation of the findings. Yet, using 274 out of 380 questionnaire forms administered is noteworthy as it yielded a response rate of 72.1%. The use of established questionnaires adapted from previous researches also enhances the study's credibility. The descriptive data analyses involving the use of frequency, percentage, mean and standard deviation were appropriate even though there were no explanations for the coefficient values obtained for standard deviation. The finding from the descriptive analysis offers useful understandings into the aspects of the job that influence academics' satisfaction.

Baluyos et al. (2019) conducted a descriptive-correlational survey in the Division of Misamis Occidental, Philippines, to examine the association between teachers' job satisfaction and work performance. The researchers employed two validated questionnaires, namely the Job Satisfaction Survey

Questionnaire and the Individual Performance Commitment Review Form. Five experts evaluated the questionnaires after they were pre-tested to assess their reliability. The Cronbach alpha coefficient of 0.96 obtained suggested the instruments were valid and reliable. For the main study, 417 respondents comprised of 104 school heads and 313 teachers provided data. Stratified random sampling technique helped in obtaining the sample for the study. The conduct of the descriptive analysis involved the use of mean and standard deviation. The interpretation of the mean values for the level of job satisfaction was as follows: not satisfied (1.00-1.80); least satisfied (1.81-2.60); moderately satisfied (2.61-3.40); highly satisfied (3.41-4.20) and very highly satisfied (4.21-5.00). The descriptive analysis showed that generally, the teachers had a very high (M=4.56; SD=0.65) level of job satisfaction. The results also discovered that the teachers had high satisfaction in all the subscales of job satisfaction identified for the study. Responsibility (M=4.80; SD=0.35) and advancement (M=4.71; SD=0.94) recorded the first two highest ratings, while recognition (M=4.39; SD=0.61) recorded the last two lowest ratings.

It is positive that the study by Baluyos et al. (2019) had its questionnaire validated by experts and a pre-test conducted to ascertain the reliability of the instruments. A high Cronbach alpha coefficient of 0.96 suggests a strong internal consistency and reliability of the instruments. This enhances the confidence in the data collected. Using stratified random sampling technique is appropriate especially when there is the inclusion of different sub-groups such as the school heads and teachers. The sample size of 417 is reasonable, and the inclusion of different roles adds to the diversity of

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perspectives. Providing specific ranges for the interpretation of mean values of job satisfaction helps readers understand the context in which the levels of job satisfaction are classified. The description of these ranges make the interpretation more objective. Using means and standard deviations for descriptive analysis is a common and useful approach to summarise and understand the data. It is therefore beneficial that the study employed both measures to provide a comprehensive view of the perceptions of the respondents. The breakdown of job satisfaction into sub-scales and reporting the mean values for each subscale is valuable for identifying areas of strength and areas that might need improvement. It is particularly useful to highlight which aspects of job satisfaction received the highest and lowest ratings. The study therefore provides essential details about the methodology, validity and results.

Munir and Iqbal (2018) adopted correlational survey design to examine the association between principals' leadership styles the level of job satisfaction experienced by educators in women's colleges located in the province of Punjab. The study relied on simple random sampling to obtain a sample size of 1005 respondents. Data collected from the teachers was through a Leadership Style Questionnaire for Teachers (LSQT) and Leaders Behavior Description Questionnaire (LBDQ). Experts' opinions were considered in validating the instruments after which a pilot-test was conducted to determine the instruments' reliability. The Cronbach alpha coefficients of 0.8 and 0.9 respectively, suggested the instruments were reliable. Although the study sampled 1005, the data analysis involved responses from 905 teachers. The data were analysed using descriptive statistics (frequency, percentage, mean,

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and standard deviation), and inferential statistics (Pearson's correlation coefficient, and regression analysis). The descriptive analysis revealed that the teachers had a highly positive mean score (M=4.06; SD=0.81) for job satisfaction. The implication was that the teachers perceived their job satisfaction to be high.

Although the study by Munir and Iqbal (2018) did not clearly indicate the research approach used, the methodology in terms of sampling procedure, data collection instrument, and data analysis procedure strongly suggest the adoption of a quantitative approach. The correlational research design employed is fit for examining the relationships between variables. Using random sampling to select 1005 teachers for the study is suitable for obtaining a representative sample from a relatively large population. The high response rate of about 90.1% (905 out of 1005 teachers) provides a reasonable basis for conducting meaningful statistical analyses. The use of experts' opinion to validate the instruments and the conduct of the pilot-test to assess the reliability are appropriate processes. The high Cronbach alpha coefficients (0.8 and 0.9) obtained suggest strong internal consistency and reliability of the instruments, enhancing the credibility of the data collected. The descriptive statistics used provide a comprehensive summary of the data and it is well suited in one of the objectives of the study.

The study conducted by Frimpong et al. (2016) examined the effect of headmasters' leadership styles on teachers' job satisfaction at senior high schools in Techiman Municipality of the Brong Ahafo Region (now Bono East Region) in Ghana. The study adopted the cross-sectional descriptive survey, and through quota sampling, 217 teachers were obtained from eight public

Senior High Schools (SHS) in the municipality. Questionnaire with two constructs, leadership styles and job satisfaction, developed from the Multifactor Leadership Questionnaire and Job Satisfaction Survey respectively, helped to gather data from the teachers. Data were analysed using descriptive statistics (means) and inferential statistics (multiple regression). Findings from the descriptive analyses indicated that the teachers were most satisfied with co-workers (M=4.15), s compared to nature of work (M=4.05), supervision (M=4.05), and contingent reward (M=3.68). On the contrary, the teachers showed a very low level of job satisfaction with benefits (M=2.68), promotion (M=2.57), operating conditions (M=2.36), and pay (M=2.13). The overall teachers' job satisfaction recorded a mean value of 3.28, which suggested a moderate level of job satisfaction.

The adoption of a cross-sectional descriptive research design by Frimpong et al. (2016) is suitable for capturing a snapshot of the relationships at a specific point in time. The use of a quota-sampling technique to obtain 217 teachers from all eight public SHS is a pragmatic approach for obtaining a representative sample. The sample size is also justified for a descriptive survey aiming to explore relationships. The use of questionnaires with two constructs for leadership styles and job satisfaction, developed from Multifactor Leadership Questionnaire and Job Satisfaction Survey, respectively, shows that established measurement tools used for data collection enhance the validity of the study.

Mensah (2016) studied the leadership styles of rectors and job satisfaction in selected Ghanaian polytechnics (now technical universities). The study adopted the descriptive correlational survey design and used

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purposive and random sampling technique to obtain 260 respondents involving eighty-five (85) purposively selected females and 175 randomly selected males. Questionnaire, based on Leadership Behaviour Description, and Mohrman-Cooke Mohrman Job Satisfaction Scale helped in collecting data. Although the instrument had been widely accepted and frequently used in different studies, Mensah (2016) ensured its face, content and construct validity through experts' comments. The analyses of the pre-test data yielded an overall reliability alpha coefficient of 0.81. Levels of tutor job satisfaction were determined using mean scores and standard deviation. Analysis of the relationship between rectors' leadership behaviours and tutor job satisfaction involved the use of Pearson's Product Moment Correlation Coefficient. The norm on the job satisfaction scale was interpreted as 1.0 (very low), 1.1-2.0 (low), 2.1-3.0 (high), and 3.1-4.0 (very high). A sample mean score of 2.65 and a standard deviation value of 0.70 for overall job satisfaction suggested that tutors in the selected Ghanaian polytechnics generally had a high level of job satisfaction.

The use of descriptive correlational survey design by Mensah (2016) is suitable for examining relationship between variables. The use of purposive sampling for female respondents and random sampling for male respondents is a good attempt to ensure gender representation in the sample for the study. Using 260 respondents is also reasonable for descriptive survey aimed at examining relationships. The use of established measurement tools enhances the validity and reliability of the data collected. Again, ensuring face, content and construct validity through experts' comments adds to the rigor of the instrument. The overall reliability alpha coefficient of 0.81 indicates a

satisfactory level of internal consistency reliability of the questionnaire. Determining tutor job satisfaction using mean scores and standard deviation helps in understanding the overall satisfaction levels of faculty members. In addition, the interpretation of the norm on the job satisfaction scale provides clarity for understanding the levels of job satisfaction among tutors.

Juwaini et al. (2021) conducted an empirical study on the role of work motivation, organisational culture and leadership on job satisfaction and teachers' performance. The study, conducted in Indonesian Senior High Schools, adopted the quantitative approach. The study involved 210 teachers from private high schools in the Tangerang District. An online electronic questionnaire helped in collecting data. The testing phase of the measurement model included the test for convergent validity, discriminant validity and composite reliability. The data were analysed using path analysis in the form of multiple regression, and the finding was that organisational culture significantly correlates with teachers' job satisfaction. Among the findings is a significant effect of organisational culture on teacher job satisfaction.

The quantitative approach adopted by Juwaini et al. (2021) is suitable for examining relationships among variables and assessing the strength of their associations. The study used 210 teachers but there were no details about the sampling method. This does not provide insight into the representativeness of the sample. The use of an online questionnaire for data collection is convenient and efficient especially when using a relatively large sample size. The testing phase of the measurement model includes important validity and reliability checks. The tests for convergent validity, discriminant validity and composite reliability are essential for establishing the quality of the

instrument. The use of path analysis is suitable approach for examining the relationships between multiple predictor variables (work motivation, organisational culture, and leadership) and the outcome variables (teachers' job satisfaction and teachers' performance). The findings of the study might not be generalised beyond private high schools in the Tangerang District of Indonesia.

A meta-analysis study by Kurşon and Yilmaz (2020) on the relationship between college culture and job satisfaction adopted a quantitative approach to analyse studies on the association between college culture and job satisfaction. The study's results showed a positive and a significant moderate relationship between college culture and the job satisfaction of teachers and administrators. To achieve the objective of the study, articles included in the scope for meta-analysis were those published in national and international refereed journals for 1st January, 2017 to 31st December 2017. Other documents included in the scope for meta-analysis for the period were scanned master's and doctoral theses, studies carried out with quantitative research approach based that examined the relationship between college culture and job satisfaction. Studies without appropriate statistical data or without adequate statistical analysis, article and paper studies created from thesis research, were some of the exclusion criteria. For the calculation of the effect size based on the correlation between college culture and job satisfaction, the effect sizes were transformed into Fisher's Z scale by using the "r" coefficients and sample numbers (n) included in the study. The study adopted the Comprehensive Meta-Analysis (CMA) program for all analyses. The classification used in interpreting the calculated Fisher's Z effect size is as follows: weak ($\pm$ 0.00 -

±0.10), low (±0.10 - ± 0.30), medium (±0.30 - ±0.50), strong (±0.50 - ±0.80), and very strong (≥ ±80). The results of the inferential analysis revealed a positive, significant and moderate effect size (Zr = 0.405) between college culture and job satisfaction.

The use of meta-analysis is a suitable approach to aggregate findings across several studies to identify patterns and relationships. There is a clear definition of the criteria for defining which studies are either included or excluded in meta-analysis. This is to ensure that only studies with appropriate statistical data and analysis are included in the study. The use of Fisher's Z transformation to calculate the effect size is appropriate in meta-analysis for a correlational study. The classification of effect sizes into different categories based on the magnitude of the calculated Fisher's Z effect size is appropriate in interpreting and communicating the results. This approach helps readers to understand the practical significance of the findings. The adoption of the Comprehensive Meta-Analysis programme is a robust choice for conducting meta-analysis calculations. However, meta-analysis can be susceptible to publication bias, where there could be unpublished studies with non-significant results. In all, the methodology of the meta-analysis study by Kurşon and Yilmaz (2020) appears rigorous and well structured.

The primary objective of Batugal's (2019) research was to examine the relationship between organisational culture, commitment, and job satisfaction among faculty members in private-sectarian higher education institutions. The study, which involved faculty members from the St. Paul University System (SPUS) in the Philippines, employed descriptive correlation design. Through a stratified random sampling technique, the study obtained one hundred and

twenty-nine (129) respondents (tertiary faculty with permanent status) in four member institutions of SPUS. A questionnaire made up of items based on organisational commitment, job satisfaction, and organisational culture assessment aided in the data collection. Using the Pearson Correlation, the study established a significant positive relationship between the job satisfaction of faculty members and the organisational culture of SPUS. The adoption of descriptive correlation research design is appropriate to investigate associations between variables. In addition, the use of stratified random sampling to select faculty members from the four member institutions of St. Paul University System (SPUS) helps ensure a diverse and representative sample. The use of Pearson correlation to analyse the relationship between job satisfaction and organisational culture is appropriate when exploring the strength and direction of linear associations between two continuous variables.

In explanatory research, Wahdati et al. (2019) studied the causal relationship by investigating the influence of college culture, prosperity and job satisfaction on primary school teacher performance. The study relied on a questionnaire to collect data from sixty-two (62) teacher respondents in Pegandon District, Indonesia. The multiple regression analysis established a significant positive influence between college culture and teacher job satisfaction in the sense that an enhancement in the college culture will result in an improvement in teacher job satisfaction. The use of explanatory research design is suitable to explain the relationships and explain the influences among variables. While there are no details of the sampling technique used, the sample size is relatively small. Using multiple regression is appropriate to evaluate the effect of multiple predictor variables on a single outcome

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variable. The finding suggests that improvements in college culture lead to improvement in teacher job satisfaction even though correlation does not necessarily imply causation.

Saad and Elgazzar (2019) adopted Denison's Organisational Culture Theory to examine the impact of organisational culture on employees' job satisfaction at the College of International Transport and Logistics in Egypt. Using a deductive research approach in a form of a quantitative study, Saad and Elgazzar (2019) selected sixty-three (63) staff members. The administration of questionnaire permitted data collection from the respondents. The utilisation of frequencies facilitated the description of the nature of the variables whereas correlation and regression analyses helped to examine the hypotheses and assess the magnitude and statistical significance of the associations between the variables.

The inferential analysis of the data showed that individually, involvement consistency, adaptability, and mission culture traits recorded a strong positive significant relationship with the subscales of job satisfaction. Another observation from the results was that generally, there was a strong positive significant relationship between overall organisational culture and overall job satisfaction in the college. Furthermore, the results depicted a significant positive impact of involvement culture trait on employees' job satisfaction (p=0.027<0.05, β=0.319). Adaptability culture trait also recorded a significant positive impact on employees' job satisfaction (p=0.005<0.05, β=0.475). However, there were no significant impact of consistency culture trait (p=0.391>0.05, β=0.319) and mission culture trait (p=0.675>0.05, β=0.475) on employee job satisfaction. More so, the results established that

overall, organisational culture had a significant positive impact (p=0.000<0.05, β=0.981) on employee job satisfaction at the College of International Transport and Logistics in Egypt.

The use of Denison's organisational culture theory as the theoretical framework is appropriate for examining the influence of organizational culture on the job satisfaction of employees. The deductive research approach is congruent with a quantitative study that aims to test hypotheses drawn from the theoretical framework. The study involved sixty-three (63) staff members but there were no details about the sampling procedure. The use of questionnaire to collect data is in line with conducting a quantitative study. However, there were no details validity and reliability to measure the quality of the questionnaire. The use of frequencies, correlation, is appropriate in addressing the objectives of the study.

Duan et al. (2018) conducted a study to examine the correlation between college culture, teachers' job satisfaction, and school effectiveness, utilising a quantitative research approach. The research used teachers from six lower secondary and upper secondary educational institutions located in Beijing, China. The sample consisted of 255 educators who had less than six years of teaching experience, 432 educators who had between six and fifteen years of teaching experience, and 589 educators who had more than fifteen years of teaching experience. The survey involved 1,276 teachers. Questionnaire in a form of a five-point Likert scale helped in collecting data.

The data were analysed using descriptive and inferential analysis (correlation and regression). Among the findings from the inferential analysis was a significant positive relationship between college culture (independent

variable), teacher job satisfaction (mediating variable), and school effectiveness (dependent variable). Specifically, college culture recorded a significant relationship with teacher job satisfaction.

The research conducted by Duan et al. (2018) utilises a quantitative methodology that is appropriate for investigating the correlation between college culture, teacher job satisfaction, and school effectiveness, with the aim of evaluating the magnitude and statistical significance of these relationships. The study's description presents a comprehensive analysis of the teachers participating in the research, including the distribution of teachers according to their duration of teaching experience. This helps in understanding the composition of the sample. Furthermore, the large sample of 1,276 teachers adds to the study's credibility and generalisation. The five-point Likert scale questionnaire with good internal consistency indicates, standardised, and validated measurement instrument. The approaches employed in the analysis of the data are consistent with the research objectives. Based on these observations, it is worthy to indicate that the use of quantitative approach, large sample size, and inferential analysis are the strengths of the study by Duan et al. (2018).

Admassie (2015) conducted a study employing a mixed methods approach, specifically utilising a descriptive survey design. The study examined the correlation between organisational culture and job satisfaction among teachers in Ethiopian Orthodox Tewahido Church Schools in Addis Ababa. The utilisation of the simple random sampling technique facilitated the selection of 106 out of 212 teachers, hence enabling the acquisition of data for the study. The data gathering process utilised various tools, including the

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Organisational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn (2011), the Job Satisfaction Survey (JSS) created by Spector (1997), a semi-structured interview guide, and document analysis. The study employed methods to establish the face and content validity of the questionnaire, as well as assess its internal consistency. The data collection process considered ethical issues pertaining to consent and anonymity.

The results of the quantitative study indicated that clan culture, with a mean score of 3.40, had the highest level of dominance in the colleges. The results also indicated that, on average, the teachers exhibited a little higher than moderate level (M=2.80; SD=1.02) of job satisfaction. The teachers expressed higher levels of satisfaction with their co-workers (M=3.00; SD=1.00) compared to their contentment with their work itself (M=2.90; SD=1.00), supervision (M=2.80; SD=1.00), opportunities for promotion (M=2.60; SD=1.00), and payment (M=2.60; SD=1.10). Again, there was a high correlation between the organisational culture and the level of job satisfaction experienced by the teachers. Specifically, organisational culture had a statistically significant relationship with work itself (r=0.681, p=0.000), opportunity for promotion (r=0.615, p=0.000), coworkers (r=0.602, p=0.000), payment (r=0.582, p=0.000), and supervision (r=0.487, p=0.000). From the linear regression analysis, the study established that organisational culture contributed significantly (51.0%) to the variability of job satisfaction and that regression coefficients significant for organisational culture and teacher job satisfaction. The qualitative data obtained from the semi-structured interview guide were analysed using themes and narrations. Largely, the results from the qualitative analysis corroborated that of the quantitative findings.

The employment of a mixed methods approach, which integrates both quantitative and qualitative data collection methods, enables a thorough investigation into the correlation between organisational culture and teacher job satisfaction in Ethiopian Orthodox Tewahido Church Schools located in Addis Ababa. The use of 106 teachers is reasonable and appropriate for conducting both quantitative and qualitative analyses. Using random sampling to select the teachers ensures the equal opportunities for the teachers to be involved in the study. Furthermore, the integration of several data collection methods enhances the comprehensiveness of the research. Ensuring the credibility of the obtained data involves assessing face and content validity, as well as measuring the internal consistency of the questionnaire. However, there were no details of the attainment of trustworthiness of the semi-structured interview guide in terms of credibility, dependability, confirmability, and transferability. The regression coefficients of notable magnitude serve to strengthen the relationship between organisational culture and teacher job satisfaction. The qualitative results provide support for the quantitative results, so adding depth and context to the numerical conclusions. The enhancement of the study's validity is through methodological triangulation, since there is convergence of data from both quantitative and qualitative analyses.

Malo (2015) examined the relationship between organisational culture and work satisfaction among academic professionals in a South African University of Technology. Based on the positivist paradigm, quantitative approach, and a descriptive case study, Malo (2015) used sample size calculator to obtain a sample size of 160 academic professionals selected from

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a specified target of 274 individuals. The utilisation of proportional stratified random sampling facilitated the selection of a sample size of 160 academic professionals for the study. However, the analyses process made use of data from 135 of these academic professionals, indicating a response rate of 84.4%. Organisational Culture Profile (OCP) and the Job Descriptive Index (JDI) aided in collecting numerical data from the respondents. The questionnaires had been widely used in different studies from different contexts and settings. As a result, there had been an establishment of their validity and reliability. Yet, analysis of data obtained from a pilot test of the instruments recorded Cronbach alpha coefficients of 0.945 and 0.962 for organisational culture profile and job descriptive index respectively.

Ethical issues considered during data collection included voluntary participation, consent, confidentiality, and privacy. The study examined the relationship between organisational culture and job satisfaction among academic professionals at the South African University of Technology. The analysis utilised the Pearson Product Moment Correlation and discovered a statistically significant positive correlation between organisational culture and job satisfaction.

Using quantitative research approach aligns with the research objectives formulated by Malo (2015) to explore numerical relationships. The use of the positivist paradigm is also suitable for a quantitative investigation that aims at establishing and quantifying relationships. The proportional stratified random sampling procedure adopted ensures representation from different strata of the population. However, the study does not explain the reason for the use of data from 135 academic professionals for the analyses

instead of 274 sampled. The high reliability coefficients from the analysis of the data from the pilot-test reflect the internal consistency and dependability of the instruments. The utilisation of Pearson's Product Moment Correlation is appropriate for assessing the strength and direction of the association between organisational culture and job satisfaction among academic professionals, since it examines the correlation between two numerical variables.

In their research, Okorji and Nzewi (2023) investigated the relationship between organisational culture in schools and teachers' job satisfaction in public secondary schools located in Abia State, Nigeria. Adopting a correlational research design and a quantitative research approach, Okorji and Nzewi (2023) selected 722 instructors from 4,812 in 277 Abia State public secondary schools using proportionate stratified sampling. Organisational Culture Scale (OCS) and Teacher Job Satisfaction Scale (TJSS), which had reliability coefficients of 0.80 and 0.77, respectively assisted in collecting data. Out of 722 questionnaires issued, 709 were completed and returned, indicating a response rate of 98.2%.

The study utilised multiple regression and Pearson's Product Moment Correlation Coefficient to analyse the data. Schober et al. (2018) suggested the following interpretations of coefficient (r) and relationship size: negligible (0.00-0.10), weak (0.11-0.39), moderate (0.40-0.69), strong (0.70-0.89), and very strong (0.90-1.00). One of the findings is that organisational culture in schools affects teachers' job satisfaction by 76%, with a correlation value of.872 and a coefficient of determination of .760. Multiple regression (r=0.872) showed a substantial correlation between organizational culture and teacher job satisfaction in public secondary schools in Abia State, Nigeria.

The research strategy and approach utilised by Okorji and Nzewi (2023) are appropriate for a study that investigates relationship between variables. A reasonable response rate of 98.2% based on 709 respondents out of 722 respondents signifies a strong participation rate, improving the dependability of the data obtained. Similarly, the use of established instruments with relatively high reliability coefficients contributes to the enhancement of both the validity and reliability of the data collection process.

Gaps in Existing Knowledge

Literature review has revealed differences in an organisational culture based on the type of organisation. Few studies (Annor, 2016; 2013; Ghanney et al., 2017; Oppong et al., 2017; Twumasi-Ankrah, 2012; Yeboah, 2015) on organisational or college culture exist in the Ghanaian context. However, apart from Ghanney et al. (2017) that used organisational culture theory by Denison (2000), the others did not consider it in their studies. Again, it appears with the exception of Oppong et al.'s (2017) study in the context of public CoEs in Ghana, the conduct of the other studies was outside this setting.

Furthermore, the limited number of research undertaken within the educational context of Ghana have failed to examine the correlation between college culture and teacher job satisfaction. Furthermore, these studies did not determine the ideal combination of the traits and dimensions pertaining to college culture that might effectively boost teacher job satisfaction. Consequently, this study aimed at filling these existing research gaps.

Conceptual Framework

Research studies rely on carefully selected variables that reflect the researcher's comprehension and incorporate relevant literature to interpret

phenomena. Therefore, Grant and Osanloo (2014) as cited in Adom et al. (2018), argued that a conceptual framework serves to outline the logical plan of concepts, constructs, and theories, thereby offering a visual representation of interconnected ideas in a study. Statistically, a conceptual framework defines the connection between the fundamental concepts of a study (Adom et al., 2018). Thus, the conceptual framework is a researcher's mental construct based on literature review and guides the researcher to link concepts to establish evidence to support research questions. In effect, it helps the researcher to ascertain and construct a worldview on the phenomenon under study.

Organisational culture mirrors organisational members' beliefs, behavioural norms, values and attitudes (Kurşun & Yilmaz, 2020). This assertion implies that the shared beliefs, values, experiences and actions are the features of college culture. Therefore, a robust college culture has the potential to enhance the level of job satisfaction experienced by teachers and other personnel in an educational institution. The suggestion is that college culture shows how schools carry out activities and events. With this idea, it could be deduced that teacher job satisfaction, which is multifaceted with different factors, and explained as the positive or negative feelings teachers and other staff members have about their job, is also determined by the existing culture in a school. Researchers have carried out a great number of studies on the connection between organisational culture (college culture) and the level of job satisfaction experienced by teachers, with the majority of these studies originating from a wide variety of cultural contexts and settings. The findings of many of these studies have indicated a considerable positive

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association between the organisational culture of the school and the level of job satisfaction experienced by teachers.

This study also aimed at assessing the relationship between the emerging culture of colleges and the level of job satisfaction experienced by tutors working in Ghana's public CoEs. Again, literature has outlined different theories or models of organisational culture. However, Denison's (2000) organisational culture theory, which comprises four culture traits, each having three dimensions, underpinned this study. Figure 6 depicts the conceptual framework for this study, based on literature from empirical studies.
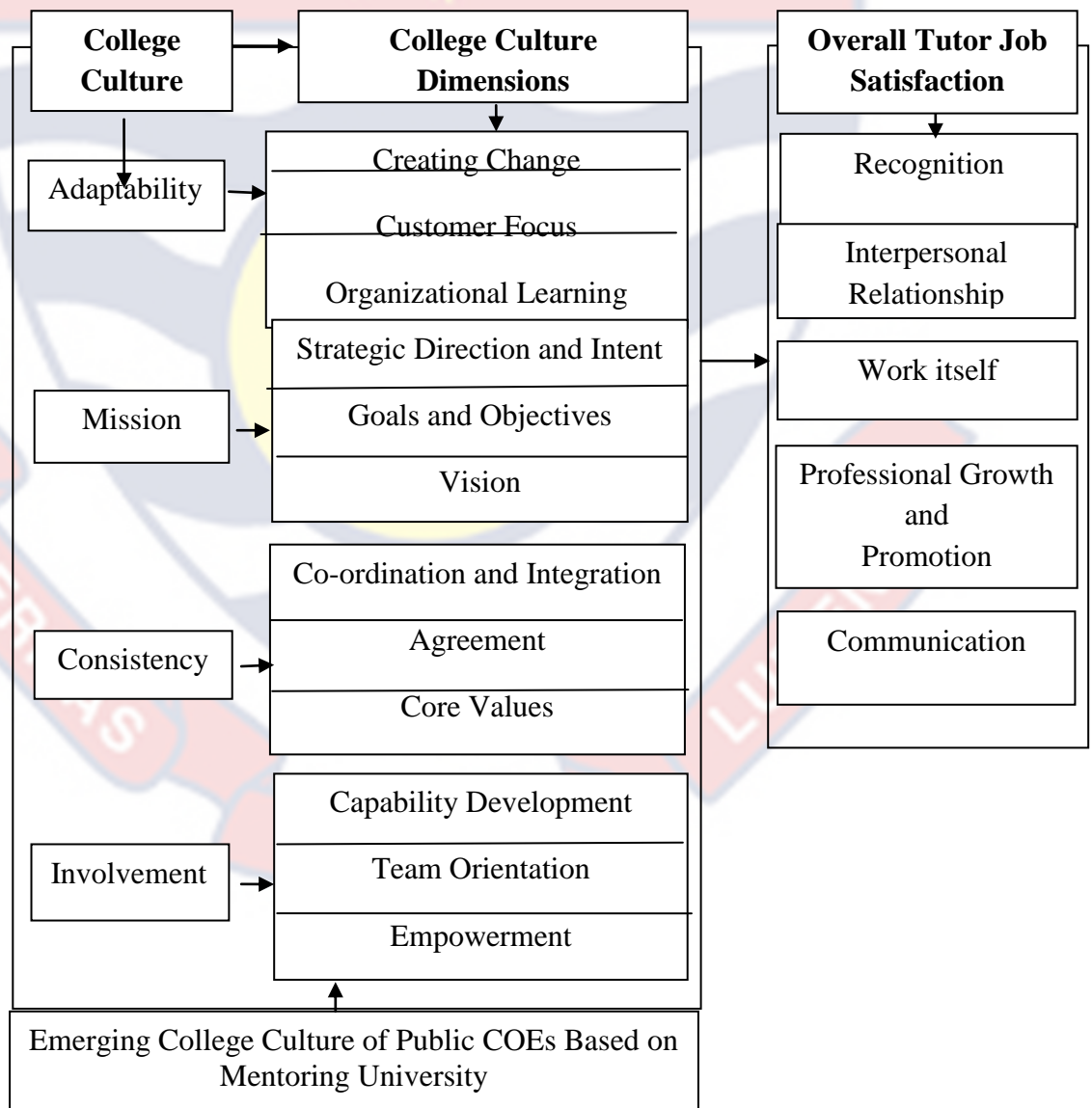
Figure 6: Researcher's Conceptual Framework (2022)

The conceptual framework seeks to comprehend how the emerging culture impact tutor job satisfaction in public colleges of education in Ghana. From the conceptual framework, Denison's (2000) organisational culture model comprises four culture traits (adaptability, mission, consistency and involvement), with each having three dimensions, which were considered the independent variable. In addition, the dependent variable, teacher job satisfaction, involved five factors namely recognition, interpersonal relationship, work itself, professional growth and promotion, and communication. Thus, this study involved two variables: emerging college culture (independent variable) and tutor job satisfaction (dependent variable). This conceptual framework assumes that the four culture traits that make up the emerging college culture are essential independent variables that shape the overall job satisfaction of tutors in public colleges of education in Ghana which is the independent variable. From the variables of the model shown as Figure 6, each of the four culture traits is made up of three culture dimensions. Hence, adaptability culture trait involves creating change, customer focus, and organisational learning while mission culture trait is made up of strategic direction and intent, goals and objectives, and vision. For consistency culture trait, the culture dimensions are co-ordination and integration, agreement, and core values. For involvement culture trait, the culture dimensions are capability development, team orientation, and empowerment.

This study determined the level of tutor job satisfaction in public CoEs in Ghana by considering five factors specifically recognition, interpersonal relationship, work itself, professional growth and promotion, and communication. The model shown as Figure 6 also shows that this study

explored the relationship that exist between the overall culture of public CoEs in Ghana and the overall tutor job satisfaction in these colleges. In addition, this study determined the combination of culture traits that enhance tutor job satisfaction in public CoEs in Ghana. More so, this study determined the emerging college culture in the public CoEs in Ghana based on the mentoring public university.

Chapter Summary

This chapter sought to review the major theories, concepts, themes, and findings identified in the extant literature that relate to this study on emerging college culture and tutor job satisfaction in public CoEs in Ghana. Two major themes reviewed are organisational or college culture and job satisfaction. The literature review revealed that organisational culture is the shared and established values, norms, and beliefs agreed on, accepted, and experienced in an organisation, making it unique or different from other organisations.

Literature has shown that college culture is an organisational culture in the context of school or education. The literature review has established that scholars and researchers in organisational behaviour have propounded different theories. The organisational culture construct of this study was anchored by Denison's (2000) organisational culture model, which comprises four culture traits (involvement, consistency, adaptability, and mission), with each trait having three dimensions. Literature has also revealed that various studies on the nature or level of organisational or college culture have established diverse or comparable nature or levels of organisational or college culture from different perspectives and settings. Whereas some studies

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revealed high college culture, others established moderate and low levels of college culture.

Another finding from the literature reviewed which is worthy of note, is that job satisfaction, a multifaceted construct has been defined differently by various scholars and researchers and determined by different factors, including personal and organisational factors. This study, however, focused on the organisational factors (recognition, interpersonal relationship, work itself, professional growth and promotion, and communication). From the literature, various studies on the levels of teacher job satisfaction have had results showing different and similar levels of teacher job satisfaction. This chapter provides a comprehensive analysis of the empirical evidence pertaining to the correlation between college culture and teacher job satisfaction. The majority of the literature examined indicated a notable positive correlation between college culture and teacher job satisfaction, with just a limited number of research reporting no discernible link between these factors.

In this chapter, there was discussion on key academic debates and controversies on the definition of organisational culture due to different thoughts of scholars, experts and researchers. These debates and controversies, perhaps, attest to the significance of the concept of organisational or college culture and, at the same time, create challenges for scholars and experts based on the discrepancies in the varied definitions. Furthermore, existing literature has confirmed that the relationship between college culture and work satisfaction varies depending on the methodologies and approaches employed by different researchers. This variability poses challenges for conducting accurate assessments. Critical gaps exist in literature. For instance, very few

studies exist on college culture in the Ghanaian setting, especially in the context of public CoEs. Again, the studies on college culture conducted in the Ghanaian setting did not consider the appropriate blend of traits and dimensions of college culture that could improve teacher job satisfaction.

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CHAPTER THREE

METHODOLOGY

Introduction

This study sought to investigate the relationship between emerging college culture and job satisfaction among tutors in public Colleges of Education (CoEs) in Ghana. In attaining this purpose, there the need to essentially utilise scientific methods. Thus, methodology in research justifies the procedures used in conducting research activities. This assertion suggests that research involves systematic, controlled, valid, and rigorous establishment of associations and causation that permit the accurate prediction of the outcome under a given set of conditions. Therefore, a researcher must provide a clear description of the methods used in collecting data for a study. Such methods should, however, be based on philosophical underpinnings. Thus, this chapter discusses the philosophical underpinnings or worldviews, research design that portrays in detail the focus and approach of the study, the population, sampling, sampling techniques, research instruments, data collection procedure, and data processing and analysis plan. The chapter ends with a discussion on ethical issues adhered to in conducting this study.

Philosophical Paradigm

Philosophical ideas, concealed in research, influence the research practice to explain why a researcher uses qualitative, quantitative or mixed-method approaches (Creswell & Creswell, 2018). As such, the beliefs held by a researcher are critical in selecting a research approach, the researchers' relationship with the participants, and the methods used to generate data and their subsequent analysis and interpretations (Corbin & Strauss, 2014).

Researchers' philosophical position reflects their understanding of what is involved in social reality and criteria for establishing reliable knowledge, as well as the methodologies and protocols employed to attain such knowledge (Sefah, 2018).

Creswell and Creswell (2018) argued that the continuous debate on the paradigms of researchers when conducting an inquiry into a phenomenon suggests that there is no consensus on the philosophical paradigms of researchers. The reason could be that different researchers, based on their knowledge, background and experience identify different paradigms. For instance, Denzin and Lincoln (2018) categorised research paradigms into ontology, epistemology, and methodology or approach. The ontological objectivism, epistemological positivism worldviews, and the quantitative methodology or approach underpinned this study.

Objectivism stresses that social phenomena and their implications are autonomous of social actors (Don-Solomon & Eke, 2018; Kaushik & Walsh, 2019). However, the core of objectivism stems from the approval of natural science as a paradigm to study human knowledge and essentially uses resources and approaches for data collection, analysis, and interpretation (Ormston et al., 2014; Al-Saadi, 2014). It could be deduced from the explanations on objectivism that truth is entirely factual, unbiased but not generated by the perception in any form. Consequently, the human sensory opinion provides actual direct knowledge, and that further knowledge, contentment, and ethics necessitate cogent hypotheses grounded on logic, mainly by stressing the law of non-contradiction.

This study utilised an ontological framework rooted in objectivism to gain a comprehensive understanding of the concept that social reality exists as an external and independent entity, separate from the researchers' inquiry. As a result, the use of objective natural scientific procedures enables the attainment and understanding of knowledge. The adoption of ontological objectivism is justified on the belief that researchers assume a neutral stance as observers of social phenomena. This approach involves the use of tools such as structured questionnaires, non-participant observation guides, and checklists to collect information from external sources (Cohen et al., 2018; Denzin & Lincoln, 2018).

Hence, this study on emerging culture and its correlation with tutor job satisfaction in public CoEs in Ghana demonstrates a potential consonance with the ontological objectivism paradigm with the idea of independent reality. In ontological objectivism, there is an awareness of an objective reality that exists independent of one's perception and interpretation. Thus, in this study, emerging culture and tutor job satisfaction in public CoEs were conceptualised as quantifiable phenomena existing outside the realm of subjective experience. This study focused on measurable traits of emerging college culture (involvement, mission, consistency and adaptability) and the relationship it has with tutor job satisfaction. Thus, this study aligns with the idea of an objective reality that can be studied and understood.

Ontological objectivism emphasises acquisition of knowledge through scientific methods and observations. As such, I used a questionnaire to collect quantitative data which were analysed to arrive at conclusions. This focus on external, verifiable data aligns with the paradigm of ontological objectivism.

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Tutor job satisfaction as a dependent variable construct is a subjective experience. Even though this study measured the level of tutor job satisfaction, it did not delve into the deeper reasons behind these complex feelings of the tutors based on their individual perceptions and values. Generally, the focus of this study on measuring emerging college culture based on the traits outlined by Denison (2000) and its link with tutor job satisfaction aligns with the fundamental philosophies of ontological objectivism. However, it is imperative to reflect that this study did not capture the subjective experiences that contribute to tutor job satisfaction in public CoEs in Ghana.

Epistemology, as a philosophical framework, encompasses inquiries into the legitimacy, breadth, and methodologies of knowledge acquisition. This includes investigations into the nature of knowledge claims, the means of generating knowledge, and the evaluation of its potential for transferability (Denzin & Lincoln, 2018; Moon & Blackman, 2017). The epistemological positivist paradigm promotes the utilization of natural science methodologies in the examination of social reality and other domains (Denzin & Lincoln, 2018; Bryman, 2016). This means that positivist researchers cherish scientific objectivity, researcher neutrality, and structured methodology to facilitate replication (Gill & Johnson, 2010; Leavy, 2017). Thus, the positivist paradigm emphasises that authentic knowledge comes from structured and controlled natural sciences like Chemistry, Biology, and Physics.

This study adhered to the positivist paradigm by focusing on gathering data from structured and systematic procedures to perform a quantitative investigation aimed at addressing the specified research inquiries and testing the formulated hypotheses. Therefore, I employed a structured questionnaire

to collect measurable data on emerging college culture and tutor job satisfaction for statistical analysis in order to identify the prevailing characteristic of college culture, assess the level of job satisfaction among tutors, and establish the correlation between the emerging college culture (as an independent variable) and tutor job satisfaction (as the dependent variable). Again, this study examined the combination of college culture trait that enhance tutor job satisfaction in public CoEs in Ghana.

Hypothesis testing is one key issue in the adoption of epistemological positivism and this study tested a hypothesis that emerging culture traits exhibited in public CoEs in Ghana do not differ based on the mentoring public universities. Another element of epistemological positivism is an objective reality independent of the researcher. This study therefore sought to uncover the emerging college culture traits and how it impacts on tutor job satisfaction, minimising the influence of researcher bias. Generally, this study aligns with the epestimological positivism's core principles by focusing on observable data, quantification, and objective reality to understand the relationship between emerging college culture and tutor job satisfaction in public CoEs in Ghana.

From the explanations, research paradigms are the belief systems that researchers agree to, support, and consequently inform their resolutions on studying phenomena. Kamal (2019) reiterated this by pointing out that the type of paradigm used by researchers directs their investigation on procedures used to collect and analyse data. Therefore, the essence of paradigm in research is summarised by Kivunja and Kuyini (2017) as the decisions made in conducting research, essentially based on the paradigm adopted by the

researcher. Consequently, Hussain et al. (2013) argued that three ways in human sciences inform the use of the term paradigm. These are for the institutionalisation of academic endeavour; for extensive alignments of definite approaches and viewpoints to the study of any subject; and for the explanation of comprehensive methods to conducting research.

These views imply that the knowledge of ontology and epistemology as philosophical paradigms are essential because they influence how researchers structure their research to discover knowledge. Thus, the notion of these two worldviews, and how they stimulate research design, depends on observing the connection between a subject and an object. However, from a comparison of ontology and epistemology philosophies of research, one can argue that positivism's epistemological orientation links objectivism's ontological orientation. Whereas ontology assists researchers to identify how definite they can be about the nature and reality of things they are researching epistemology examines the fundamental nature of knowledge and the methods of acquiring knowledge, particularly in relation to understanding and comprehending social reality. Kivunja and Kuyini (2017) stressed that philosophical assumptions about the nature of reality are fundamental in helping to comprehend how researchers assign meaning to data obtained. The assumptions play a vital role in adjusting the thinking about a research problem, research significance, and the method to address the research problem at stake.

Denzin and Lincoln's (2018) third component of research philosophy worldview is the methodology, which Creswell and Creswell (2018) referred to as approaches. Antwi and Hamza (2015. p. 218) explained methodology as

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"the procedures used in undertaking research. Lincoln and Guba, as cited in Kamal (2019, p. 1391), argued that the ultimate question linked to methodology is "how does one go about acquiring knowledge?" Creswell and Creswell (2018) provided an explanation of the research approach, conceptualising it as a systematic framework including many stages, commencing from initial assumptions and progressing towards the acquisition, analysis, and interpretation of extensive data. In differentiating between methodology and methods, Mackenzie and Knipe, as cited in Singh (2019), argued that methodology involves the general research approach under a philosophical paradigm while methods refer to the various tools used in gathering and analysing data.

The explanations of research methodology imply that a researcher's methodological approach reflects the fundamental ontological and epistemological beliefs, which adopt the methods for conducting the study. Singh (2019), therefore, postulated that a methodology is a type of blueprint, which guides the conduct of research in a specific philosophical paradigm. In essence, methodology guides researchers in selecting suitable research methods (Wahyuni, 2012) and acts as a boundary between philosophical assumptions at one end and methods at the other end (Singh, 2019). Kamal (2019) also pointed out that in conducting research, the methodology must agree with the ontological and epistemological positions of the research. Based on this, Singh (2019) asserted that unless methodologies outlined are categorical, the journey of research might end abruptly for researchers. As such, a methodology is an overarching framework that guides the conduct of research. Some researchers, including Singh (2019), have stressed that no

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universal methodology can address all research problems even though many of them exist and are used based on their pros and cons.

Research Approach

Three research approaches, which are not as discrete as they initially appear, are quantitative, qualitative, and mixed methods (Babbie, 2015; Creswell & Creswell, 2018; Denzin & Lincoln, 2018). This study adopted the quantitative methodology since it dealt with systematic collection and measurement of numeric data to investigate phenomena and their relationships (Bryman, 2016; Cohen et al., 2017). Creswell and Creswell (2018, p. 4) defined quantitative research methodology as "an approach for testing objective theories by examining the relationship among variables which can be measured, typically on instruments, in order to analyse numbered data using statistical procedures. Williams (2011) as cited in Oberiri (2017, p. 41), intimated that "quantitative research methodology involves the collection of data so that information can be quantified and subjected to statistical treatment to support or refute the alternative claim". Creswell (2015) also suggested that quantitative research as an approach makes use of methods of investigation including experiments and surveys to obtain data on pre-determined instruments that produce statistical data.

Patten and Newhart (2018) argued that in quantitative research methodology, findings based on numbers, help to generalise and approach methods with the focus of objectivity and standardisation (p. 22). Stockemer (2019, p. 8) maintained that "quantitative research methodology deals with numbers that permit the researcher to quantify the world, and that the use of the statistics does not only allow researchers to numerically describe

phenomena, but also assist in determining the relationships between two or more variables". Pattern and Newhart (2018) also observed that usually, a deductive approach informs the planning for quantitative research by appraising prevailing theories on a phenomenon to determine the appropriate use or modification based on the consideration of different conditions.

From the preceding, quantitative methodology in research refers to the numerical representation and manipulation of observations to describe and explain the phenomena that those observations reflect. Thus, it focuses on objectively measuring social reality through orderly processes to gather and analyse data. This statement suggests that in quantitative research methodology, the researcher is independent of the phenomenon under study. The deduction is that quantitative research methodology usually starts with data collection grounded on a hypothesis or theory, followed by descriptive or inferential statistics to obtain results for interpretation. It deals with the study of phenomena and their relationships, measured in a systematic way using numbers. The measurement of the relationships between variables seeks to explain, predict, and control a phenomenon. Again, quantitative research methodology mostly ends with confirmation or otherwise of a tested hypothesis. Thus, for a researcher to establish observed associations between variables, the basic approach is the quantitative research methodology.

The reasons for the use of quantitative research methodology or approach depends on its strengths. For instance, Ragab and Arisha (2018) indicated that quantitative methodology tests and validates previously constructed theories about phenomena. Research findings could be generalised when data is sufficient and based on a random sample. The quantitative

methodology can eliminate the confounding influence of many variables and allows one to assess cause-and-effect relationships. With a quantitative methodology, data collection and analyses are relatively less time consuming and provide precise numerical data. Again, research results are relatively independent of the researcher, which is helpful for large sample sizes.

Despite the strengths of quantitative methodology, Ofori and Dampson (2011) identified some of its limitations to include more cost where the study requires large sample sizes to generalise the results to the population and the possibility of low return rate. They also identified the main limitation of quantitative research as its failure to uncover underlying implications of social phenomena, especially when depth is necessary for studies of humanistic variables like sociological and physiological elements. Ragab and Arisha (2018) added that researchers' theories developed from the data might not reflect the respondents' understandings since the focus is on testing theories instead of generating theories.

Notwithstanding the limitations, this study utilised quantitative methodology because it is more suitable to answer the research questions of this study and test the hypotheses framed. As a quantitative study, there is a need to have a good representative sample of respondents to help address the research questions and generalise this study's outcomes to the population. Hence, for generalisation, this study used quite a good number of tutor respondents from the public CoEs being mentored by the five traditional public universities in Ghana. The use of probability sampling techniques helped in obtaining respondents and a structured survey questionnaire assisted in collecting data from a relatively large number of respondents.

Answering research questions of a study that adopts a quantitative methodology involves various techniques such as relationships between variables and differences between groups. This study adopted the quantitative methodology since it sought to investigate the relationship between emerging college culture and job satisfaction of tutors in public CoEs in Ghana. As a result, quantitative analytical techniques such as frequency and percentages, mean and standard deviation, Pearson correlation, and stepwise multiple regression were more appropriate for addressing the research questions and testing the hypotheses. Essentially, these statistical analytical techniques helped perform quick data analyses, present results, and provided objective interpretation of the results. Thus, this quantitative study centred on well-planned and organised procedures and interrogated associations between variables that produced findings used to predict, explain, or confirm social realities.

More so, this study utilised the quantitative methodology to research because it is comparatively reliable. This supports the idea of Johnson and Christensen (2017) that an essential strength of quantitative methodology to research is that it is relatively credible. The credibility of the results of this study was crucial and essential because the results may form the basis for decision making in improving the emerging college culture and enhancing job satisfaction of tutors in public CoEs in Ghana. Specifically, the results of this study may offer a significant source of information for the Ghana Tertiary Education Commission (GTEC) to make policy decisions on education, such as the organisation of workshops, seminars and short courses for principals of public CoEs. Such policies will encourage the principals to be innovative in

improving the culture in their respective colleges to enhance job satisfaction of tutors and other staff of the colleges to achieve college and educational goals.

Thus, in conducting any research, many decisions made assist in identifying appropriate procedures and processes utilised in the research process. Creswell and Creswell (2018) suggested that plans and procedures for research include many decisions, which eventually help decide the methodology or approach in studying a phenomenon. Such a decision is influenced by the philosophical assumptions of the researcher, procedures of inquiry (research design), specific research methods used in collecting, analysing, and interpreting data, the nature of the research problem, the personal experiences of the researcher, and the audience for the study (Creswell, 2014; Bryman, 2016).

Research Design

Every researcher makes an informed decision and selects the type of study based on quantitative, qualitative, or mixed methods. Hence, research designs are plans or strategies used in organising research to make it practicable in order to answer research questions based on evidence and warrants" (Cohen et al., 2018, p. 173). According to Bell et al. (2019), research design offers an outline for gathering and examining relevant data and mirrors conclusions about the importance of various segments of the research process. These may include stating causal associations between variables and generalising to a large group of individuals or entities other than those used in the study.

Patten & Newhart (2018) argued that research design is the overall plan used to study a problem of practice by indicating the research

methodology, the anticipated research methods for the study, the research questions to ask, and the approach to the data analysis. The definitions suggest that research design refers to the overall strategy selected and employed by researchers to integrate various components of the study in a coherent and systematic manner in order to investigate a research problem. Therefore, it encompasses the framework for the compilation, quantification, and examination of data.

Cohen et al. (2018) advised that a rigorous research design is indispensable and crucial in any research process because it addresses the general purposes of the research. This makes research design a rational concern about the complete design of how to conduct research. This calls for a logical and orderly connection between data, research questions, conclusions, and the inferences of the data to the evidence. This may explain the assertion made by Cohen et al. (2018) that the study design plays a crucial role in identifying the specific data required to address the research aims, objectives, and questions. Therefore, the primary purpose of research design is to facilitate the precise and cost-effective acquisition of necessary data that aligns with the defined research topic.

The research design used for this study was the descriptive correlational survey design. The descriptive aspect of this design shows that this study focused on providing an accurate description of the existing variables under investigation (Fraenkel et al., 2018; Johnson & Christensen, 2017). The correlational aspect of the research design means that this study sought to measure, establish and describe the relationship between the variables understudy. Creswell and Creswell (2018) explained that

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correlational research design seeks to establish the relationship between two variables or many variables in a study. Equally, Curtis et al. (2016) indicated that correlational research seeks to examine the relationships between two or more variables within the same population or between the same variables in two different populations. That is, it tries to find out whether a relationship occurs between one or more variables in a population or a sample, and the extent to which this relationship exists.

Correlational research design is a non-experimental approach that uses correlational statistics to assess and explain the degree of relationship between two variables or several variables (a set of scores). Correlational research design also focuses on investigating the connection between respondents' characteristics and their informed perspectives or behaviours (Asenahabi, 2019). Oberiri (2017) emphasised the use of correlational research to ascertain the presence and magnitude of a relationship between two or more variables within a population or sample. Correlational research entails the examination of the strength and direction of the association between two or more variables, without the researcher exerting control or manipulation over any of the variables. Therefore, correlational research seeks to ascertain variables that have some form of relationship to the extent that a change in one generates an estimated change in the other. Gyensare (2014), as cited in Brenyah and Obuobisa-Darko (2017), stressed that correlational survey design examines the extent to which differences in one variable are related to the differences in another or many variables and that it examines and explains the relationship (positive correlation, negative correlation, or no correlation) among variables.

Bell et al. (2019) and Cohen et al. (2018) affirmed that the establishment of correlation among variables depends on its correlation coefficient (r). As stated by Oberiri (2017), the range of values falls between +1.00 and -1.00. Correlations that are higher in magnitude, or correlation coefficients that are closer to +1.00 or -1.00, are indicative of stronger associations. Positive correlations indicate that as the values attributed to one variable increase, the values linked with the other variable also increase. Nevertheless, negative correlations demonstrate that as the values pertaining to one variable increase, the values pertaining to the other variable decrease.

Correlational research design may be explanatory or predictive (Creswell, 2008, as cited in Oberiri, 2017). It is explanatory if it attempts to investigate the degree to which two or more variables co-vary with one another. In other words, the situation in which changes in one variable reflects in the changes in the other variable. On the other hand, predictive correlational research design expects specific outcomes in one variable based on another variable that acts as the predictor. This study aimed to explain the extent to which emergent college culture (a predictive or independent variable) had a link with tutor job satisfaction (a dependent variable) in public CoEs in Ghana.

The survey aspect of the research design adopted for this study indicates that data obtained were from randomly sampled respondents who responded to items in a form of a structured questionnaire related to the variables of interest. According to Heath (2018), the use of survey is the most common technique in correlational research and it involves random sampling of respondents in the research to complete a test or a questionnaire focused on the variables or issues at stake to ensure generalisability of the findings.

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The use of the descriptive correlational survey design was suitable for this study due to its ability to offer a precise and reliable description of the variables and respondents that are pertinent to the research aims. In addition, the numerical data used for the analyses for this study were from a relatively large population or sample size, and there was no manipulation of the variables. More so, this study involved the measurement of two study variables (college culture and tutor job satisfaction) using a validated survey instrument (questionnaire) and describing the relationship between these variables. For this study, suggestions by some researchers (Bell et al., 2019; Cohen et al., 2018; Creswell & Creswell, 2018; Creswell & Plano-Clark, 2018; Heath, 2018; Saunders et al., 2018) that generally in descriptive correlational research designs, researchers naturally aim to observe and describe the nature of relationships between variables without manipulating them informed the adoption of descriptive correlational survey design.

Again, the general suggestion by these researchers that descriptive correlational survey designs focus on collecting data through surveys, observations, or existing records to identify and describe the nature of associations among variables, rather than causality, in a specific context, guided the choice of the design. This study, among other things, collected quantitative data through the use of a structured questionnaire and analysed to determine the nature of relationship between emerging culture and tutor job satisfaction in public CoEs in Ghana. Generally, these authors advocate for a systematic and rigorous approach to descriptive correlational research design, aimed at producing, reliable and valid understandings into the relationship between variables of interest.

These suggestions encompass the notion that descriptive correlational research design utilises extensive data from a representative sample of a population during a specific period. It aims to present a comprehensive overview of events and endeavours to depict and elucidate individuals' opinions, attitudes, and behaviours based on data collected at a particular moment. Again, it is a cost-effective and a flexible research design that allows researchers to create data-gathering tools to obtain the needed information (survey responses) from all sources (randomly sampled respondents) used in the study.

Study Setting

Public CoEs fill a vital space in Ghana's educational narrative, with their development reflecting a dynamic interplay of historical contexts, national priorities, and evolving educational beliefs. According to Antwi (1992), during the colonial era, teacher training in Ghana largely existed in missionary schools established by the Europeans. These schools focused on equipping teachers with basic literacy skills, and vocational training, often aligning their curricula with European ideologies. This view by Antwi (1992) is shared by Acheampong (2003) that most Ghanaian public CoEs started as missionary institutions to train ministers, catechists, and teachers. Some secondary schools became Teacher Training Colleges (TTCs) and then Colleges of Education. The deduction is that Ghana's teacher education has undergone significant legislative changes to produce well-trained teachers to suit educational demands (Anamuah-Mensah, 2006). Newman (2013) added that these modifications, which span over four decades, are as a result of policy changes aimed at producing well trained teachers to meet the

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educational needs of Ghana at various times, have led to various teacher credentials.

Ghana's independence in 1957 marked a significant shift in the focus of education by prioritising the creation of a national identity and the development of a strong educational system to raise future generations. Subsequently, the establishment of public CoEs gained the impetus to address the increasing demand for qualified teachers for basic schools. The 1960's witnessed the implementation of initiatives such as the 1961 Education Act with the view of addressing teacher shortage (Antwi, 1992). The 1980's ushered in a period of economic challenges and a heightened need for skilled professionals across various sectors of the Ghanaian economy which also saw a crucial focus on educational reforms.

The 1987 education reforms emphasised the importance of teacher quality and ongoing professional development. This supports the idea by Boakye (2019) that society is dynamic, and technology is advancing, and to remain in global economy, a nation needs to change its curriculum and educational system mainly to equip teachers with a wide-ranging pedagogical skillset, and foster a modification from content-driven instruction to a more all-inclusive approach. Public CoEs in Ghana have continued to evolve in addressing contemporary needs such as integrating 21st century skills into the teacher education curriculum as well as incorporating Ghanaian core values such as patriotism, humility, integrity, respect, hard work, loyalty, honesty, responsibility, tolerance, diversity, inclusivity, and discipline, as well as different contexts into its educational frameworks.

Prior to the elevation and re-designation as tertiary institutions, the then TTCs were under the Ghana Education Service (GES), an agency responsible for pre-trtiary education. Accordingly, the TTCs were directly under the supervision of the Teacher Education Division of GES, making the funding, appointment of staff, and determination of requirements to enrol in the colleges the responsibility of GES. However, the assessment and certification of the products of TTCs was the responsibility of the Institute of Education of the University of Cape Coast which over the years collaborated with the Teacher Education Division of the GES to develop and regularly evaluate the curriculum of pre-tertiary teacher education in Ghana (Opare, 2008).

Since the passing of the Colleges of Education Act (Act 847) in 2012 to legalise the colleges' new status, the Ghana Tertiary Education Commission (GTEC) hitherto known as the National Council for Tertiary Education (NCTE) regulates their activities. CoEs have struggled with supervision, infrastructure, governance, and autonomy since their 2008 reclassification from TTCs (Colleges of Education Secretariat, 2015; Newman, 2013). Colleges of Education replaced Teacher Training Colleges in 2004 (Amanfo, 2011).

By the Harmonised Statutes of public CoEs in Ghana, the principals of the colleges are the academic and executive head and chief disciplinary officer of the College. Article 6.01 of the conditions of service for public CoEs in Ghana stipulates that the appointment, promotion, transfer, dismissal, and disciplinary control of all employees (including tutors) are vested in the college principal acting on behalf of the College Council (National Council for

Tertiary Education, 2015). Again, the Harmonised Statutes of public CoEs demand that the management of the colleges should be based on a committee system.

The forty-six (46) public CoEs were previously grouped under five zones (Ashanti/Brong Ahafo, Northern, Eastern/Greater Accra, Central/Western, and Volta). Since October 2019, each of the forty-six public CoEs in Ghana has been under the mentorship of one of the five traditional public universities in Ghana. For the purposes of this study, these mentoring traditional public universities have been given pseudonyms as University "A" (mentoring six public CoEs), University "B" (mentoring five public CoEs), University "C" (mentoring fourteen public CoEs), University "D" (mentoring six public CoEs), and University "E" (mentoring fifteen public CoEs).

The colleges are purposefully situated in the sixteen (16) regions of Ghana, at both urban and rural settings, and with each region having at least two (2) CoEs that train teachers to serve the needs to cater for the diverse needs of the different communities. The location of the colleges is also to address the diverse needs of prospective pre-service teachers and address educational disparities in different regions of Ghana as a whole. The strategic location of the colleges across Ghana ensures accessibility and equitable distribution of teacher education facilities, address shortage of qualified teachers in remote areas, and see to it that aspiring teachers from all regions have access to quality teacher education training programmes. Again, the geographical diversity of public CoEs in Ghana allows for integration of local cultural situations and educational needs into the teacher education curriculum.

Since the implementation of curriculum reforms in Ghana's Initial Teacher Education (ITE) in 2018/2019 academic year, public CoEs in Ghana have been offering a 4-Year Bachelor of Education (B.Ed.) programme with three specialisms, namely the B.Ed. Early Grade Teacher Education, the B.Ed. Upper Primary Teacher Education, and the B.Ed. Junior High School Teacher Education, with the latter having specialist subject areas. This new B.Ed. programme was as a result of the cumulative work undertaken by Ghanaian educators under the Transforming Teacher Education and Learning (T-TEL), a six-year (2014-2020) Government of Ghana (GoG) programme, funded by UK AID with the intention of transforming the delivery of pre-service teacher education in Ghana. This reform aims to enhance the quality of teachers by producing a more rigorous and in-depth academic and professional foundation, elevate the status of the teaching profession by aligning teacher training with tertiary education, and improving the attractiveness of the teaching profession. As tertiary institutions, the management of public CoEs in Ghana ensure that decisions taken are in line with the procedures enshrined in the Harmonised Statutes of public CoEs which are set of regulations and guidelines that govern the operations, management, and academic activities of the colleges to ensure consistency and quality in ITE across all public CoEs in Ghana.

The Harmonised Statutes characteristically cover areas such as governance structure, academic programmes, admission criteria, faculty qualifications, student affairs, and institutional management. These are designed in alignment with national educational policies and standards while also allowing for some flexibility to accommodate the specific needs, aspirations and contexts of each college. To effectively attain the goals of

public CoEs in Ghana in line with their Harmonised Statutes, the colleges are encouraged to ensure supportive and inclusive positive college culture based on the understanding of the mission of the college by all stakeholders (mission culture trait), involvement of members in decision making processes and other activities (involvement culture trait), consistency of policies, practices, and procedures (consistency culture trait), and adopt a culture of innovation and flexibility to respond effectively to evolving challenges and opportunities (adaptability culture trait). Thus, in their current dispensation, public CoEs in Ghana are more collegial in their activities, signifying a shift from the previous model of management with no such Harmonised Statutes, even though these colleges had a common mandate to train teachers.

Population

A research population is, explained as "the large group to which a researcher wants to generalise the sample results" (Johnson & Christensen, 2012, p. 218). Similarly, Stockemer (2019, p. 57) explained population as "the entire group of subjects the researcher wants information on". Therefore, a research population is an abstract idea of a large group of people, or the total of all the individuals, objects, and events with specific characteristics of interest to an investigator in conducting a study for generalisation. It is a large group of individuals or objects, or a definite group of individuals or objects acknowledged to have related features. Thus, research population refers to all people, objects, events or elements found in a particular group that a researcher is interested in learning more about to make generalisations from the obtained results from the sample.

There are two research populations. Target and accessible populations. Target population, or theoretical population, is the total group of people or items with specified characteristics that researchers want to generalize (Asiamah et al., 2017). The target population includes all units from which data is analysed and inferences made. The accessible population, on the other hand, is "the research participants who are available for participation in the research" (Johnson & Christensen, 2012, p. 257). Polit and Beck (2018, p. 365) stressed the need to distinguish between target and accessible populations. Hence, they explained "target population as the aggregate of cases about which a researcher would like to generalise while accessible population refers to the aggregate of cases that conform to designated criteria and that are accessible for a study". According to Fraenkel et al. (2018), while the target population is ideal in research, the accessible population is realistic.

The study's target population comprised all tutors employed at the forty-six public Colleges of Education (CoEs) in Ghana. The number of tutors in all the public CoEs for 2021 was two thousand and five (2,005) (Transforming Teaching, Education and Learning [T-TEL], 2021). In contrast, the eligible population comprised full-time tutors at the colleges who possessed a minimum of two years of tenure within their respective institutions. Consequently, these individuals possessed a considerable level of knowledge, comprehension, and familiarity with the prevailing culture in their colleges. For ethical reasons, the names of the forty-six (46) public CoEs in Ghana were not disclosed. Similarly, pseudonyms were given to the five public universities mentoring the colleges.

The data in Table 1 show that the target population involved 2,005 tutors. This included a total of 272 tutors from public CoEs being mentored by University "A", a total of 232 tutors from public CoEs under mentorship by University "B", a total of 607 tutors from public CoEs being mentored by University "C", a total of 185 tutors from public CoEs under mentorship by University "D", and a total of 709 tutors from public CoEs being mentored by University "E". The data, as shown in Table 2 summarise the eligible population for this study.

Table 1: Total Number of Tutors in Public CoEs Based on the Five Public Mentoring Universities

Public Universities	Number of Public CoEs Under Mentorship	Total Number of Tutors in Public CoEs under Mentorship
University "A"	6	272
University "B"	5	232
University "C"	14	607
University "D"	6	185
University "E"	15	709
Total	46	2,005

Source: (T-TEL, 2021)

The observation from the data in Table 2 is that the eligible population for this study involved 1,849 tutors.

Table 2: Summary of Total Eligible Population Based on the Five Public Mentoring Universities

Mentoring Public Universities	Number of Affiliated Public Colleges of Education	Target Population	Number of Tutors at Post for Less Than Two Years	Eligible Population
University "A"	6	272	21	251
University "B"	5	232	17	215
University "C"	14	607	52	555
University "D"	6	185	19	166
University "E"	15	709	47	662
Total	46	2,005	156	1,849

Source: Field Data, 2022

This comprised 251 tutors from public CoEs under the mentorship of University "A", 215 tutors from public CoEs being mentored by University

"B", and 555 tutors from public CoEs under the mentorship of University "C". Again, there were 166 tutors from public CoEs being mentored by University "D", and 662 tutors from public CoEs under the mentorship of University "E".

Sample and Sampling Procedure

Population constitutes the target of a particular research study, and as such, must be clearly described and identified. In a situation where the population for research is small, the researcher may use all of them as subjects for the study. However, it will be costly and time consuming for a researcher to study all individuals in a large population. Alvi (2016), therefore, argued that it is impossible to assess every single element of a population. In this respect, it is required that a group of the elements, smaller than the population must be involved in the research. Thus, Cohen et al. (2018) stressed the essence of obtaining a sample characteristic of the target population is to make inferences. According to Coolican (2014), scientific research, among other things, aims at generalising from samples, and since the population is usually too large for each case, there is the need to select a sample from the population.

According to Leavy (2017), a sample refers to the quantity of individual cases ultimately chosen and from which data obtained. Stockemer (2019) posited that the term "subset of the population" refers to the specific group that a researcher focuses on in order to collect data (p. 58). A sample is a subset of the population chosen to serve as a representative of the entire population. Numerous scholars (Creswell & Creswell, 2018; Cohen et al., 2018; Gravetter & Forzano, 2018; Polit & Beck, 2018) have emphasised the importance of determining the appropriate sample size for a survey by

specifying the desired level of estimation accuracy and subsequently determining the necessary sample size to achieve it.

Choosing the right sample size and appropriate sampling technique are essential aspects in survey research (Rahman et al., 2022). Using the study's criteria, sampling is the process of choosing research study participants from a larger population (Memon et al., 2020; Ginty, 2013). Therefore, sampling procedures are a necessary skill for doing high-quality research (Berndt, 2020; Tripathi et al., 2020; Ratan et al., 2019). The primary objective of sampling is to provide a representative sample, which is made up of a small number of units or examples chosen from a much larger population or group. One way to refer to a representative sample is as a "sample of representative units." Consequently, the researcher is able to examine the smaller sample and make valid inferences about the larger population. Typically, researchers concentrate their efforts on techniques that would provide them with samples that are somewhat similar to each other.

For this study, the respondent sample size was seven hundred and fifty (750) based on the suggested formula by White (2015). The reason for using White's (2015) formula was its precision of estimation anticipated for the population. Again, the formula has been tested and used for most surveys and case studies (Kelly, 2016; White, 2015). The formula: $n = \frac{N}{1+N(e^2)}$, where n is the sample size, N is the population size, and e is the level of precision (margin of error). For this study, the formula is expanded as N = 1,849 ÷ [1 + 1,849 (0.05)^2] = 1,849 ÷ 4.6225 = 400.

Thus, using an eligible population size of 1,849 the sample size for the study was not supposed to be less than 400 as indicated by the sample size

calculation. However, thirty out of the forty-six (46) public CoEs formed the institutional sample. This study made use of a sample of 750 tutors in order to enhance the generalisation of the study's findings. Thus, twenty-five tutors formed the sample for each of the thirty sampled public CoEs. The decision to select twenty-five tutors from each of the sampled college was in line with the information from each selected college that full-time tutors who had been at post for at least two years were more than twenty-five. The sample sizes employed for the institution and the respondents were suitable because of their ability to represent the intended demographic accurately.

Gall, Gall, and Borg (2021) suggested that to achieve representativeness of a research population, it is advisable to have a sample size of at least 30% of the target population. Burns and Grove (2011) recommended that the sample size for quantitative research should fall within the range of 20% and 35% of the target population to ensure representativeness. Therefore, the sample for this study consisted of thirty public CoEs, which accounted for 65.2% of the total institutions, and 750 tutors, representing 40.6% of the eligible population. These figures align with the recommended sample size criteria proposed by Burns and Grove (2011) for a quantitative research study.

Eligibility criteria otherwise referred to as inclusion or exclusion criteria are indispensable basic sampling requirement for a successful study because it has a direct effect on the outcomes of the study (Su et al., 2020). Corroborating Su et al.'s (2020) idea about eligibility criteria, Hornberger and Rangu (2020) argued that it is an area of concern in terms of selecting respondents for research but agreed that such criteria generate a best possible

number of respondents who can provide the most relevant data for a study. Polit and Beck (2018) therefore maintained that eligibility criteria are a decisive phase of any research because it describes and specifies the characteristics of a population understudy, and this has implications for interpreting and applying the findings of a study. The list of eligibility criteria therefore provides the platform for who could take part in a study by clarifying the different conditions to meet in order to be involved in a study.

According to Hornberger and Rangu (2020), the requirement for an individual to be involved in a study depend on the purpose and processes of the study. Hence, the eligibility criteria should be a balance of comprehensive yet precise requirement. The precision of the eligibility criteria is necessary because the narrower they are, the less heterogeneous the respondents become. This makes it prudent for researchers thoughtfully describe the respondents who meet the criteria. Again, if the eligibility criteria is too narrow the study may produce inadequate data. Hence, with more respondents, the study is likely to produce substantial results. However, small number of respondents may produce less data and the results would be insignificant. To achieve this balance between broad and narrow eligibility criteria, researchers need to stay focused on the purpose of the study to create effective eligibility (inclusion/exclusion) criteria to gather significant data.

For the purposes of this study, one of the eligibilities (inclusion) criterion considered was that the colleges, which served as the institutional sample should be public in nature. Hence, this study excluded private CoEs from the institutional sample. Another eligibility criterion was that the tutors of the public CoEs who were to be involved in the study should be full time

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academic staff, and should have been at post for at least two academic years. According to Campbell et al. (2020), using respondents who have a minimum of two years' experience would most likely provide an in-depth knowledge and experience of the phenomenon being studied. With this in mind, the inclusion criteria established for this study were that respondents should be full-time tutors presently employed in public CoEs in Ghana. This was to ensure that the opinions obtained were those of experienced tutors with exposure to appropriate practices, skills and experiences in a wide-range of situations. This implied that part-time tutors, tutors whose appointments had not been regularised, as well as tutors who were undertaking their national service were not eligible to be involved this study.

According to Cohen et al. (2018, p. 202), "factors such as cost, time, and accessibility often prevent researchers from obtaining data from the whole population". As a result, there is the need to select some participants to ascertain that the knowledge acquired from a smaller group or subset is indicative of the entire population under study, to draw valid inferences from the obtained data. This process refers to sampling. Leavy (2017, p. 268) explained sampling as "the process by which many individual cases are selected from a larger population, thereby determining who or what is in the study". Therefore, sampling is the procedure used in extracting a sample from a population.

Cohen et al. (2018) emphasised the presence of two distinct categories of sampling methodologies, namely probability sampling (random or representative sampling) and non-probability sampling (purposive sampling). Probability sampling involves the potential for familiarity with individuals

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belonging to the population under consideration, and ensures that each person has an equal chance of being included in the sample. Probability sampling is an appropriate method when the researcher's objective is to generalise and ensure the representativeness of the population.

Non-probability sampling entails an absence of knowledge regarding the likelihood of selection of individuals within a population for inclusion in the sample. Consequently, there would be the exclusion of certain members of the population from being part of the sample, while others would be included. Hence, in non-probability sampling, the sampling process does not provide an equal opportunity for every individual in the population to be included. Non-probability sampling intentionally evades representing the broader population by pursuing only to represent a specific group or a particular named segment of the wider population.

In an effort to draw broader conclusions and derive implications from the results of this research, the study aimed to examine the correlation between college culture and tutor job satisfaction in public CoEs in Ghana. To obtain the respondents for this study, I employed the proportional stratified sampling technique, which is a probability sampling technique. According to Bryman (2016), proportional stratified sampling is a probability-based sampling method where the researcher partitions the entire target population into distinct subgroups or strata, and subsequently selects the final respondents in a random manner, while maintaining proportionality across the various strata.

Cohen et al. (2018) proposed that stratified sampling involves the division of the population into homogeneous groups, where each group consists of participants with similar characteristics, followed by random

sampling within these groups. Similarly, Crossman (2019) explained stratified sampling as a technique in which the researcher divides the entire target population into different subgroups or strata, with homogenous elements within but heterogeneous between groups, after which random sampling technique was used to select the final participants proportionally from the different strata from each stratum.

The use of proportional stratified sampling ensured a representation of the sample and created a more representative sample of the target population (Neuman, 2014). To ensure data reliability and meaning, stratified sampling provided a precise data reflective of the target population. Bryman (2016) agreed that stratified sampling ensures sample distribution matching the population's stratification criteria. Thus, I categorised public CoEs by their five mentoring public universities. Then I used proportionate random sampling to get institutional samples for each of the five mentoring public universities.

Considering the use of stratified sampling technique in selecting the institutions, the institutional sample size of thirty (30) public CoEs was a representative sample of the total number of forty-six (46) public CoEs in Ghana. This was in line with the recommendation by Burns and Grove (2011) that the sample size for quantitative research should fall within the range of 20% and 35% of the target population to ensure representativeness. Therefore, the thirty (30) sampled public CoEs in Ghana for this study was appropriate since it accounted for 65.2% of the total number of colleges. This approach helped in generalising the study's findings from the eligible sample to the target population. Again, an institutional sample size of thirty (30) public CoEs in Ghana was appropriate based on the argument by Althubaiti (2022)

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that such an institutional sample size with its sampled respondents, could provide satisfactory statistical power to notice meaningful effects or variances between groups, contingent on the research design, research objectives, and research questions. This helps in ensuring that the study's results are consistent and vigorous.

From each of the thirty sampled public CoEs for this study, data on full time tutors who had spent at least two years at post helped in determining tutors who were eligible to be involved in the study. In each of the sampled public CoEs used in this study, full-time tutors who had been at post for at least two years were more than twenty-five. The reason for this inclusion criterion was that after spending at least two years in the college, the tutors would have been abreast with the existing college culture and their job satisfaction.

In each public CoE, I assigned codes to the eligible tutors. I transcribed the codes onto individual pieces of paper, folded, and placed them into a container. Subsequently, I extracted twenty-five codes from the container using a random selection process. By utilising the codes, I successfully identified and established communication with the selected respondents. For the purpose of this study, I randomly sampled 750 tutors who had a minimum of two years of teaching experience in their respective colleges to form the study's sample. Data in Table 3 presents the comprehensive count of tutors selected as a representative sample from public CoEs that under the mentorship of the five public universities.

The data in Table 3 also show that 750 tutor respondents were sampled for this study, including one hundred (100) from six public CoEs being

mentored by University "A", seventy-five (75) from five public CoEs under the mentorship of University "B", and 225 from fourteen public CoEs being mentored by University "C". In addition, there were 100 tutors from six public CoEs being mentored by University "D", and 250 tutors from fifteen public CoEs under the mentorship of University "E".

Table 3: Number of Sampled Eligible Tutors

Public Universities	Number of Public CoEs Under Mentorship	Sampled Public CoEs for this Study	Eligible Population	Eligible Sampled Tutors
University "A"	6	4	251	100
University "B"	5	3	215	75
University "C"	14	9	555	225
University "D"	6	4	166	100
University "E"	15	10	662	250
Total	46	30	1,849	750

Source: Field Survey (2022)

A summary diagramme of the sample and sampling technique for this study is seen in Figure 7.

Target Population Eligible Population	• All tutors employed in the 46 public CoEs in Ghana (totalling 2,005) ▪ Appointed full-time tutors at post in public CoEs in Ghana for at least two years (1,849 tutors)
Sample	• 750 tutors (Based on White's (2015) formula: $n=[N \div (1+N(e^2)]$
Sampling Technique	• Stratification of CoEs based on the mentoring university • Proportional sampling of CoEs based on the mentoring university (30 CoEs) • Random sampling of 25 eligible tutors from each of the 30 sampled CoEs (750 tutors)

Figure 7: Summary of Diagramme of Sample and Sampling Technique

Research Instrument

This study was quantitative in its approach. Hence, I used a questionnaire to collect data for this study. Ndukwu (2020) explained a questionnaire as a research instrument or device that contains a series of closed-ended or opened-ended questions or items to obtain relevant data from respondents for varied reasons, including making inferences about the data. I collected data using a structured (closed-ended) questionnaire. Cohen et al. (2017) explained that structured questionnaires have pre-determined responses that respondents can only choose from them one response. Cohen et al. (2011) claimed that structured questionnaires are more reliable, anonymous, and honest than interviews for collecting statistically measurable data. Kusi (2012) also found that respondents prefer organised responses to unstructured ones that require them to express their opinions.

For this study, I used one type of questionnaire made up of three sections, to collect data. Section A of the instrument asked respondents about their demographic data. The demographic data collected involved five items, namely affiliated university, sex of respondent, the age range of respondent, highest academic/professional qualification, and years of teaching experience in current college. Items under Section B sought to collect data from the tutors on the prevailing culture in the public CoEs in Ghana. I adapted and used Denison's (2000) Organisational Culture Survey Instrument (OCSI) to collect the data on emerging college culture.

The OCSI developed by Denison (2000) utilised a Likert scale consisting of five points, with each point representing a different level of frequency: 1 denoting "Never," 2 indicating "Once in a while," 3 representing

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"Sometimes," 4 signifying "Usually," and 5 corresponding to "Always." The framework encompasses four distinct cultural features, each of which comprises three dimensions. The dimensions utilised for the traits include involvement trait (comprising empowerment, team orientation, and capability development), consistency trait (encompassing core values, agreement, coordination, and integration), adaptability trait (encompassing creating change, customer focus, and organisational learning), and mission trait (comprising strategic direction and intent, goals and objectives, and vision). The modified OCSI employed four distinct traits, with each feature consisting of twelve individual items. Consequently, forty-eight (48) items were included in the OCSI.

Section C of the questionnaire sought information about tutor job satisfaction in Ghanaian public CoEs. I adapted and used Spector's (1985) Job Satisfaction Survey (JSS) for this part based on its validity and reliability. Spector's (1985) JSS has been extensively used and authenticated in earlier studies, making it a dependable tool to measure tutor job satisfaction. By adapting Spector's (1985) JSS, the outcomes of this study could be compared with prior studies that adopted or adapted the same survey tool. More so, the adaptation of the JSS helped to tailor the survey to better fit the context of public CoEs in Ghana to be sure the survey was appropriate and meaningful to the respondents, and hence, resulting in a more accurate insightful finding. The JSS had 30 items on recognition, interpersonal interaction, job, advancement, and communication. A four-point Likert scale listed 1 as Strongly Dissatisfied, 2 as Dissatisfied, 3 as Satisfied, and 4 as Strongly Satisfied on the JSS. This study found six items for each of the five job

satisfaction measures. Section C of the questionnaire had 30 items. In all, the questionnaire had 83 items.

Respondents involved in this study filled out a questionnaire to report their thoughts, perceptions, opinions, attitudes, beliefs, values, personalities, and behavioural intentions (Johnson & Christensen, 2017). Again, I used the questionnaire since it is relatively faster to administer to a large sample, and it ensures anonymity, it is more convenient for responders, and aids quantitative data analysis (Bryman, 2016). Despite these benefits, Bryman (2016) suggested that the pre-determined responses in questionnaires limit respondents' ability to express their thoughts. The effectiveness of using questionnaires might also be restricted to respondents who are literates and co-operative and as a result, restricting their applicability across diverse demographics (Fraenkel et al., 2018; Rashid, 2020. Additionally, once questionnaires are circulated, there is a risk of losing control over them, potentially resulting in alterations or misuse. Furthermore, the inherent inflexibility of the questionnaire format is another issue, as amending the approach after distribution becomes difficult. Again, ambiguous replies or omissions further complicate data interpretation, making it challenging to discern the true intent of respondents. Despite these drawbacks, the questionnaire was ideal for this study because it is a quantitative research instruments that assists in obtaining quantitative data.

Validity and Reliability of the Instrument

In developing the questionnaire, I ensured that the items were valid and reliable. According to Leavy (2017), validity and reliability are fundamental norms for assessing quantitative research. The reason is that an instrument

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with poor validity and reliability will not show clearly the extent of association (if any) between the two variables under study. Therefore, it is crucial that in collecting data for a quantitative study, there is the need to establish the rationality and consistency of the instrument. Validity refers to the amount to which a measure, such as a test or a questionnaire, successfully captures the intended data or meets predetermined objectives (Pattern & Newhart, 2018). It signifies the degree to which an instrument reliably assesses the construct it aims to measure (Leavy, 2017). Validity is a crucial aspect in research, since it ensures the correctness of research instruments by verifying their alignment with the intended data collection objectives.

I assessed questionnaire for its face validity, content validity, and construct validity. Sarstedt and Mooi (2019) asserted that face validity is a fundamental prerequisite for establishing the validity of a variable, as it pertains to the extent to which a variable accurately reflects the construct it intends to measure. The authors provided additional clarification that face validity refers to the subjective evaluation of the interpretability of items within a questionnaire. Face validity refers to the extent to which a test or questionnaire subjectively appears to evaluate the concept it intends to assess. According to Middleton (2021), face validity is the least robust form of validity. It shares similarities with content validity, but it its focus is a more informal and subjective evaluation of the extent to which the content of a test appears to be appropriate on the surface.

Sarstedt and Mooi (2019) stressed that the assessment of face validity, sometimes referred to as expert validity, involves experts engaging in conversation and reaching a consensus regarding the extent of face validity.

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Therefore, researchers should establish a consensus on the face validity before commencing the actual measuring process. To evaluate the face validity of my questionnaire, my supervisors at the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast diligently examined the questionnaire items to ensure that they accurately measured the intended concept based solely on their appearance. Consequently, my supervisors assessed the alignment between each item in the questionnaire and the corresponding conceptual domains of the underlying concepts. They provided recommendations on potential measures to enhance the items in the questionnaire.

Content validity has been explained by Pattern and Newhart (2018, p. 126) as "the assessment of a measure based on the appropriateness of its contents". Creswell and Creswell (2018) observed that content validity tries to determine whether items in a research instrument measure the content anticipate to measure. Heale and Twycross (2015) explained that content validity ascertains how well instrument sufficiently deals with all the content that it should with in relation to the variable under study. Similarly, Sarstedt and Mooi (2019) alluded that content validity is more formalised but strongly related to face validity.

Sarstedt and Mooi (2019) further explained that content validity evaluates whether the measurement of a construct in the form of a test or items in a questionnaire exemplifies all facets of the construct. They added that to assess or evaluate content validity, researchers must initially articulate the construct they intend to test and engage in a comprehensive discourse regarding the components encompassed in the construct as well as those

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excluded from the construct. This implies that content validity is generally attained preceding the real measurement. In ascertaining the content validity of my instrument (questionnaire), I relied on the knowledge, skills and expertise of my supervisors and their feedback on how well each of the items measured the constructs under study. Such scrutiny helped me to refine the items to eliminate ambiguous, loaded, double-barreled, non-specific or biased questions.

Middletton (2021) explained that constructs are intangible and multifaceted human features not directly observed and measured by a single question. However, it is possible to measure constructs by observing other indicators associated with it. Thus, the measurement of constructs seeks to ask a series of related questions covering different aspects of the construct under study to form a score or scale measure along a continuum. Construct validity, a crucial aspect of method validity (Middleton, 2021), pertains to the extent to which a survey instrument accurately measures the theoretical construct it intends to assess. It encompasses various validity concepts rather than a separate concept in itself (Taherdoost, 2016). It could be deduced from these definitions that construct validity evaluates how comprehensive ideas or theories are transformed into real measures.

To establish construct validity for my questionnaire, I took measures to ensure that the indicators of the constructs (college culture and work satisfaction) and their alignment of corresponding measurements with existing information and theories. In this regard, I ensured that only relevant questions that measure known indicators were included in the items of the questionnaire. I also ensured correct and adequate definition of the constructs and their

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elements. In doing so, I sought expert opinion from my supervisors and compared my instrument with other related surveys of the construct through theoretical and empirical literature review.

On the other hand, reliability is the consistency, dependability or stability of test scores or responses to a data collection tool despite the number of times of the administration of the instrument to the same respondents (Coolican, 2014; Johnson & Christensen, 2017). Punch (2013) postulated that the reliability of a research instrument informs whether respondents using scales and options given, and their attitude while answering the questions could steadily and sincerely answer the questions. The implication is that the reliability of an instrument may not be absolute even with predicted responses from participants any time of the administration of the instrument.

Hence, to assess the reliability of the questionnaire, I conducted a pre-test of the questionnaire in three public CoEs which were obtained through a simple random technique. These colleges were not involved in the actual study. In each of the public CoEs where I carried out the pre-test, the principals had been at their present post for at least two (2) years. Similarly, I randomly selected twenty-five (25) full-time tutors who had been at their current post for at least two (2) years in each of the three colleges used for the pre-test.

The pre-testing was essential as it facilitated the establishment of the validity and reliability of the instrument, while also aiding in the enhancement of the question format. When examining the data pertaining to the dependability of questionnaire, I proceeded to code and score the data prior to inputting them into IBM SPSS Statistics in order to calculate the Cronbach

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Alpha Coefficient. The utilization of the Cronbach Alpha Coefficient was favoured due to its ability to assess the reliability of items that rely on respondent opinions, as stated by Fraenkel et al. (2018). Additionally, this coefficient only necessitates a single administration of the instrument. This aided in evaluating the internal consistency of the items in the questionnaire.

Cronbach's alpha has a range of values between 0.00 and 1.00 (Pallant (2016). However, different researchers, scholars and experts have different views of estimating the acceptable level of reliability. For instance, Jones and Rattray (2010) argued that a coefficient exceeding 0.8 indicates a favourable level of reliability for an instrument. Dörnyei and Taguchi (2010) also maintained that a coefficient of 0.70 or higher is indicative of good reliability. Other researchers (Collier, 2020; Verma & Abdel-Salam, 2019) have similarly suggested that a Cronbach's alpha coefficient of 0.70 or higher is appropriate and suggestive of an adequate level of reliability. The results in Table 4 show the reliability of the various subscales of the questionnaire, while Appendix E displays the specific information on the reliability of the questionnaire.

Table 4: Reliability Coefficients

College Culture Traits	Number of Items	Cronbach Alpha Coefficient (r)
Involvement Culture Trait	12	0.899
Consistency Culture Trait	12	0.886
Adaptability Culture Trait	12	0.880
Mission Culture Trait	12	0.865
College Culture Scale	48	0.948
Indicators of Job Satisfaction	*Number of Items*	*Cronbach Alpha Coefficient (r)*
Recognition	6	0.848
Interpersonal Relationship	6	0.852
Work Itself	6	0.800
Professional Growth and Promotion	6	0.726
Communication	6	0.815
Job Satisfaction Scale	30	0.940

Source: Field Survey (2022); n=63

Based on the results in Table 4, the reliability of the questionnaire was acceptable since all the Cronbach alpha coefficients were more than 0.70. The values of all the Cronbach alpha coefficients satisfied the requirements made by Collier (2020), Dörnyei and Taguchi (2010), Jones and Rattray (2010) and Verma and Abdel-Salam (2019).

Data Collection Procedure

The Institutional Review Board (IRB) of the University of Cape Coast gave ethical approval prior to the collection of data from the respondents. This facilitated the acquisition of an introductory letter from the Institute for Educational Planning and Administration (IEPA), University of Cape Coast. The utilisation of an introductory letter facilitated my ability to gain access to the selected participants from the public Colleges of Education in Ghana, so ensuring a seamless process for data collection.

I collected quantitative data from tutors in the thirty public CoEs that sampled through proportional stratified sampling technique. I administered the instrument in the staff common room of each of the sampled public CoE after instructional hours in order not to disrupt instructional activities. Before the administration of the instrument, I made preliminary contacts with the leadership of each of the sampled Colleges. This was necessary to obtain the needed assistance and co-operation. I introduced myself to the leadership of each of the sampled College and explained the rationale for this study, the nature of data for the study, involvement of respondents, and the use of the data.

After approval from the management of each college, I met the sampled tutors (respondents) and informed them about the purpose of the data

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collection. I briefed them about their involvement and explained the instructions for responding to the items in the questionnaire. I also asked them to clarify issues when necessary. I urged the respondents articulate their perspectives and maintain objectivity when providing responses to the questionnaire items. I also explained to them of their prerogative to revoke their consent at any point in time without incurring any adverse repercussions. I assured them that their responses were solely for academic purposes. In each of the colleges used for the study, I tasked one of the respondents to collect the filled questionnaires from colleague tutors. This tutor was to ensure that all respondents had responded to all the items in the questionnaire before collecting them and handing them over to me. After the data collection in each sampled college, I placed the completed questionnaires in envelopes and sealed them. At most, I spent three days in each of the sampled public CoE in Ghana to distribute and collect questionnaires. Subsequently, I used about ninety days or three months in the data collection phase of this study.

Ethical Consideration

Educational research does not occur in a vacuum, and as such, educational researchers constantly interact with complex and demanding socio-political environments that influence their formal and informal research decisions (Nsubuga, 2008). Nsubuga's (2008) statement suggests that researchers have a responsibility to address ethical considerations, which encompass a set of moral principles that pertain to the extent to which research practices adhere to professional, legal, and sociological obligations towards study participants (Polit & Beck, 2018). Consequently, I adhered to the

established protocols and ethical guidelines in conducting research in order to safeguard the respondents and uphold my own integrity.

An ethical clearance was obtained from the Institutional Review Board (IRB) of the University of Cape Coast by submitting a proposal for approval prior to commencing data collection for this study. With the endorsement granted by the Institutional Review Board (IRB) of the University of Cape Coast, an introductory letter was acquired from the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast. This letter facilitated the process of obtaining approval from the respective management or leadership of each of the thirty (30) selected public CoEs for this study.

In this study, I considered anonymity and confidentiality as ethical issues. According to Allen (2017), anonymity and confidentiality are ethical practices considered to keep the privacy of human participants during the collection, analysis, and data reporting. Anonymity ensures concealment of the identity of participants who provide information in a study to prevent people from identifying the respondents who provide information to the researcher (Coolican, 2014; Johnson & Christensen, 2017). Allen (2017) affirmed that anonymity is the process of gathering information without securing any personal, identifying data. I adhered to anonymity as an ethical issue by informing respondents not to provide their name and address on the questionnaire. I also assured them that I would not mention their individual names or names of their college in the final report. This helped to avoid harming participants emotionally or physically.

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Kankam and Weiler (2010) also explained confidentiality as a situation where researchers avoid disclosing information obtained from a research study. On the other hand, confidentiality refers to separating or modifying any personal, identifying evidence given by participants from the data (Allen, 2017). As such, I assured the respondents of securing the data from the questionnaire and preventing them from public access. Consequently, I locked all retrieved questionnaires in a cabinet, and secured the data stored on a computer with a password. After approval of the final draft of the research report, I ensured all the questionnaires were shredded and burnt. I also permanently deleted the soft copy of the data from the computer, leaving no traces of the data.

Another ethical guideline I considered is informed consent on the part of the respondents. The concept of informed consent pertains to the entitlement of respondents to possess knowledge regarding the objectives of the study, the extent of their involvement, and the option to withdraw from the study at their discretion (Johnson & Christensen, 2017). Thus, informed consent makes participation in the study a voluntary one. I obtained informed consent from the respondents for this study. To achieve this, I requested that each respondent sign the informed consent form.

In view of the prevalence of the COVID-19 pandemic, I ensured a strict compliance to the protocols put in place by the Ghana Health Service to avert the spread of the virus. In this way, I ensured that before anyone entered the staff common room of each of the sampled college, hands were washed with soap under running water from a 'Veronica Bucket' and disposable tissues provided to clean hands. In each of the selected colleges for this study,

I provided nose masks for each of the respondents and ensured that they wear it before entering the staff common room. Again, I provided the respondents with hand sanitizers.

Response Rate

According to Baruch (1999), survey response rate refers to the proportion of individuals who provide a response to a survey. The magnitude of the response rate holds significant implications for the validity of research findings, rendering it an essential and occasionally pivotal concern. Therefore, the term "response rate" pertains to the proportion of individuals who provide answers to a survey, calculated by dividing the number of survey respondents by the total sample size, and then multiplying the result by 100 to express it as a percentage.

According to Cleave (2020), surveys and more significantly, the skill to realise a good survey response rate is crucial to the findings of a research and the level of constructive actions they are able to take as a result. Some authors (Austin et al., 2008; Bainbridge et al., 2016; Holtom et al., 2022) share the idea of Cleave (2020). Baruch (1999) maintained that for academic and research authenticity, trustworthiness, and professionalism, a reflection of certain standards is necessary in accepting a true response rate. For instance, in defining a true response rate, the number of unusable questionnaires (because of missing data, which is usually negligible) must be determined and well thought through. The suggestion from this idea is that the useable number of surveys is the appropriate response rate. Apart from this, other factors that influence response rate, have been identified by some authors (Lindermann,

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2018; Porter, 2019) to include survey purpose, survey experience, survey length, survey audience, and survey incentives.

Holtom and colleagues (2022) have found three distinct categories of characteristics that exert an influence on response rate, including research design, participant motivation, and researcher motivation. Holtom et al. (2022) have identified several factors within a validity assessment framework that contribute to the evaluation of response rates. These factors include the researcher-participant relationship, participant qualification, participant motivation, survey length and complexity, number of survey administrations, and the cultural and national context.

In this study, the sample used involved 750 tutors (25 tutors each) from the 30 sampled public CoEs in Ghana. Hence, I distributed 750 questionnaires to 750 tutors for their responses. However, I was able to retrieve 714 questionnaires. In effect, I used data from 714 respondents for the analyses. With the definition of response rate by Baruch's (1999) in mind, and his explanation of a true response rate of unused questionnaires, this study yielded a response rate of 95.20%. The reason for this is the non-retrieval of thirty-six (36) out of 750 questionnaires administered.

Judging by the validity assessment framework for evaluating response rate by Holtom et al. (2022), I achieved a high response rate because of the cordial relationship I established with the respondents in each of the sampled colleges for data collection. This gave the respondents some form of trust and an assurance of confidentiality and anonymity. As a result, the respondents freely and willingly responded to the items in the questionnaire. The implementation of certain protocols and processes during the data collection

phase, along with my active involvement in addressing concerns and motivating respondents to provide complete responses to all items in the questionnaire, contributed significantly to achieving a high response rate. The high response rate could also be attributed to the fact that the tutors were from an academic environment in which conducting research forms part of their scholarly development and professional progression. As such, they understood the need and the motivation to be involved in research as respondents. Thus, the respondents were competent, experienced and possess the requisite knowledge, skills and abilities to be involved in this study.

During the data collection, participants were not given incentives or any form of payment. Nevertheless, the respondents exhibited meticulousness in their responses to the items presented in the questionnaire. For instance, in submitting the completed questionnaire, most tutors made sure they had responded to the items as expected. Hence, most of the respondents exhibited extensive attention checks. In all, the questionnaire included 83 items (including five demographic items) based on issues that related to their college culture and job satisfaction of which the tutors involved in this study were familiar with. Even though the items in the questionnaire depicted simple facts, respondents had to apply some complex judgments to respond to them. On average, each participant required a total of forty-five (45) minutes to fill out the questionnaire. Overall, the delivery of the questionnaire adhered to the necessary protocols and ethical guidelines typically observed in the execution of a research study. Additionally, there were no reasons to suggest coercion and forcing respondents to complete the questionnaire.

Different views by scholars and researchers exist in literature on the reasonable and an acceptable response rate. Morton et al. (2012) therefore argued that there is no simple response as to what a suitable response rate is, even though the condition for researchers to reveal details of both participants and non-participants assist in evaluating the validity and usefulness of study findings. Therefore, the response rate of a survey is a crucial metric that reflects the survey's overall quality. Baruch (1999) stressed that the average and reasonably acceptable response rate should not be less than 40% and that there is the need for a justification if the response rate is an extreme case (either above or below 40%). However, according to Baruch (1999), a response rate of 50% is sufficient for conducting an analysis, while a response rate of 60% is good, and a response rate of 70% is exceptional. According to Mugenda & Mugenda (2012), a response rate of 50% is sufficient, while a rate of 60% is satisfactory, and a rate over 70% is highly commendable. Based on the recommendations of Baruch (1999) and Mugenda & Megenda (2012) on an appropriate and satisfactory response rate, the suggestion is that the response rate achieved in this study was very commendable.

Data Processing and Analysis

According to Orodho (2009), the process of data analysis involves a systematic exploration and organization of field notes, data, and other collected materials in order to enhance comprehension and facilitate the presentation of findings to a wider audience. Hence, the primary objective of data analysis is to extract significance from the voluminous amount of information gathered in the form of data. Upon reviewing the quantitative data derived from the structured questionnaire, I observed that the selected tutors

had provided responses to all of the items. I therefore used the software, IBM SPSS Statistics to aid in the data analyses.

After that, the data were analysed to generate a descriptive picture of the data obtained on the various themes (Johnson & Christensen, 2017; Pallant, 2016). In analysing the data, I used frequency counts and percentages in the form of tables to give quick visual impressions on values and help in the analysis and interpretation of the data on the respondents' demographic features. I analysed the data in relation to Research Question 1, which aimed to examine the prevailing college culture in public CoEs in Ghana. I used mean and standard deviation for this analysis. In a similar vein, I analysed the data in relation to Research Question 2. The objective of this analysis was to ascertain the level of job satisfaction among tutors in public CoEs.

I utilised the mean and standard deviation as statistical measures in this analysis. I used the mean for analysing the data to address Research Questions 1 and 2. This choice became relevant because of the prevailing consensus by many researchers including Bhandari (2022) and Pallant (2016) that the mean is the most suitable measure of central tendency when dealing with normally distributed quantitative data. Additionally, the mean incorporates all values within the dataset to provide a singular numerical representation of the central tendency of the quantitative data obtained. More so, I used the mean in the analyses to indicate the numerical average for the set of responses, provide an idea of the position of the center value in the dataset, and serve as a standard for all observations.

I also used standard deviation, one of the statistical tools for measuring dispersion in analysing Research Questions 1 and 2. The standard deviation is

a statistical metric used to quantify the dispersion of data points around the mean value, hence indicating the level of concentration or spread of the data (Rumsey, 2021). This suggests that the standard deviation provides a measure of the typical variation from the mean. The utilisation of standard deviation as a measure of dispersion is appropriate due to its possession of the majority of characteristics associated with an ideal measure of distribution. As a well-defined statistical tool with a precise value, standard deviation makes use of every item in a particular data distribution. It helps to make comparison between inconsistencies of two or more sets of data.

A low standard deviation refers to a situation where the data are very close in value to the mean, hence cluster around the mean, and this implies that it is more reliable. In contrast, a higher standard deviation indicates a greater dispersion of data, suggesting a larger range of variability in the responses provided by the respondents, so diminishing its reliability. Generally, a coefficient value of standard deviation, which is greater than one, is relatively high while a coefficient value (CV) of standard deviation, which is less than one is considered low (Winters, 2012). Again, a standard deviation close to zero specifies how close to the mean the data points are. Andrade (2020) also recommended that low coefficient values (CV) of standard deviation represent measurements that are closer to the true value and are acceptable.

Mesfin et al. (2020) stressed that organisational (college) culture is a multi-dimensional concept with different dimensions, which makes it necessary to assess each dimension in the course of a study of the culture of a given organisation. Nayak and Anil (2013) therefore recommended that

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discussion of culture must include the various dimensions of an organisation's culture rather than one combined derivative. I analysed the data for Research Question 1 to determine the level of emerging college culture based on the culture traits of involvement, mission, consistency, and adaptability. The interpretation of the mean values for emerging college culture centered on a five-Point Likert-scale response to the items in the questionnaire pertaining to the nature or levels of emerging college culture attributes as suggested by Amorin (2021) as follows: 1.00-1.80 (very low); 1.81-2.60 (low); 2.61-3.40 (moderate); 3.41-4.20 (high); and 4.21-5.00 (very high). I conducted further analysis to determine the dominant culture trait of the emerging culture in the public CoEs in Ghana. The dominant college culture trait was determined by comparing the means of means obtained for each of the four culture traits (involvement, consistency, adaptability, and mission). Hence, the college culture trait with the highest mean value denoted the dominant culture trait existing in public CoEs in Ghana while the lowest mean value represented the least culture trait used. In this analysis, I also considered the mean values as suggested by Amorin (2021) as follows: 1.00-1.80 (never); 1.81-2.60 (once in a while); 2.61-3.40 (sometimes); 3.41-4.20 (usually); and 4.21-5.00 (always).

To measure the dispersion of the dataset relative to the mean, I used the standard deviation. Therefore, I used the standard deviation to ascertain the degree of concentration or dispersion of responses to the questionnaire items around the mean. In interpreting the standard deviation, I considered that a coefficient value of standard deviation greater than one is high while a coefficient value less than one is low.

In order to address Research Question 2, this study sought to assess the level of job satisfaction among tutors by examining five key indicators: interpersonal relationship, recognition, work itself, professional growth and promotion, and communication. The determination of tutor job satisfaction centered on the overall mean value derived from participants' responses on a four-point Likert scale. The interpretation of these mean values was crucial in understanding the level of job satisfaction among tutors in this study. I assessed tutor job satisfaction in public CoEs in Ghana using the recommended classification and interpretation of mean values proposed by Chomeya (2005). The range of 1.00-1.49 is indicative of a strong level of dissatisfaction, characterised by a very low rating. Similarly, the range of 1.50-2.49 signifies a lower level of satisfaction, denoting a state of dissatisfaction. On the other hand, the range of 2.50-3.49 represents a higher level of satisfaction, indicating a state of satisfaction. Lastly, the range of 3.50-4.00 signifies a strong level of satisfaction, denoting a very high rating.

In addition to assessing the degree of job satisfaction among tutors in the public Colleges of Education (CoEs) in Ghana, I conducted a comparative analysis on the average values obtained for each of the variables. Therefore, the indication exhibiting the highest mean value was identified as the predominant indicator of instructor work satisfaction, whereas the indicator displaying the lowest mean value was determined to possess the least capacity in ensuring tutor job pleasure. The findings suggest that tutors in public CoEs in Ghana experienced the highest level of job satisfaction when considering the indicator with the highest mean value. Conversely, the indicator with the lowest mean value indicated the lowest level of happiness among tutors.

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I utilised Pearson Product-Moment Correlation to address Research Question 3, which asked if the overall college culture trait and tutor job satisfaction in public CoEs in Ghana were statistically and significantly related. Thus, I analysed was the association between college culture traits and tutor job satisfaction. Bivariate correlation quantifies the degree and direction of a relationship between two variables. Pallant (2016) suggested that a correlation coefficient of ± 1 indicates a strong relationship between variables, with a range of +1 to -1 indicating a perfect association. As the correlation coefficient approaches zero, the association weakens. The coefficient sign indicated the relationship direction + sign represent good relationships, whereas - signs indicate negative ones. Pallant (2016) advised on correlation magnitude and defined a correlation co-efficient (r) from 0.00 to 0.29 as weak, 0.30 to 0.49 as moderate, and 0.50 to 1.00 as strong.

I used stepwise multiple regression to analyse data in response to the fourth research question, which aimed at exploring the combination of culture traits that enhance tutor job satisfaction in public CoEs in Ghana. In addition, I examined the data to explore the combination of college culture dimensions that contribute to the improvement of tutor job satisfaction in public CoEs in Ghana. According to Keith (2015), in stepwise multiple regression, the computer software (SPSS) rather than the researcher determines the selection of variable input order. This is different from sequential or hierarchical multiple regression where variables are entered in steps or blocks predetermined by the researcher, with time precedence as a common basis for such order of entry.

Again, I used Analysis of Variance (ANOVA) to determine statistical differences (Bryman, 2016; Cohen et al., 2018; Oberiri, 2017; Pallant, 2016) among means of four independent groups and to test the formulated null hypothesis that culture traits exhibited in public CoEs in Ghana did not differ in terms of affiliated universities. The independent variable in testing the hypothesis was the affiliated universities, while culture traits represented the dependent variable. The utilisation of the Levene's test assisted in assessing the assumption of homogeneity. The significance of this was crucial in the context of ANOVA testing and regression models. In ANOVA, a violation of homogeneity of variance may result in a false rejection of the null hypothesis while in a regression model the assumption becomes necessary in respect of errors. Homogeneity of variance ensures that the distributions of results in each group are comparably related and similar. When independent groups are different, it may produce redundant results. The Levene's test is a significant statistical test employed to compare variances among two or more samples and assess the homogeneity of variance between two samples. The utilization of Levene's test facilitated the identification of potential statistically significant distinctions among the samples.

Assumptions for Using Pearson Product Moment Correlation and Regression Statistics

Verma and Abdel-Salam (2019) emphasised the importance of considering certain assumptions in research, since the validity and accuracy of conclusions depend on the fulfilment of these assumptions in the data and statistical techniques employed for analysis. In order to obtain valid findings from parametric tests such as Pearson Product Moment Correlation, Stepwise

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Regression, and ANOVA, it is imperative that the underlying assumptions associated with their application are met. The reason is that a violation of the assumptions will result in inaccurate computation of probability values and effect sizes and consequently lead to substantive errors in the interpretation of data. Assumption testing also allows for the determination of correct conclusions drawn from the results of the data analyses.

There is a tendency for researchers to ignore the violation of assumptions and use parametric statistics to analyse their data. However, statisticians and researchers argue that adopting parametric statistics for data analysis is invalid when assumptions are violated (Onwuegbuzie & Leech, 2006). Another option for researchers in the face of violation of assumptions is to use non-parametric statistics. Though this is applicable in research, scholars such as Pallant (2016) argued that parametric tests are more effective in significant testing than their non-parametric counterparts. Therefore, in the context of research, it is necessary for parametric tests to satisfy certain assumptions, including the normality of data, equality of variance (homogeneity), multicollinearity, sample size, levels or scale of measurement, related pairs, and lack of outliers.

Normality test is one of the most common assumptions in statistical procedures (Pallant, 2016). According to Das and Imon (2016) as well as Mishra et al. (2019), there is a contention that correlation, regression, t-test, and analysis of variance are often employed statistical techniques under the assumption that the observed data adheres to a normal distribution. The consequence is that the population from which samples are collected should exhibit a normal distribution.

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This implies that inferential procedures must adhere to the assumption of normality testing. The suggestion is that there will be a mean around which most people will score while only a small fraction of people will score the highest and the lowest points. Again, violating the normality assumption could result in unacceptable inferential statements and wrong predictions (Das & Imon, 2019). Two main ways of measuring normality are graphical and numerical (Mishra et al., 2019; Bland, 2015).

However, Razali and Wah (2011) claimed that the Shapiro-Wilk test demonstrates superior efficacy in evaluating the normality of data. In analysing normality test assumption, I used both numerical and graphical approaches. Mishra et al. (2019) claim that within the domain of numerical methodology, when the p-value derived from the Shapiro-Wilk test surpasses the threshold of 0.05, it indicates that the data adheres to a normal distribution. However, there is a notable departure from the standard distribution when the p-value is equal to or less than 0.05. In this study, it was found that the assumption of normal distribution for the dependent variable was satisfied for each combination of the independent variables, as indicated by the p-values being greater than 0.05 (p>0.05) as presented in Table 5.

The data in Table 5 revealed that, the Shapiro-Wilk's results for each of the four college culture traits and the five indicators (sub-scales) of tutor job satisfaction were not statistically significant. This implies that the p-values for each respective Shapiro-Wilk statistic were greater than 0.05 alpha level, indicating a normality of the data.

Table 5: Normality Test Results

Variables	Shapiro-Wilk		
	Statistic	df	Sig.
Involvement Culture Trait	0.426	714	0.219
Mission Culture trait	0.367	714	0.428
Consistency Culture Trait	0.259	714	0.518
Adaptability Culture Trait	0.290	714	0.489
Professional Growth and Promotion	0.272	714	0.497
Interpersonal Relationship	0.196	714	0.637
Recognition	0.372	714	0.419
Communication	0.246	714	0.501
Work Itself	0.472	714	0.202

Source: Field Survey (2022); n=714

In accordance with the graphical approach, as depicted in Appendix F, the standard plot graphs revealed a discernible pattern where the data points aligned along a predominantly linear trajectory, extending diagonally from the lower left to the upper right quadrant. Hence, the distribution of the data points was along the diagonal line, exhibiting a consistent trend and indicating minimal departure from normalcy. Therefore, the data had a normal distribution, indicating the feasibility of employing a regression model since it conformed to the assumption of normality.

Multicollinearity refers to the extent of interrelationships among independent variables. According to Pallant (2016), correlation coefficients exceeding 0.80 are indicative of the existence of multicollinearity. Additionally, Pallant proposed that a Tolerance Value below 0.10 or a Variance Inflation Factor (VIF) value of 10 could be a threshold to determine the presence of multicollinearity. Aziz et al. (2020) explained that the VIF numerical shows the percentage the variance for each coefficient. Thus, to interpret VIF, the practice is that 1 denotes not correlated, between 1 and 5 illustrate moderately correlated, and greater than 5 signifies highly correlated. To check the influence of multicollinearity, the VIF were calculated and the observation was that college culture and tutor job satisfaction had tolerant

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values higher than 0.10 while the calculation of the VIF values were less than 10.0 (see Tables 4.8 and 4.11). For that reason, there was no violation of the assumption of multicollinearity.

The concept of equality of variance, sometimes referred to as homogeneity of variance, necessitates that the dispersion of scores within each group is comparable. To evaluate this assumption, the Levene's test is employed (Cohen et al., 2018). The Levene's test examines the presence of substantial variations across group variances, and this assumption is determined by assessing if the Levene statistic exceeds the threshold of 0.05 (Pallant, 2016). The statistical test yielded a result that exceeded the predetermined alpha level of 0.05, as indicated in Table 17. This suggests an attainment of the assumption of equal variance.

The inclusion of an appropriate sample size is a fundamental prerequisite for conducting multiple regression analysis. Tabachnick and Fidell (2007) proposed that an adequate determination of sample size should be guided by the criterion $N>50+8m$, where m represents the quantity of independent variables. This study classified the independent variable, college culture, into four distinct culture traits: flexibility, mission, consistency, and involvement. Therefore, this study needed at least eighty-two (82) participants to use multiple regression in the analysis. Hence, the 714 respondents used in this study to calculate multiple regression was adequate.

I collected data using a structured questionnaire. Every respondent included in this study possessed a set of paired values. Given that the correlation examined the relationship between emerging culture within the

colleges and the level of job satisfaction among tutors, each respondent provided data on both college culture and teacher job satisfaction.

Explanations of outliers differ but generally, it refers to the data point that is extremely outside the norm for a variable or population (Jarrell, 1994 as cited in Osborne & Overbay, 2004). Thus, outliers are observations that do not follow the distribution of data arrangements and can result in nonconformities from data analysis (Herdiani et al., 2019). Aguinis et al. (2013) stressed that the occurrence of outliers, which are evident deviations of data points from others, is one of the most persistent and general procedural challenges in organisational science research. The presence of an outlier has the potential to distort the correlation results by exerting excessive influence on the line of best fit, hence causing it to deviate significantly in either direction. Outliers can also cause data to either miss significant findings, distort real results, or mislead interpretation. In this study, I explored the data for outliers and few of such outliers identified were due to data entry error. In addressing these outliers, I traced corresponding coded or labelled questionnaires and effected the correct entries.

Summary of Chapter

This study investigated the correlation between emerging college culture and tutor job satisfaction in public CoEs in Ghana by adopting the positivist paradigm, used quantitative research approach, and utilising the descriptive correlational survey design. This study's target population consisted of all tutors employed at the forty-six (46) public Colleges of Education (CoEs) in Ghana. At the time of conducting this study, the number of tutors was 2,005 according to data from Transforming Teaching, Education

and Learning (T-TEL). The eligible population comprised all tutors employed by the colleges, with a minimum tenure of two years in their respective institutions. This inclusion criterion was necessary because the selected respondents would have relatively good knowledge, understanding, and experience of the existing culture of their colleges.

This study employed a proportional stratified sampling technique, resulting in a sample size of 750 tutors. Hence, the questionnaires distributed were 750, with 714 of them being included in the subsequent analysis. Data on emerging college culture and tutor job satisfaction were collected using a structured questionnaire that was based on Denison's (2000) Organisational Culture Survey Instrument (OCSI) and Spector's (1985) Job Satisfaction Survey. Seventy-five eligible tutors in three randomly selected public CoEs were involved in the pre-test of the questionnaire. The pre-test data analysis yielded Cronbach coefficients that demonstrated satisfactory levels of reliability for the items included in the questionnaire. The utilisation of mean and standard deviation facilitated the analysis of data pertaining to Research Questions 1 and 2.

The use of Pearson Moment Correlation Coefficient assisted in analysing the data for Research Question 3 whereas the conduct of stepwise regression helped in answering Research Question 4. The test of hypothesis was possible by using ANOVA. In analysing the data using inferential statistics, certain assumptions including normality of data, equality of variance (homogeneity), multicollinearity, sample size, scale of measurement, related pairs, and absence of outliers had to be fulfilled, and not violated.

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CHAPTER FOUR

ANALYSIS AND DISCUSSION

Introduction

The purpose of this study was to investigate the correlation between the emerging college culture and job satisfaction among tutors in public Colleges of Education (CoEs) in Ghana. This chapter focuses on the examination and discourse of the data acquired from the participants. The presentation of the results adhered to the four formulated research questions, the hypothesis that was tested, and the subsequent discussion of the findings. Additionally, demographic information of the respondents were analysed, and key findings summarised. The sample for this study consisted of 750 tutors. This involved 25 tutors each from the 30 sampled public CoEs in Ghana. Seven hundred and fifty (750) questionnaires were administered to seek responses from the tutors. However, 714 questionnaires, duly completed were used for the analyses. Thus, the response rate was 95.20% because 36 out of the 750 administered questionnaires were not retrieved.

Research Question 1: What is the Level of Emerging Culture in Public CoEs in Ghana Based on the Culture Traits of Involvement, Mission, Consistency, and Adaptability?

The objective of this research question was to investigate the nature of the emerging culture in public CoEs in Ghana in line with the culture traits of involvement, mission, consistency, and adaptability. These culture traits form the basis of Denison's (2000) organisational culture theory which underpinned this study. The utilisation of descriptive statistics, namely the mean and standard deviation, facilitated the analysis of the data in order to address the

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initial study inquiry. The mean values of emerging college culture were interpreted as suggested by Amorin (2021) as follows: 1.00-1.80 (very low); 1.81-2.60 (low); 2.61-3.40 (moderate); 3.41-4.20 (high); and 4.21-5.00 (very high). Data in Table 6 show the findings.

Table 6: Level of Emerging Culture in Public CoEs Based on Culture Traits

Culture Traits	Minimum	Maximum	Mean	Std. Deviation	Interpretation
Involvement	2	5	3.834	.502	Usually, High
Consistency	2	5	3.758	.568	Usually, High
Adaptability	2	5	3.712	.501	Usually, High
Mission	2	5	3.937	.549	Usually, High
College Culture	2	5	3.810	.449	Usually, High

Source: Field Data, 2022; n=714

The results revealed that there were no outliers in the data because the minimum and maximum values fell within 1-5 as outlined in the 5-point Likert scale questionnaire used in the data collection (Appendix A). The results further exposed that the standard deviation value for each culture trait and the overall emerging college culture were low (below 1.00) implying homogeneity of the responses. This also suggest that the responses were scattered around the mean. The results in Table 6 depicted that generally, a high emerging culture existed in public CoEs in Ghana. This finding was determined from the mean of means value of 3.810 with a standard deviation of .449. Additional observation made from the results showed that all the four culture traits that determined the emerging culture in public CoEs in Ghana obtained mean values interpreted as high.

Another interpretation of the data involved the determination of the dominant culture trait of the emerging culture in public CoEs in Ghana. In determining this, the interpretation of mean values for organisational or college culture as suggested by Amorin (2021) were adapted as follows: 1.00-

1.80 (never); 1.81-2.60 (once in a while); 2.61-3.40 (sometimes); 3.41-4.20 (usually); and 4.21-5.00 (always). A closer examination of the findings revealed that all the four culture traits (namely involvement, consistency, adaptability, and mission) identified in this study usually and highly existed in public CoEs in Ghana. The reason is that all the four college culture traits and the overall college culture obtained mean values between 3.41 and 4.20. However, the findings established that mission culture trait (M=3.937, SD=.549) was dominant in the colleges, followed by involvement culture trait (M=3.834, SD=.502), consistency culture trait (M=3.758, SD=.568), and adaptability culture trait (M=3.712, SD=.501). The data depicted low standard deviations and this imply homogeneity of the responses or the cluster of the responses around the mean. According to Winters (2012), when the coefficient values for standard deviation are below 1.000, it indicates that the data is distributed or scattered around the mean.

This study also delved into the various dimensions of culture traits in the public CoEs in Ghana. These twelve (12) dimensions form part of Denison's (2000) organisational culture theory which encompasses four distinct culture traits, with each of the culture traits having three dimensions. The data in Table 7 depict the results. From the results, it could be observed that out of the twelve dimensions of culture traits, strategic direction and intent dimension was the most dominant (M=4.034, SD=.646) while organisational learning dimension was the least prevalent (M=3.639, SD=.589) in public CoEs in Ghana. Again, the results revealed that public CoEs in Ghana usually and highly implemented all the twelve dimensions of the four culture traits because each of the dimensions recorded a mean value from 3.41 to 4.20.

Table 7: Dimensions of Culture Traits in Public CoEs in Ghana

Dimensions of Culture Traits	Minimum	Maximum	Mean	Std. Deviation
Involvement: Capability Development	2	5	3.904	.597
Involvement: Team Orientation	2	5	3.800	.634
Involvement: Empowerment	2	5	3.796	.576
Consistency: Core Values	2	5	3.829	.672
Consistency: Agreement	2	5	3.735	.629
Consistency: Coordination & Integration	1	5	3.709	.723
Adaptability: Customer Focus	2	5	3.753	.600
Adaptability: Creating Change	2	5	3.745	.632
Adaptability: Organisational Learning	2	5	3.639	.589
Mission: Strategic Direction & Intent	1	5	4.034	.646
Mission: Vision	2	5	3.955	.650
Mission: Goals and Objectives	2	5	3.823	.629

Source: Field Data, 2022; n=714

Further scrutiny of the data revealed that under involvement culture traits, capability development (M=3.904, SD=.597) was dominant as compared to team orientation (M=3.800, SD=.634), and empowerment (M=3.796, SD=.576). In relation to consistency culture trait, the findings established that core values (M=3.829, SD=.672) was the most dominant as compared to agreement (M=3.735, SD=.629), and co-ordination and integration (M=3.709, SD=.723).

Additionally, the results revealed that among the adaptability culture trait, customer focus (M=3.753, SD=.600) was most prevalent, followed by creating change (M=3.745, SD=.632), and organisational learning (M=3.639, SD=.589). Moreover, the results disclosed that out of the three dimensions under mission culture trait, strategic direction and intent (M=4.034, SD=.646) was dominant in the public CoEs in Ghana, and this was followed by vision (M=3.955, SD=.650), and goals and objectives (M=3.823, SD=.629). Moreover, the findings indicated that the levels of all dimensions pertaining to the four culture qualities were notably high, with strategic direction and intent

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exhibiting the highest mean value while organisational learning recorded the least mean value.

The findings indicated that the coefficient values for standard deviation pertaining to the college culture traits and college culture dimensions were below 1.000 a low level of dispersion. This suggests a closely aligned data points with the mean, implying that the responses were concentrated around the mean value. Consequently, these results enhance the reliability of the data. This finding aligns with the proposition presented by Andrade (2020) and Winters (2012) that low standard deviation values (below a coefficient value of 1.000) indicate measurements that are in closer proximity to the genuine value and are deemed acceptable.

Research Question 2: What is the Level of Job Satisfaction of Tutors of Public CoEs in Ghana?

The second research question examined the level job satisfaction experienced by tutors employed in public CoEs in Ghana. In this analysis, the indicators of job satisfaction included recognition, interpersonal relationship, professional growth and promotion, work itself, and communication. The data was analysed using descriptive statistics, specifically the mean and standard deviation. For the interpretation of the level of tutor job satisfaction, Chomeya's (2005) classification in providing interpretation for the level of job satisfaction was adopted to answer the second research question as follows: The range of 1.00-1.49 is indicative of a strong dissatisfaction, and characterised as very low. Similarly, the range of 1.50-2.49 signifies a dissatisfaction, and classified as low. On the other hand, the range of 2.50-3.49

represents satisfaction, and categorised as high. Lastly, the range of 3.50-4.00

is indicative of a strong satisfaction, characterised as very high.

The findings shown in Table 8 indicate that, overall, the respondents

expressed a strong satisfaction (M=3.671, SD=.347) with their job as tutors,

representing a high level of tutor satisfaction.

Table 8: Level of Tutor Job Satisfaction in Public CoEs in Ghana

Job Satisfaction Indicators	Minimum	Maximum	Mean	Std. Deviation	Interpretation
Professional Growth and Promotion	2	4	3.756	.319	SS (Very High)
Interpersonal Relationship	2	4	3.668	.458	SS (Very High)
Communication	1	4	3.651	.463	SS (Very High)
Recognition	2	4	3.646	.464	SS (Very High)
Work Itself	2	4	3.635	.392	SS (Very High)
Tutor Job Satisfaction	2	4	3.671	.347	SS (Very High)

Source: Field Data, 2022; n=714; SD (Strongly Dissatisfied); D (Dissatisfied); S (Satisfied); SS (Strongly Satisfied)

A closer examination of the indicators pertaining to tutor job

satisfaction revealed that the respondents experienced a very high level of job

satisfaction across all the outlined indicators (professional growth and

promotion, interpersonal relationship, communication, recognition, and work

itself) associated with tutor job satisfaction in this particular study. The results

also portrayed that among all the indicators of tutor job satisfaction, the

respondents experienced the best satisfaction in terms of their professional

growth and promotion (M=3.756, SD=.319), followed by interpersonal

relationship (M=3.668, SD=.458), communication (M=3.651, SD=.463),

recognition (M=3.646, SD=.464), and work itself (M=3.635, SD=.392).

Again, the findings showed that the standard deviation values for both the

overall level of tutor job satisfaction and the indicators of tutor job satisfaction

were below 1.000, suggesting a low degree of variability in the replies. This

specifies closely grouped data points around the mean, indicating homogeneity

among the respondents and their responses. This is in line with the recommendation by Andrade (2020) that low coefficient values for standard deviation signify measurements that are closer to the true value and are acceptable.

Research Question 3: What Relationship Exist Between Emerging Culture and Tutor Job Satisfaction in Public CoEs in Ghana?

The third research question examined the correlation between emerging culture and tutor job satisfaction in public CoEs in Ghana. The examination conducted in reference to the third research inquiry entailed the use of the Pearson Product Moment Correlation Coefficient. The interpretation of the strength of the correlation coefficient relied on the recommendation provided by Pallant (2016) that correlation coefficients falling within the range of ±0.00 to ±0.29 indicate a weak relationship, ±0.30 to ±0.49 indicate a moderate relationship, and ±0.50 to ±1.0 indicate a strong relationship. The findings, as presented in Table 9, demonstrate a strong and statistically significant positive correlation between college culture and tutor work satisfaction (r=.688, p<0.05, two-tailed).

Table 9: Pearson Correlation between Emerging Culture and Tutor Job Satisfaction in Public CoEs in Ghana

	Variables	1	2	3	4	5	6
1.	College Culture	1					
2.	Involvement culture	.843[*]	1				
3.	Consistency culture	.885[*]	.716[*]	1			
4.	Adaptability culture	.870[*]	.627[*]	.732[*]	1		
5.	Mission culture	.795[*]	.536[*]	.540[*]	.607[*]	1	
6.	Job Satisfaction	.688[*]	.604[*]	.579[*]	.562[*]	.590[*]	1

Source: Field Data, 2022; n=714 *Correlation is significant at p<0.05

The findings also established strong and statistically significant positive relationships between involvement culture trait and tutor job satisfaction (r=.604, p<0.05, two-tailed), consistency culture trait and tutor job

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satisfaction (r=.579, p<0.05, two-tailed), adaptability culture trait and tutor job satisfaction (r=.562, p<0.05, two-tailed), and mission culture trait and tutor job satisfaction (r=.590, p<0.05, two-tailed). Hence, in terms of magnitude, involvement culture trait had the best relationship with tutor job satisfaction followed by mission culture trait, consistency culture trait, and adaptability culture trait.

This study further explored the correlation between the dimensions of college culture traits and tutor job satisfaction. Table 10 displays the results.

Table 10: Pearson Correlation between Culture Dimensions and Tutor Job Satisfaction

		1	2	3	4	5	6	7	8	9	10	11	12
1.	IE	1											
2.	ITO	.563*	1										
3.	ICD	.473*	.576*	1									
4.	CCV	.510*	.562*	.600*	1								
5.	CA	.398*	.534*	.465*	.585*	1							
6.	CCI	.431*	.544*	.457*	.465*	.644*	1						
7.	ACC	.417*	.518*	.513*	.544*	.583*	.638*	1					
8.	ACF	.326*	.408*	.420*	.429*	.496*	.461*	.597*	1				
9.	AOL	.385*	.462*	.406*	.452*	.430*	.521*	.499*	.465*	1			
10.	MSDI	.280*	.317*	.409*	.419*	.261*	.278*	.374*	.370*	.392*	1		
11.	MGO	.372*	.426*	.409*	.444*	.398*	.456*	.488*	.424*	.525*	.550*	1	
12.	MV	.349*	.409*	.457*	.493*	.374*	.374*	.436*	.410*	.444*	.602*	.637*	1
13.	JS	.502*	.508*	.497*	.581*	.430*	.450*	.481*	.397*	.515*	.447*	.543*	.524*

Source: Field Data, 2022; n=714; Note: IE (Involvement-Empowerment); ITO (Involvement-Team Orientation); ICD (Involvement-Capability Development); CCV (Consistency-Core Values); CA (Consistency-Agreement); CCI (Consistency-Coordination and Integration); ACC (Adaptability-Creating Change); ACF (Adaptability-Customer Focus); AOL (Adaptability-Organisational Learning); MSDI (Mission-Strategic Direction and Intent); MGO (Mission-Goals and Objectives); MV (Mission-Vision); JS (Job Satisfaction)

The findings indicate that within the involvement culture trait, there was a significant positive relationship between the dimensions of empowerment and tutor job satisfaction (r=.502, p<0.05, two-tailed), as well as between team orientation and tutor job satisfaction (r=.508, p<0.05, two-tailed). Nonetheless, a statistically significant and modest correlation was observed between capability development and the satisfaction experienced by

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tutors (r = .497, p < 0.05, two-tailed). From the findings, the consistency culture trait exhibited a strong and statistically significant positive correlation between the dimensions of core values and tutor job satisfaction (r=.581, p<0.05, two-tailed). Nevertheless, a moderate and statistically significant positive correlation was observed between agreement and tutor job satisfaction (r = .430, p < 0.05, two-tailed). Similarly, co-ordination and integration also exhibited a moderate and statistically significant positive association with tutor job satisfaction (r = .450, p < 0.05, two-tailed).

Based on the adaptability culture trait, the findings revealed a strong and statistically significant positive correlation between the organisational learning dimension and tutor job satisfaction (r=.515, p<0.05, two-tailed). However, there was a moderate and statistically significant positive association observed between the dimension of creating change and tutor job satisfaction (r=.481, p<0.05, two-tailed), as well as between customer focus and tutor job satisfaction (r=.397, p<0.05, two-tailed).

Regarding the mission culture trait, the findings revealed a strong and statistically significant positive correlation between the dimensions of goals and objectives and tutor job satisfaction (r=.543, p<0.05, two-tailed), as well as between vision and tutor job satisfaction (r=.524, p<0.05, two-tailed). Conversely, there was a moderate and statistically significant positive correlation between strategic direction and intent and tutor work satisfaction (r=.447, p<0.05, two-tailed).

The findings show that some culture dimensions exhibited a significant positive correlation with tutor job satisfaction. Specifically, core values (r=.581, p<0.05, two-tailed), goals and objectives (r=.543, p<0.05, two-tailed),

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organisational learning (r=.515, p<0.05, two-tailed), team orientation (r=.508, p<0.05, two-tailed), and empowerment (r=.502, p<0.05, two-tailed) demonstrated a strong statistically and significant positive relationship with tutor job satisfaction. Therefore, out of the twelve culture variables, core values had the strongest correlation with tutor job satisfaction. Upon closer examination of the findings presented in Table 10, it was seen that customer focus (r=.397, p<0.05, two-tailed) had the weakest association with tutor job satisfaction, despite demonstrating a positive and moderately significant link with tutor job satisfaction.

Research Question 4: What Combination of Culture Traits Enhance Tutor Job Satisfaction in Public CoEs in Ghana?

Research question four examined the combination of culture traits that contribute to the enhancement of tutor job satisfaction in the public CoEs of Education in Ghana. The data underwent analysis utilising of stepwise regression. Therefore, there was the conduct of an assessment to evaluate the validity of the assumption of multicollinearity using collinearity statistics, as presented in Table 13. The findings indicated that the tolerance values for all variables were above 0.10, but the Variance Inflation Factor (VIF) values for each variable were below 10, suggesting the lack of multicollinearity (Pallant, 2016).

Again, it is important to note that there was no violation of the assumption of normality of data, as shown in the results in Table 5 and further elaborated in Appendix F. Data in Tables 11 and 12 show the findings of the model summary for each of the blocks, and analysis of variance results respectively.

Table 11: Model Summary of Culture Traits and Tutor Job Satisfaction

				Std. Error of the Estimate	Change Statistics				
Model	R	R Square	Adjusted R Square		R Square Change	F Change	df1	df2	Sig. F Change
1	.604[a]	.364	.363	.277	.364	407.982	1	712	.000
2	.681[b]	.464	.462	.255	.100	132.295	1	711	.000
3	.694[c]	.481	.479	.251	.017	23.541	1	710	.000
4	.696[d]	.485	.482	.250	.004	5.320	1	709	.021

Source: Field Data, 2022; n=714

1. Predictors: (Constant), Involvement
2. Predictors: (Constant), Involvement, Mission
3. Predictors: (Constant), Involvement, Mission, Consistency
4. Predictors: (Constant), Involvement, Mission, Consistency, Adaptability
5. Dependent Variable: Job Satisfaction

Table 12: ANOVA Results for Culture Traits and Tutor Job Satisfaction

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	31.307	1	31.307	407.982	.000[b]
	Residual	54.636	712	.077		
	Total	85.943	713			
2	Regression	39.878	2	19.939	307.755	.000[c]
	Residual	46.065	711	.065		
	Total	85.943	713			
3	Regression	41.357	3	13.786	219.522	.000[d]
	Residual	44.587	710	.063		
	Total	85.943	713			
4	Regression	41.689	4	10.422	166.973	.000[e]
	Residual	44.255	709	.062		
	Total	85.943	713			

Source: Field Data, 2022; n=714

1. Dependent Variable: Job satisfaction
2. Predictors: (Constant), Involvement
3. Predictors: (Constant), Involvement, Mission
4. Predictors: (Constant), Involvement, Mission, Consistency
5. Predictors: (Constant), Involvement, Mission, Consistency, Adaptability

The results in Tables 11 and 12 showed that involvement culture trait explained 36.4% (.364) of variance in tutor job satisfaction which was statistically significant [$F_{(1,712)}$ = 407.982, p=.000] in Model 1. In Model 2, the results uncovered that when mission culture trait was added to involvement culture trait, both culture traits accounted for 46.4% (.464) variance in tutor job satisfaction which was statistically significant [R^2 change = .100, $F_{(2,711)}$ = 307.755, p=.000]. The implication of this result is that

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mission culture trait added a significant 10.0% to the contribution of involvement culture to tutor job satisfaction.

With the introduction of consistency culture trait to involvement and mission culture traits in Model 3, the findings discovered that, consistency culture trait increased the variance of involvement and mission culture traits where the three culture traits contributed a total of 48.1% (.481) variance in tutor job satisfaction which was statistically significant [R^2 change=.017, F (3,710) = 219.522, p=.000]. This suggests that, in Model 3, consistency culture added a significant 1.7% to the contribution of variance to tutor job satisfaction by involvement and mission culture traits in Model 2. The addition of adaptability culture trait in Model 4, accounted for 48.5% (.485) variance in tutor job satisfaction and this was statistically significant [R^2 change = .004, F (4,709) = 166.973, p<.021]. From the results, it was evident that adaptability culture trait made an additional 0.4% to the collective contribution of 48.1% by consistency, involvement and mission culture traits in Model 3.

The study further examined the contributions of each culture trait in each block, and the data in Table 13 show the results. Based on the standardized Beta (β) coefficients presented in Table 13, it is evident that the involvement culture trait exhibited a distinct and statistically significant impact on tutor job satisfaction (β=.604, t=20.199, p=.000) in Block 1. Subsequently, in Block 2, there was the addition of the mission culture trait to involvement culture trait. Although both culture traits produced statistically significant contributions to tutor job satisfaction in Block 2, the findings indicated that involvement culture trait had a greater influence (β=.403,

t=12.404, p=.000) compared to the mission culture trait (β=.374, t=11.502,

p=.000).

Table 13: Unstandardised and Standardised Coefficients for Culture Traits and Tutor Job Satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.070	.080		25.883	.000		
	Involvement	.418	.021	.604	20.199	.000	1.000	1.000
2	(Constant)	1.670	.081		20.537	.000		
	Involvement	.279	.023	.403	12.404	.000	.713	1.402
	Mission	.237	.021	.374	11.502	.000	.713	1.402
3	(Constant)	1.638	.080		20.397	.000		
	Involvement	.198	.028	.287	7.159	.000	.456	2.193
	Mission	.210	.021	.331	9.977	.000	.663	1.508
	Consistency	.119	.025	.195	4.852	.000	.453	2.208
4	(Constant)	1.596	.082		19.443	.000		
	Involvement	.190	.028	.274	6.801	.000	.448	2.235
	Mission	.192	.022	.304	8.664	.000	.589	1.697
	Consistency	.089	.028	.146	3.220	.001	.354	2.828
	Adaptability	.069	.030	.099	2.307	.021	.393	2.543

Source: Field Data, 2022; n=714

1. Predictors: (Constant), Involvement
2. Predictors: (Constant), Involvement, Mission
3. Predictors: (Constant), Involvement, Mission, Consistency
4. Predictors: (Constant), Involvement, Mission, Consistency, Adaptability
5. Dependent Variable: Job Satisfaction

Furthermore, the results discovered that among the three culture traits (involvement, mission and consistency) in Block 3, mission culture trait contributed most to tutor job satisfaction (β=.331, t=9.977, p=.000) as compared to involvement culture trait (β=.287, t=7.159, p=.000) and consistency culture trait (β=.195, t=4.852, p=.000). Irrespective of this finding, all the three culture traits in Block 3 contributed statistically and significantly to tutor job satisfaction. In Block 4, all the culture traits made unique contributions to tutor job satisfaction. However, mission culture trait contributed most to tutor job satisfaction (β=.304, t=8.664, p=.000), followed by involvement culture trait (β=.274, t=6.801, p=.000), consistency culture trait (β=.146, t=3.220, p=.001), and adaptability culture trait (β=.099, t=2.307, p=.021).

The model summary for each dimension block and the analysis of variance results are presented in Tables 14 and 15, respectively. The findings of the study indicate that the dimension of core values under consistency culture trait, accounted for 33.7% (.337) of the variance in tutor job satisfaction. This was shown to be statistically significant [F $(1,712)$ = 361.907, p=.000] in Model 1. The results in Model 2 showed that the addition of the dimension of goals and objectives under mission culture trait resulted 43.8% (.438) variance in tutor job satisfaction which was statistically significant [R^2 change = .101, F $(2,711)$ = 277.347, p=.000]. This means that goals and objectives added a significant 10.1% to the contribution of core values to tutor job satisfaction.

With the introduction of the dimension of empowerment under involvement culture trait, core values, and goals and objectives in Model 3, the results showed that the three culture dimensions contributed a total of 47.2% (.472) variance in tutor job satisfaction which was statistically significant [R^2 change=.033, F $(3,710)$ = 211.290, p=.000]. This suggests that, in Model 3, empowerment dimension added a significant 3.3% to the contribution of variance to tutor job satisfaction by core values, and goals and objectives in Model 2. The addition of the dimension of organisational learning under adaptability culture trait in Model 4, accounted for 49.2% (.492) variance in tutor job satisfaction and this was statistically significant [R^2 change = 0.021, F $(4,709)$ = 171.999, p=.000].

Table 14: Model Summary of Culture Dimensions and Tutor Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df 1	df2	Sig. F Change
					Change Statistics				
1	.581[a]	.337	.336	.283	.337	361.907	1	712	.000
2	.662[b]	.438	.437	.261	.101	128.155	1	711	.000
3	.687[c]	.472	.469	.253	.033	44.915	1	710	.000
4	.702[d]	.492	.490	.248	.021	29.068	1	709	.000
5	.709[e]	.503	.500	.246	.011	15.359	1	708	.000
6	.712[f]	.507	.503	.245	.004	5.214	1	707	.023

1. Predictors: (Constant), Consistency-Core Values
2. Predictors: (Constant), Consistency-Core Values, Mission-Goals and Objectives
3. Predictors: (Constant), Consistency-Core Values, Mission-Goals and Objectives, Involvement-Empowerment
4. Predictors: (Constant), Consistency-Core Values, Mission-Goals and Objectives, Involvement-Empowerment, Adaptability-Organizational Learning
5. Predictors: (Constant), Consistency-Core Values, Mission-Goals and Objectives, Involvement-Empowerment, Adaptability-Organizational Learning, Mission-Vision
6. Predictors: (Constant), Consistency-Core Values, Mission-Goals and Objectives, Involvement-Empowerment, Adaptability-Organizational Learning, Mission-Vision, Involvement-Team Orientation
7. Dependent Variable: Overall Job satisfaction

Table 15: ANOVA Results for Culture Dimensions and Tutor Job Satisfaction

		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.963	1	28.963	361.907	0.000[b]
	Residual	56.980	712	.080		
	Total	85.943	713			
2	Regression	37.665	2	18.832	277.347	0.000[c]
	Residual	48.278	711	.068		
	Total	85.943	713			
3	Regression	40.537	3	13.512	211.290	0.000[d]
	Residual	45.406	710	.064		
	Total	85.943	713			
4	Regression	42.326	4	10.581	171.999	0.000[e]
	Residual	43.618	709	.062		
	Total	85.943	713			
5	Regression	43.252	5	8.650	143.458	0.000[f]
	Residual	42.692	708	.060		
	Total	85.943	713			
6	Regression	43.564	6	7.261	121.129	0.000[g]
	Residual	42.379	707	.060		
	Total	85.943	713			

1. Predictors: (Constant), Consistency-Core Values;
2. Predictors: (Constant), Consistency-Core Values, Mission-Goals and Objectives
3. Predictors: (Constant), Consistency-Core Values, Mission-Goals and Objectives, Involvement-Empowerment
4. Predictors: (Constant), Consistency-Core Values, Mission-Goals and Objectives, Involvement-Empowerment, Adaptability-Organizational Learning
5. Predictors: (Constant), Consistency-Core Values, Mission-Goals and Objectives, Involvement-Empowerment, Adaptability-Organizational Learning, Mission-Vision
6. Predictors: (Constant), Consistency-Core Values, Mission-Goals and Objectives, Involvement-Empowerment, Adaptability-Organizational Learning, Mission-Vision, Involvement-Team Orientation
7. Dependent Variable: Overall Job satisfaction

From the results, it was evident that organisational learning dimension

contributed an additional 2.1% to the collective contribution of 47.2% by core

values, goals and objectives, and empowerment dimensions in Model 3. The results in Model 5 depicted that the addition of the dimension of vision under mission culture trait resulted in a total contribution of 50.3% (.503) variance in tutor job satisfaction which was statistically significant [R^2 change = .011, F (5,708) = 143.458, p=.000]. The implication of this result is that vision dimension contributed an additional 1.1% to the collective contribution of 49.2% in Model 4. In Model 6, the dimension of team orientation under involvement culture trait was included. This resulted in a total contribution of 50.7% variance in tutor job satisfaction and this was statistically significant [R^2 change = .004, F (6,707) = 121.129, p=.023].

The study further investigated the contribution of each culture dimension in each block, and the data in Table 16 display the results. Based on the standardized Beta (β) coefficients presented in Table 16, it is evident that the dimension of core values had a distinct and statistically significant impact on tutor job satisfaction (β=.581, t=19.024, p=.000) in Block 1. The findings indicate that core values alone contributed a significant 58.1% to the overall tutor job satisfaction. In Block 2, there was the addition of the dimension of goals and objectives to the dimension of core values. Both culture dimensions made a statistically significant contribution to tutor job satisfaction in relation to the mission culture trait. The results uncovered that the dimension of core values (β=0.423, t=13.476, p<0.05) contributed more than the dimension of goals and objectives (β=0.355, t=11.321, p=.000). This shows that in Block 2, core values contributed 42.3% to tutor job satisfaction while goals and objectives accounted for 35.5% to tutor job satisfaction.

Table 16: Unstandardised and Standardised Coefficients for Culture Dimensions and Tutor Job Satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.523	.061		41.188	.000		
	CCV	.300	.016	.581	19.024	.000	1.000	1.000
2	(Constant)	2.086	.068		30.490	.000		
	CCV	.218	.016	.423	13.476	.000	.803	1.246
	MGO	.196	.017	.355	11.321	.000	.803	1.246
3	(Constant)	1.857	.075		24.895	.000		
	CCV	.170	.017	.330	9.855	.000	.665	1.505
	MGO	.174	.017	.316	10.189	.000	.774	1.292
	IE	.130	.019	.216	6.702	.000	.713	1.402
4	(Constant)	1.748	.076		23.014	.000		
	CCV	.150	.017	.291	8.672	.000	.635	1.576
	MGO	.137	.018	.248	7.541	.000	.661	1.513
	IE	.116	.019	.193	6.021	.000	.700	1.429
	AOL	.105	.020	.179	5.391	.000	.652	1.534
5	(Constant)	1.689	.077		22.017	.000		
	CCV	.133	.018	.258	7.532	.000	.596	1.677
	MGO	.099	.020	.179	4.837	.000	.512	1.955
	IE	.114	.019	.190	5.993	.000	.699	1.430
	AOL	.099	.019	.168	5.095	.000	.647	1.545
	MV	.076	.019	.142	3.919	.000	.535	1.869
6	(Constant)	1.671	.077		21.733	.000		
	CCV	.122	.018	.236	6.644	.000	.552	1.811
	MGO	.096	.020	.173	4.677	.000	.509	1.964
	IE	.099	.020	.164	4.866	.000	.617	1.620
	AOL	.091	.020	.155	4.654	.000	.629	1.590
	MV	.074	.019	.138	3.819	.000	.534	1.873
	ITO	.045	.020	.082	2.283	.023	.544	1.838

Source: Field Data, 2022; n=714; Significance=0.05; Note: CCV (Consistency-Core Values); MGO (Mission-Goals and Objectives); IE (Involvement-Empowerment); AOL (Adaptability-Organisational Learning); MV (Mission-Vision); ITO (Involvement-Team Orientation); JS (Job Satisfaction)

The addition of the culture dimension of empowerment to Block 3 exposed that core values, goals and objectives, and empowerment made statistically significant contributions to tutor job satisfaction. However, core values (β=.330, t=9.855, p=.000) contributed more to tutor job satisfaction than goals and objectives (β=.316, t=10.189, p=.000), and empowerment (β=.216, t=6.702, p=.000). Thus, whereas core values accounted for 33.0% of tutor job satisfaction, goals and objectives, and empowerment contributed 31.6% and 21.6% respectively to tutor job satisfaction. In Block 4, there was the addition of the dimension of organisational learning to core values, goals and objectives, and empowerment. The results depicted that all the four culture dimensions made statistically significant contributions to tutor job

satisfaction. Yet, core values (β=.291, t=8.672, p=.000) contributed more to tutor job satisfaction as compared to goals and objectives (β=.248, t=7.541, p=.000), empowerment (β=.193, t=6.021, p=.000), and organisational learning (β=.179, t=5.391, p=.000). The implication is that whereas core values contributed 29.1% to tutor job satisfaction, goals and objectives accounted for 24.8% of tutor job satisfaction, empowerment contributed 19.3% to tutor job satisfaction and organisational learning added 17.9% to tutor job satisfaction.

A scrutiny of the results shows that in Block 5, there was the addition of the dimension of vision to core values, goals and objectives, empowerment, and organisational learning. Each of the five culture dimensions made statistically significant contribution to tutor job satisfaction. Nevertheless, core values (β=.258, t=7.532, p=.000) contributed more to tutor job satisfaction as compared to empowerment (β=.190, t=5.993, p=.000), goals and objectives (β=.179, t=4.837, p=.000), organisational learning (β=.168, t=5.095, p=.000), and vision (β=0.142, t=4.837, p=.000). The deduction from this result is that core values contributed 25.8% to tutor job satisfaction whereas empowerment contributed 19.0%, goals and objectives contributed 17.9%, organisational learning contributed 16.8%, and vision contributed 14.2% to tutor job satisfaction.

In Block 6, there was the addition of the dimension of team orientation to core values, goals and objectives, empowerment, organisational learning, and vision, and each of them made statistically significant contribution to tutor job satisfaction. Nonetheless, core values (β=.236, t=6.644, p=.000) contributed more to tutor job satisfaction than goals and objectives (β=.173, t=4.677, p=.000), empowerment (β=.164, t=4.866, p=.000), organisational

learning (β=.155, t=4.654, p=.000), vision (β=.138, t=3.819, p=.000), and team orientation (β=.082, t=2.283, p=.023). Hence, core values contributed 23.6% to tutor job satisfaction, goals and objectives contributed 17.3% to tutor job satisfaction, empowerment contributed 16.4% to tutor job satisfaction, organisational learning contributed 15.5% to tutor job satisfaction, and vision contributed 13.8% to tutor job satisfaction, whereas team orientation contributed 8.2% to tutor job satisfaction.

Test of Hypothesis

H_{01}: Emerging culture in public CoEs in Ghana do not differ in baased on the mentoring university.

The use of Analysis of Variance (ANOVA) facilitated the test of hypothesis. In this analysis, affiliated universities were the independent variable wheras culture traits were the dependent variable. The Levene's test helped in examining the assumption of homogeneity of variance. Table 17 displays the results.

Table 17: Levene's Test Results for Affiliated Universities and Culture Traits

Culture Traits	Levene's Statistic	df1	df2	Sig.
College Culture	2.284	4	709	.059
Involvement Culture Trait	1.316	4	709	.262
Consistency Culture Trait	.847	4	709	.496
Adaptability Culture Trait	1.236	4	709	.294
Mission Culture Trait	1.873	4	709	.113

Source: Field Data, 2022; n=714

The results of the Levene's statistical analysis, as presented in Table 17, demonstrated that the significant values for each culture trait were higher than the predetermined alpha level of 0.05. This observation demonstrated the achievement of homogeneity of variance.

Data in Table 18 presents the descriptive statistics of the culture attributes as they pertain to the affiliated universities. The findings presented in Table 18 indicate that there were variations observed in the average scores across different culturel traits.

Table 18: Descriptive Statistics for Culture Traits based on Affiliated Universities

Culture Traits		Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
College	UG	3.76	.423	.043	3.67	3.84
Culture	KNUST	3.77	.383	.045	3.68	3.86
	UCC	3.87	.439	.030	3.81	3.92
	UDS	3.86	.479	.050	3.76	3.96
	UEW	3.77	.472	.031	3.71	3.83
	Total	3.81	.449	.017	3.78	3.84
Involvement	UG	3.81	.489	.050	3.72	3.91
	KNUST	3.80	.475	.056	3.69	3.92
	UCC	3.89	.463	.031	3.83	3.95
	UDS	3.88	.512	.053	3.77	3.98
	UEW	3.78	.541	.035	3.71	3.85
	Total	3.83	.502	.019	3.80	3.87
Consistency	UG	3.69	.549	.056	3.58	3.80
	KNUST	3.89	.530	.062	3.77	4.02
	UCC	3.79	.549	.037	3.71	3.86
	UDS	3.82	.606	.063	3.70	3.95
	UEW	3.69	.581	.038	3.62	3.77
	Total	3.76	.568	.021	3.72	3.80
Adaptability	UG	3.68	.482	.049	3.58	3.78
	KNUST	3.74	.435	.051	3.64	3.85
	UCC	3.77	.510	.034	3.70	3.84
	UDS	3.70	.528	.055	3.59	3.81
	UEW	3.67	.505	.033	3.60	3.73
	Total	3.71	.501	.019	3.68	3.75
Mission	UG	3.84	.495	.050	3.74	3.94
	KNUST	3.64	.600	.071	3.49	3.78
	UCC	4.01	.493	.033	3.95	4.08
	UDS	4.05	.594	.062	3.93	4.17
	UEW	3.96	.551	.036	3.89	4.03
	Total	3.94	.549	.021	3.90	3.98

Source: Field Data, 2022; n=714

In order to ascertain the statistical significance of the disparities in culture traits, a subsequent examination of the data was conducted, with the findings presented in Table 19. The study revealed that there were no statistically significant differences in the overall college culture (F (4,709) =

2.036, p=.088) when considering the affiliated universities. Similarly, there were no statistically significant differences in involvement culture trait [F (4,709) = 1.733, p=.141], and adaptability culture trait [F (4,709) = 1.483, p=.206] based on affiliated universities.

Table 19: ANOVA Results for Culture Traits and Affiliated Universities

Variables		Sum of Squares	Df	Mean Square	F	Sig.	η^2
College Culture	Between Groups	1.635	4	.409	2.036	.088	
	Within Groups	142.332	709	.201			
	Total	143.968	713				
Involvement	Between Groups	1.737	4	.434	1.733	.141	
	Within Groups	177.652	709	.251			
	Total	179.389	713				
Consistency	Between Groups	3.292	4	.823	2.574	.037	.0143
	Within Groups	226.646	709	.320			
	Total	229.938	713				
Adaptability	Between Groups	1.484	4	.371	1.483	.206	
	Within Groups	177.396	709	.250			
	Total	178.880	713				
Mission	Between Groups	10.015	4	2.504	8.672	.000	.0467
	Within Groups	204.687	709	.289			
	Total	214.702	713				

Source: Field Data, 2022; n=714

However, the results in Table 19 portrayed statistically significant differences in the consistency culture trait [F (4,709) = 2.574, p=.037, η^2=.0143] and mission culture trait [F (4,709) = 8.672, p=.000, η^2=.0467] in terms of affiliated universities. Nonetheless, the size of the differences was small for both consistency culture trait (η^2=.0143) and mission culture trait (η^2=.0467). Suggestions by Cohen (1988) and Pallant (2016) guided the interpretation of the results. Cohen (1988) indicated that effect size of 0.02 is small, 0.15 is medium, and 0.35 is large. Pallant (2016) also maintained that effect size of 0.01 is small, 0.06 is moderate, and 0.14 is large. The observation from the evaluation of the two criteria was that both the

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consistency culture trait and the mission culture trait had small effect sizes. The results showed that there was no a statistically significant variation in the overall college culture traits when considering the affiliated universities. As such, I failed to reject the hypothesis that culture traits exhibited in public CoEs in Ghana do not differ in terms of affiliated universities.

A conduct of a post hoc analysis using Tukey Honestly Significant Difference (HSD) test for multiple comparisons sought to determine where the differences in consistency and mission culture traits existed among the affiliated universities. The data in Table 20 show the results. The data showed that the Tukey HSD test did not discover differences between each pair of the affiliated universities for consistency culture trait. However, the results revealed that the mission culture trait for colleges affiliated to UCC was statistically significantly higher (M=4.01, SD=0.493) than colleges affiliated to KNUST (M=3.64, SD=0.600). The findings also disclosed that, the mission culture trait for colleges affiliated to UDS was statistically significantly higher (M=4.05, SD=0.594) than colleges affiliated to KNUST (M=3.64, SD=0.600), while the mission culture trait for colleges affiliated to UEW was statistically significantly higher (M=3.96, SD=0.551) than colleges affiliated to KNUST (M=3.64, SD=0.600).

Table 20: Tukey HSD Test Results

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Consistency	UG	KNUST	-.198	.088	.162	-.44	.04
		UCC	-.091	.069	.674	-.28	.10
		UDS	-.127	.082	.531	-.35	.10
		UEW	.004	.068	1.000	-.18	.19
	KNUST	UG	.198	.088	.162	-.04	.44
		UCC	.107	.077	.634	-.10	.32
		UDS	.071	.089	.932	-.17	.31
		UEW	.202	.076	.063	-.01	.41
	UCC	UG	.091	.069	.674	-.10	.28
		KNUST	-.107	.077	.634	-.32	.10
		UDS	-.036	.070	.986	-.23	.16
		UEW	.095	.053	.382	-.05	.24
	UDS	UG	.127	.082	.531	-.10	.35
		KNUST	-.071	.089	.932	-.31	.17
		UCC	.036	.070	.986	-.16	.23
		UEW	.131	.070	.329	-.06	.32
	UEW	UG	-.004	.068	1.000	-.19	.18
		KNUST	-.202	.076	.063	-.41	.01
		UCC	-.095	.053	.382	-.24	.05
		UDS	-.131	.070	.329	-.32	.06
Mission	UG	KNUST	.201	.084	.114	-.03	.43
		UCC	-.175	.065	.060	-.35	.00
		UDS	-.213	.078	.051	-.43	.00
		UEW	-.121	.065	.335	-.30	.06
	KNUST	UG	-.201	.084	.114	-.43	.03
		UCC	-.376[*]	.073	.000	-.58	-.18
		UDS	-.414[*]	.085	.000	-.65	-.18
		UEW	-.323[*]	.072	.000	-.52	-.12
	UCC	UG	.175	.065	.060	.00	.35
		KNUST	.376[*]	.073	.000	.18	.58
		UDS	-.038	.067	.978	-.22	.14
		UEW	.053	.051	.830	-.08	.19
	UDS	UG	.213	.078	.051	.00	.43
		KNUST	.414[*]	.085	.000	.18	.65
		UCC	.038	.067	.978	-.14	.22
		UEW	.092	.066	.637	-.09	.27
	UEW	UG	.121	.065	.335	-.06	.30
		KNUST	.323[*]	.072	.000	.12	.52
		UCC	-.053	.051	.830	-.19	.08
		UDS	-.092	.066	.637	-.27	.09

Source: Field Data, 2022; n=714

Demographic Characteristics of Respondents

This phase of the analysis focused on the demographic features of the respondents. The demographic characteristics included the university affiliation, sex, age, academic/professional qualification, and years of teaching experience. The utilisation of descriptive statistics, specifically frequencies and percentages, facilitated the analysis of the data pertaining to the

demographic factors of the respondents. The results of the examination of the demographic characteristics of the respondents are presented in Table 21.

Table 21: Demographic Characteristics of Respondents

Variables	Categories	Frequency	Percent (%)
Mentoring University	University "A"	97	13.6
	University "B"	72	10.1
	University "C"	220	30.8
	University "D"	92	12.9
	University "E"	233	32.6
	Total	714	100.0
Sex	Male	479	67.1
	Female	235	32.9
	Total	714	100.0
Age Range	Below 31 years	12	1.7
	31-40 years	217	30.4
	41-50 years	331	46.4
	51-60 years	154	21.6
	Total	714	100.0
Highest academic/professional qualification	M. Phil.	502	70.3
	M.Ed.	121	16.9
	M.Sc.	37	5.2
	M.A	24	3.4
	Ph. D.	15	2.1
	M.Tech	9	1.3
	D. Ed.	6	0.8
	Total	714	100.0
Years of teaching experience in present public CoE	2-6	228	31.9
	7-11	155	21.7
	12-16	137	19.2
	17-21	124	17.4
	More than 21	70	9.8
	Total	714	100.0

Source: Field Data, 2022; n=714

The findings showed that, out of the 714 respondents whose data were involved in this analysis, the highest number of respondents was drawn from University "E" with almost one-third (n=233, 32.6%) of the respondents. This was followed by University "C" (n=220, 30.8%), University "A" (n=97; 13.6%), University "D" (n=92, 12.9%), and University "B" (n=72, 10.1%). The results also depicted that approximately, two-thirds (n=479, 67.1%) of the respondents were male tutors whereas the rest (n=235, 32.9%) were female

tutors. This finding suggests that there are more male tutors in public CoEs in Ghana as compared to their female counterparts.

Additionally, the findings revealed that only 12 (1.7%) of the respondents were below the age of 31 years, 217 (30.4%) were in the 31-40 years range, 331 (46.4%) of the respondents were in the 41-50 years range, while 154 (21.6%) of the respondents were in the 51-60 years range. The findings on age further showed that majority (n=548, 76.8%) of the respondents were in the 31-50 years range as compared to 166 (23.3%) of the respondents in either the young (below 31 years) or old (51-60 years) age bracket. The results on the age of the respondents suggest that relatively, public CoE in Ghana can boast of experienced tutors who, all other things being equal, could teach in the colleges for a longer period, and mentor the young tutors.

Furthermore, the findings on academic/professional qualification indicated that majority (n=502, 70.3%) of the respondents had obtained a Master of Philosophy (M.Phil.) qualification, 121 (16.1%) were Master of Education (M.Ed.) certificate holders, while 21 (2.9%) were Doctorate degree (Doctor of Philosophy or Doctor of Education) holders. The results on the academic or professional qualification also showed that 70 (9.9%) of the respondents had other qualifications including Master of Science (M.Sc.), Master of Arts (M.A.), and Master of Technology (M. Tech.). The deduction from the results is that many of the tutors have obtained the minimum academic or professional requirement to teach in public CoEs in Ghana.

In relation to the respondents' years of teaching experience, the results disclosed that the more (n=228, 31.9%) of the respondents had 2-6 years of

teaching experience while the least number (n=70, 9.8%) of the respondents had more than 21 years of teaching experience. The results on the years of teaching experience further revealed that slightly more than half (n=383, 53%) of the respondents had 1-10 years teaching experience, while the remaining 331 (46.4%) had 11 years or more teaching experience. The deduction from this disclosure is that relatively, many tutors public CoE in Ghana have not been teaching in their respective colleges for more than 10 years, suggesting to some extent that many of the tutors are inexperienced when it comes to teaching in the public CoEs in Ghana.

Discussion of Results

This study sought to examine the emerging college culture and tutor job satisfaction in public CoEs in Ghana. Specifically, this study examined the level of emerging culture in public CoEs in Ghana based on culture traits of involvement, mission, consistency, and adaptability, investigated the level of tutor job satisfaction, determined the association between emerging college culture and tutor job satisfaction, analyse the combination of college culture traits that enhance tutor job satisfaction and determine the differences or otherwise in culture traits exhibited in public CoEs in Ghana based on the mentoring university. Consequently, discourse on the research results were in line with the research objectives and research questions.

Emerging culture in public CoEs in Ghana based on culture traits of involvement, mission, consistency, and adaptability

The primary research objective entailed an examination of the level of emerging culture in in public CoEs in Ghana based on the culture traits of involvement, mission, consistency, and adaptability. From a means of means

value of 3.810 and a standard deviation coefficient value of .449, the results revealed that largely, a high emerging culture existed in public CoEs in Ghana. Also, all the four culture traits (involvement, mission, consistency, and adaptability) that determined the emerging culture in public CoEs in Ghana attained mean values understood as high. This result is in line with that of earlier studies (Abdullah & Arokiasamy, 2016; Ismail et al., 2022; Kashif et al., 2021; Lomotey, 2021; Tus, 2020; Wahyuningsih et al., 2019; Zabat et al., 2021) that the level of culture was high in schools. However, the present finding does not substantiate that of some other earlier studies (Masouleh & Allahyari, 2017; Qazi & Kaur, 2017; Serinkan & Kiziloglu, 2021) which observed moderate culture levels. Amorin's (2021) finding of very high organisational culture is not consistent with the finding from this present study that revealed high college culture in public CoEs in Ghana. Further observation from the finding showed that recorded mean values on the level of involvement culture trait, consistency culture trait, adaptability culture trait, and mission culture trait were all interpreted as high, and this supports the results of Wahyuningsih et al. (2019) that there were high levels of involvement, consistency, adaptability, and mission culture traits.

The finding of a high emerging college culture, often characterised by a strong sense of community, shared values, and effective college practices could enhance the attainment of college outcomes. Thus, the finding suggests that tutors leverage the existing college culture to foster greater engagement through effective collaboration and interactive activities to maintain and boost enthusiasm in the college. The finding of a high emerging college culture indicates that tutors have the opportunity to act as mentors and provide

guidance and support beyond academic teaching. Hence, the finding suggests that tutors focus on holistic personal and professional growth. Furthermore, tutors of public CoEs in Ghana are encouraged to engage in continuous professional development to keep up with innovative ways of performing their specific duties in line with the practices laid down to maintain the high standards expected in an emerging college culture.

The high emerging culture also demonstrates the resolve of the management of the CoEs in Ghana in formulating policies that sustain and further develop the emerging college culture. This may comprise promoting inclusivity, supporting tutor initiatives, and ensuring a conducive working and learning environment. The findings further suggest that the college management implements systems to monitor and evaluate the effectiveness of college initiatives and their impact on attaining college goals through informed decisions for continuous improvement.

Again, the finding submits that the management of the colleges provides strategic leadership that inspires and motivates tutors to uphold the high emerging college culture. This may involve clear communication of the college's vision, mission, and values. The finding suggests that the college management promotes an inclusive decision-making process that requires input from various stakeholders, including tutors, to foster a sense of ownership and commitment to the college culture. In addition, the finding of high emerging college culture hints that the management of the colleges promotes events and activities that celebrate diversity and foster a sense of belonging among tutors, encouraging collaboration between tutors and management to create a cohesive strategy for sustaining the high emerging

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college culture, and developing a robust tutor feedback mechanism to continually assess the emerging culture based on the culture traits of involvement, mission, consistency, and adaptability and identify areas for improvement.

With a high emerging culture, public CoEs in Ghana demonstrate a remarkable adaptability to change. This adaptability equips them to handle transitions, whether they involve curriculum changes, technological advancements, or modifications in college policies. Therefore, the finding of high college culture in Ghana's public colleges of education not only suggests a robust foundation for both current and future educational success but also instills confidence in stakeholders about the college's ability to navigate future challenges.

Overall, the finding of a high college culture has far-reaching implications that can enhance the educational experience, improve college outcomes, and positively impact the broader college community. The finding underscores the importance of fostering a supportive and engaging environment that promotes academic excellence, personal growth, a strong sense of community, and general satisfaction among tutors in public CoEs in Ghana.

The results also revealed that usually, all the four culture traits identified in this study highly existed in the colleges. However, mission culture trait (M=3.937, SD=0.549) was dominant in the colleges, followed by involvement culture trait (M=3.834, SD=.502), consistency culture trait (M=3.758, SD=.568), and adaptability culture trait (M=3.712, SD=.501). Findings from some previous studies (Getachew, 2022; Vacco, 2012; Zgambo,

2020) which revealed that mission culture trait was dominant in schools and other related organisations are similar to the finding of this present study. Findings of other earlier studies (Abu-Shawish, 2021; Addai Kyeremeh & Prempeh, 2020; Amorin, 2021; Assaye, 2021) however revealed involvement culture trait as dominant. Again, the findings of Ghanney et al. (2017), and Masouleh and Allahyari (2017) that adaptability culture trait was dominant do not support the finding of this present study.

Having mission culture trait as the dominant culture trait suggests that generally in public CoEs in Ghana, tutors are informed and aware of the essence of the existence of the colleges, as well as the course to take to accomplish the aims for their establishment. This implies that the colleges have a strong sense of purposes, desires, and direction to define goals, strategic objectives. This finding suggest that the colleges offer clear directions and goals that outline the suitable course of action for tutors and other members, and clarify the short-term, medium-term, and long-term future of the colleges. Again, the colleges deliberate on the resolve to realise the core values of the colleges through mutual efforts.

Another possible explanation of the dominance of the mission culture trait is that every public CoE in Ghana has its mission and vision that support the national vision of Initial Teacher Education. The mission and vision guide the focus of the colleges on what they stand for and intend to achieve in the future. The vision of the colleges reassures tutors and other members to organise the required resources and energies to realise desired goals. Hence, the vision of pubic CoEs in Ghana outlines the limits for job performance and understanding of the future. The foregoing establish that public CoEs in Ghana

have a strategic direction, which expresses a well-defined approach that offer meaning and guidance to the tutors in the colleges. In addition, the colleges have aims and objectives that indicate that management of the colleges sets ambitious but specific, measurable, achievable, realistic, and time bound goals clearly understood by the tutors.

Following the mission culture trait is the involvement culture trait identified in this present study as the second dominant culture trait. This implies that public CoEs in Ghana enhance the authority and competence of its tutors, foster collaboration among staff, and enhance the overall human capacity through various training and development initiatives. As a result, tutors perceive their contributions to the achievement of college goals as worthwhile since their efforts directly situate in the goals of the college. Again, there is the awareness that tutors are enthusiastic about their work, and have the feeling that the tasks they perform connect with the college goals. Having involvement culture as the second dominant culture trait in public CoEs in Ghana proves that tutors have the power, creativity, resourcefulness, and the aptitude to accomplish tasks, especially in teams. It also attests to the fact that management of the colleges spend money in developing the skills of tutors through various professional development programmes. Denison et al. (2006) concluded that employee participation in decision-making processes leads to increased commitment towards organisational goals.

The third dominant culture trait considered by tutors of public CoEs in Ghana after mission and involvement culture traits is the consistency culture trait. This suggests that the colleges have a strong culture that is characterised by a high degree of consistency, effective coordination, and seamless

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integration. In addition, the management and tutors of the colleges exert significant effort in maintaining stability, as their behaviours and activities are guided by a set of fundamental principles (core values). Consequently, the presence of a shared set of values exerts an influence on the methods, protocols, customs, and overall conduct of tutors. While tutors may vary in their particular characteristics, they collaborate collectively to accomplish the objectives of their colleges. In situations where there are divergent viewpoints, it is possible for the management and tutors of the colleges to arrive at a consensus. This suggests that stability of the colleges and their internal integration greatly depend on the common belief, approach, attitude, and a significant sense of conformity to norms, values, rules, procedures, and practices. Hence, for public CoEs in Ghana to improve on their consistency culture, tutors should have a clear understanding of the norms, values and beliefs that direct their behaviour, procedures and practices, and share in the values and beliefs of the college.

Finally, the least dominant culture trait in the opinion of the tutors of public CoEs in Ghana was the adaptability culture trait. This implies that colleges maintain a framework of criteria and values that support their capacity to interpret, comprehend, and adapt to external stimuli, resulting in internal behavioural modifications aimed at enhancing their prospects for ongoing survival, development, and growth. Therefore, the colleges endeavour to implement modifications by developing flexible approaches to address evolving demands in terms of responding to present trends and foreseeing prospective alterations in policies, procedures, and practices. Again, tutors are encouraged to take risks and create change, and learn from their mistakes.

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However, it is apparent that management of the colleges could improve on varying and interpreting its environmental demands into action.

The finding on the dominant culture trait offers an awareness that mission culture trait is the most prevalent and shared culture trait in public CoEs in Ghana. This implies that Denison's (2000) organisational culture traits (involvement, consistency, adaptability, and mission) as outlined in the Organisational Culture Model, afford a profound comprehension of the composition of culture, and a blueprint of the prevailing and balancing culture trait in public CoEs in Ghana. The culture traits in order of importance as established from this present study are mission culture trait, involvement culture trait, consistency culture trait, and adaptability culture trait. This suggests that in public CoEs in Ghana, there is more than one type of organisational culture trait. These results prove that the level or nature of an organisation's culture mostly depends on the type of organisation.

In relation to the dominant dimension of college culture, the finding disclosed that strategic direction and intent dimension under mission culture trait (M=4.034, SD=.646) was dominantly exhibited. This discovery implies the presence of a sustained objective and trajectory, a distinct purpose that imparts significance and guidance to the efforts of tutors, and a well-defined plan for the future in public CoEs in Ghana. This further finding is at variance with that of Wahyuningsih et al. (2019) who observed empowerment as the dominant culture trait dimension. Similarly, the finding of Denison et al. (2006) that core values was the prevalent culture trait dimension is inconsistent with the finding of this study. However, the results of this study that strategic direction and intent was the dominant culture trait dimension

seems to be in line with the finding of Kokina and Ostrovska (2013) that creating change under adaptability culture trait and strategic direction and intent under mission culture trait were the dominant culture trait dimensions.

The results from the first research objective hints that the cognisance of the emerging culture in public CoEs in Ghana is an indispensable phase of concentrating on the existing culture and taking innovative measures toward attainment of college and educational goals. This will also support in identifying, acknowledging, and observing the behaviour and output of the tutors. One of the significant means through which public CoEs in Ghana could easily facilitate change is through a positive college culture. This implies that for the colleges to accomplish the rationale, aims, foresight and objectives of the new teacher education curriculum successfully there is the need to consider and integrate the college culture in the enactment of the new curriculum. Therefore, in order to ensure the successful execution of educational reforms, it is imperative to establish a constructive and cooperative environment founded upon common objectives, optimism, and a commitment to academic excellence. Hence, it is essential for management of public CoEs in Ghana to assess the emerging culture in their college carefully. This evaluation will facilitate the formulation of well-informed initiatives aimed at enhancing productivity, performance, and satisfaction among teachers.

This study has made remarkable contributions to knowledge and literature on emerging college culture. It is useful to examine the level of emerging culture, identify the various college culture traits, and determine the dominant one in public CoEs in Ghana, especially founded on the opinion of

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the tutors who teach in these colleges. Being aware of the established dominant college culture trait could help management of public CoEs in Ghana to be more effective, productive, innovative, and successful in all day-to-day activities. Furthermore, the identification of the dominant college culture trait would make it possible for management of the colleges to analyse, identify the inherent challenges, and design ways of addressing them.

The findings, based on the first research objective, provide an avenue for tutors of public CoEs in Ghana to be aware, and understand the emerging college culture and the features of the various college culture traits and clarify issues that are not clear. Management of the colleges would also have a better understanding of the thoughts of the tutors with respect to the emerging college culture. With this understanding, management of the colleges will have the needed information about the perceptions and satisfaction of the tutors for prudent decision making on effective strategies to adopt in establishing positive college culture.

Level of tutor job satisfaction

The second research objective aimed at examining the level of job satisfaction among tutors in public CoEs in Ghana. The finding based on the second research objective showed that generally, tutors of public CoEs in Ghana were strongly satisfied (M=3.671, SD=.347) with their job and that they experienced a very high job satisfaction. This result corroborates that of an earlier study by Baluyos et al. (2019) which established a very high level of teacher job satisfaction. However, the outcome of this present study does not substantiate the finding of some earlier studies (Mensah, 2016; Munir & Iqbal, 2018; Serinkan & Kiziloglu, 2021; Yuhang & Yan, 2022) that observed high

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levels of teacher job satisfaction. Similarly, the finding of this present study is different from that of Dzakpasu (2022), Frimpong et al. (2016), Getachew (2022), and Otrebski (2022) that revealed moderate or medium levels of teacher job satisfaction. Again, Abdulahi's (2020) observation of low level of teacher job satisfaction disagrees with the finding of this present study.

Teachers are the pillar of every educational system (Jahan & Ahmed, 2018) and possess an essential and central position in contributing to national development (Acheampong & Gyasi, 2019) making issues of their job satisfaction a great concern to stakeholders of education, especially in Ghana. This is why it is gratifying to note that tutors of public CoEs in Ghana experienced a very high level of job satisfaction. The very high job satisfaction level experienced by the tutors supports the idea by Elizabeth and Zakkariya (2018) that job satisfaction is essential for the achievement of organisational objectives, and a basis of inspiration for workers. Again, since the tutors experienced a very high job satisfaction, it suggests they are effective in performing their tasks (Abayomi, 2020), developing creative and innovative ideas to improve work experiences, and to effectively achieve the desired college goals (Abidakun & Ganiyu, 2020).

With the very high level of job satisfaction, tutors of public CoEs in Ghana are likely to intensify their energies, advance their communication skills, abilities, and generally remain in the colleges for a longer period to contribute extremely to the development and realisation of the goals of the colleges. Accordingly, tutors will be dedicated to pursue and advance personal and college goals for quality education (Baluyos, et al., 2019; Nigama et al., 2018). Once the tutors enjoy a high job satisfaction, they are likely to exhibit

an optimistic and favourable attitude to work. The implication is that the tutors will eschew absenteeism, show improved allegiance, obligation, efficiency, and exhibit improved retention rate (Abiyev et al., 2016; Munir & Rahman, 2016). According to Owusu (2014), as cited in Akosa and Akosa (2022), there exists a positive relationship between employee satisfaction and job retention, indicating that higher levels of employee satisfaction are associated with increased likelihood of remaining in their current employment. Similarly, Mamun and Hasan (2017) reasoned that job satisfaction offers the basic situations for intensifying output, obligation to the organisation, ensuring physical and emotional health, improving innovative job-related skills, and enhancing individual mindset and attitude. Junaid et al. (2021) also argued that job satisfaction positively connects with employee development and wellbeing. More so, Khan et al. (2021) maintained that relatively, organisations are successful because of their employees' level of satisfaction with their job. This assertion reflects the situation in public CoEs in Ghana, where tutors are one of the key elements in assessing performance.

Generally, tutors of public CoEs in Ghana experienced a very high level of job satisfaction, and one cannot lose sight of the fact that job satisfaction is a feeling initiated by employees assessing their work to conclude on the scope of liking their job or being pleased with it (Andrici et al., 2018; Sun & Xia, 2018; Won & Chang, 2019). Hence, the contentment that an individual has with the job is subject to the individual's features and conditions at work (Andrici et al., 2018). This implies that in public CoEs in Ghana, tutors experience diverse levels of satisfaction in line with the significance each tutor attaches to the work or aspects of it. As a result, the

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more facets of work (including organisational culture) suit the desires and anticipations of an individual, the higher the level of observed satisfaction and the vice versa (Andrici et al., 2018; Marwan & Hamid, 2016). Akosa and Akosa (2022) therefore suggested that organisations should establish facilitating environments for job satisfaction to obtain the desired and ideal benefits from it. They argued further that a number of factors determines employee job satisfaction, and these factors may not be the same for all employees since needs of individuals are different based on environmental, social, and cultural factors.

The results also showed that tutors of public CoEs in Ghana experienced very high satisfaction levels with all the indicators of tutor job satisfaction outlined in this study. Specifically, the tutors recorded the highest satisfaction with professional growth and promotion (M=3.756, SD=.319), followed by interpersonal relationship (M=3.668, SD=.458), communication (M=3.651, SD=.463), recognition (M=3.646, SD=.464), and work itself (M=3.635, SD=.392). This finding reflects the fact that different indicators or factors influence tutor job satisfaction in public CoEs in Ghana. However, some of these factors are arguably more important depending on the feeling of tutors towards their job (Abdulahi, 2020). This is possibly the reason why out of the five indicators of job satisfaction used in this study, tutors perceived professional growth and promotion as the indicator that gives them the highest satisfaction even though tutors experienced high satisfaction with the other indicators.

The tutors' very high satisfaction with, and identifying professional growth and promotion as their highest source of satisfaction could stem from

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the fact that in the colleges, there are opportunities for further studies, and the tutors attend regular in-service training programmes to improve their knowledge, skills, and broaden experiences for effective instructional practices. It is also possible that opportunities for promotion are fair, and in line with laid down requirements and competence of the tutors. Again, there could be the provision of professional support from management of the colleges and colleague tutors.

The aforementioned observations provide empirical evidence that aligns with the proposition put out by Miah (2018) regarding the concept of promotion. According to Miah, promotion entails the upward repositioning of an employee within an organisational hierarchy, leading to an increase in responsibilities, obligations, and improved rewards. Razak et al. (2018) also mentioned that apart from placing the right person at the right job in an organisation, promotion, as a strategic plan by management of an organisation, also seeks to encourage subordinates to attain higher positions in the organisational hierarchy. More so, this finding is not too surprising because professional growth and promotion forms the basis for occupying higher positions in public CoEs in Ghana, and the tutors are motivated to work hard to achieve these heights. This reiterates the argument of Hanif et al. (2021) that promotion is a key element that affects employee job satisfaction. Conversely, tutors could be disheartened when management of the colleges do not plan and provide professional growth and promotion opportunities for them. Again, there could be dissatisfaction among tutors when they perceive unfair professional growth and promotion opportunities in their colleges.

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Tutors of public CoEs in Ghana expressed a very high satisfaction with interpersonal relationship they enjoyed in their various colleges. As such, the tutors rated interpersonal relationship as the second-best indicator of their job satisfaction. This finding suggests that in the colleges, there is the passion and interest among tutors to collaborate and co-operate to perform tasks in a friendly and an enabling working environment. This finding may also be due to a cordial and co-operative relationship between management of the colleges and the tutors. Apart from this, there is the possibility of management of the colleges dealing with tutors diplomatically and professionally, seeking, adopting, and adapting appropriate strategies to prevent and resolve conflicts.

The importance of interpersonal relationship in an organisation cannot be underestimated. Hanif et al. (2021) asserted that one of the paramount aspects of an organisation is the cordial relationship that exist among the employees because the significance of these relationships and the underlying forces that transform their formation are accountable for the accomplishment or failure of the organisation. Aziz (2020) reiterated that interpersonal relationship among organisational members, whether official or casual, is crucial because teamwork is indispensable to organisational success as compared to working as individuals. Similarly, Podlewska (2016) upheld that favourable interpersonal relationships in organisations encourage employees to collaborate, strengthen their passion to complete tasks, and ultimately become satisfied. However, unfavourable relationships are likely to bring about conflicts, misunderstanding, reduced competencies, and dissatisfaction.

Consequently, tutors in public CoEs in Ghana will accept and appreciate positive cordial relationship with their colleagues and superiors.

Thus, if management of the colleges create a supportive personal rapport with tutors and take special interest in their activities, it would enhance the job satisfaction of the tutors. Numerous research studies have consistently demonstrated the positive relationship between interpersonal relationships and job satisfaction. Hanif et al. (2021) found that there was a positive association between interpersonal relationships and staff job satisfaction in tertiary institutions. Other previous studies (Alarifi, 2018; Hasan et al., 2018; Khaliq. 2018; Khairuddin & Omar, 2016; Koh et al., 2017) have revealed that colleague relationships significantly affect job satisfaction of teachers and workers in other establishments. However, Haq (2018) found no association between interpersonal relationships and overall job satisfaction.

Effective communication among supervisors and co-workers is vital for achieving organisational goals. Butac (2021) reinforced this view by stressing that communication is a dynamic required responsibility for effective education, especially in the digital world of the 21st century. Thus, communication is crucial in forming mutual understanding and minimizing doubts among workers (Ansong, 2018). For these reasons, it is refreshing that tutors in public CoEs in Ghana expressed a very high satisfaction level with communication, and rated it as the third best indicator of their of job satisfaction. This suggests the use of effective communication channels in the colleges, ability of management of colleges to explain clearly the goals of the college, listen to different views of tutors, seek needed information from tutors, and provide required information to tutors, as well as present ideas in a well-organised, consistent, and coherent manner.

The foregoing show that communication occurs among employees for collective work output and accomplishment. This substantiates the idea of Butac (2022) that effective processes and actions of organisations are considerably relied on communication skills. Again, through effective communication, managers can stay focused on addressing the need of their subordinates. This may be the reason for Syarif et al.'s (2020) assertion that practical organisational effort is the outcome of effective interpersonal communication. The existing research on the association between communication and job satisfaction has yielded inconsistent results. Some studies (Madlock, 2012, as cited in in Ansong, 2018; Raina & Roebuck, 2016) have shown a positive relationship between communication and employee job satisfaction. However, the research conducted by Syarif et al. (2020) found no statistically significant effect of interpersonal communication on teacher job satisfaction.

Tutors of public CoEs in Ghana perceived recognition of task performance as an indicator that gave them a very high job satisfaction. However, the tutors rated it as the fourth best indicator of tutor job satisfaction in public CoEs in Ghana. The likely reasons for tutors' very high satisfaction with recognition could be as a result of their interest in teaching in the colleges because of the respect enjoyed, sense of pride tutors have in performing their duties, recognition given to tutors for successful completion of tasks, and management of the colleges recognising achievement of tutors and sharing credit with them. Other possible reasons could be management of the colleges acknowledging different capabilities of tutors and as result dealing with tutors as individuals with specific abilities and needs. Again, there could be

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encouragement from management of the colleges in building effective teams for completion of tasks and successful attainment of college goals. Therefore, it is imperative to possess an understanding of the importance of receiving appreciation, positive acknowledgment, and being treated with kindness and significance, as these factors significantly contribute to the level of job satisfaction experienced by tutors in public CoEs in Ghana.

Daft (2008) as cited in Alarifi (2018) stressed that recognition of accomplishment is fundamental in an individual's job satisfaction even though such a recognition is subject to employers' acknowledgement of the effort of the individual. Ng'ethe et al. (2012) agreed that when workers' efforts and task performance are recognised, they become hopeful that their efforts are valued, and this encourages them to stay and work in the organisation. Hence, Andrews (2011), as cited in Alarifi (2018) maintained that recognition has the prospect of keeping knowledgeable, skillful, experienced and quality teachers in schools. Maslow (1954) also stressed that workers endeavour for recognition because it is crucial to their self-esteem. Similarly, Herzberg et al. (1957) maintained that fulfilling recognition as a motivator enhances employee job satisfaction. Alarifi (2018) established from a study that rhw absence of recognition contributed to teachers' dissatisfaction, especially with gratitude for their involvement in the progress of society as well as conditions for honouring outstanding teachers.

Work itself was one of the indicators of tutor job satisfaction considered in this study. Work itself, which comes in the form of teacher autonomy, teacher achievement, teacher responsibilities, and teachers' variety of skills at work (Alarifi, 2018), is an indicator of job satisfaction that

encompasses opportunities for creativity, task diversity, and amount of work, autonomy, job difficulty and allocation of duties (Hall, 2018). For tutors to have a very high job satisfaction with work itself suggests that they experience autonomy in performing their tasks, and provided with suitable resources for effective teaching and learning. The very high job satisfaction experienced by tutors of public CoEs in Ghana in terms of work itself, could also mean that the tutors experience effective supervisory practices by the management of the colleges, and the nature of workload is suitable for tutors' knowledge, skills and experiences. Although the tutors experienced a very high satisfaction with work itself, tutors rated it as the fifth (least) indicator of their job satisfaction. This suggests that there is a need for the management of public CoEs in Ghana to enhance the quality of work as a measure of tutors' job satisfaction. This is necessary because Alarifi (2018) maintained that work environment and the conditions in which teachers work impact their satisfaction. Hence, the physical environment and the general setting of the work environment explain the idea of "work itself".

According to the findings of Obwogi (2011), the absence of fundamental teaching and learning resources posed significant difficulties in the process of teaching. The research conducted by Obwogi (2011) provided evidence in favour of Spector's (2008) proposition that a work environment that promotes productivity and well-being is a crucial factor in determining employees' levels of job satisfaction. Previous researches by Mun et al. (2017) and Toropova et al. (2020) have similarly demonstrated a significant correlation between work environment and the level of job satisfaction experienced by teachers. From a deductive standpoint, it is imperative for the

management of public CoEs in Ghana to establish a functional work environment that caters for specific requirements of individual tutors.

Relationship between emerging college culture and tutor job satisfaction

The primary aim of the third research objective was to examine the correlation between emerging culture and tutor job satisfaction in the public CoEs in Ghana. The examination of the data revealed a strong and statistically significant positive correlation between college culture and tutor job satisfaction (r=.688, p<0.05, two-tailed). This finding suggests that enhancing college culture leads to an enhancement in tutor job satisfaction. The present study's findings align with previous research (Abdullah & Arokiasamy, 2016; Abdulahi, 2020; Admassie, 2015; Batugal, 2019; Getachew, 2022; Juwaini et al., 2021; Malo, 2015; Qazi & Kaur, 2017; Saad & Elgazzar, 2019; Simorangkir et al., 2018; You et al., 2017), indicating a strong and statistically significant positive association between college culture and tutor job satisfaction. The finding of this present study aligns with the findings of Wahdati et al. (2019), since it likewise demonstrates a significant positive link between college culture and teacher job satisfaction. Nevertheless, the study by Kurşon and Yilmaz (2020) revealed a moderate and statistically significant positive correlation between college culture and teacher job satisfaction. This finding contradicts the results obtained in the present study.

Further finding from the third research objective revealed a strong and statistically significant positive relationships between involvement culture trait (comprising empowerment, team orientation, and capability development) and tutor job satisfaction (r=.604, p<0.05, two-tailed). Similarly, a strong and statistically significant positive relationship was observed between consistency

culture trait (associated with core values, agreement, and co-ordination and integration) and tutor job satisfaction (r=.579, p<0.05, two-tailed). Again, a strong and statistically significant positive relationship existed between adaptability culture trait (associated with creating change, customer focus, and organisational learning) and tutor job satisfaction (r=.562, p<0.05, two-tailed). Furthermore, mission culture trait (involving strategic direction and intent, goals and objectives, and vision) had a strong and statistically significant positive relationship with tutor job satisfaction (r=.590, p<0.05, two-tailed). This meant that an improvement in involvement, consistency, adaptability, and mission culture traits would result in an improvement in the job satisfaction of tutors of public CoEs in Ghana. In terms of extent of relationship, involvement culture trait recorded the highest correlation with tutor job satisfaction followed by mission culture trait, consistency culture trait, and adaptability culture trait. Thus, one significant finding from this is that even though mission culture trait was dominant in public CoEs in Ghana, the relationship between involvement culture trait and tutor job satisfaction was better than the relationship between mission culture trait and tutor job satisfaction.

This finding reiterates that of Getachew (2022) which indicated that involvement culture trait, consistency culture trait, adaptability culture trait, and mission culture trait individually had a strong positive and statistically significant relationship with overall teacher job satisfaction. Similarly, the finding from this present study is consistent with that of Saad and Elgazzar (2019) which revealed that individually, involvement consistency, adaptability, and mission culture traits had a strong positive significant relationship with job satisfaction.

The study further investigated the association between the various dimensions of college culture traits and tutor job satisfaction. The findings discovered that under involvement culture trait, a positive and strong statistically significant relationship existed between empowerment and tutor job satisfaction (r=.502, p<0.05, two-tailed), and team orientation and tutor job satisfaction (r=.508, p<0.05, two-tailed) while a positive and moderate statistically significant relationship existed between capability development and tutor job satisfaction (r=.497, p<0.05, two-tailed). Concerning consistency culture, the results disclosed a positive and strong statistically significant relationship between core values and tutor job satisfaction (r=.581, p<0.05, two-tailed). However, both agreement (r=.430, p<0.05, two-tailed), as well as co-ordination and integration (r=.450, p<0.05, two-tailed) recorded a positive and moderate statistically significant relationships with tutor job satisfaction.

In respect of adaptability culture trait, a positive and a moderate statistically significant correlation existed between creating change and tutor job satisfaction (r=.481, p<0.05, two-tailed), and customer focus and tutor job satisfaction (r=.397, p<0.05, two-tailed). However, the results showed a positive and a strong statistically significant association between organisational learning and tutor job satisfaction (r=.515, p<0.05, two-tailed). In relation to mission culture trait, the findings portrayed a positive and a moderate statistically significant link between strategic direction and intent and tutor job satisfaction (r=.447, p<0.05, two-tailed). On the contrary, a positive and a strong statistically significant connection existed between goals and objectives and tutor job satisfaction (r=.543, p<0.05, two-tailed), and vision and tutor job satisfaction (r=.524, p<0.05, two-tailed).

These results on correlation between emerging college culture dimensions and tutor job satisfaction are inconsistent with earlier findings from Allameh and Sarraf (2013) which established a positive and moderate statistically significant association between organisational learning and job satisfaction, and a positive and moderate statistically significant correlation between goals and objectives and job satisfaction. However, a positive and a strong statistically significant association between core values and job satisfaction observed from the study of Allameh and Sarraf (2013) corroborates the finding of this present study.

In terms of magnitude core values (r=.581, p<0.05, two-tailed), goals and objectives (r=.543, p<0.05, two-tailed), vision (r=.524, p<0.05, two-tailed), organisational learning (r=0.515, p<0.05, two-tailed), team orientation (r=.508, p<0.05, two-tailed), and empowerment (r=.502, p<0.05, two-tailed) established a positive and strong statistically significant relationship with tutor job satisfaction. A striking outcome from the results is that even though mission culture trait was dominant in public CoEs in Ghana, core values, as a dimension of consistency culture trait was dominant in the colleges. Hence, in as much as the culture traits provide an idea of their relationship with tutor job satisfaction, a close consideration to the dimensions of these culture traits will provide a broader and a better understanding of how each culture trait relates to tutor job satisfaction.

The results of this study validate the recognition that organisational culture traits have a significant effect on the promotion of job satisfaction. Hence, in principle, a positive, healthy and favourable college culture will bring improvement in job satisfaction of the tutors. This suggests that inspiring

vision through mutual and shared relationships, making informed decisions based on evidences and established information, and encouraging participatory and delegated leadership and authority could be the reasons for the job satisfaction experienced by tutors of public CoEs in Ghana. Similarly, the tutors would express satisfaction with their job possibly because of effective and efficient use of resources, recognition of task achievement, and talents improvement based on consistent and systematic workshops, in-service training, and professional learning communities. Again, satisfaction of tutors could stem from the fact that there are clearly communicated expectations in the colleges.

Combination of emerging college culture traits that enhance tutor job satisfaction

The fourth research objective explored the combination of emerging culture traits that contribute to the increased job satisfaction of tutors in the public CoEs in Ghana. To achieve this objective, stepwise regression was used to analyse the data. Considering the extent of unique contribution by each culture trait, a combination of involvement culture trait (36.4%), mission culture trait (10.0%), consistency culture trait (1.7%), and adaptability culture trait (0.4%) contributed a significant 48.5% to the variance of tutor job satisfaction in public CoEs in Ghana. The observation from the findings is that individually and collectively, involvement, mission, consistency, and adaptability culture traits are significant and good predictors of tutor job satisfaction. The study found that, when considering individual culture traits, the involvement culture trait emerged as the most significant predictor of tutor job satisfaction, followed by the mission culture trait, consistency culture trait,

and adaptability culture trait. Collectively, all the four culture traits contributed significantly to tutor job satisfaction. The implication is that improving tutor job satisfaction in public CoEs in Ghana will greatly depend on how best management of the colleges combine the four culture traits of involvement, mission, consistency, and adaptability.

In view of the standardised Beta (β) coefficients, involvement culture trait, in Block 1, made an exclusive and statistically significant contribution (β=.604, t=20.199, p=.000) to tutor job satisfaction. Hence, holding other variables constant at their average values, when there is an increase by one unit in involvement culture trait, tutor job satisfaction increases by 60.4%. In Block 2, where there was the addition of mission culture trait to involvement culture trait, the results showed that both culture traits made statistically significant contribution to tutor job satisfaction even though involvement culture trait contributed more (β=0.403, t=12.404, p=.000) to tutor job satisfaction than mission culture trait (β=.374, t=11.502, p=.000). This implies that holding other variables constant at their average values, one unit increase in involvement culture trait will result in an increase in tutor job satisfaction by 40.3%. Similarly, a unit increase in mission culture trait will result in 37.4% increase in tutor job satisfaction.

In Block 3, where consistency culture trait was added to involvement and mission culture traits, the results disclosed that mission culture trait contributed most (β=0.331, t=9.977, p=.000) to tutor job satisfaction as compared to involvement culture trait (β=.287, t=7.159, p=.000) and consistency culture trait (β=.195, t=4.852, p=.000). Despite this finding, involvement, mission, and consistency culture traits collectively contributed

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statistically and significantly to tutor job satisfaction. This result signifies that holding other variables constant at their average values, one unit rise in mission culture trait will cause an increase in tutor job satisfaction by 33.1% while a unit increase in involvement culture trait will result in an increase in tutor job satisfaction by 28.7%. Again, a unit increase in consistency culture trait will bring about an increase in tutor job satisfaction by 19.5%.

In Block 4, all the culture traits made unique and statistically significant contributions to tutor job satisfaction. However, mission culture trait contributed most to tutor job satisfaction (β=.304, t=8.664, p=.000), followed by involvement culture trait (β=.274, t=6.801, p=.000), consistency culture trait (β=.146, t=3.220, p=.001), and adaptability culture trait (β=.099, t=2.307, p=.021). The deduction from these results is that holding other variables constant at their average values, one unit increase in mission culture trait would bring about an increase in tutor job satisfaction by 30.4%. More so, with a unit increase in involvement culture trait, tutor job satisfaction would increase by 27.4%. Again, with a unit increase in consistency culture trait, tutor job satisfaction is likely to increase by 14.6%. Similarly, a unit increase in adaptability culture would result in an increase in tutor job satisfaction by 9.9%.

The results pertaining to the fourth research objective or research question in this study largely align with those of Getachew (2022), who found that the mission culture trait, consistency culture trait, and adaptability culture trait all made substantial and distinct contributions to teacher job satisfaction. However, involvement culture trait did not have a significant contribution to job satisfaction among teachers. Again, the results of this present study

partially align with those of Saad and Elgazzar (2019), which established a statistically significant positive impact of involvement culture trait on employees' job satisfaction. Additionally, the study highlighted a significant positive impact of adaptability culture trait on employees' job satisfaction. However, there was no significant impact of consistency culture on employee job satisfaction. Likewise, mission culture trait did not significantly impact employee job satisfaction.

The analysis based on standardised Beta (β) coefficients revealed that the involvement culture trait, mission culture trait, consistency culture trait, and adaptability culture trait each had distinct and statistically significant contributions to tutor job satisfaction. Involvement culture trait alone made a distinct and statistically significant contribution of 60.4% of the variance in tutor job satisfaction. The inclusion of the mission culture trait alongside the involvement culture trait yielded a statistically significant contribution of 37.4% to tutor job satisfaction. However, it is worth noting that the contribution of the involvement culture trait (40.3%) was greater in comparison to the mission culture trait. Furthermore, the addition of consistency culture trait to involvement and mission culture traits resulted in mission culture trait contributing (33.1%) relatively more to tutor job satisfaction as compared to involvement culture trait (28.7%) and consistency culture trait (19.5%). However, these three culture traits contributed statistically and significantly to tutor job satisfaction. The introduction of adaptability culture trait established that individually all the four culture traits made unique contributions to tutor job satisfaction. Nevertheless, mission culture trait (30.4%) contributed relatively more to tutor job satisfaction,

followed by involvement culture trait (27.4%), consistency culture trait (14.6%), and adaptability culture trait (9.9%). Thus, holding other variables constant at their average values, a unit increase in each of the four culture traits will result in an increase in tutor job satisfaction.

It was also realised from the findings on the fourth research objective that different combinations of culture dimensions influenced tutor job satisfaction in public CoEs in Ghana. The finding exposed that individually, core values (33.7%), goals and objectives (10.1%), empowerment (3.3%), organisational learning (2.1%), vision (1.1%), and team orientation (0.4%) contributed uniquely and significantly to tutor job satisfaction, and a combination of all these six culture dimensions contributed a statistically significant 50.7% to the overall tutor job satisfaction in public CoEs in Ghana. In contrast, the dimensions of capability development, agreement, co-ordination and integration, creating change, customer focus, and strategic direction and intent did not significantly contribute to tutor job satisfaction in the context of public CoEs in Ghana.

In view of the standardised Beta (β) coefficients, core values made an exclusive and statistically significant contribution (β=.581, t=19.024, p=.000) to tutor job satisfaction. Hence, holding other variables constant at their average values, when there is an increase by one unit in the dimension of core values, tutor job satisfaction increases by 58.1%. The addition of the dimension of goals and objectives to core values culminated in both culture traits making statistically significant contribution to tutor job satisfaction even though core values contributed more (β=.423, t=13.476, p=.000) to tutor job satisfaction than goals and objectives (β=.355, t=11.321, p=.000). This implies

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that holding other variables constant at their average values, one unit increase in core values will result in an increase in tutor job satisfaction by 42.3%. Similarly, a unit increase in goals and objectives will result in 35.5% increase in tutor job satisfaction.

By adding the dimension of empowerment to core values and goals and objectives, the results showed that core values (β=.330, t=9.855, p=.000) contributed relatively more to tutor job satisfaction than goals and objectives (β=.316, t=10.189, p=.000) and empowerment (β=.216, t=6.702, p=.000). Thus, holding other variables constant at their average values, one unit increase in core values will result in an increase in tutor job satisfaction by 33.0%. Equally, a unit increase in goals and objectives will result in 31.6% increase in tutor job satisfaction while a unit increase in empowerment will result in an increase in tutor job satisfaction by 21.6%. The addition of the dimension of organisational learning to core values, goals and objectives, and empowerment revealed that core values (β=.291, t=8.672, p=.000) contributed more to tutor job satisfaction as compared to goals and objectives (β=.248, t=7.541, p=.000), empowerment (β=.193, t=6.021, p=.000), and organisational learning (β=.179, t=5.391, p=.000). Thus, assuming all other variables remain constant at their average levels, a one-unit increase in core values will bring about an increase tutor job satisfaction by 29.1%, while a one-unit increase in aims and objectives is associated with a 24.8% increase in tutor job satisfaction. Similarly, a unit increase in empowerment will result in an increase in tutor job satisfaction by 19.3% and that of organisational learning will increase tutor job satisfaction by 17.9%.

Again, there was the addition of the dimension of vision to core values, goals and objectives, empowerment, and organisational learning. The results revealed that core values (β=.258, t=7.532, p=.000) contributed relatively more to tutor job satisfaction as compared to empowerment (β=.190, t=5.993, p=.000), goals and objectives (β=.179, t=4.837, p=.000), organisational learning (β=.168, t=5.095, p=.000), and vision (β=.142, t=3.919, p=.000). The implication of this analysis is that when controlling for other variables at their average levels, a one-unit increase in core values is associated with a 25.8% increase in tutor job satisfaction, while a one-unit increase in empowerment is associated with a 19.0% increase in tutor job satisfaction. Similarly, a unit increase in goals and objectives will result in an increase in tutor job satisfaction by 17.9% while organisational learning will increase tutor job satisfaction by 14.2%.

There was also the addition of the dimension of team orientation to core values, goals and objectives, empowerment, organisational learning, and vision. This resulted in core values (β=.236, t=6.644, p=.000) contributing relatively more to tutor job satisfaction than goals and objectives (β=.173, t=4.677, p=.000), empowerment (β=.164, t=4.866, p=.000), organisational learning (β=.155, t=4.654, p=.000), vision (β=.138, t=3.819, p=.000), and team orientation (β=.082, t=2.283, p=.023). This suggested that by holding other variables constant at their average values, one unit increase in core values would increase tutor job satisfaction by 25.8%, and a unit increase in goals and objectives will enhance tutor job satisfaction by 17.3%. In the same way, a unit increase in empowerment will result in an increase in tutor job satisfaction by 16.4% while a unit increase in organisational learning will

improve tutor job satisfaction by 15.5%. In addition, a unit increase in vision will contribute to an improvement in tutor job satisfaction by 13.8% whereas team orientation will improve tutor job satisfaction by 8.2%.

A scrutiny of the results on the twelve culture dimensions revealed that in terms of magnitude, a combination of core values (33.7%), goals and objectives (10.1%), empowerment (3.3%), organisational learning (2.1%), vision (1.1%), and team orientation (0.4%) contributed a significant 50.7% to the variance of tutor job satisfaction in public CoEs in Ghana. This indicated that they are significant and good predictors of tutor job satisfaction. Another implication from this result is that the culture dimensions of capability development, agreement, co-ordination and integration, creating change, customer focus, and strategic direction and intent were not significant in contributing to tutor job satisfaction. Hence, they were not good predictors of tutor job satisfaction in public CoEs in Ghana.

The foregoing implies that in an attempt to enhance job satisfaction of tutors in public CoEs in Ghana, management of the colleges must consider combining involvement, mission, consistency, and adaptability culture traits even though the magnitude of the combination of each of the college culture traits need to be considered. This agrees with the view of Khan (2016) that involvement culture trait, mission culture trait, consistency culture trait, and adaptability culture trait as outlined by Denison (2000) are applicable in higher schools. Therefore, these culture traits, in their effective combination based on their magnitude, could enhance tutor job satisfaction and eventual improvement of public CoEs in Ghana.

Differences in emerging college culture traits based on affiliated universities

To determine the differences or otherwise in culture traits exhibited in public CoEs in Ghana based on affiliated universities, a hypothesis was tested using ANOVA. The results showed differences in the mean scores for each of the culture traits. To determine the statistical differences in the culture traits, a further analysis revealed no statistically significant differences in college culture traits based on affiliated universities in terms of the overall college culture [F (4,709) = 2.036, p=.088], involvement culture trait [F (4,709) = 1.733, p=.141], and adaptability culture trait [F (4,709) = 1.483, p=.206]. However, statistically significant differences were established in consistency culture trait [F (4,709) = 2.574, p=.037, η^2=.0143] and mission culture trait [F (4,709) = 8.672, p=.000, η^2=.0467] even though the size of the differences were small for consistency culture trait (η^2=.0143) and mission culture trait (η^2=.0467). Based on the findings indicating a lack of statistically significant variation in the total college culture traits based on affiliated universities, I failed to reject the hypothesis that culture traits displayed in public CoEs in Ghana do not differ in relation to affiliated universities.

A conduct of a post hoc analysis using Tukey Honestly Significant Difference (HSD) test for multiple comparisons showed no differences between each pair of the affiliated universities for consistency culture traits. However, the results revealed that the mission culture trait for colleges affiliated to UCC was statistically significantly higher (M=4.01, SD=.493) than colleges affiliated to KNUST (M=3.64, SD=.600). The results also established that mission culture trait for colleges affiliated to UDS was

statistically significantly higher (M=4.05, SD=.594) than colleges affiliated to KNUST (M=3.64, SD=.600), while the mission culture trait for colleges affiliated to UEW was statistically significantly higher (M=3.96, SD=.551) than colleges affiliated to KNUST (M=3.64, SD=.600).

Summary of Key Findings

The present study aimed to examine the correlation between the emerging college culture and the tutor job satisfaction in public CoEs in Ghana. This study aimed to analyse the level of emerging culture in public CoEs in Ghana based on the culture traits of involvement, mission, consistency, and adaptability, assess the level of job satisfaction among tutors in these colleges, and establish the correlation between college culture and tutor job satisfaction in public CoEs in Ghana. This study also examined the combination of culture traits that contribute to tutor job satisfaction in public CoEs in Ghana. Additionally, this study investigated the potential disparities or otherwise in culture traits displayed in public CoEs in Ghana based on affiliated universities. The data were analysed in accordance with the four research questions and one hypothesis. The key finding for the first research objective disclosed that there was a high level of emerging culture in public CoEs in Ghana based on the culture traits of involvement, mission, consistency, and adaptability.

Further analysis revealed a usual implementation of all the four culture traits outlined in this study (involvement, consistency, adaptability, and mission) in public CoEs in Ghana. However, the prevailing culture trait was the mission culture, as compared to the involvement culture, consistency culture, and adaptability culture traits. Concerning the dimensions of the

culture traits, strategic direction and intent dimension under mission culture trait was the most dominant, and always exhibited. However, organisational learning dimension under adaptability culture trait was the least dominant even though it usually existed in the colleges. Furthermore, the findings discovered that the overall level of college culture was high. Correspondingly, there were high levels of involvement culture trait, consistency culture trait, adaptability culture trait, and mission culture trait in public CoEs of Education in Ghana.

The findings of the second research objective, which aimed at assessing the level of job satisfaction among tutors, indicate that tutors working in public CoEs in Ghana generally reported a very high level of job satisfaction. One additional discovery stemming from the second research objective was the observation that the tutors experienced a very high level of job satisfaction in relation to all indicators (recognition, interpersonal relationship, work itself, professional growth and promotion, and communication) of tutor job satisfaction outlined for this study. However, professional growth and promotion had the highest rating, followed by interpersonal relationship, recognition, communication, and work itself.

One notable discovery derived from the third research objective, which aimed to investigate the correlation between college culture and tutor job satisfaction in public CoEs in Ghana, was the presence of a robust and statistically significant positive association between the overall college culture and the overall satisfaction levels of tutors.

Additional finding revealed a strong and statistically significant positive correlations between the involvement culture trait and tutor job satisfaction, the consistency culture trait and tutor job satisfaction, the

adaptability culture trait and tutor job satisfaction, and the mission culture trait and tutor job satisfaction. In relation to the dimensions of culture traits, the study established that core values, goals and objectives, vision, organisational learning, team orientation, and empowerment recorded strong and statistically significant positive relationship with tutor job satisfaction. However, capability development, creating change, co-ordination and integration, strategic direction and intent, and customer focus established moderate and statistically positive correlation with tutor job satisfaction.

The finding on the fourth research objective disclosed that different combinations of culture traits had an influence on job satisfaction levels of tutors of public CoEs in Ghana. This was because of the results obtained from the use of stepwise regression in analysing the data. The finding revealed that individually, involvement culture trait (36.4%), mission culture trait (10.0%), consistency culture trait (1.7%), and adaptability culture trait (0.4%) contributed uniquely and significantly to tutor job satisfaction. Collectively, all the four culture traits contributed a significant 48.5% to tutor job satisfaction in public CoEs in Ghana. Thus, even though individual culture traits contributed significantly in predicting tutor job satisfaction, it was also realised that different combinations of college culture predicted different levels of tutor job satisfaction. Irrespective of this finding, a combination of all the culture traits (involvement, mission, consistency, and adaptability) yielded the highest level of job satisfaction since a collective contribution of all the four culture traits predicted 48.5% of tutor job satisfaction.

The results of the test of hypothesis discovered that differences existed in the mean scores for each of the culture traits. Additional analysis showed no

statistically significant differences in college culture traits based on affiliated universities in terms of the overall college culture, involvement culture trait, and adaptability culture trait. However, there were statistically significant differences in consistency culture trait and mission culture trait even though the size of the differences were small for both consistency culture trait and mission culture trait.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter is organised into five sections and provides an outline of this study. The initial section provides an overview of the study, outlining its purpose, objectives, research questions, and the hypothesis that informed the conduct of this study. Additionally, the first section provides a summary of the research methods utilised in the execution of this study. The second section provides a concise overview of the study's findings in alignment with the research objectives. The third section focuses on presenting the conclusions derived from the findings and underscores the novel insights established. Again, the third section of this chapter delves into the discussion of the significance of this study in enhancing comprehension of the problem under investigation and its corresponding resolution. The fourth section discusses the recommendations based on the key findings or research questions. The fifth section deals with suggestions for further research regarding new areas that need to be studied further or alternative approaches for replicating this study.

Summary of the Study

The main objective of this study was to examine the correlation between the emerging college culture and the job satisfaction among tutors in public CoEs in Ghana. This study was directed by a set of objectives, which led to the formulation of four research questions and one hypothesis. The objectives set for this study were to:

1. examine the level of emerging culture in public CoEs in Ghana based on the culture traits of involvement, mission, consistency, and adaptability.

2. investigate the level of job satisfaction of tutors in public CoEs in Ghana.

3. determine the relationship between emerging culture and tutor job satisfaction in public CoEs in Ghana.

4. analyse the combination of culture traits that enhance tutor job satisfaction in public CoEs in Ghana.

5. determine the differences or otherwise in emerging culture in public CoEs in Ghana based on the mentoring university.

The philosophical worldview that underpinned this study is the positivist paradigm. Given this, the conduct of this study adhered to processes in undertaking a quantitative study to provide answers to research questions and test the hypothesis. Research design is necessary in any research process because it seeks to address the overall purposes of the research. Hence, research design is the concern of every researcher since it serves as a blueprint for conducting research. In line with the aim of the design of this study, the adoption of the descriptive correlational design was appropriate because it concentrated on explaining the variables understudy and measuring, establishing and describing the relationship between these variables. Thus, the adoption of the descriptive correlational design was suitable for this study because it helped to define the college culture trait that mainly was utilised in public CoEs in Ghana, explain the level of tutor job satisfaction in the

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colleges, and establish the existing association between college culture and job satisfaction of tutors in public CoEs in Ghana.

This study also adopted the quantitative approach in conducting research by systematically collecting and measuring numeric data to investigate the link between college culture and tutor job satisfaction in public CoEs in Ghana. Consequently, this study relied on a structured questionnaire to collect quantifiable data for statistical analysis to identify the prevailing college culture trait, assess the level of job satisfaction among tutors, and establish the correlation between the emerging college culture (as an independent variable) and tutor job satisfaction (as the dependent variable). Again, this study examined the combination of college culture trait that would enhance tutor job satisfaction in public CoEs in Ghana.

The target population for this study consisted of the tutors from the forty-six (46) public CoEs in Ghana, whose total number stood at 2,005 tutors in the year 2021. Conversely, the eligible population consisted of tutors employed in the colleges for a minimum duration of two years. The implementation of this particular inclusion criterion was essential due to the requirement that tutors possess a minimum of two years of experience within their respective colleges. This prerequisite was to ensure that the selected tutors possess a comprehensive awareness, expertise, and familiarity with the prevailing culture of their colleges, hence enabling them to articulate very well, their levels of job satisfaction.

The sample size for this study consisted of 750 tutors, determined by the application of the widely used formula proposed by White (2015), and validated in numerous surveys and case studies. Based on White's (2015)

formula $n = \frac{N}{1+N(e^2)}$, where n is the sample size, N is the population size, and e is the level of precision (margin of error), the sample size for the study was to be greater or equal to 400. Therefore, a sample size of 750 tutors was suitable for this research. The adoption of the proportional stratified sampling technique facilitated the acquisition of the sample for this study. The use of proportional stratified sampling enhanced the representation of various strata within the target population, hence enhancing the validity and resilience of the gathered data.

Since the study employed a quantitative approach, a structured (closed-ended) questionnaire helped collect quantitative data. Consequently, the responses given by the respondents to the questionnaire items were pre-determined, requiring them to choose the most suitable alternative that aligned with their opinions, beliefs and experiences. Using a structured questionnaire helped collect statistically quantifiable and more reliable data. The structured questionnaire comprised three sections based on Denison's (2000) organisational culture model and Spector's (1985) job satisfaction survey.

The first section, comprising of five items, aimed to gather information regarding the demographic characteristics of the respondents. The second section, involving forty-eight items, sought information on college culture. The college culture construct involved four culture traits, each having three dimensions. The traits with their dimensions used were involvement culture trait made up of empowerment, team orientation, capability development dimensions, consistency culture trait involving core values, agreement, co-ordination and integration dimensions, adaptability culture trait comprising creating change, customer focus, organisational learning dimensions, and

mission culture trait covering the dimensions of strategic direction and intent, goals and objectives, and vision. The responses to the items under the second section centred on a five-point Likert scale such that 1= Never, 2= Once in a while, 3= Sometimes, 4= Usually, and 5= Always.

The third section, comprising thirty items, involved data collection on tutor job satisfaction. The tutor job satisfaction construct comprised recognition, interpersonal relationships, work itself, professional growth and promotion, and communication as indicators. The responses to the items under the second section involved a five-point Likert scale with 1= Strongly Dissatisfied, 2= Disagree, 3= Neither Satisfied nor Dissatisfied, 4= Satisfied, and 5= Strongly Satisfied.

The assessment of the questionnaire comprised three main aspects: face validity, content validity, and construct validity. Three public CoEs in Ghana were randomly selected for the pre-test of the questionnaire. These colleges were not involved in the main study. The pre-test involved seventy-five respondents made up of twenty-five (25) tutors from each the three randomly selected colleges. The respondents for the pre-test were full time tutors and had had spent at least two years in their respective colleges.

The pre-test data were analysed using IBM SPSS Statistics. The computation of the Cronbach Alpha Coefficient helped to determine the internal consistency of the items in the questionnaire. The Cronbach Alpha Coefficient for the forty-eight-item college culture scale was 0.948. The involvement culture trait produced a Cronbach Alpha Coefficient of 0.899, while the consistency culture trait indicated a coefficient of 0.886. Similarly,

the adaptability culture trait yielded a coefficient of 0.880, and the mission culture trait recorded a coefficient of 0.865.

The overall job satisfaction scale with thirty items recorded a Cronbach Alpha Coefficient of 0.940. The Cronbach Alpha Coefficient values obtained from the job satisfaction metrics utilised in this research are as follows: recognition (0.848), interpersonal relationship (0.852), work itself (0.800), professional growth and promotion (0.726), and communication (0.815). Based on the obtained Cronbach Alpha Coefficient, the questionnaire items indicated an adequate level of dependability.

The process of data collection spanned around three months. Prior to commencing the data collection phase, ethical approval was obtained from the Institutional Review Board (IRB) at the University of Cape Coast. The acquisition of an introductory letter from the Institute for Educational Planning and Administration (IEPA), University of Cape Coast, was supported by the ethical clearance. The introductory letter facilitated the acquisition of authorisation from the management of the selected public CoEs. Additionally, it facilitated the acquisition of data from the selected participants at each of the selected college. The ethical considerations that were observed included confidentiality, anonymity, informed consent, and adherence to COVID-19 guidelines.

Research Question 1, which sought to investigate the level of emerging culture in public CoEs in Ghana based on the culture traits of involvement, mission, consistency, and adaptability, was analysed using mean and standard deviation. Similarly, Research Question 2, which aimed at determining tutors' job satisfaction levels in the public CoEs, was analysed using mean and

standard deviation. The use of Pearson Product-Moment Correlation assisted in addressing the third research question, which examined the correlation between college culture and tutor job satisfaction in public CoEs in Ghana. The use of stepwise regression helped to answer the fourth research question, which aimed at exploring the combination of culture traits that enhance tutor job satisfaction in public CoEs in Ghana. The use of ANOVA assisted in testing the hypothesis that culture traits exhibited in public CoEs in Ghana did not differ in terms of affiliated universities. In order to obtain reliable findings from parametric tests such as Pearson Product Moment Correlation, Stepwise Regression, and ANOVA, it is essential to ensure that the assumptions underpinning their use are met. Hence, assumptions met for analysing the data using inferential statistics (Pearson Product Moment Correlation, Multiple Regression, and ANOVA) were normality of data, equality of variance (homogeneity), multicollinearity, sample size, levels or scale of measurement, related pairs, and absence of outliers.

Key Findings

The significant outcome of the first question indicated that usually, all the four culture traits (namely, involvement, consistency, adaptability, and mission) were observed in public CoEs in Ghana, and there was a high level of emerging culture based on the culture traits. Nevertheless, the results proved that the dominant culture trait observed in the colleges was the mission culture, followed by the involvement culture, consistency culture, and adaptability culture. Further analysis disclosed that under involvement culture traits, capability development was dominant as compared to team orientation and empowerment. For consistency culture trait, core values as a dimension

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was dominant compared to agreement dimension, co-ordination, and integration. Moreover, customer focus was dominant under the adaptability culture trait, followed by creating change and organisational learning. Concerning mission culture trait, strategic direction and intent was the dominant dimension as compared to the dimensions of vision, and goals and objectives.

Additional results revealed that of the twelve dimensions of the culture traits, strategic direction and intent was the most dominant, while organisational learning was the least prevalent in public CoEs in Ghana. Other findings showed that generally, there was a high college culture in public CoEs in Ghana and that all the college culture traits, namely involvement culture trait, consistency culture trait, adaptability culture trait, and mission culture trait, were high in the colleges. Again, all the twelve culture trait dimensions were high in public CoEs in Ghana. The results also established that the colleges usually implemented all the culture trait dimensions.

The significant finding from the second research question was that generally, the tutors in public CoEs in Ghana reported a strong satisfaction with the work they do, and generally experienced a very high level of job satisfaction. Further examination showed that the tutors articulated a very high level of job satisfaction for all the indicators (recognition, interpersonal relationship, work itself, professional growth and promotion, and communication) of job satisfaction outlined in this study. More so, amid all the indicators of job satisfaction, the tutors experienced the best satisfaction with their professional growth and promotion, followed by interpersonal relationships, communication, recognition, and work itself.

The main finding of the third research question revealed a strong and statistically significant positive correlation between the overall college culture and the overall job satisfaction of tutors. The results of the third research question also revealed a strong and statistically significant positive association between involvement culture trait and tutor job satisfaction, as well as between consistency culture trait and tutor job satisfaction, adaptability culture trait and tutor job satisfaction, and the mission culture trait and tutor job satisfaction. Further examination of the data indicated that within the context of an involvement culture trait, there was a strong and statistically significant positive correlation between empowerment and tutor work satisfaction, as well as between team orientation and tutor job satisfaction. Nonetheless, there was a moderate and statistically significant positive correlation between capability development and the job satisfaction among tutors.

For consistency culture trait, a strong and statistically significant positive correlation existed between core values and tutor job satisfaction. In contrast, a moderate and statistically significant positive correlation existed between agreement and tutor job satisfaction. Furthermore, a moderate and statistically significant correlation emerged between the variables of co-ordination and integration and tutor job satisfaction. Within the context of the adaptability culture trait, there existed a strong and statistically significant positive correlation between organisational learning and tutor job satisfaction. However, creating change and customer focus recorded a moderate and statistically significant positive correlation with tutor job satisfaction. For the mission culture trait, the finding indicated a strong and statistically significant positive correlation between goals and objectives and tutor job satisfaction.

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Similarly, a strong and statistically significant association existed between vision and tutor job satisfaction. Nevertheless, there was a moderate and statistically significant correlation between strategic direction and intent and tutor job satisfaction.

Concerning the fourth research question, the significant finding disclosed that the involvement culture trait alone described 36.4% of the variance in tutor job satisfaction in public CoEs in Ghana, which was statistically significant. The combination of the involvement culture trait (36.4%), mission culture trait (10.0%), consistency culture trait (1.7%), and adaptability culture trait (0.4%) yielded 48.5% variance in tutor job satisfaction, and this was statistically significant. Considering the culture dimensions, the results disclosed that six out of the twelve dimensions had unique and statistically significant contributions to tutor job satisfaction. Core values alone contributed 33.7% to the variance in tutor job satisfaction, which was statistically significant. On the other hand, a combination of core values (33.7%), goals and objectives (10.1%), empowerment (3.3%), organisational learning (2.1%), vision (1.1%), and team orientation (0.4%) explained 50.3% of the variance in tutor job satisfaction in public CoEs in Ghana. Thus, the culture dimensions of capability development, agreement, co-ordination and integration, creating change, customer focus, and strategic direction and intent did not significantly contribute to tutor job satisfaction.

The results of the hypothesis test indicated that while there were variations in the average scores for each culture trait, there were no statistically significant disparities in the overall culture of public CoEs in Ghana in relation to affiliated universities. Similarly, there was no statistically

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significant difference observed in the involvement culture trait based on affiliated universities. Again, no statistically significant difference existed in adaptability culture trait concerning affiliated universities. However, the results established statistically significant differences in affiliated universities' consistency and mission culture traits. Even so, the differences were small for consistency and mission culture traits.

Conclusions

From the findings from this study, the conclusion is that all culture traits (involvement, consistency, mission and adaptability) are highly exhibited in public CoEs in Ghana even though mission culture is the dominant culture trait. Therefore, these culture traits in public CoEs in Ghana could encourage management and tutors to realise positive values in the colleges. The tutors reported of a strong and a very high satisfaction with their job. Conspicuously, the tutors identified professional growth and promotion as the factor that mostly contributed to their high level of job satisfaction. With this, the tutors conveyed a clear sense of accomplishment in their roles, and with the hope for advancement in their professional careers.

The results of this study prove that the emerging culture of public CoEs in Ghana correlates with tutor job satisfaction. The involvement, consistency, mission, and adaptability culture traits play a critical role in influencing the overall job satisfaction of tutors in public CoEs in Ghana. This relationship underlines the significance of nurturing a positive and supportive culture in the colleges to improve tutor job satisfaction. As pubic CoEs in Ghana strive to improve tutor job satisfaction, a focus on the emerging culture based on the culture traits (involvement, mission, consistency, and

adaptability) as outlined by in this study could serve as a cherished guide for effecting targeted interventions that positively affect the professional well-being and satisfaction of tutors in public CoEs.

This study revealed that a combination of involvement, mission, consistency, and adaptability culture traits impact tutor job satisfaction in public CoEs in Ghana. This study also discovered that when these culture traits are considered collectively, they account for statistically significant variance in tutor job satisfaction. This statistically significant impact stresses the integral role that emerging college culture plays in enhancing tutor job satisfaction. The identified culture traits, with their distinct contributions, collectively contribute to a comprehensive understanding of the factors influencing tutor job satisfaction. The statistical significance of this impact emphasises the practical implications for interventions and strategic initiatives within public CoEs. Enhancing tutor job satisfaction in the colleges could therefore consider a holistic approach, addressing not only individual culture traits but also recognising the collective impact of combining involvement, mission, consistency, and adaptability culture traits. Hence, when management of these colleges effectively combines involvement culture trait, mission culture trait, consistency culture trait, and adaptability culture trait by considering their magnitude of correlation and effect, public CoEs in Ghana could encourage and enhance job satisfaction of tutors.

The results of the test of hypothesis suggest that there is no statistically significant difference in the overall college culture of public CoEs in Ghana in terms of their affiliated universities. This result indicates a relative homogeneity in the culture traits assessed in the colleges irrespective of their

university affiliations. The absence of statistically significant differences underlines some form of consistency in the culture traits in public CoEs, emphasising a shared set of values and practices that go beyond university affiliations. Thus, there is uniformity in the existing culture traits in the colleges based on the different affiliations. This has implications for fostering collaboration, co-operation, and regularity in the procedures and practices in public CoEs in Ghana. Moreover, as public CoEs continue to play a critical role in teacher training and development, the absence of significant disparities in college culture suggests a possible basis for collaborative initiatives and formalisation of certain aspects of college culture. This calls for collaborative explorations to unearth specific differences and contextual factors that contribute to the observed uniformity. Findings from such collaborative explorations would assist in making informed decisions and strategic planning in public CoEs in Ghana.

Hence, the findings of this study conducted in the context of public CoEs in Ghana contribute to the existing body of knowledge on the correlation between organisational culture and employee job satisfaction across various research contexts. The results of this research demonstrate that the emerging culture of public CoEs in Ghana significantly and positively correlates with tutor job satisfaction. Thus, the distinctiveness and the long-term viability of each public CoE is dependent on a strong positive emerging college culture capable of retaining devoted and gratified tutors.

Implications

The findings and conclusions of this study suggest some theoretical, practical and policy implications for management of public CoEs in Ghana, as discussed in subsequent paragraphs.

Implications for knowledge and theory

The study on emerging college culture and tutor job satisfaction in public CoEs in Ghana offers valuable knowledge and theoretical implications that contribute to the broader understanding of organisational culture in the context of education, and in the setting of public colleges of education in Ghana. This study, which appears to be the first of its kind to utilise Dennison's (2000) organisational culture theory in the setting of public CoEs in Ghana, to specifically, determining the combinations of culture traits (involvement, consistency, adaptability, and mission) that enhance tutor job satisfaction in these colleges. Thus, this study aimed at testing the applicability of the theory to ascertain and understand its relevance and robustness.

The concept of "emerging culture" emphasises the dynamic nature of college culture, and thus, it suggests that college culture is not static. The findings of this study offer a new outlook by investigating how emerging culture based on culture traits influence tutor job satisfaction in public CoEs in Ghana. The study sheds light on how a college's exact culture, with its emerging features, influences tutors' job satisfaction. This knowledge can be valuable for tutors and management of the colleges to nurture a positive and supportive work environment that retains high-quality tutors ultimately leading to improved educational outcomes. By specifically concentrating on Ghana's educational system, and in the context of public CoEs in Ghana, the

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findings of this study offer valuable understandings into factors of job satisfaction that may be unique to the context of public CoEs in Ghana, and could be compared with similar or same studies conducted in other countries to determine if there are universal or culturally-specific influences on tutor satisfaction.

The findings from this study therefore underscore the significance of emerging culture, particularly in the context of public CoEs in Ghana. By identifying the emerging culture traits such as involvement, consistency, adaptability, and mission culture traits, this study provides empirical evidence of how these culture traits correlate with and impact tutor job satisfaction. Thus, the findings can help in understanding the relationship between college culture and tutor job satisfaction, and how this relationship may vary in the context of public CoEs Ghana. Moreover, this study highlights the combinations of culture traits that enhance tutor job satisfaction, explaining the notion that emerging college culture serves as the basis for awareness, understanding, and interpreting the relationship between college culture and tutor job satisfaction. This supports the idea that college culture serves as the lens tutors utilise in interpreting organisational culture and job satisfaction.

The findings of this study also contribute to the literature on job satisfaction and the factors that determine it. Accordingly, the findings could provide insights into the factors that influence tutor job satisfaction, such as recognition, interpersonal relationship, work itself, professional growth and promotion, and communication, and provide the basis for exploring other factors of job satisfaction that could be applied in public CoEs in Ghana to enhance tutor job satisfaction. Drawing on established theories such as

Maslow's hierarchy of needs theory, Alderfer's existence, relatedness and growth theory and Herzberg's motivation-hygiene (two-factor) theory the findings show that among others, professional growth and promotion play a significant role in enhancing tutor job satisfaction. This understanding highlights the need for a multifaceted approach to enhancing job satisfaction in public CoEs in Ghana. Additionally, the study underscores the importance of considering the unique contextual factors within the setting of public CoEs in Ghana such as values, norms, beliefs, institutional structures, and societal expectations, when applying established theories of job satisfaction in this context.

The findings from this study could contribute to the development of theoretical frameworks on organisational culture specific to the Ghanaian education context, and specifically, understanding of the unique context of public CoEs in Ghana, including their distinct characteristics and the implications for tutor job satisfaction. The findings could also contribute to the existing literature on organisational culture and job satisfaction in the context of educational institutions and the setting of colleges of education and other related institutions of higher education based on Denison's (2000) organisational culture theory. Finally, the findings of this study could pave the way and inform the exploration of future studies on how these emerging culture in public CoEs in Ghana impact tutor satisfaction over time. Hence, the findings of this study could arouse the interest of other researchers and form the focal point in conducting further studies on organisational culture and job satisfaction in the context of education and other establishments in Ghana and beyond.

Implications for practice

Practically, management of public CoEs in Ghana could prioritise flexibility, adaptability, and resilience in response to changing external factors and internal challenges. Management of the colleges could provide support and resources to help tutors navigate the uncertainties to establish and sustain a culture of resilience and continuous learning. Management of the colleges could create a supportive and inclusive environment for tutors, which would eventually lead to the attainment of desired college goals and learning outcomes. Management of the colleges could adapt to changing dynamics and promotion of diversity and inclusion. This could enable the management of the colleges to recognise and appreciate the importance of adapting to emerging college cultures that reflect evolving societal trends and tutor expectations. Thus, management of the colleges could be proactive in understanding and responding to changes in culture norms and values within each college. These could involve emphasising diversity, equity, and inclusion as core values and prioritising efforts to promote diversity and inclusion among tutors to foster a sense of belonging and equity in the colleges.

The findings of the study could enlighten management of public CoEs in Ghana about the factors that contribute to tutor job satisfaction, and inform the development of targeted interventions and strategies to improve tutor job satisfaction in the colleges. For instance, based on the insights from this study, management of the colleges could create a supportive and inclusive college culture that values the contributions of tutors and promotes their job satisfaction. This could allow college management to make informed decisions concerning tutor recruitment, training, and support, and develop strategies to

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enhance tutor job satisfaction and retention. The findings of this study could also guide management of the colleges in the implementation of professional development programs for tutors, focusing on areas identified as crucial for job satisfaction, such as mentoring, training, and career advancement opportunities. With the knowledge, awareness, and understanding of the factors that contribute to tutor job satisfaction, management of public CoEs could implement interventions and policies that promote a positive work environment, leading to increased tutor satisfaction.

Management and tutors of public CoEs in Ghana could value ongoing professional development and lifelong learning as essential components of career advancement and personal growth for tutors. With this idea, management of the colleges could provide opportunities for tutors to engage in professional development activities in the form of conferences, workshops, and collaborative projects that align with emerging cultural values and priorities of the colleges. Consequently, management of the colleges could create opportunities for tutors to explore innovative and integrated teaching pedagogies, curriculum design approaches, and educational technologies that align with the emerging college culture environment.

Management of public CoEs in Ghana, with the support of their tutors could promote collaborative leadership and shared governance models that involve tutors in decision-making processes and institutional governance structures. As a result, management of the colleges with the backing of tutors could foster a culture of transparency, communication, and mutual respect, empowering tutors to contribute their expertise and perspectives to shaping the future direction of the colleges. More so, management of public CoEs could

emphasise evidence-based decision-making and data-driven approaches to efficiency, effectiveness, and improvements in the colleges. Management of the colleges could thus collect and analyse data on tutor job satisfaction to inform strategic initiatives and interventions aimed at enhancing the overall college culture.

Implications for policy

For policy, the research findings suggest the need for policy interventions that address the specific challenges faced by public CoEs in Ghana, such as inadequate funding, and governance or management issues. Policies could prioritise the improvement of working conditions and job satisfaction for tutors in public CoEs, as this can have a direct impact on the quality of education provided. Policies could therefore focus on creating a supportive and inclusive college culture that values the contributions of tutors and provides opportunities for their professional growth and development. It is important for policymakers to consider the influence of government policies on public colleges, as these policies can shape the emerging college culture and impact tutor job satisfaction. As such, policy initiatives could aim at aligning college goals and objectives with the needs and aspirations of tutors, to ensure a conducive environment for teaching and learning. Management of public CoEs in Ghana could design policy frameworks that include provisions for the establishment of evaluation and monitoring frameworks to assess the effectiveness of interventions aimed at shaping college culture and enhancing tutor job satisfaction. These frameworks could assist in facilitating data collection, analysis, and reporting to inform evidence-based decision-making and policy adjustments.

A Concpetualised Framework for Management of Public CoEs in Ghana

In Ghana, the educational landscape is changing dramatically, especially in the context of public CoEs. The emerging college culture, which is defined by a collection of shared values, norms, regulations, practices, and procedures that influence how college tutors behave in terms of performing their duties, is essential to this development. Given the substantial influence that a positive college culture has on attainment of college goals, it is critical to create a framework that not only supports this emerging college culture but also improves tutor job satisfaction. There is a reliable correlation between high emerging college culture and enhanced tutor job satisfaction. Public CoEs in Ghana are vital in molding the future generation of teachers; hence it is critical to establish a supportive and nurturing atmosphere for tutors.

This framework seeks to promote a cohesive, encouraging, and creative learning environment in an effort to build on present strengths and address current issues. The proposed framework, shown in Figure.., seeks to foster a robust emerging culture and enhances tutor job satisfaction in public CoEs in Ghana.
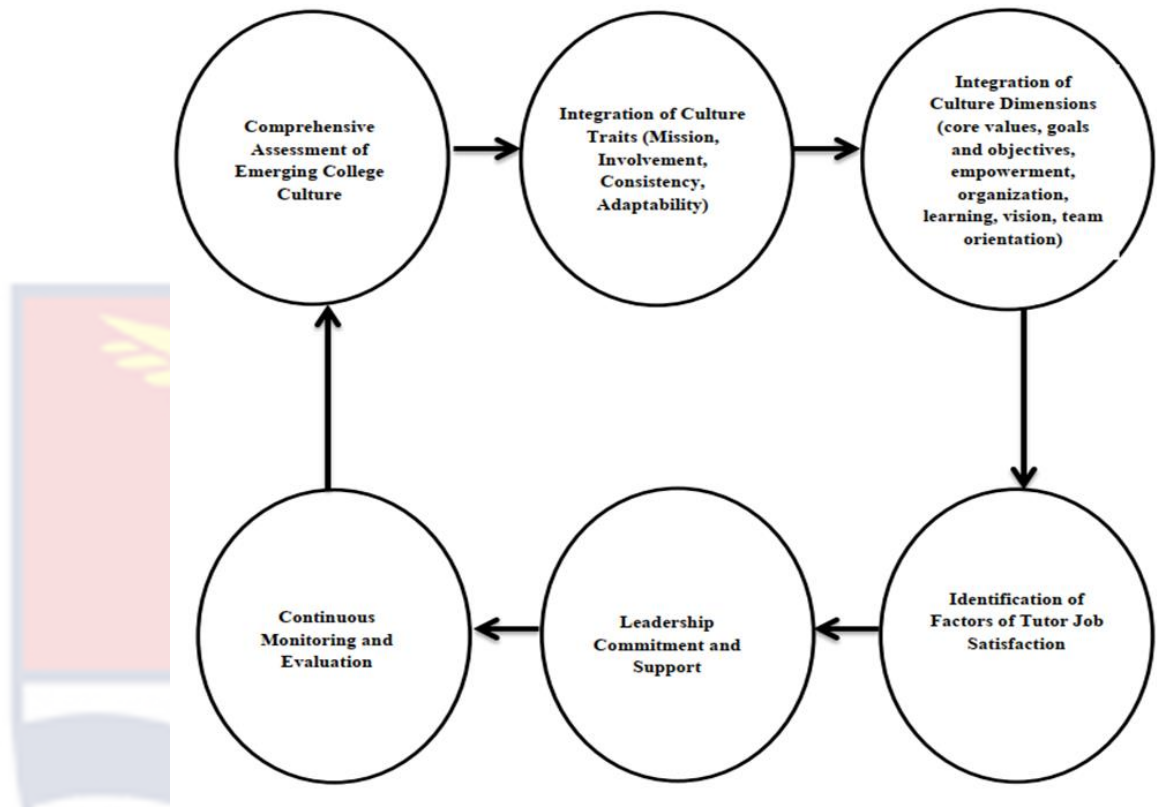
Figure 8: Framework for Enhancing Emerging Culture and Tutor Job Satisfaction in Public CoEs in Ghana

Through a series of interconnected strategies, this cyclical framework ensures continuous improvement in emerging cultures and tutors' job satisfaction in public CoEs. The cyclical nature of this framework ensures that each stage feeds into the next, creating a loop of continuous improvement. The framework is designed under six key stages to ensure sustainability and effectiveness: comprehensive assessment of emerging college culture, followed by integrating culture traits; developing strategies to integrate culture traits of involvement, mission, consistency, and adaptability; developing strategies to integrate culture dimensions of core values, goals and objectives, empowerment, organisational learning, vision, and team orientation, identification of critical factors that influence tutor job satisfaction, leadership commitment and support, and continuous monitoring and evaluation.

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This framework aims to develop a sustainable model for high and a positive college culture as well as enhanced tutor job satisfaction by incorporating best practices, findings of previous research, and insights from the findings of this study. This will ultimately improve educational outcomes and provide tutors with a more rewarding work environment and job satisfaction. It is imperative that the management of public CoE take into account the unique circumstance of the college, in addition to its potential and difficulties, while implementing this framework. This framework offers a road map for improving the overall educational experience and guaranteeing the long-term viability of these public CoEs in Ghana by using the advantages of the emerging college culture and addressing areas for growth and development. The subsequent paragraphs provide brief descriptions and explanations to the stages and strategies outlined in the framework. However, details are found in Appendix G.

The first step towards enhancing emerging culture and tutor job satisfaction in public CoEs in Ghana is for the management of the colleges to ensure a comprehensive assessment of the emerging college culture by gathering a thorough understanding of the existing emerging college culture. This could be achieved by conducting detailed surveys targeting tutors, to collect data on their perceptions of emerging college culture, organising focus groups and ne-on-one interviews to gain deeper insights into the experiences and expectations of tutors, and performing audits to evaluate existing policies, practices, and resources related to college culture and tutor support.

The second stage is for the management of the colleges to integrate culture traits of involvement, mission, consistency, and adaptability in all

college activities based on their magnitude of predicting job satisfaction, as established in this study. By integrating involvement culture trait, the management of the colleges should promote active involvement of tutors in decision-making processes and college activities to foster a sense of belonging, ownership and commitment. In integrating mission culture trait, the management of the colleges should ensure that the college's mission is clear, well-communicated, and aligned with daily practices. Again, tutors should be engaged in refining and embracing the mission. With consistency culture trait, management of the colleges should develop and implement consistent policies and procedures that reflect the college's core values and support its mission. For adaptability, the management of the colleges should encourage a culture of flexibility and openness to change by providing training on change management and innovation.

The third stage is the integration of culture dimensions of core values, goals and objectives, empowerment, organisational learning, vision, and team orientation, which predicted tutor job satisfaction in public CoEs in Ghana. For core values, the management of the colleges should define and communicate the core values that guide the college's operations and interactions and embed these values into all aspects of college life. Considering goals and objectives, the management of the colleges should set clear, achievable goals and objectives that support the college's mission and vision and ensure that tutors understand and align their efforts with these goals. Management of the colleges should also empower the tutors by fostering an environment where tutors feel permitted to take initiative, make decisions, and contribute to improvements in the college. In line with

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organisational learning, the management of public CoEs in Ghana should promote continuous learning by providing opportunities for professional development, research, and knowledge sharing. To achieve the tenets of the culture dimension of vision, the management of the colleges should articulate a compelling vision for the college's future that inspires and encourages tutors. Regarding team orientation integration, management should encourage teamwork and collaboration among tutors through team-building activities, interdisciplinary projects, and collaborative teaching practices.

The framework's fourth stage is identifying factors that affect tutor job satisfaction. Thus, the fourth stage of the framework seeks to identify critical factors that influence tutor job satisfaction and address them effectively. To achieve this, the management of public CoEs in Ghana should assess and improve the physical and psychological work environment to ensure it is conducive to tutor well-being and productivity, implement a system of recognition and rewards that acknowledges and appreciates tutors' contributions and achievements, provide ample opportunities for professional growth through training, workshops, mentorship programmes, and career advancement pathways, and promote work-life balance by offering flexible working conditions, wellness programs, and supportive leave policies.

The fifth stage of the framework is leadership commitment and support, which seeks to ensure that college management is committed to fostering a positive college culture and supporting tutor job satisfaction. In order to achieve this, the management of public CoEs in Ghana should invest in leadership development programmes to enhance the capabilities of college leaders in managing and sustaining a positive culture, maintain transparent and

open communication channels to encourage tutors to build trust, safeguard alignment, and ensure the allocation of adequate resources to initiatives aimed at improving college culture and tutor satisfaction.

The sixth stage involves continuous monitoring and evaluation. This seeks to ensure the effectiveness of strategies implemented to enhance emerging college culture and tutor job satisfaction. To attain this, management of public CoEs in Ghana should collect regular feedback from tutors to assess the impact of initiatives and identify areas for improvement, establish clear performance metrics and key performance indicators (KPIs) to measure progress and success, use the data collected from evaluations to make informed decisions and iterative improvements to strategies and practices and conduct annual reviews of the framework's implementation and outcomes to ensure long-term sustainability and relevance. The continuous monitoring and evaluation outcome would determine the next cycle of the implementation of the framework.

The description of this cyclical framework provides a structured approach to enhancing emerging culture and tutor job satisfaction in public CoEs in Ghana. By systematically integrating culture traits and dimensions, addressing factors of job satisfaction, securing leadership commitment, and maintaining rigorous monitoring and evaluation, the framework ensures continuous growth and adaptation to meet the evolving needs of the colleges; the framework aims to create a sustainable, high-performing college environment. Thus, this holistic approach seeks to ensure addressing all aspects of college culture and tutor support, fostering a vibrant, dynamic, practical, inclusive, supportive, and positive emerging college culture that

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would improve tutor job satisfaction and contribute to the overall success of the colleges.

Recommendations

The following recommendations made for this study are in line with the outcomes and conclusions:

1. In line with the results of the first research question, tutors of public CoEs in Ghana should be aware of the level of emerging culture in their colleges based on the culture traits of mission, involvement, consistency, adaptability, to enable them to put in place measures to improve the emerging college culture that would be cherished and reliable with their interests. Tutors should therefore assess, understand and appreciate the emerging culture of their respective colleges to identify areas for improvement. Similarly, management of the colleges should evaluate the significance of Denison's organisational culture theory in public CoEs in Ghana with the view of recognising the areas that need to be improved.

   Tutors should embrace and align the mission culture of the college and consciously appreciate the core values, goals, and objectives of the college with the view of enthusiastically contributing to achieving the mission of the college. To sustain the implementation of mission culture trait as the dominant culture in public CoEs in Ghana, tutors should be aware and understand the directions and objectives that aim to establish the expected conduct of tutors, and consequently, facilitate the realisation of each college's overarching mission and vision. In this vein, management of the colleges should

provide an unambiguous direction and objectives that aim to establish the expected conduct of tutors, and consequently, facilitate the realisation of each college's overarching mission and vision.

Tutors should foster involvement and encouragement among themselves and other stakeholders in the college community. For example, tutors should actively participate in decision-making processes, collaborative initiatives, and relevant activities to strengthen the emerging culture of involvement. Tutors should also participate in co-curricular activities, committees and community engagement efforts to foster a sense of belonging and satisfaction. in addition, tutors should encourage continuous improvements and growth by supporting initiatives and efforts in the college. This would create opportunities for a sense of identity among tutors by sharing values and expectations of the college. Tutors' conscious and active participation in college activities would create a sense of ownership, dedication, and a firm conviction. Involvement in college activities, events, and initiatives could therefore extend tutors' connection to the emerging culture.

Furthermore, tutors should strive for consistency in their task performance, and uphold high ethics of teaching, professionalism, and obligation to contribute to the overall emerging consistency of the college culture. Tutors should set an example of consistency by acting consistently in their interactions with students and colleagues, as well as by modeling the values and behaviors expected in their specific public CoEs. Tutors should, for example, respect deadlines, stay on time, and always comply with established protocols and rules.

Additionally, tutors should constantly be on time, focused, and committed to their teaching and other assigned responsibilities. Tutors should also act as positive role models for their colleague tutors and their students. As role models, tutors should encourage their colleagues and students to have similar ideas about their obligations and practices.

Tutors should take responsibility for their decisions and behaviours, emphasising the value of upholding consistency in their behaviour and task performance in accordance with established policies, procedures, and practices. This could be achieved through discussions, assessments, and reflective practices. The management of Ghana's public CoEs should make clear to tutors what is expected of them in terms of behaviour, successful completion of tasks, and adherence to college policies. Having consistent expectations would make it easier for tutors to know what is expected of them. In a similar vein, tutors should make explicit what is expected of them in terms of a positive working environment, the quality of their work, decision-making participation, efficient lines of communication, and equity in terms of possibilities for career development, promotion, and growth.

Tutors should provide feedback to management on a regular basis, pointing out areas for advancement and acknowledging consistent effort toward fulfilling assignments, college goals, and objectives. In a same vein, college management should promptly and constructively evaluate tutors' work and provide them with feedback. This would make the value of consistency in work clearer to

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management and tutors alike. Tutors could support college management in staying on course and maintaining momentum in fulfilling the college's mission and vision by regularly assessing and tackling areas for improvement. Tutors should collaborate with one another in order to strengthen uniformity in a variety of aspects of the college, such as curriculum delivery, assessment techniques, and disciplinary measures. Maintaining consistency in public CoEs in Ghana would be more effective and successful when it is upheld collectively by all tutors. Tutors can help students to have a seamless learning experience when they co-ordinate academic standards, instructional pedagogies, and assessment practices.

In spite of adaptability culture trait of the emerging college culture being the least used as compared to mission, involvement, and consistency culture traits, tutors should inspire a mentality of adaptability and flexibility in their approach to teaching and working in their respective colleges. Tutors should therefore be open to change, innovation, and new ideas to augment the overall emerging college culture. Thus, tutors should identify and appreciate various and suitable ways to meet changing needs, address their concerns, seek for support tutors to gain improved knowledge and skills to become innovative and resourceful in performing their duties. This could could help in ensuring the development and sustainability of the emerging college culture.

Again, tutors, with the support of management of public CoEs in Ghana should ensure the effective implementation of all the culture

traits (mission, involvement, consistency, and adaptability) to achieve college goals. Thus, tutors should promote a balanced emerging college culture by integrating all the college culture traits and highlight the essence of leveraging the different culture traits and dimensions to create a dynamic and inclusive college environment for all stakeholders. To achieve this, tutors of public CoEs in Ghana should lead by example in expressing the desired college culture traits to inspire and influence others to embrace a holistic approach to the emerging college culture. Additionally, tutors should seek opportunities to enhance the emerging college culture and address the areas where improvement is needed. The reason for this recommendation is that all these culture traits highly exist in the colleges.

2. Arguably, tutors of public CoEs in Ghana are the most valuable assets whose efficiency and effectiveness in performing their duties determine the success or failure of their various colleges and contribute to attaining educational goals. Tutors in public CoEs in Ghana play a crucial role as indispensable assets, as they are vital in the execution of educational reforms, the achievement of desired learning outcomes among students, and the overall success of these institutions. Hence, it is imperative for tutors and management of public CoEs in Ghana to thoroughly assess and discover the various factors that contribute to the improvement of job satisfaction among tutors. With this, the management of the colleges with effective feedback from the tutors would be in the position to frame various informed strategies and carry

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out activities that will support, encourage and enhance high levels of job satisfaction among tutors.

The findings for the second research question suggest the readiness of tutors in public CoEs to perform their duties very well and explore opportunities for improvement in their professional practice, especially in their professional growth and promotion. Tutors should therefore make continuous professional development a priority and actively explore and participate in professional development programmes provided by college, the National Teaching Council (NTC), and other reputable organisations. These programmes could give tutors access to cutting-edge teaching strategies, subject-matter knowledge, and leadership abilities, which would improve their competence as tutors. In addition, tutors ought to look for informal learning opportunities in their colleges, participate in peer mentorship programs like professional learning communities during professional development sessions, and attend departmental seminars given by colleagues. In order to be evaluated for promotion, tutors should demonstrate initiative for their own professional development by conducting research and publishing articles. Consequently, tutors should conduct researches in their areas of expertise, disseminate their findings in respectable, peer-reviewed journals, or give talks at conferences for educators. Tutors' professional profiles would be enhanced as a result of the promotion of knowledge, advancement, and scholarly commitment. Tutors who consistently expand their skill set are better able to stay up to date on pedagogy, improve the

effectiveness of their instruction, and put themselves up for future professional progression.

High job satisfaction often fosters a collaborative environment. It is therefore imperative for tutors to collaborate with colleague tutors to develop and use innovative integrated teaching pedagogies and appropriate and varied teaching and learning resources to attain desired learning outcomes. Tutors should co-create curriculum modules, co-plan and co-teach, explore appropriate ways of integrating digital and ICT tools in instructional activities, and design inclusive learner-centered activities in a conducive learning environment. Collaborative innovation creates a stimulating and rewarding work environment, ultimately benefiting both tutors and students. Tutors should encourage collaborative learning by sharing knowledge and creating a collaborative learning atmosphere. They can do this by facilitating workshops, seminars, or professional development sessions for other tutors. This would strengthen tutors' foundation of knowledge and greatly help their colleague tutors. Volunteering for leadership positions in the college would provide opportunities for tutors to pursue leadership roles, and through these leadership experiences, their leadership potentials would be enhanced, and put them in a competitive position for future promotions.

Furthermore, tutors should value mentoring and mentor new tutors by helping them overcome challenges and advance professionally. Thus, through mentorship, new tutors would obtain invaluable support, and encourage reflection on each tutor's unique

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approaches to instruction for their continued professional growth. By strengthening the positive work environment and actively pursuing professional development and collaboration, public CoE tutors could further improve their profession and contribute meaningfully to the college's continued achievement. This practical approach would reinforce both individual and college goals, eventually leading to a successful educational environment for Ghana's future teachers.

3. The finding that there is a strong statistically significant positive relationship between emerging college culture and tutor job satisfaction in public CoEs in Ghana suggests an emphasis on strategic college culture. As such, tutors of the colleges should recognise the pivotal role of emerging college culture in shaping tutor job satisfaction by prioritising the development and maintenance of a positive and supportive college culture as a vital strategy in enhancing tutor job satisfaction. By embracing the values, norms, policies, and practices of the college culture, tutors could enhance their job satisfaction and overall wellbeing. In line with this, tutors should ensure that policies and practices are aligned with the values and norms of the college. These policies and practices could include human resource policies, performance evaluation criteria, and professional development opportunities that reflect and reinforce the desired culture traits.

More so, tutors should be encouraged by the management of the college to participate in decision-making processes that impact college culture and practices. Through tutors' involvement in decision-

making process, management of the colleges could obtain input, feedback, and contribution from tutors. Thus, tutors should be empowered to provide feedback, suggestions, and recommendations for improving the emerging college culture. By sharing their perspectives and insights, tutors of public CoEs in Ghana could contribute to a positive and conducive work environment that enhances their job satisfaction. This could be achieved when the tutors make use of established mechanisms to provide feedback to the management of the colleges regarding their experiences and perceptions of college culture. Such regular surveys (both quantitative and qualitative) could provide valuable insights for identifying areas of improvement and implementing targeted interventions to address concerns about tutor job satisfaction. With this, there could be a sense of ownership and empowerment, among the tutors, leading to increased tutor job satisfaction.

To achieve all these, tutors and management of the colleges should foster an environment of collegiality and collaboration among members of the college community. Encouraging interdisciplinary collaboration, team-building activities, and open communication channels could contribute to a sense of belonging and mutual support among the tutors and consequently enhance tutor job satisfaction. Therefore, the acknowledgment of the favourable correlation between emerging college culture and tutor job satisfaction highlights the significance of effectively managing public Colleges of Education

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(CoEs) in Ghana, with the aim of establishing a work environment that is friendly, inclusive, and empowering inside educational institutions.

Management of public CoEs in Ghana should therefore enhance tutor satisfaction levels and promote college effectiveness by actively addressing the variables that contribute to a healthy college culture. This, in turn, will contribute to the achievement of targeted learning outcomes. Thus, by enthusiastically engaging with the emerging college culture, safeguarding positive relationships, pursing continuous professional development programmes, partaking in all college activities, and providing feedback, tutors could leverage on the positive relationship between emerging culture and tutor job satisfaction in public CoEs in Ghana to boost their overall happiness and usefulness.

4. To enhance tutor job satisfaction in public CoEs in Ghana, tutors, with the encouragement and support from management of the colleges should effectively combine all the culture traits since, in terms of magnitude, each of the involvement culture trait, mission culture trait, consistency culture trait, and adaptability culture trait exclusively and collectively made a unique and significant contribution to tutor job satisfaction. Hence, tutors and management of public CoEs should consciously build a positive college culture that integrates these culture traits to enhance tutor job satisfaction.

In addition, the management of public CoEs in Ghana should effectively combine the culture dimensions of core values, goals and objectives, empowerment, organisational learning, vision, and team

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orientation. The implication is that the management of public CoEs in Ghana should have a well-defined and uniform set of principles that prescribe the methods and protocols for conducting operations in the college. Management of the colleges should constantly remind tutors of the ethical code of conduct that guides their behaviour. This would prompt tutors to refrain from behaviours that would not conform to the college's values, norms, beliefs, and practices.

Furthermore, tutors of the public CoEs in Ghana should regularly track their progress in line with the goals of the colleges. Again, with the support of management of the colleges, tutors should strategise and be highly involved in their task performance. In achieving this, management should ensure that the needed information required by tutors to perform their duties is readily available. Thus, tutors should have the opportunity to timely and regularly obtain the needed information. Accordingly, tutors should seek opportunities to be part of important decision-making processes in their colleges. Tutors should have exemplary opportunities for each tutor or groups of tutors to make input in the activities planned for each college. On the other hand, management of the colleges should communicate important decisions to tutors at all times. With this, tutors would be proud to contribute meaningfully to decisions on all college activities. As a result, tutors would always be ready to contribute their quota to implementing strategies to implement the agreed-upon decisions.

Likewise, the management of public CoEs in Ghana should encourage tutors to seek support in their tasks to reduce their

challenges that may prevent effective and efficient attainment of tasks. Hence, management should make tutors see day-to-day activities in the college as an essential learning process. Again, tutors should be aware of what everyone does in the college and the relationship each person's work has with that of others in achieving the goals set. Management should also establish award schemes for tutors who exhibit innovation and creativity in performing their individual or team duties. Accordingly, tutors should regularly be involved in decision-making processes, especially on issues concerning tutors, including providing the needed resources to improve instructional activities to achieve desired learning outcomes. Hence, there should be the need for improvement in autonomy for tutors to perform their responsibilities, and supervision of tutors' tasks should be constructive, collaborative, and friendly to encourage, inspire, and direct tutors to grow professionally.

Besides, the management of public CoEs in Ghana should ensure that the college has a long-term shared vision that every tutor knows and understands. Hence, tutors should have an informed grasp of the aspirations of the colleges and the strategies to help achieve them. Hence, tutors should be aware of the best strategies to implement to achieve the long-term vision of the colleges. Without a doubt, possessing awareness and comprehension of the college's vision would serve as a catalyst for motivation and encouragement among tutors, compelling them to pursue short-term objectives while being steadfast in their commitment to the long-term vision. This is due to the

recognition that the attainment of short-term goals is vital in realising the overarching aspirations of the college.

Management of public CoEs in Ghana should actively encourage co-operation among the different departments and units of the colleges. College management should organise work so that tutors in these different departments and units realise and appreciate the relationship between the tasks performed by the different departments and units and the ultimate goals of the colleges. With this in mind, the management of the colleges should encourage tutors to work in a manner that will make them feel they are part of a team. Hence, the management of the colleges should stress and encourage the use of teamwork in accomplishing tasks.

5. The research findings indicated that there was no statistically significant difference in the college culture based on affiliated universities. Given this, the management of public CoEs in Ghana at their Conference of Principals of Colleges of Education (PRINCOF) meetings should collaborate and discuss issues and share experiences in line with the joint mandate of the colleges. Similar discussions could be held by the Cooleges of Education Tutors of Ghana (CETAG). Such fora would enable the management and tutors of the colleges to share ideas and experiences on the best practices in promoting a positive college culture that would encourage the attainment of college and educational goals, especially with the implementation of the new curriculum and the general aims and vision of teacher education in Ghana. Discussions at such meetings would also provide opportunities

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for the management and tutors of public CoEs in Ghana to discuss how to improve tutor job satisfaction based on the existing college culture.

Specifically, the outcome of the study depicted statistically significant differences in the consistency culture trait and mission culture trait based on the mentoring universities. However, the size of the differences was small for both the consistency culture trait and the mission culture trait. With this knowledge, the management and tutors of public CoEs in Ghana, during the suggested regular meetings, should discuss the differences among the colleges regarding consistency and mission culture traits and address the possibility of bridging the gaps to achieve their joint mandate.

6. The Ghana Tertiary Education Commission (GTEC) should arrange for regular organisation of professional training programmes for the management of public CoEs in Ghana to enable them to implement the desired college culture that would boost the job satisfaction of tutors. These regular professional training programmes will assist and support the management of the various public CoEs to improve their understanding, expertise and experiences in embracing and applying appropriate college culture. For example, through such regular professional training programmes in the form of workshops, seminars, and conferences, the management of the colleges will attain the necessary skills to reflect on the college culture and the essential factors that will advance the job satisfaction of the tutors. Considering this, management would understand the various aspects of the college culture, and adjust activities to meet the demands of both internal and

external factors influencing the college culture. Similarly, the management could identify, understand and integrate job satisfaction factors in the college's activities to enhance tutors' job satisfaction.

Suggestions for Further Studies

This study focused on quantitative research approach. In the light of the aforementioned, a potential replication of the present study could:

1. employ a mixed-methods approach to gather both quantitative and qualitative data to provide a more holistic view that would allow for a deeper understanding of emerging college culture and tutor job satisfaction in public CoEs in Ghana. The use of mixed methods approach would help capture both the numerical trends and the subjective experiences of tutors.

2. consider conducting interviews or focus groups with tutors of public CoEs in Ghana to gather their perspectives on the specific aspects of college culture that contribute to their job satisfaction. This qualitative data can provide valuable insights into the mechanisms and factors underlying the correlation.

3. explore potential mediating or moderating variables that may influence the relationship between college culture and tutor job satisfaction in public CoEs in Ghana.

4. conduct a longitudinal study to examine the relationship between college culture and job satisfaction of tutors over an extended period to allow for a more comprehensive understanding of college culture and tutor job satisfaction and any potential changes that may occur over time.

5. adopt alternative organisational culture models and other variables of tutor job satisfaction to explore the correlation and effect of organisational culture on tutors' job satisfaction.

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APPENDICES
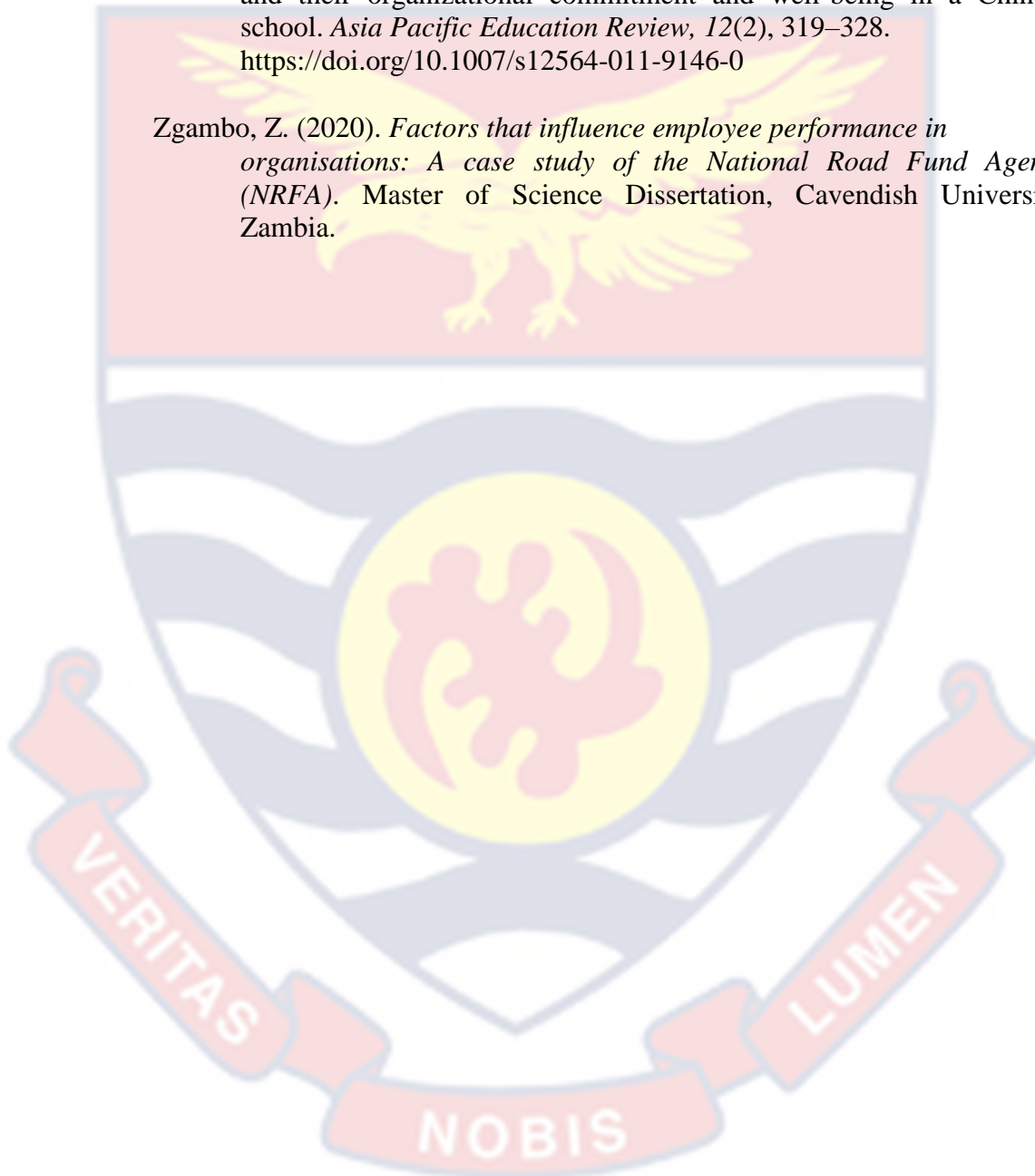
APPENDIX A

QUESTIONNAIRE
QUESTIONNAIRE FOR COLLEGE TUTORS
UNIVERSITY OF CAPE COAST
INSTITUTE FOR EDUCATIONAL PLANNING AND
ADMINISTRATION (IEPA)

Topic: Emerging College Culture and Tutor Job Satisfaction in Public Colleges of Education (CoEs) in Ghana

Dear Sir/Madam
*This questionnaire seeks to obtain information for a research work on the above topic, and you are one of the selected respondents. The anticipation is that the findings of this study would inform the relationship between emerging College culture and tutor job satisfaction in public Colleges of Education in Ghana. This survey is voluntary. However, your co-operation and views are very essential to the success of this study. Kindly respond to **all** the items in the questionnaire. The responses you give through this questionnaire is purely for academic purposes, and as such, they will be strictly confidential. I look forward to your participation and appreciate your time and support. For further information and clarification on this survey, kindly contact me through 0244826829 or kedonkoh@stu.ucc.edu.gh*

Consent to Participate in Research
I understand that any information I share will remain confidential and that the results of this research, when published or discussed at conferences will not reveal my identity or that of my College. I am an adult who is 18 years or more. By agreeing to continue with the survey and submit a response to the researcher in question, I am giving consent to participate in this research work.
I consent to participate in this survey: [   ] Yes   [   ] No

---

SECTION A: DEMOGRAPHIC DATA
Please, tick [√] or provide response to the following questions:

1. Name of Affiliated University: UG-Legon [   ] KNUST [   ] UCC [   ]
    UDS [   ] UEW [   ]

2. Sex: Male [   ]   Female [   ]

3. Age range: Below 31 years [   ]   31-40 years [   ]   41-50 years [   ]
    51-60 years [   ]

4. Highest academic/professional qualification: M.A. [   ]   M.Sc. [   ]
    M. Tech. [   ]   M. Ed. [   ]   M. Phil. [   ]   D. Ed. [   ]   Ph. D [   ]
    Any Other (Specify): …..………………………………………….

5. Years of teaching experience in present College: 2-6 [   ]   7-11 [   ]
    12-16 [   ]   17-21 [   ]   More than 21 [   ]

SECTION B: EMERGING COLLEGE CULTURE

In relation to this Section, kindly specify your response to **all** the items by circling any of the numbers representing the scale of 5 to 1 (5 = Always; 4 = Usually; 3=Sometimes; 2 = Once in a While; 1= Never).

S/N		Please **CIRCLE** a number to rate EVERY option				
		Always	Usually	Sometimes	Once in a While	Never
INVOLVEMENT(Empowerment)						
1	Many tutors are greatly engaged in the tasks they perform.	5	4	3	2	1
2	Decsion-making is at the level where tutors readily obtain desirable facts and ideas.	5	4	3	2	1
3	Information is extensively distributed and readily available for tutors when needed at any time.	5	4	3	2	1
4	Every tutor is involved to some extent in the process of planning activities for the College.	5	4	3	2	1
INVOLVEMENT (Team Orientation)						
5	Achievement of college goals involve co-operation beyond different departments.	5	4	3	2	1
6	Tutors perform their tasks in a manner that make them feel they are part of a team.	5	4	3	2	1
7	Performance of tasks is mainly through teamwork rather than the hierarchy of the College.	5	4	3	2	1
8	Work is organised that makes tutors realise the relationship between their job and College goals.	5	4	3	2	1
INVOLVEMENT (Capability Development)						
9	There is delegated authority to enable tutors perform their tasks independently.	5	4	3	2	1
10	There is continuous enhancement of the competence of tutors in the College.	5	4	3	2	1
11	There is regular funding in the skills of tutors.	5	4	3	2	1
12	The abilities of tutors serve as a vital basis of competitive advantage.	5	4	3	2	1
CONSISTENCY (Core Values)						
13	The leadership of the College "practice what they preach".	5	4	3	2	1
14	There is a well-defiend and regular established standards that direct how things are done in the College	5	4	3	2	1
15	Tutors receive praises when they conform to the core values of the College.	5	4	3	2	1
16	An ethical code guides the behaviour of tutors.	5	4	3	2	1
CONSISTENCY (Agreement)						
17	When there is lack of consensus, tutors attempt to attain "win-win" resolutions.	5	4	3	2	1

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S/N		Please **CIRCLE** a number to rate EVERY option				
		Always	Usually	Sometimes	Once in a While	Never
18	It is not difficult to arrive at an agreement even when there are challenging concerns.	5	4	3	2	1
19	There is a "strong" culture in the College.	5	4	3	2	1
20	There is a definite understanding on the dos and don'ts of performing tasks in the College.	5	4	3	2	1
CONSISTENCY (Co-ordination & Integration)						
21	The approach of doing things in the College is very consistent and predictable.	5	4	3	2	1
22	Tutors from different departments share a collective viewpoint.	5	4	3	2	1
23	It is not difficult to co-ordinate College activities from different departments.	5	4	3	2	1
24	There is a commendable link of goals across all departments in the College.	5	4	3	2	1
ADAPTABILITY (Creating Change)						
25	There are flexible ways of doing things in the College and these are not difficult to amend.	5	4	3	2	1
26	Tutors react fvourably to modifications in the College setting.	5	4	3	2	1
27	There is a continuous adoption of new and improved ways of performing tasks in the College.	5	4	3	2	1
28	Different departments in the College often co-operate to bring about change.	5	4	3	2	1
ADAPTABILITY (Customer Focus)						
29	Comments and recommendations from students and other stakeholders often lead to change.	5	4	3	2	1
30	Inputs from students and other stakeholders openly and instantly influence College resolutions.	5	4	3	2	1
31	The entire tutors exhibit a profound comprehension and appreciation of the essential desires of students.	5	4	3	2	1
32	Tutors are encouraged to have direct contact with students to address their needs and aspirations.	5	4	3	2	1
ADAPTABILITY (Organisational Learning)						
33	Tutors see lack of success as an opening for new knowledge and progress in the College.	5	4	3	2	1
34	Tutors receive rewards for being innovative in performing their duties.	5	4	3	2	1
35	Learning is an essential purpose in the daily task performance of tutors and the entire College.	5	4	3	2	1
36	Tutors are certain that they are aware of what everyone does in the College.	5	4	3	2	1

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S/N		Please **CIRCLE** a number to rate EVERY option				
		Always	Usually	Sometimes	Once in a While	Never
MISSION (Strategic Direction & Intent)						
37	There is an established goal and instruction in the College.	5	4	3	2	1
38	The College strategy leads other colleges to change their ways of doing things.	5	4	3	2	1
39	There is a well-outlined mission of the College to provide explanation and guidance for tutors to work.	5	4	3	2	1
40	There is an obvious plan for the future of the College.	5	4	3	2	1
MISSION (Goals & Objectives)						
41	There is a general of consensus about the goals of the College.	5	4	3	2	1
42	Goals set by the leadership of the College are ambitious, but realistic.	5	4	3	2	1
43	Tutors continuously track their progress against the stated College goals.	5	4	3	2	1
44	Tutors understand the tasks to perform in order to excel in the long-term.	5	4	3	2	1
MISSION (Vision)						
45	There is a collective idea of what the future of the College should be.	5	4	3	2	1
46	Leadership of the College has a long-term viewpoint or vision.	5	4	3	2	1
47	The College vision generates a sense of inspiration for tutors.	5	4	3	2	1
48	Tutors are capable of attaining short-term requirements without neglecting the long-standing vision.	5	4	3	2	1

SECTION C: TUTOR JOB SATISFACTION

Section C involves statements to label your level of satisfaction with your job in your College. Please, circle a response to **all** the statements to reflect the extent of your satisfaction based on the scale of 4 to 1 (4 = Strongly Satisfied; 3 = Satisfied; 2 = Dissatisfied; 1= Strongly Dissatisfied).

S/N		Please **CIRCLE** a number to rate EVERY option			
		Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
RECOGNITION					
49	Interest in teaching in this College based on respect for tutors.	4	3	2	1
50	Recognition given to tutors for successful performance of tasks.	4	3	2	1
51	Sense of pride in performing my duties as a tutor in the College.	4	3	2	1
52	Acknowledgement by College leadership of different capabilities of individual tutors.	4	3	2	1
53	Encouragement from College leadership to ensure effective team building.	4	3	2	1
54	College leadership sharing credit and recognition of achievement with tutors	4	3	2	1
INTERPERSONAL RELATIONSHIP					
55	Enthusiasm among tutors to collaborate in the performance of their duties.	4	3	2	1
56	Co-operative relationship between College leadership and tutors.	4	3	2	1
57	Friendly working atmosphere in this College.	4	3	2	1
58	Ability of College leadership to seek and adopt/adapt appropriate strategies to resolve conflicts.	4	3	2	1
59	College leadership dealing with tutors diplomatically.	4	3	2	1
60	Professional relationship behaviours of College leadership.	4	3	2	1
WORK ITSELF					
61	Autonomy for tutors in performing their responsibilities.	4	3	2	1
62	Provision of appropriate teaching and learning resources for effective learning activities.	4	3	2	1
63	Supervisory practices exhibited by College leadership.	4	3	2	1
64	Regular involvement of tutors in important decision-making.	4	3	2	1
65	The nature of workload for tutors in the College.	4	3	2	1

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S/N		Please **CIRCLE** a number to rate EVERY option			
		Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied
66	Disciplinary measures put in place for offending tutors and students.	4	3	2	1
PROFESSIONAL GROWTH AND PROMOTION					
67	Opportunities to pursue further studies	4	3	2	1
68	Opportunities to attend regular in-service training programmes/workshops to enhance skills and broaden experiences	4	3	2	1
69	Encouragement from colleague tutors and College leadership to learn from my mistakes.	4	3	2	1
70	Provision of professional support from colleague tutors and leadership of the College.	4	3	2	1
71	Opportunities for promotion in line with laid down requirements and competence of tutors.	4	3	2	1
72	Fairness in opportunities for promotion of tutors.	4	3	2	1
COMMUNICATION					
73	The use of communication channels by the College leadership and tutors.	4	3	2	1
74	Ability of College leadership to explain clearly the goals of the College.	4	3	2	1
75	Ability of College leadership to listen to different views of tutors.	4	3	2	1
76	Ability of College leadership to seek needed information.	4	3	2	1
77	Ability of College leadership to supply information needed by tutors.	4	3	2	1
78	Ability of College leadership to present ideas/information in a well-organised and logical manner.	4	3	2	1

THANK YOU.

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APPENDIX B

REQUEST FOR ETHICAL CLEARANCE

United Nations · Institute for Educational Planning
Educational, Scientific and · and Administration at University
Cultural Organization · of Cape Coast, Ghana.
· UNESCO Category II Centre
· of Excellence.

Our Ref.: IEPA-UNESCO /1.2/VOL.1/0081   26th August, 2021

The Chairman
Institutional Review Board
UCC

Dear Sir,

REQUEST FOR ETHICAL CLEARANCE – KWEKU ESIA-DONKOH (EO/EDL/19/0017)

We write to introduce to you Mr. Kweku Esia-Donkoh with registration number **(EO/EDL/19/0017)**, a PhD student pursuing Educational Leadership.

We wish to inform you that the Institute has approved Mr. Kweku Esia-Donkoh's research proposal.

We would be grateful if ethical clearance could be granted to him to collect his data. His research topic is: "
Emerging College Culture and Tutor Job Satisfaction in Public Colleges of Education in Ghana".

Kindly find attached a copy of her proposal for your perusal.

Counting on your usual support.

Thank you.

Yours faithfully,

Dr. Francis Ansah
HEAD, ACADEMIC PROGRAMMES
For: DEPUTY DIRECTOR-GENERAL (ACADEMIC PROGS. & PROFESSIONAL DEV'T)

cc: Director-General, IEPA
         Deputy Director-General (Admin. & General Services)
         Head of Administration
         Mr. Kweku Esia-Donkoh, IEPA

Telephone: + 233 (0) 332 130 571
+ 233 (0) 207 728 812   Postal Address: University of Cape Coast,
Fax: + 233 (0) 332 130 588   Cape

APPENDIX C

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
E-MAIL: irb@ucc.edu.gh
OUR REF: UCC/IRB/A/2016/1207
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096

14TH JANUARY, 2022

Mr. Kweku Esia-Donkoh
Institute of Educational Planning and Administration
University of Cape Coast

Dear Mr. Esia-Donkoh,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2021/137)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research titled **Emerging College Culture and Tutor Job Satisfaction in Public Colleges of Education in Ghana.** This approval is valid from 14th January, 2022 to 13th January, 2023. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Samuel Asiedu Owusu, PhD
UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

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APPENDIX D

LETTER OF INTRODUCTION

United Nations · Institute for Educational Planning
Educational, Scientific and · and Administration at University
Cultural Organization · of Cape Coast, Ghana.
· UNESCO Category II Centre
· of Excellence.

Our Ref.: IEPA-UNESCO /I.2/VOL.1/0081   28th January, 2022

The Principals
Public Colleges of Education
Ghana

Dear Sir/Madam,

LETTER OF INTRODUCTION

The bearer of this letter **Mr. Kweku Esia-Donkoh (EO/EDL/19/0017)** is a PHD student studying at the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast.

He requires some information from the **College Tutors** for the purpose of writing his thesis titled: **"Emerging College Culture and Tutor Job Satisfaction in Public Colleges of Education in Ghana"** as a requirement for his Ph.D. programme.

Kindly give the necessary assistance that **Mr. Kweku Esia-Donkoh** requires to enable him gather the information he needs.

While anticipating your co-operation, we thank you for any help that you may be able to give him.

Thank you.

Yours faithfully,

Dr. Francis Ansah
HEAD, ACADEMIC PROGRAMMES
FOR: DEPUTY DIRECTOR-GENERAL (ACADEMIC PROGS. & PROFESSIONAL DEV'T)

cc: Head, Administration, IEPA

Telephone: + 233 (0) 332 130 571
       + 233 (0) 207 728 812   Postal Address: University of Cape Coast,
Fax: + 233 (0) 332 130 588   Cape Coast- Ghana
Website: www.iepa.ucc.edu.gh   GPS: CC-145-8669
Email: iepa@ucc.edu

APPENDIX E

RESULTS OF TEST OF RELIABILITY

Scale: INVOLVEMENT CULTURE

Case Processing Summary

		N	%
Cases	Valid	63	100.0
	Excluded[a]	0	.0
	Total	63	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.899	12

Scale: CONSISTENCY CULTURE

Case Processing Summary

		N	%
Cases	Valid	63	100.0
	Excluded[a]	0	.0
	Total	63	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.886	12

Scale: ADAPTABILITY CULTURE

Case Processing Summary

		N	%
Cases	Valid	63	100.0
	Excluded[a]	0	.0
	Total	63	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.880	12

Scale: RELIABILITY-MISSION CULTURE

Case Processing Summary

		N	%
Cases	Valid	63	100.0
	Excluded[a]	0	.0
	Total	63	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.865	12

Scale: RELIABILITY-COLLEGE CULTURE

Case Processing Summary

		N	%
Cases	Valid	38	100.0
	Excluded[a]	0	.0
	Total	38	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.948	48

Scale: RELIABILITY-RECOGNITION

Case Processing Summary

		N	%
Cases	Valid	38	100.0
	Excluded[a]	0	.0
	Total	38	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.848	6

Scale: RELIABILITY-INTERPERSONAL RELATIONSHIP

Case Processing Summary

		N	%
Cases	Valid	38	100.0
	Excluded[a]	0	.0
	Total	38	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.852	6

Scale: RELIABILITY-WORK ITSELF

Case Processing Summary

		N	%
Cases	Valid	38	100.0
	Excluded[a]	0	.0
	Total	38	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.800	6

Scale: RELIABILITY-PROFESSIONAL GROWTH AND PROMOTION

Case Processing Summary

		N	%
Cases	Valid	38	100.0
	Excluded[a]	0	.0
	Total	38	100.0

a. Listwise deletion based on all variables in the procedure.

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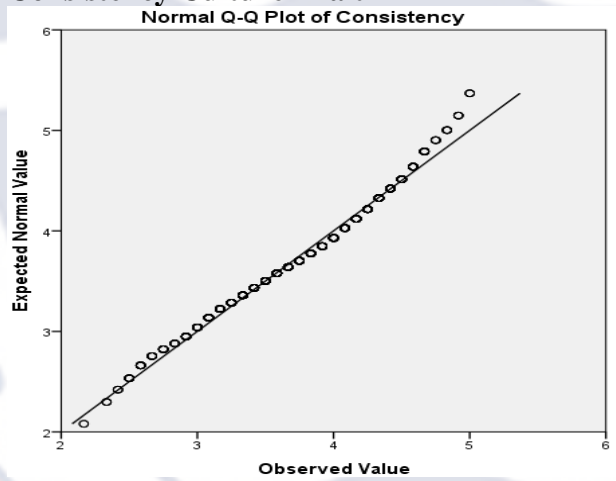**Reliability Statistics**

Cronbach's Alpha	N of Items
.726	6

Scale: RELIABILITY-COMMUNICATION

Case Processing Summary

		N	%
Cases	Valid	38	100.0
	Excluded[a]	0	.0
	Total	38	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.815	6

Scale: RELIABILITY-OVERALL JOB SATISFACTION

Case Processing Summary

		N	%
Cases	Valid	38	100.0
	Excluded[a]	0	.0
	Total	38	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.940	30

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APPENDIX F

NORMAL Q-Q PLOT FOR COLLEGE CULTURE TRAITS AND

TUTOR JOB SATISFACTION DIMENSIONS

Involvement Culture Trait
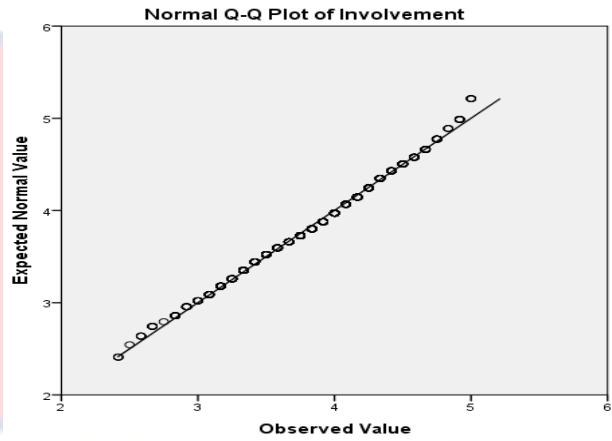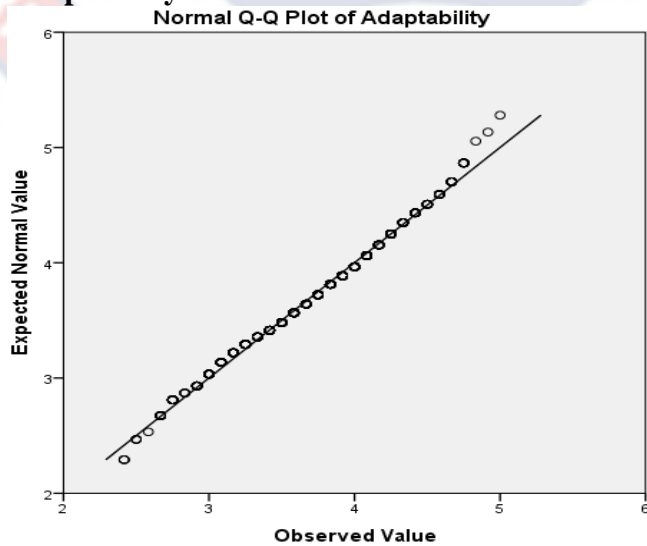
Normal Q-Q Plot of Involvement

Consistency Culture Trait

Normal Q-Q Plot of Consistency

Adaptability Culture Trait

Normal Q-Q Plot of Adaptability

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Mission Culture Trait

Normal Q-Q Plot of Mission

Recognition

Normal Q-Q Plot of Recognition

Interpersonal Relationship

Normal Q-Q Plot of Interpersonal Relationship

Work Itself

Normal Q-Q Plot of Work Itself

Professional Growth and Promotion
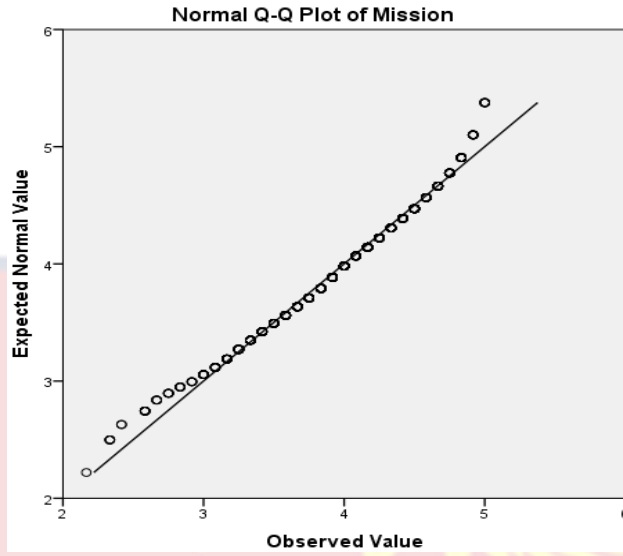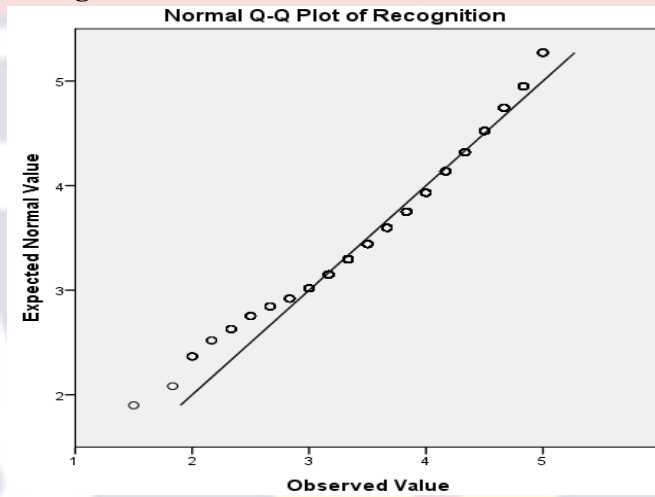
Normal Q-Q Plot of Professional Growth and Promotion
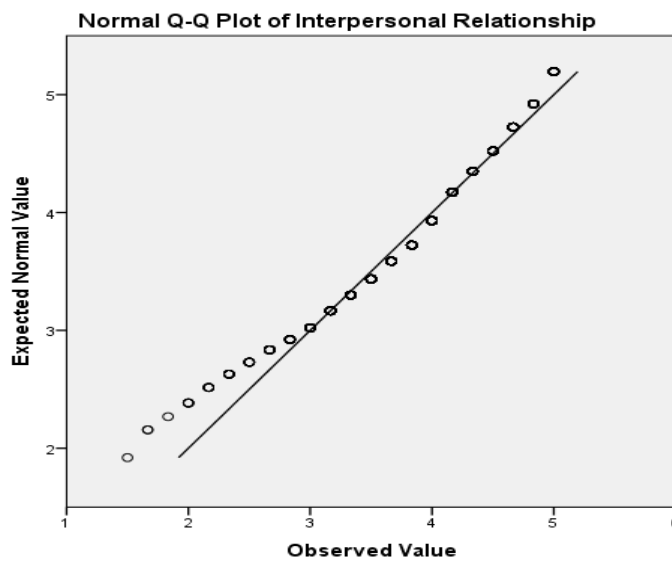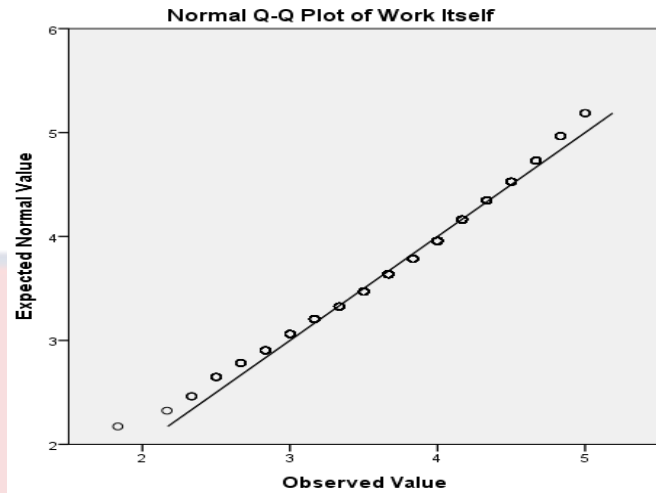
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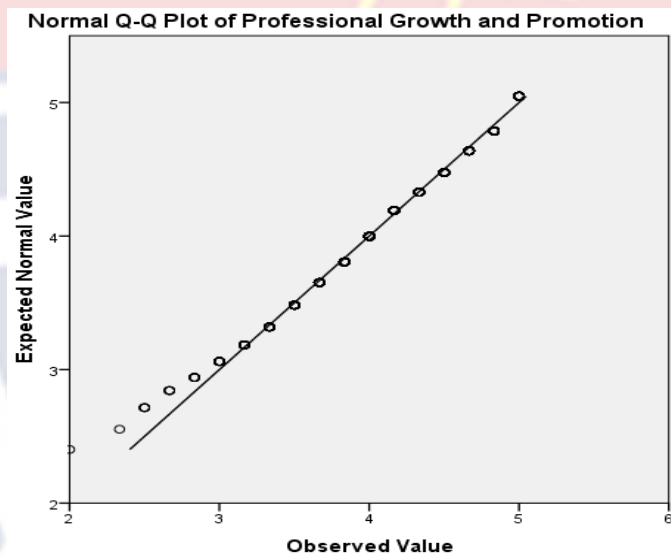
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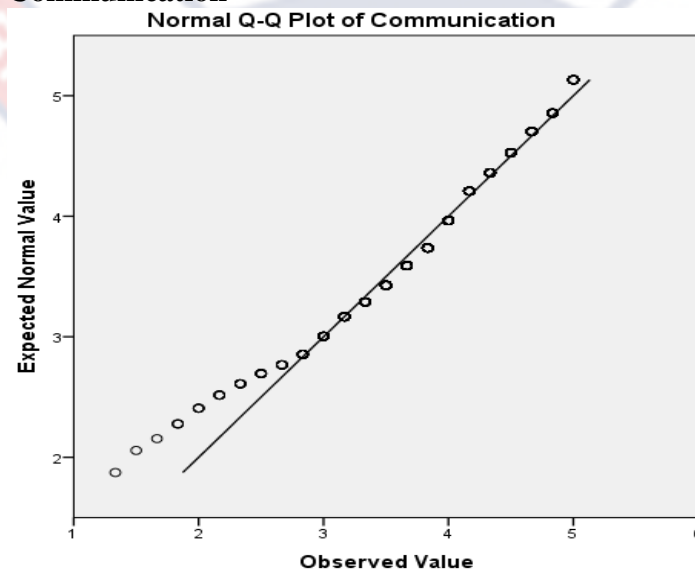
APPENDIX G

**DETAILED EXPLANATIONS TO THE FRAMEWORK FOR
ENHANCING EMERGING CULTURE AND TUTOR JOB
SATISFACTIONIN PUBLIC COLLEGES OF EDUCATION IN
GHANA**

Continuous and comprehensive assessment of emerging college culture

The assessment of emerging college culture in public CoEs in Ghana requires a multifaceted approach involving both management and tutors. Ensuring a comprehensive assessment of emerging college culture in public colleges of education in Ghana requires a strategic and systematic approach by management. For such an assessment to be effective and successful, management should:

1. Establish an assessment criterion. With this, there should be a clearly defined criterion for the emerging college culture, including the values, norms, traditions, beliefs, attitudes, policies, and practices. Management with tutors should establish clear objectives for the assessment, outlining what aspects of the emerging college culture they aim to evaluate and improve. The assessment of the emerging college culture should be linked to the strategic goals and priorities of the college and ensure that findings inform decision-making and planning processes.

2. Management should conduct regular assessments of the emerging college culture to track changes over time and identify evolving trends or issues. Thus, the management of public CoEs in Ghana should promote transparency by informing tutors and other stakeholders about the assessment process, including its purpose, methods, and expected outcomes. This would encourage trust and participation. However, management should ensure that those conducting the assessment possess cultural competence and sensitivity to understand the distinctions of the emerging college culture and interpret the findings accurately.

3. Engage stakeholders by involving diverse stakeholders in the assessment process, including students, faculty, staff, and alumni. Their perspectives will provide a comprehensive understanding of the college culture. Management should encourage tutors and other stakeholders to participate actively in college events, observe student interactions, and engage in informal conversations to understand the emerging culture. College management could seek external input from external experts or consultants with experience in organisational culture assessment to provide additional insights and recommendations.

4. Utilise multiple methods to conduct surveys and focus group discussions. With this, management should employ a variety of data collection approaches, including surveys, interviews, focus group discussions among tutors, students, administrative and support staff, observations, and document analysis to gather insights into their perceptions of the emerging college culture. Each data collection strategy offers unique insights into different aspects of the emerging

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college culture. However, when utilising surveys or assessment tools, management should ensure they are validated and culturally appropriate for the context of public CoEs in Ghana to obtain reliable data. College management should collect qualitative and quantitative data by combining qualitative data (e.g., narratives, opinions) with quantitative data (e.g. statistics, ratings) to gain a comprehensive understanding of the emerging college culture. Guarantee and ensure confidentiality and anonymity for participants to encourage honest and open feedback, especially when dealing with sensitive issues.

5. Analyse and interpret findings: Thoroughly analyse the collected data to identify patterns, themes, and areas for improvement. Interpret findings in the context of the college's mission, values, and goals.

6. Review policies and practices based on the assessment's findings. Thus, management of public CoEs should evaluate existing policies, procedures, and practices to determine their impact on shaping the emerging college culture. With this, management of the colleges should identify areas for improvement or alignment with desired values in line with the emerging college culture traits.

7. Collaboratively develop action plans based on the assessment findings. The action plans should include concrete initiatives, strategies, and measurable goals to address identified areas of concern and promote a positive college culture.

8. Implement and regularly monitor progress in implementing the action plans and adjust strategies as needed based on continuing assessment and feedback. This would ensure accountability and effectiveness.

9. Implement regular feedback mechanisms: Establish mechanisms for continuous feedback and dialogue throughout the assessment process, allowing tutors to provide input at different stages.

10. Allocate sufficient resources, including time, funding, and personnel, to support the assessment activities effectively.

Strategies to integrate college culture traits

Integrating college culture traits such as mission, involvement, consistency, and adaptability requires strategic planning and deliberate action by the management of public CoEs in Ghana. Based on the findings from this study, the following are proposals for the management of the colleges to implement strategies to integrate these culture traits in terms of their significance and magnitude.

Involvement culture trait

Management of public CoEs in Ghana should encourage active participation and involvement of tutors in decision-making processes, program development, college governance structures, and committees. Management of the colleges should create opportunities for meaningful engagement and collaboration, such as faculty-led committees, student councils, and community outreach initiatives, where diverse perspectives are valued and respected. Encouraging collaboration and inclusivity by involving stakeholders in decision-making processes at all levels would improve the college's involvement culture. More so, the management of the colleges should empower tutors to take ownership of their roles and responsibilities and

contribute to the achievement of shared goals. Individual tutors and groups demonstrating a commitment to involvement and collaboration should be recognised, reinforcing the importance of shared responsibility and collective action. In addition, the management of public CoEs should provide training and support to enhance the capacity of tutors for effective communication, teamwork, and consensus-building to enable them to contribute constructively to the college community. With this, there should be established channels for open communication and feedback, such as the use of suggestion boxes and regular open forums,

Mission culture trait

Management of public CoEs should define and articulate an unambiguous and compelling mission statement that reflects the college's vision, core values, purpose, and long-term vision and emphasises the importance of attaining college and teacher education goals and objectives. Management of the colleges should ensure the alignment of all college activities, policies, practices, and decisions with the mission statement, emphasising the importance of fulfilling the college's educational goals and objectives. With this, the mission and vision of the colleges should be regularly communicated to tutors and emphasise their importance in guiding decision-making and behaviour. Management of public CoEs should incorporate the mission and vision into performance appraisals, recognition programmes, and strategic planning processes. Again, a sense of shared purpose and commitment among all tutors and other stakeholders should be encouraged by regularly communicating and reinforcing the college's mission. Management of the colleges should establish performance metrics and evaluation criteria that measure progress towards fulfilling the mission of the colleges and hold individuals, teams, and departments accountable for their contributions. Therefore, the management of public CoEs must provide resources and support for initiatives that promote the fulfilment of the college's mission and vision.

Consistency culture trait

To integrate consistency culture traits with other culture traits, the management of public CoEs in Ghana should establish, develop, enforce, and maintain clear and consistent policies, procedures, expectations, and standards across all college operations, including academic standards, administrative processes, and student services. Management of public CoEs in Ghana should promote transparency and fairness in decision-making, ensuring that rules and guidelines are applied consistently and equitably to all tutors and members of the college community. Management of the colleges should also provide ongoing training and support to tutors to ensure adherence to established norms, protocols and best practices, fostering a culture of reliability and dependability. In collaboration with the tutors, the management of public CoEs in Ghana should regularly review and evaluate existing policies and practices to identify areas for improvement and ensure alignment with evolving college needs and priorities. Management of the colleges should ensure that expectations regarding performance, conduct, and accountability are clearly communicated and consistently applied. Management members of the colleges and those in delegated leadership capacities should lead by

example and demonstrate a commitment to fairness, transparency, and integrity in all their actions and decisions.

Adaptability culture trait

Management of public CoEs in Ghana should nurture a culture of innovation, creativity, experimentation, flexibility, and continuous improvement, where tutors are encouraged to embrace change and explore new ideas and approaches as an opportunity for growth and improvement. Management of the colleges should encourage experimentation and risk-taking among tutors by providing a supportive environment where ideas are valued, and mistakes are viewed as learning opportunities. Hence, the management of the colleges should foster a growth mindset that values learning from failure, resilience, and adaptability in the face of challenges or setbacks. To fully realise the integration of adaptability culture with the other college culture traits, management of public CoEs in Ghana should create mechanisms for collecting feedback and soliciting stakeholder input on potential areas for change and improvement and empower them to take the initiative in implementing innovative solutions. Given this, the management of the colleges should provide resources, support, and professional development opportunities to equip individual tutors and teams of tutors with the knowledge, skills and experiences needed to adapt to new technologies, pedagogical trends, and emerging educational needs. Hence, tutors should be encouraged to engage in continuous learning and development to enhance adaptability and resilience. Tutors should be empowered as individuals and in teams to adapt to changing circumstances and proactively seek solutions to complex problems. Consequently, mechanisms for monitoring trends, gathering feedback, and responding promptly to emerging challenges and opportunities should be established and well-communicated for a clear understanding.

By implementing these strategies sequentially and progressively, the management of public CoEs in Ghana could promote an emerging college culture rooted in its mission, characterised by active involvement, guided by consistency, and adaptable to evolving needs and contexts.

Strategies to Integrate College Culture Dimensions

Integrating college culture dimensions based on their significance and order of magnitude requires a strategic and systematic approach to managing public CoEs in Ghana. The following strategies could help integrate the culture dimensions:

Core values

Management of public CoEs in Ghana should define and articulate the core values that reflect the desired emerging culture of the colleges, such as integrity, excellence, inclusivity, and collaboration. These core values should be understood and incorporated into all aspects of college operations, including decision-making processes, policies, and practices. To achieve this, the management of the colleges should communicate the core values consistently through various channels, such as official documents, orientation programmes, and leadership messaging.

Goals and objectives

Management of public CoEs in Ghana should align the college's goals and objectives with its core values to ensure coherence and consistency. The preceding calls for the development of SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals that reflect the desired culture dimensions, such as promoting diversity, enhancing student engagement, and fostering a culture of continuous improvement. Management of the colleges should cascade goals and objectives throughout the college hierarchy to ensure alignment and accountability at all levels.

Empowerment

Management of public CoEs should empower tutors by delegating authority, fostering autonomy, and providing opportunities for professional growth and promotion. To achieve this, the management of the colleges should provide a supportive and inclusive work environment where tutors feel valued, respected, and empowered to contribute their ideas and talents to the attainment of college goals and objectives. Again, the management of the colleges should establish mechanisms for participatory decision-making and encourage shared leadership practices across departments and units.

Organisational learning

Management of public CoEs in Ghana should cultivate a system of continuous learning and improvement by promoting knowledge sharing, experimentation, and reflection. Thus, the management of the colleges should invest in professional development programmes, including workshops and seminars that enhance the skills and competencies of tutors. Again, the management of the colleges should encourage a growth mindset among tutors and members of the college community, emphasising the importance of learning from successes and failures.

Vision

Management of public CoEs in Ghana should develop a compelling vision statement that articulates the college's long-term aspirations and desired future state. Thus, the management of the colleges should ensure that the college's vision statement is aligned with the core values and reflects the collective aspirations of the college community. Regular, effective, and transparent communication of the college's vision should be communicated effectively, clearly, and regularly to inspire commitment, motivation, and alignment among the tutors.

Team orientation

Management of public CoEs should encourage a collaborative and team-oriented culture where individuals work together to attain common college goals and objectives. It should promote cross-functional teamwork and interdisciplinary collaboration to leverage diverse perspectives and expertise and recognise and reward collaborative efforts and contributions that advance the college's mission and vision.

Throughout the implementation process, the management of public CoEs in Ghana should continuously monitor progress, solicit feedback, and

make adjustments to ensure the effective integration of college culture dimensions. By systematically embedding core values, goals, empowerment, organisational learning, vision, and team orientation into the fabric of the college, the management of public CoEs in Ghana could promote a vibrant and inclusive college culture that enhances tutor job satisfaction and college effectiveness.

Identifying factors of tutor job satisfaction in public CoEs

Identifying factors that affect tutor job satisfaction in public colleges of education in Ghana involves a combination of data collection methods and analysis techniques. By employing these methods and diagnostic techniques, the management of public CoEs in Ghana can systematically identify the factors influencing tutor job satisfaction and develop targeted interventions to improve the overall work environment, enhance overall tutor job satisfaction, and retain knowledgeable, skilful, talented, and experienced tutors. The following proposed approaches are for the management of public CoEs in Ghana to implement in the identification of factors that influence tutor job satisfaction in public CoEs in Ghana:

1. Conduct surveys and hold individual interviews and focus group discussions. In line with this, the management of public CoEs should administer anonymous surveys to all tutors to gather quantitative data on their job satisfaction levels and factors that influence their satisfaction. The survey items should Include questions about various aspects of the tutors' work environment, workload, recognition of task performance, opportunities for professional growth and promotion, relationships with colleagues and supervisors, communication, and overall tutor job satisfaction. Management of the colleges should also hold focus groups or one-on-one interviews with tutors to delve deeper into their experiences and perspectives on their job satisfaction. This qualitative approach would allow tutors to express their thoughts, feelings, and concerns in more detail, providing rich insights into the factors influencing their job satisfaction.

2. Review existing data by examining prevailing data sources, such as tutor turnover rates, absenteeism records, performance evaluations, and grievances or complaints logs, to identify patterns or trends that may indicate underlying factors affecting tutor job satisfaction.

3. Benchmark or compare job satisfaction levels and related factors in each college with those of other colleges and similar institutions within the education sector. This could provide valuable context and insights into areas where public CoEs may excel or need improvement.

4. Utilise feedback mechanisms by establishing feedback devices, such as suggestion boxes, online forums, or regular meetings, where tutors can freely express their opinions and provide input on factors affecting their job satisfaction.

5. Consider the emerging college culture by assessing the emerging culture in the college, including mission, involvement, consistency, and adaptability culture traits, as well as the general procedures, practices, and behaviours that guide the behaviour and actions of tutors. These could significantly impact tutor job satisfaction.

6. Analyse demographic factors such as age, sex, years of teaching experience in the college, academic qualifications, and teaching assignments, as these may influence job satisfaction differently among tutors.

7. Collaborate with the college's human resources department to analyse human resource-related data, such as compensation and benefits packages, training and development opportunities, performance management practices, and employee relations initiatives, to identify areas for improvement.

8. Administer validated job satisfaction surveys or adapt existing surveys to the context of public CoEs. These surveys could be beneficial in quantifying tutor job satisfaction levels and identifying critical factors for such job satisfaction levels.

9. Engage in dialogue by fostering open and transparent communication channels between management and tutors to encourage dialogue and collaboration in identifying and addressing factors affecting tutor job satisfaction.

10. Prioritise action planning. Once factors affecting tutor job satisfaction are identified, prioritise them based on their perceived impact and the feasibility of addressing them. Action plans to be developed should have concrete strategies and timelines for implementation, involving college tutors in the process.

Leadership commitment and support

To ensure leadership commitment and support in improving emerging culture and tutor job satisfaction in public CoEs in Ghana, management of the colleges could:

1. Lead by example by demonstrating leadership commitment to college culture improvement and tutor job satisfaction by exemplifying the desired values and behaviours in all interactions and decisions. Thus, the management of the colleges should champion college culture enhancement initiatives and actively promote a supportive and inclusive work environment.

2. Establish and communicate clear expectations to all levels of leadership in the college regarding their role in fostering a positive emerging college culture and supporting tutor job satisfaction.

3. Support open and transparent communication channels within the CoEs to facilitate dialogue, collaboration, and feedback among tutors and management and ensure that information regarding organisational changes, policies, and decisions is effectively communicated to all stakeholders.

4. Offer training and development programmes focused on organisational culture, employee engagement, communication skills, and conflict resolution to provide leaders with the necessary skills and knowledge to support their teams effectively.

5. Invest in professional development opportunities for tutors to enhance their skills, knowledge, and competencies. Recognise and reward excellence, innovation, and contributions to the college community to reinforce a culture of appreciation and recognition.

6. Incorporate emerging college culture into performance appraisal by integrating indicators of college culture (mission, involvement, consistency, and adaptability) and tutor job satisfaction into leadership performance appraisals to incentivise tutors in leadership positions to prioritise these aspects of their roles.

7. Facilitate open communication by creating channels for regular communication between the college management and tutors, such as open forums, feedback sessions, and suggestion boxes, to solicit input, address concerns, and foster a sense of transparency and trust.

8. Delegating decision-making authority to leaders at all levels of the college empowers team leaders to make decisions, enabling them to address issues related to the emerging college culture and tutor job satisfaction in their respective areas of responsibility.

9. Provide resources and support by allocating sufficient financial and human resources to support initiatives aimed at improving emerging college culture and tutor job satisfaction, and also provide leaders with the necessary support and guidance to implement these initiatives effectively.

10. Recognise and reward leadership commitment by acknowledging and rewarding leaders who demonstrate exceptional commitment to fostering a positive emerging college culture and supporting tutor job satisfaction through formal recognition programmes, incentives, or promotions.

11. Promote collaboration, teamwork, and mutual support among tutors by encouraging alliance and teamwork among leaders across departments and units of the college to collectively address challenges and share best practices for improving the emerging college culture and tutor job satisfaction. Such collaboration and teamwork among tutors would create opportunities for interdisciplinary collaboration, peer learning, and shared decision-making to foster a sense of belonging in the colleges.

12. Monitor progress and accountability by establishing mechanisms to improve emerging college culture, tutor job satisfaction, and hold leaders accountable for their contributions and outcomes.

13. Seek feedback and adaptation by regularly soliciting feedback from tutors to assess the effectiveness of leadership efforts in improving the emerging college culture and tutor job satisfaction. Use this feedback to inform adjustments and improvements to strategies and initiatives.

Continuous Monitoring and Evaluation

Continuous monitoring and evaluation are crucial for improving the emerging culture and tutor job satisfaction in public CoEs in Ghana. The use of the continuous monitoring and evaluation strategy could help establish a robust system for continuous monitoring and evaluation, to identify opportunities for improvement, track progress over time, support a positive emerging culture and tutor job satisfaction in the colleges. Management of the colleges should therefore put in place the following strategies to ensure effective monitoring and evaluation:

1. Define and establish specific and key performance indicators (KPIs) that are related to the emerging college culture (based on mission,

involvement, consistency, and adaptability culture traits) and tutor job satisfaction, such as retention rates, staff turnover, student feedback on teaching quality, and staff engagement survey results. The KPIs should be measurable, relevant, and aligned with the college's strategic goals and objectives.

2. Conduct regular surveys, such as annual or biannual tutor satisfaction surveys and emerging college culture assessments to gather feedback from tutors on their satisfaction levels and perceptions of the college culture.

3. Involve tutors and other stakeholders in the monitoring and evaluation process to ensure their appreciation or buy-in, ownership, and commitment to improving emerging college culture and tutor job satisfaction.

4. Solicit feedback from diverse perspectives to comprehensively understand the emerging college culture and identify areas for improvement.

5. Implement regular feedback mechanisms by utilising anonymous feedback mechanisms, such as suggestion boxes, online surveys, and focus group discussions, to encourage open and honest feedback from stakeholders.

6. Make use of variety of analytical tools to analyse quantitative and qualitative data collected from surveys, performance metrics, and other sources. Identify trends, patterns, and correlations to gain insights into factors influencing emerging college culture and tutor job satisfaction.

7. Conduct exit interviews with departing tutors to appreciate their opinions for leaving and gather insights into areas for improvement. The exit interview data should be used to identify trends and address systemic issues impacting tutor job satisfaction and retention.

8. Establish performance review processes and implement annual performance reviews for tutors, including discussions on their job satisfaction, professional development needs, and career goals. The data from the performance review should be used to identify areas where additional support or resources may be needed to enhance tutor satisfaction.

9. Establish a culture of continuous improvement by engaging tutors to participate in continuous improvement activities, regularly reviewing feedback, data, and performance metrics to share ideas to enhance emerging college culture and tutor job satisfaction.

10. Create cross-functional teams responsible for monitoring and evaluating emerging college culture and tutor job satisfaction, and ensure representation from different departments and levels of the college hierarchy to promote collaboration and diverse perspectives.

11. Allocate sufficient resources, including funding, staff time, and training opportunities, to support improvement initiatives identified through monitoring and evaluation processes, and categorise initiatives based on their potential impact and feasibility of implementation.

12. Review and update college policies, procedures, and practices regularly to align with best practices, address identified areas for improvement, and support a positive work environment that contributes to tutor job satisfaction.

13. Communicate monitoring and evaluation findings, improvement initiatives, and progress updates to all tutors and stakeholders, including governing councils of the colleges.

14. Establish action plans based on the findings from monitoring and evaluation activities, outlining specific strategies, initiatives, and interventions to address identified gaps and opportunities. Assign responsibilities, set timelines, and allocate resources for implementing action plans effectively.

15. Schedule regular review sessions to assess progress against action plans, evaluate the effectiveness of implemented strategies, and monitor leading indicators to anticipate potential challenges or changes in college culture and proactively address them.

16. Demonstrate visible leadership support for monitoring and evaluation efforts, emphasising their importance in driving continuous improvement and fostering a positive college culture. Also, holds tutors in leadership positions accountable for encouraging an inclusive and supportive work environment that prioritises tutor job satisfaction.

17. Foster transparency and accountability by sharing successes, challenges, and lessons learned.