

COLLEGE CULTURE AND TUTOR JOB SATISFACTION IN PUBLIC COLLEGES OF EDUCATION IN GHANA

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Abstract

This study examined how college culture relates to tutor job satisfaction in public Colleges of Education (CoEs) in Ghana and analysed the combination of culture traits that most strongly enhance tutors' satisfaction. Using a quantitative approach within a positivist paradigm, the study employed a descriptive correlational survey design and targeted all full-time academic staff across the 46 public CoEs. Data from 714 respondents out of a sample of 750 eligible tutors selected through proportional stratified sampling were used for the analysis. Data were collected using a questionnaire with high reliability coefficients (college culture = 0.948; tutor job satisfaction = 0.940). Descriptive and inferential statistics were used for data analysis, and the findings indicated a high level of college culture and very high tutor job satisfaction, with a strong positive correlation between the two variables. Notably, the combination of involvement, mission, consistency, and adaptability culture traits accounted for 48.5 per cent of the variance in tutor job satisfaction, showing a statistically significant effect. The study concludes that college culture is a key factor in shaping tutors' job satisfaction in public CoEs in Ghana. It is recommended that management and tutors critically reflect on their college culture, align everyday practices with the college's mission and values, and work collaboratively to implement reforms that advance shared goals and strengthen the college's effectiveness, success, and sustainability. The study's significance lies in its theoretical contribution to explaining the culture–job satisfaction relationship in an under-researched educational context, thereby informing future research and professional practice.

Key terms: Adaptability, consistency, college culture, involvement, job satisfaction, mission.

1.0 INTRODUCTION

College culture and tutor job satisfaction have become critical concerns in public Colleges of Education (CoEs) in Ghana, as they directly influence tutors' commitment, performance, and the overall effectiveness of teacher preparation. Tutors operate in different college cultures that influence how they experience their work, relate with management, and engage in teaching, research, and service. When college culture is supportive and aligned with tutors' professional values, it enhances motivation and job satisfaction, whereas an unsupportive culture can lead to disengagement, absenteeism, and reduced institutional effectiveness (Armstrong & Taylor, 2014; Okeke & Mtyuda, 2017).

Despite their importance, the dynamics between college culture and tutor job satisfaction in public CoEs in Ghana remain underexplored. However, they play a crucial role in shaping pre-service teachers' training and development (Buabeng et al., 2020). Understanding this relationship is particularly important given that each CoE operates within a unique cultural context, with varying norms, values, leadership practices, and expectations. Exploring how specific cultural traits relate to tutor job satisfaction can provide insights into how colleges can strengthen staff morale, enhance commitment, and promote institutional success and sustainability. This underscores the need for deliberate efforts by management and tutors to critically examine their college cultures and address factors that affect tutors' satisfaction in their day-to-day work.

Education is widely recognised as an influential tool for national development and social transformation (Ampofo et al., 2019; Townsend, 2019; UNESCO, 2017). The global demand for quality education, reflected in Sustainable Development Goal 4, highlights the focal role of teachers in achieving educational goals, as no education system can outperform the quality of its teachers (World Bank, 2018; Wang, 2021). In Ghana, the Colleges of Education Act, 847, requires public CoEs to train teachers with 21st-century skills, including the use of technology and innovative pedagogies. Tutors, therefore, play a pivotal role in equipping pre-service teachers with the skills, knowledge, and attitudes needed to meet contemporary educational challenges (Andrici et al., 2018; Özkan & Akgenç, 2022). This broader mandate further reinforces the importance of fostering a positive college culture that supports tutor job satisfaction and effective teacher education outcomes.

Ghana's higher education system has experienced major reforms in recent years, including policies aimed at expanding access and improving educational quality (Atuahene, 2013). A key aspect of these reforms is the elevation of public Colleges of Education (CoEs) into degree-awarding institutions, intended to strengthen the professional preparation of prospective teachers who can demonstrate 21st-century teaching skills and compete globally (Buabeng et al., 2020). The success of this reform, however, depends mainly on the internal college environment, particularly the prevailing college culture and the job satisfaction of tutors who are responsible for training future teachers.

Existing literature, mostly from contexts outside Ghana, shows that college culture significantly influences tutor and teacher job satisfaction (Ariyo & Okwilagwe, 2020; Febriantina, 2020; Skaalvik & Skaalvik, 2017). In Ghana, several studies have also examined organisational culture in educational settings and established its relationship with teacher job satisfaction (Addai Kyeremeh & Prempeh, 2020; Andoh, 2021; Ghanney, 2017; Yeboah, 2015). However, these studies were conducted mainly in basic schools, secondary schools, or universities, rather than in public CoEs, which operate under a unique mandate and institutional context following their upgrade to degree-awarding status. Although a few quantitative studies have focused explicitly on public CoEs in Ghana (Kankam & Oppong, 2023; Oppong et al., 2017), they did not examine

college culture using Denison's (2000) Organisational Culture Theory, which outlines a comprehensive framework for understanding how culture traits (involvement, consistency, adaptability, and mission) relate to organisational effectiveness and staff satisfaction.

Accordingly, the research gap is not the complete absence of studies on public Colleges of Education (CoEs), but rather the lack of theory-driven, empirical evidence that applies Denison's model to explain how specific and combined college culture traits predict tutor job satisfaction in public CoEs in Ghana. Addressing this gap, this study seeks to deepen understanding of the relationship between college culture and tutor job satisfaction in public CoEs and to generate evidence-based insights that can inform strategies to strengthen college culture and enhance tutor satisfaction in this crucial sector of teacher education. In view of this, the study was guided by the following research objectives: to examine the level of culture in public CoEs in Ghana based on the culture traits of involvement, mission, consistency, and adaptability; to investigate the level of job satisfaction of tutors in public CoEs in Ghana; to determine the relationship between existing culture and tutor job satisfaction in public CoEs in Ghana; and to analyse the combination of culture traits that enhance tutor job satisfaction in public CoEs in Ghana.

2.0 LITERATURE REVIEW

Denison's Organisational Culture Theory (OCT) underpinned this study because it emphasises observable organisational behaviours and offers a practical way to assess culture in public Colleges of Education (CoEs) in Ghana (Mamo, 2017). The theory identifies four key traits (involvement, consistency, mission, and adaptability) that shape organisational effectiveness and are directly linked to tutors' job satisfaction, including professional growth, promotion, interpersonal relationships, communication, recognition, and work engagement. Involvement highlights shared decision-making and problem-solving, where tutor participation in areas such as curriculum planning, finance, recruitment, student policies, and community engagement promotes teamwork, recognition, and professional growth (Ali, 2016).

Consistency focuses on aligning systems and procedures. Hence, adherence to regulations and structured processes in public CoEs supports fairness, clear communication, and predictable professional development, reducing uncertainty despite some limits on creativity (Ghanney et al., 2017). Mission culture stresses clarity of goals and purpose; when tutors understand the college's vision and mission, their work gains meaning, engagement, collaboration, and a clearer sense of impact on student development (Denison, 2000). Adaptability reflects responsiveness to change and innovation; CoEs that update curricula, teaching, assessment, and governance to meet evolving standards foster tutors' skills, recognition, collaboration, and satisfaction with professional challenges (Ali, 2016).

Each college possesses a unique culture shaped by its organisation of life, norms, values, beliefs, and behaviours. Scholars such as Febriantina et al. (2020) and Gruenert & Whitaker (2015) asserted that every college holds distinct values. Widodo (2019) defined college culture as the collective knowledge, philosophy, principles, ethics, norms, attitudes, and practices accepted by the college community as its unique identity. It includes rituals, morals, traditions, and behaviours that distinguish one college from another. According to Logan (2017), as cited in Tus (2020), college culture encompasses beliefs, interactions, directives, and dispositions that guide a school's operations to foster professional fulfilment, optimism, efficiency, and student learning outcomes.

Robbins and Judge (2019) stated that an organisation's culture shapes its members' values and behaviours. Peterson and Guzman-Peterson (2021) also argued that college culture is vital for a positive, successful institution, and without it, colleges may lack productivity, collaboration, and continuous improvement. Similarly, Markić (2014) emphasised that college culture can either support or hinder growth. Raudys (2018) noted that a positive culture enhances tutors' and students' thoughts, feelings, and learning experiences. A healthy culture fosters success, joy, and support, while a poor culture stems from frustration, apathy, low collaboration, and weak communication (Družinec, 2019; Deal & Peterson, 2016; Markić, 2014). Thus, Schafer (2018) concluded that college culture reflects interactions between the college and its community, whether intense or destructive.

Job satisfaction is one of the key factors in achieving organisational goals because it improves human resources and prime performance (Al-maaitah et al., 2021; Tentama & Merdiaty, 2021). Employee job satisfaction includes favourable thoughts about a job's qualities, such as recognition for achievement, people in the organisation, procedures, and overall emotional well-being. Job satisfaction conveys personal and societal satisfaction through a subordinate's mental and emotional experience and job performance evaluation. Thus, job satisfaction is a hopeful, expressive, and emotional state in which workers' jobs and work environments satisfy their hopes, wants, and wishes. Task performance, interpersonal interactions, growth and promotion opportunities, work, and communication are assessed.

Özkan & Akgenç (2022) emphasised the importance of tutors in 21st-century learning, as they guide, encourage, and serve as role models (Awodiji et al., 2022). Thus, Parveen and Bano (2019) stated that tutor job satisfaction is crucial for effective teaching and learning. Public CoE tutors in Ghana are satisfied with their jobs when they believe it is the best way to address their material and emotional needs, which are vital to them and their institutions. Tutor job satisfaction is subjective; thus, different people may experience varying levels of it. Thus, satisfied tutors are more motivated to meet personal and quality college and educational goals (Baluyos et al., 2019; Nigama et al., 2018). The implication is that high tutor job satisfaction will promote goal achievement and stability in public CoEs in Ghana. With this, tutors will be encouraged to solve problems honestly and collaboratively, be more active, and perform better.

The literature on college culture (Thien & Lee, 2022; Zhu et al., 2011) and tutor job satisfaction (Karlberg-Granlund, 2019; Orthodoxy et al., 2019) presents mixed findings, as different studies identify distinct dominant culture traits in educational institutions. A study by Getachew (2022) found mission culture dominant, while others (Abu-Shawish, 2021; Addai Kyeremeh & Prempeh, 2020; Amorin, 2021) reported involvement culture as most prominent. Adaptability culture was also highlighted in some prior research (Ghanney et al., 2017; Masouleh & Allahyari, 2017) as dominant. Similarly, findings on tutor job satisfaction vary, with some studies (Baluyos et al., 2019; Serinkan & Kiziloglu, 2021; Yuhang & Yan, 2022) revealing high satisfaction, with others (Dzakpasu et al., 2022; Mohite, 2021; Qazi & Kaur, 2017) reporting moderate levels, and some (Abdulahi, 2020; Will, 2022) establishing low satisfaction. In a global study, Hoque et al. (2022) revealed low tutor satisfaction in China, South Korea, Japan, Singapore, Bulgaria, and Brazil. Russia had low tutor job satisfaction, but high satisfaction was observed in Mexico, Malaysia, Chile, Italy, Finland, Canada, and Australia.

Studies have shown mixed outcomes on school culture and teacher job satisfaction. School culture has a strong and statistically significant positive relationship with teacher job satisfaction (Batugal, 2019; Getachew, 2022; Saad & Elgazzar, 2019; Simorangkir et al., 2018; Wahdati, 2019). However, Kurşon and

Yilmaz (2020) found a moderate and statistically significant positive link between college culture and teacher job satisfaction. Prior studies have also established that college culture has a considerable impact on tutor job satisfaction (Abdullah & Arokiasamy, 2016; Cann et al., 2020; Getachew, 2022; Thien & Lee, 2022). Getachew (2022) found that college culture predicted tutor job satisfaction, and mission, adaptability, and consistency culture traits strongly predicted it, even though the mission culture trait was most predictive.

3.0 METHODOLOGY

The study adopted a positivist paradigm and a quantitative approach, using a descriptive correlational design to examine relationships between college culture and tutors' job satisfaction. The target population comprised full-time tutors in public CoEs in Ghana who had worked for at least two years, ensuring adequate familiarity with college culture and tutor job satisfaction. A multi-stage sampling procedure was used. First, 30 of 46 public CoEs were selected through quota-stratified sampling based on affiliation with the five mentoring public universities, with proportional quotas and random selection within each stratum. In the second stage, twenty-five eligible tutors were randomly selected from each of the thirty colleges, yielding an intended sample of 750 tutors and broad college representation. The instrument used was a questionnaire comprising seventy-eight items: forty-eight on four college culture traits (involvement, mission, consistency, adaptability) measured on a five-point Likert scale, and thirty on five job satisfaction indicators (recognition, interpersonal relationships, professional growth and promotion, communication, work itself) measured on a four-point Likert scale. The instrument was pre-tested with 65 tutors from three randomly selected colleges (excluded from the main study), and internal consistency was established using Cronbach's Alpha (college culture: $r=0.948$; job satisfaction: $r=0.940$). Of the 750 questionnaires distributed, 714 were returned and included in the analysis, which yielded a response rate of 95.2 per cent.

Consent was obtained from the management of each selected college prior to data collection. In addition, informed consent, anonymity, and confidentiality were strictly observed during both the pre-test and the main study. Participants were notified of their right to withdraw from the study at any stage without penalty or negative consequences. Data were securely stored in password-protected electronic files and, where applicable, in locked cabinets accessible only to the research team. Descriptive (percentage, mean, and standard deviation) and inferential (Pearson Product-Moment Correlation Coefficient, Stepwise Regression, and evaluation of Variance) statistics were used to analyse the data.

4.0 FINDINGS AND DISCUSSION

Demographic Distribution of Respondents

The demographic variables of respondents (mentoring university, sex, age range in years, and years of teaching experience in the present college) were analysed using frequency and percentage. The data in Table 1 show the distribution of the respondents involved in our study.

Table 1: Demographic Characteristics of Respondents

Variables	Categories	Frequency	Percent (%)
Mentoring University	UEW	233	32.6
	UCC	220	30.8
	UG	97	13.6
	UDS	92	12.9
	KNUST	72	10.1
	Total	714	100.0
Sex	Male	479	67.1
	Female	235	32.9
	Total	714	100.0
Age Range (Years)	Below 31	12	1.7
	31-40	217	30.4
	41-50	331	46.4
	51-60	154	21.6
	Total	714	100.0
Years of teaching experience in the present public CoE	1-6	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

Level of College Culture

The first research objective examined the culture of public CoE based on four traits: involvement, consistency, mission, and adaptability. Descriptive statistics (mean and standard deviation) were used to analyse the data. As suggested by Amorin (2021), the mean values were interpreted 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). Results in Table 2 show a generally high culture in public CoEs in Ghana, as indicated by a mean of 3.810 and a standard deviation of 0.449.

Table 2: Level of Culture Trait in Public CoE in Ghana

Culture Traits	Min.	Max.	Mean	Std. D.	Interpretation
Involvement	2	5	3.834	0.502	High
Consistency	2	5	3.758	0.568	High
Adaptability	2	5	3.712	0.501	High
Mission	2	5	3.937	0.549	High
College Culture	2	5	3.810	0.449	High

Source: Field Data, 2022; n=714; Min (Minimum), Max (Maximum), St. D. (Standard Deviation)

The findings showed that all four culture traits that defined college culture had high mean values, with the involvement culture trait recording the highest. Moreover, each culture trait showed low standard deviation values (below 1.000), indicating homogeneity and closely packed data points around the mean.

Winters (2012) argued that standard deviation coefficients below 1.000 indicate that the data are distributed around the mean.

Level of Tutor Job Satisfaction

The second research objective investigated the level of tutor job satisfaction in public CoEs in Ghana, using recognition, interpersonal relationships, the work itself, professional growth and promotion, and communication as indicators. Means and standard deviations were used for the analysis. The results on the level of tutor job satisfaction as shown in Table 3, were explained in line with Chomeya's (2005) mean range classification: 1.00-1.49 (a strong dissatisfaction, and characterised as very low); 1.50-2.49 (a dissatisfaction, and classified as low); 2.50-3.49 (a satisfaction, and categorised as high); and 3.50-4.00 (a strong satisfaction, characterised as very high).

Table 3: Level of Tutor Job Satisfaction in Public CoE in Ghana

Job Satisfaction Indicators	Min.	Max.	Mean	St. D.	Interpretation
Professional Growth & Promotion	2	4	3.756	0.319	SS (Very High)
Interpersonal Relationship	2	4	3.668	0.458	SS (Very High)
Communication	1	4	3.651	0.463	SS (Very High)
Recognition	2	4	3.646	0.464	SS (Very High)
Work Itself	2	4	3.635	0.392	SS (Very High)
Job Satisfaction	2	4	3.671	0.347	SS (Very High)

Source: Field Data, 2022; n=714; Min. (Minimum), Max. (Maximum), St. D. (Standard Deviation), SS (Strongly Satisfied)

The results show that, generally, the tutors expressed strong satisfaction with their jobs (M=3.671, SD=.347), indicating a very high level of job satisfaction. A thorough evaluation of the results reveals that tutors experienced strong and very high job satisfaction across all the indicators. Professional growth and promotion recorded the highest mean value of 3.756 and a standard deviation of .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=.347). Again, the standard deviation values for both the overall level and the indicators of tutor job satisfaction were below 1.000, indicating low tutor response variability and suggesting uniformity and closely grouped data points around the mean. Andrade (2020) recommended low coefficient values for standard deviation, as they indicate measurements closer to the actual value. Winters (2012) also suggested that standard deviation coefficients below 1.000 indicate responses dispersed around the mean.

Relationship between College Culture and Tutor Job Satisfaction

The third research objective explored the relationship between college culture and tutor job satisfaction. Before analysing the relationship, data normality was evaluated. The Shapiro-Wilk test, which is better at assessing data normality (Razali & Wah, 2011), was used to assess the normality assumption. Table 4

shows that all indicators met the assumption of normality for the dependent variable, as indicated by p-values > 0.05.

Table 4: 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

Mishra et al. (2019) argued that when the Shapiro-Wilk test p-value exceeds 0.05, the data follows a normal distribution. For our analysis, college culture (involvement, consistency, adaptability, and mission culture traits) was the independent variable. At the same time, tutor job satisfaction (recognition, interpersonal relationships, professional growth and promotion, work itself, and communication) was the dependent variable. The Pearson Product-Moment Correlation was used to analyse the third research objective. The interpretation of the correlation results was based on Pallant's (2016) suggestion that correlation coefficients in the range ± 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.

Table 5: Pearson Correlation between College Culture and Tutor Job Satisfaction

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 results in Table 5 indicate a strong, statistically significant positive relationship ($r = .688$, $p < 0.05$, two-tailed) between college culture and tutor work satisfaction. The results established strong and statistically significant positive correlations between culture traits of involvement ($r = .604$, $p < 0.05$, two-tailed), consistency ($r = .579$, $p < 0.05$), adaptability ($r = .562$, $p < 0.05$), and mission ($r = .590$, $p < 0.05$) and tutor job satisfaction. Involvement culture trait showed the strongest association with tutor job satisfaction, followed by mission, consistency, and adaptability.

Combination of Culture Traits that Enhance Tutor Job Satisfaction

The fourth research objective examined the combination of culture traits that enhance tutor job satisfaction in the public CoE of Education in Ghana, and the results are shown in Table 6. The results showed that the involvement culture trait explained 36.4 per cent (.364) of the variance in tutor job satisfaction, which was statistically significant [$F(1, 712) = 407.982, p = .000$] in Model 1. In Model 2, a combination of mission and involvement culture traits explained 46.4 per cent (.464) of the variance in tutor job satisfaction, which was statistically significant [$F(2, 711) = 307.755, p = .000$]. Mission culture trait added a significant 10.0 per cent to the contribution of involvement culture trait to tutor job satisfaction.

Table 6: Model Summary of Culture Traits and Tutor Job Satisfaction

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate	Change Statistics				
					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					[DF(1, 712), F=407.982, p=0.000 ^b]				
2. Predictors: (Constant), Involvement, Mission					[DF(1, 711), F=132.295, p=0.000 ^c]				
3. Predictors: (Constant), Involvement, Mission, Consistency					[DF(1, 710), F= 23.541, p=0.000 ^d]				
4. Predictors: (Constant), Involvement, Mission, Consistency, Adaptability					[DF(1, 709), F= 5.320, p=0.000 ^e]				
5. Dependent Variable: Job Satisfaction									

In Model 3, the consistency culture trait increased the variance of involvement and mission culture traits, with the three culture traits contributing 48.1 per cent (.481) of the variance in tutor job satisfaction, which was statistically significant [$F(3, 710) = 219.522, p = .000$]. Consistency culture trait added a significant 1.7 per cent to the variance in tutor job satisfaction explained by involvement and mission culture traits. The addition of the adaptability culture trait to Model 4 accounted for 48.5 per cent (.485) variance in tutor job satisfaction, which was statistically significant [$F(4, 709) = 166.973, p < .021$]. Thus, the adaptability culture trait contributed an additional 0.4 per cent to the collective contribution of 48.1 per cent by consistency, involvement, and mission culture traits.

Denison's Organisational Culture Theory offers a coherent explanation for the high levels of culture observed in public CoEs in Ghana, proposing that organisational effectiveness and employee attitudes are shaped by four interdependent traits: involvement, mission, consistency, and adaptability. In this study, the high mean scores for all four traits indicate that tutors work within colleges characterised by strong college values, shared norms, and effective practices that enhance outcomes. Tutors use this positive culture to foster collaboration, participation, and enthusiasm in teaching and learning. At the same time, college

management supports policies that promote inclusion, tutor development, conducive teaching and learning environments, and performance monitoring. These patterns are consistent with Denison's view that participatory, goal-driven, coherent, and adaptive cultures reinforce positive staff experiences, and they align with some previous findings (Tus, 2020; Zabat et al., 2021), even though they differ from studies reporting moderate culture (Masouleh & Allahyari, 2017; Qazi & Kaur, 2017) or very high culture (Amorin, 2021).

The finding of strong and very high tutor job satisfaction reflects Denison's assertion that a strong culture enhances employee motivation and commitment. Involvement explains variations in satisfaction by giving tutors a voice in decision-making and strengthening recognition, interpersonal relationships, and satisfaction with the work itself. Mission clarifies goals and shared purpose, enabling tutors to appreciate the value and impact of their work, thereby improving satisfaction with professional growth and contributions to student development. Consistency supports satisfaction through coherent systems, fair promotion, and reliable professional development, reducing uncertainty and building trust. Adaptability promotes responsiveness to change, innovation in teaching and assessment, and engagement in new initiatives, thereby enhancing satisfaction with professional challenges. The high satisfaction level contrasts with studies reporting moderate or low satisfaction (Dzakpasu et al., 2022; Getachew, 2022; Abdulahi, 2020) but aligns with Serinkan and Kiziloglu (2021) and Yuhang and Yan (2022), and supports arguments about the significance of satisfied teachers to the attainment of college and educational goals (Jahan & Ahmed, 2018; Acheampong & Gyasi, 2019; Abayomi, 2020).

The strong, statistically significant positive relationship between college culture and tutor job satisfaction empirically supports Denison's view that organisational culture is critical to employee attitudes and aligns with earlier studies (Batugal, 2019; Getachew, 2022; Wahdati, 2019), despite Kurşon and Yilmaz (2020) reporting a moderate relationship. The significant positive association between involvement, mission, consistency, and adaptability and job satisfaction shows that all four culture traits contribute to a supportive work environment. Involvement promotes participatory leadership and shared decision-making; the mission provides a shared vision and clear goals; consistency ensures fair and predictable procedures; and adaptability encourages openness to new teaching skills, assessment, and governance practices. These dynamics explain how collaboration, clear direction, and strong relationships enhance tutors' satisfaction. Strengthening these cultural traits through training, clear communication, and recognition can further improve tutor satisfaction in public CoEs in Ghana.

The predictive analysis provides strong empirical support for Denison's theory by showing how each culture trait explains differences in tutor job satisfaction. Together, involvement (36.4%), mission (10.0%), consistency (1.7%), and adaptability (0.4%) account for 48.5 per cent of the variance in tutor job satisfaction, demonstrating both individual and combined effects. Involvement, the strongest predictor, underscores the importance of empowerment, teamwork, and participation in decision-making for enhancing tutors' satisfaction. Mission also plays a meaningful role, indicating that clarity of purpose and alignment with college goals shape tutors' perceptions of their work and career progression. Consistency is smaller, but a significant contribution highlights the value of fair, coherent, and stable systems in building trust. Adaptability, although accounting for the smallest proportion of variance, still shows that responsiveness to change and innovation influences how tutors experience their roles. These findings support and extend those of Getachew (2022), who reported significant contributions of mission, consistency, and adaptability but not involvement, and partially align with Saad and Elgazzar (2019), who

found significant positive effects of involvement and adaptability. Overall, the results demonstrate that Denison's four traits offer a robust explanatory framework for understanding how college culture shapes variations in tutor job satisfaction in Ghanaian public CoEs.

5.0 CONCLUSION AND RECOMMENDATIONS

Conclusion: The findings indicate that public CoEs in Ghana possess a rich, healthy, and stimulating culture, shaped by strong values, norms, and practices. This high culture fosters a sense of community, shared identity, and collective purpose among tutors, supporting the achievement of educational goals. The colleges also provide a unique working and learning environment that enhances creativity, critical thinking, and social cohesion, which are essential for developing future educators and leaders. Among job satisfaction indicators, professional growth and promotion brought the highest satisfaction, reflecting tutors' commitment to career advancement. The study further reveals that the culture traits of involvement, consistency, mission, and adaptability significantly predict and explain variations in tutor job satisfaction. This emphasises the critical role of a supportive college environment in enhancing tutor well-being. The statistically significant impact of culture traits highlights the need for strategic interventions that holistically address both individual and college factors to improve tutor satisfaction in public CoEs.

Implications

The generally strong institutional culture found in public CoEs reflects the Ministry of Education's (MoE) ongoing commitment to improving effectiveness and accountability in teacher education. This suggests that public CoEs already operate within shared values, norms, and a strong sense of collective responsibility, which can be strategically utilised to advance the MoE's goal of producing competent, ethical, reflective, and professional teachers. As a result, college leadership and regulatory bodies need to focus on strengthening and sustaining these positive cultural attributes rather than relying mainly on externally imposed reforms.

The very high level of tutor job satisfaction, particularly regarding professional growth and promotion, aligns well with the Ghana Tertiary Education Commission's (GTEC) mandate to ensure quality assurance, staff development, and clear career progression pathways. This highlights the necessity of continuous professional development opportunities, support for postgraduate education, mentorship programmes, and transparent promotion systems in CoEs. However, the comparatively lower satisfaction derived from the work itself indicates gaps in meeting MoE and GTEC expectations for supportive teaching and learning environments. Addressing issues related to workload pressures, limited teaching resources, large class sizes, and excessive administrative responsibilities is therefore critical to sustaining tutors' professional fulfilment.

The strong positive relationship between college culture and tutor job satisfaction further reinforces the National Teaching Council's (NTC) emphasis on professional ethics, collaboration, and positive professional conduct. Institutional culture thus serves as a powerful tool for promoting collegiality, commitment, reflective practice, and adherence to National Teaching Standards. Principals and management teams who deliberately cultivate inclusive and value-driven cultures are more likely to enhance tutor satisfaction and professionalism. Notably, involvement culture emerged as the most influential factor in tutor job satisfaction, highlighting the significance of participatory leadership, shared decision-making, and staff engagement. Institutionalising participatory structures such as consultative fora aligns with MoE and GTEC

governance expectations and is essential for sustaining tutor motivation, college effectiveness, and quality teacher preparation in Ghana.

Recommendations: The findings recommended that the management and tutors of public CoEs in Ghana should assess, understand, and appreciate the significance of the culture of their respective colleges to identify areas for improvement. Management and tutors should embrace and align with the college's mission in all college activities and consciously appreciate the college's core values, goals, and objectives, enthusiastically contributing to achieving them. College management should deliberately use college culture to reinforce professional ethics, collegiality, reflective practice, and adherence to National Teaching Standards (NTS). Also, management and tutors of public CoE in Ghana should thoroughly assess and discover the various factors that contribute to the enhancement of tutor job satisfaction. This will provide college management with the necessary feedback from tutors to inform strategy design and carry out activities that support, encourage, and enhance high levels of job satisfaction among tutors.

College management should thoughtfully strengthen participatory governance structures that actively engage tutors in decision-making, curriculum implementation, and quality assurance processes. Involvement culture thrives when tutors feel their voices are heard, their professional expertise is valued, and they are meaningfully included in shaping college policies and practices. The institution of regular consultative forums by college management can also provide platforms for tutors to share ideas, raise concerns, and propose innovations. This will encourage a sense of ownership and accountability. Additionally, involving tutors in the development and review of institutional policies, such as teaching schedules, workload distribution, and performance evaluation criteria, ensures that decisions reflect both college goals and staff perspectives. Such participatory structures will strengthen a culture of involvement and increase tutors' job satisfaction, thereby enhancing overall college effectiveness.

Management and tutors in public CoEs in Ghana should recognise college culture as essential in improving tutor job satisfaction. Actively strengthening and sustaining a positive, supportive culture through aligned policies, professional development, fair human resource policies, and clear performance appraisal systems can enhance tutors' satisfaction. Management should ensure that the college's vision and mission statements align with national reforms and evolving pedagogical expectations. With the support of college management, tutors should integrate involvement, mission, consistency, and adaptability as cultural traits, as each contributes uniquely to job satisfaction. An intentional, integrated approach to culture-building is therefore essential for improving tutor satisfaction and institutional effectiveness.

The Ghana Tertiary Education Commission (GTEC) should arrange for the regular organisation of professional training programmes for the management and tutors of public CoEs in Ghana to enable them to implement the desired college culture that would boost tutors' job satisfaction. These regular professional training programmes will assist and support the management and tutors of the various public CoEs in improving their understanding, expertise, and experience in embracing and applying appropriate college culture. For example, through regular professional training programmes such as workshops, seminars, and conferences, the management and tutors of the colleges will acquire the skills to reflect on the college culture and the essential factors that will enhance tutors' job satisfaction. Again, GTEC should continue to prioritise staff development through postgraduate study support, mentoring systems, and transparent promotion procedures in all public CoEs. One limitation of this study is that it focuses solely on public CoEs in Ghana, which limits the generalisability of the findings to other types of teacher education

institutions, such as private colleges or universities with teacher training programmes. Additionally, reliance on self-reported responses from tutors may introduce biases, such as social desirability or personal perception, which could influence the reported levels of job satisfaction and perceptions of college culture.

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