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## THE UPGRADING OF TEACHER TRAINING INSTITUTIONS IN GHANA TO COLLEGES OF EDUCATION: IMPLICATIONS ON TUTOR JOB SATISFACTION AND COMMITMENT

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### ABSTRACT

The study sought to explore tutors' job satisfaction and commitment in the face of the continuous attrition of tutors in Colleges of Education to the Public Universities while Colleges of Education have been upgraded to tertiary level. Eighty-five tutors purposively selected from two Colleges of Education in Ghana constituted the sample for the study. A descriptive survey design was used to provide description of issues related to Job Satisfaction and Commitment among tutors working in Colleges of Education in Ghana. A questionnaire was used to collect data for the study. The results of the study revealed that a majority, of tutors were satisfied with the procedures for promotion since it did not hinder progression. A majority of tutors were satisfied with administrative rules and procedures since they were used as guide to solutions. A majority of tutors were also satisfied with their principal's actions since they attended to their needs. However, a majority of tutors were not satisfied with vehicle maintenance, overtime, fuel and committee sitting allowances. A majority of tutors were also dissatisfied with their salary compared to the inputs (skills, knowledge, ability and work load). Moreover, gauging the affective, continuance and normative commitment levels among tutors in the selected Colleges of Education for the study,

affective commitment recorded the highest mean suggesting that tutors were emotionally attached to their colleges as well as identified themselves with their colleges. However, tutors recorded low mean in continuance commitment, indicating that they had no feelings of obligation to remain with the Colleges of Education. Consequently, it was recommended that the Government of Ghana through the Ministry of Education and the Ministry of Finance should ensure that compensations for tutors of Colleges of Education are as good as that of other public Universities and stakeholders of Colleges of Education should not focus only on monetary compensations in ensuring job satisfaction and commitment of tutors.

**Keywords:** Job Satisfaction, Affective Commitment, Continuance Commitment, Normative Commitment.

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## INTRODUCTION

### Background to the Study

Teacher training in Ghana began with a two year two- year Certificate 'B' programme followed by and Two-year Certificate 'A' (Post-B) program and followed by a four-year Certificate 'A' programme to meet the growing needs for more teachers in the country. Later, a two-year then Certificate 'A' (Post-Secondary) and two-year Specialist programmes were introduced. In 1978, these programmes were faced out giving way to a Three-year (Post-Secondary) Certificate programme (Akyeampong, 2003). In 2004, teacher-training colleges were converted into a three-year pre-service Diploma in Basic Education program, which was divided into Program A and B to prepare teachers for teaching in primary and junior secondary schools respectively (Bukari & Kuyuni, 2015).

Upon the ratification of Act 847 in 2012, Colleges of Education teaching and non-teaching staff were transitioned from the Ghana Education Service (GES) to the tertiary level of education with the National Council on Tertiary Education (NCTE) being their regulators. NCTE required teaching staff of the colleges to have a second degree (a research master's degree) that were aligned with their first degree, in order to be eligible for the 'single spine' pay scale for tertiary institutions. Although the upgrading of Teacher Training Colleges to Colleges of Education had been in progress for years, the transition had neither been straightforward nor smooth. Hence, in 2014, the Government of Ghana, with support from United Kingdom Department for International Development (DFID), launched the Transforming Teacher Education and Learning (T-TEL) project to assist in the transition of Colleges of Education to the tertiary status (MOE, 2017).

T-TEL is a four-year Government of Ghana Project, supported by the DFID, which aimed at transforming the delivery of pre-service Teacher Education in Ghana through support to all forty-six public Colleges of Education. As part of the transformation, T-TEL conducted longitudinal research from October 2016 to January 2017 at five case study Colleges of Education in Ghana and explored the perceptions, experiences and actions of key college actors (leaders, tutors, student teachers and teaching practice mentors and mentees). The findings revealed that the transitioning from GES to tertiary education were slow and not near completion. They also discovered that the transition had constrained the progress of Colleges of Education thereby creating what NCTE described as "Transition Tensions" thus: Colleges of Education funding for improvement was low

and slow; tertiary qualification standards caused a great deal of anxiety amongst tutors; and Colleges of Education were caught between a Teacher Training College and a University.

Meanwhile, Newman, (2013) observed that since the re-designation of Teacher Training Colleges as Colleges of Education in 2008, the institutions had faced challenges regarding compensations, supervision, infrastructure, governance and autonomy. This article therefore sought to assess the state of job satisfaction and level of commitment of tutors in the Colleges of Education in the face of the challenges as they consolidate their new status as tertiary education institutions.

### **Problem Statement**

Over the past fifty years, teacher education in Ghana had undergone a number of reforms and modifications as a result of policy changes which were aimed at producing well-trained teachers to meet the educational needs at various levels of education. In 2004, following a comprehensive review of the educational system in Ghana, thirty-eight Teacher Training Colleges were upgraded into Diploma-awarding institutions and affiliated to the University of Cape Coast.

In 2014, the Government having reflected through stakeholders' consultations realized that the Initial teacher education system in Ghana was not responding effectively to the changing needs of education to improve the quality of teachers trained to address the declining learning outcomes in basic schools. The Government of Ghana, with support from United Kingdom Department for International Development (DFID), therefore initiated a six-year project to transforming teacher education.

Initial activities towards the transformation of teacher education revealed that there were issues bordering on compensation, infrastructure, and governance that emerged out of the broad assumption that because Colleges of Education were considered as tertiary institutions, compensations, supervision, infrastructure, and governance should be same as that of other public Universities. As a result, proposals were presented to the Ghana Tertiary Education Commission (GTEC), which replaced the NCTE, to as a matter of urgency implement the Harmonized Conditions of Service for Colleges of Education.

Meanwhile, various studies were carried out to identify challenges facing Colleges of Education. Newman (2013) revealed that colleges had faced various challenges which threatened the consolidation of their status as tertiary institutions. The challenges bordered on governance, regulation, management, autonomy of the Colleges among others. Similarly, Osei and Adu (2016) also found challenges ranging from low compensations to institutional commitment among academic staff.

However, much had not been done on job satisfaction and commitment among tutors of Colleges of Education. Therefore, the problem studied was related to job satisfaction and commitment among tutors of Colleges of Education.

### **Purpose of the Study**

The attrition of staff of the Colleges of Education had been very high in the past four years which was a cause for concern. A report issued by the Colleges of Education Teachers' Association of Ghana (CETAG) in 2021 indicated that between 2016 and 2020, the Colleges of Education lost 7-10% of its tutors to public and technical Universities. The Colleges of Education Weekly Journal (CoEWJ) (2021) reported that a release by Principals' Conference (PRINCOF) in 2021 indicated

that each College of Education in Ghana had lost an average of three tutors to the public and Technical Universities between 2020 and 2021.

What was even more worrying was the fact that a senior tutor in a College of Education readily accepts the rank of Assistant lecturer in a public University. That implied that the Conditions of Service including the compensation packages in the public Universities were better and more satisfying than it was in the Colleges of Education. Therefore, the purpose of this study was to explore the state of job satisfaction and level of commitment among tutors in two selected Colleges of Education in Ghana, since the 46 Colleges of Education in Ghana used a Harmonised Statutes, Scheme and Conditions of Service.

### **Research Questions**

1. What is the state of tutors' job satisfaction in the Colleges of Education?
2. What is the level of commitment among tutors in the Colleges of Education?

### **Significance of the Study**

Considering the detrimental effects job satisfaction and commitment can have on educational quality and effectiveness, ensuring tutors are satisfied and committed to their job is imperative. The study will help tutors to express their state of job satisfaction and level of commitment. The findings will also help management and stakeholders of Colleges of Education to identify issues concerning job satisfaction and commitment of tutors and put in place measures and strategies to motivate tutors to enhance their satisfaction and commitment.

## **LITERATURE REVIEW**

### **Job Satisfaction**

According to Shann (1988), job satisfaction of teachers is a very important factor that influences commitment and performance of teachers and their retention in the profession. To Wolk (2008), the overall satisfaction in an institution can hardly be achieved if teachers are not satisfied with their work. Hoerr (2013) intimated that an increase in job satisfaction of teachers can be achieved through learning and promotion.

The notion of job satisfaction has been broadly defined by Spector (1997) as a favourable emotional state caused by one's evaluation of his or her profession and professional experiences. Likewise, Soodmand, Afshar and Doosti, (2016) indicated that teacher job satisfaction pertains to individual teachers' contentment with the teaching profession and instructional experiences. Buettner, Joen, Hur, and Garcia (2016) stated that positive emotional states such as job satisfaction inspire teachers to devote themselves to the teaching profession.

Skaalvik and Skaalvik (2011), explained that teachers who are happy with their profession, workplace, and working conditions are less likely to experience emotional exhaustion. Similarly, regarding positive psychological assumptions, Wang, Strong, Zhang, and Liu, (2021) also indicated that teachers' demotivation or disengagement in their job is contagious to their students. However, those teachers who have a strong sense of belonging to teaching are more prone to pursuing their vocation. To them, being satisfied with the teaching profession and its conditions not only prevent burnout but also drives teachers to constantly participate in achieving their workplace goals.

As previously mentioned, the impacts of job satisfaction on teachers' professional commitment have seldom been examined (Akpan, 2013; Bashir, 2017; Bashir and Gani, 2020; Cansoy et al.,

2020). Akpan (2013), for example, examined the extent to which Nigerian EFL teachers' professional commitment may be affected by their job satisfaction.

Meanwhile, Muguongo, Muguna, and Muriithi (2015) studied the effect of compensation on job satisfaction among teachers. The study was descriptive in nature. Stratified random sampling was used to select 214 teachers. The research concluded that teachers were highly dissatisfied with basic pay and allowances they received.

Mbonea, Eric, Ogega Ounga, and Nyarusanda (2021) explored factors affecting secondary school teachers' job satisfaction. The findings revealed that Secondary school teachers were dissatisfied with pay, opportunity for promotion, job condition and job security. Also, Ekpoh (2018) explored 533 teachers' level of satisfaction with physical working environment in their school. The findings of the study revealed that a majority of teachers were not satisfied with their physical working environment.

Seniwoliba (2013) explored motivation and satisfaction among teachers in order to understand the factors that motivate and satisfy teachers and those that cause them to leave the profession. The study investigated the concerns of 178 teachers. The findings revealed that teachers were equally dissatisfied with their pay compared to their inputs (skills, ability, and work load).

Tijani (2020) conducted a study that examined teachers' involvement in decision making and job satisfaction. A total of 540 teachers participated in the study. Teachers' Involvement in Decision Making Questionnaire was used to collect data for analysis. Findings of the study revealed that the level of teachers' involvement in decision making process was high.

Mutuku and Mathooko (2014) explored the effects of communication on employee motivation. The findings of the study revealed that information sharing and employee involvement in decision making had the greatest effect on employee motivation. Igoni (2020) investigated administrative practices and teaching staff job performance among teachers. The sample of the study comprised 150 Principals and 287 teachers. The findings revealed that teachers agreed that Principals attended to their personal needs and protected teachers' interest.

Ertürk (2021) explored the relationship between school administrators' supportive behaviours and teachers' job satisfaction of 400 teachers. The findings revealed that school administrators provided moderate emotional and informational support to teachers and teachers had moderate job satisfaction. Similarly, Tsakiridou, and Kolovou (2018) conducted a study on job satisfaction among Special Education Professionals. The results of the survey have shown that the participants were satisfied with their job and their opportunities for promotion.

Furthermore, regarding factors that influence job satisfaction among teachers, Azornu (2011) administered questionnaire to 200 teachers who were randomly sampled. Data collected were analysed using simple percentages. The study revealed that teachers were very satisfied with administrative roles in their schools. Teachers were also satisfied with the environment they worked in.

### **Tutor Commitment**

Yukl and Becker (2006) defined commitment as one's level of engagement in an organisation. He added that commitment is a state of mind in which someone accepts a choice or request and makes a concerted effort to carry it out effectively. Lee, Zhang and Yin (2011) ascertained that Individual teachers' commitment to their profession is called "professional commitment," referring to their

psychological and emotional attachment to the teaching vocation, pupils, and colleagues. Crosswell and Elliott (2004) also intimated that Teachers' professional commitment represents many ways in which they see, comprehend, and conceive the phenomenon commitment.

Teachers in any educational system are perceived as the pivot around which teaching and learning revolve. Yu, Leithwood and Jantzi (2021) articulated that the role of teachers in educational settings is prominent, how deeply they are committed to their profession seems critical. Reyes (1990) described teacher professional commitment as “the relative strength of an individual teacher’s identification with and involvement in a particular educational context”. Moses et al. (2017) indicated that the degree to which teachers devote themselves to their careers can enormously influence their effectiveness.

Wang et al. (2021) stated that teachers’ professional success is subjective to their professional commitment. To them, committed teachers who are psychologically attached to teaching are more likely to succeed in their profession. Altun (2017) indicated that commitment to the teaching profession leads teachers to devote themselves to fulfilling their job-related responsibilities, which may result in increased learning outcomes.

In sum, teacher professional commitment is relevant to teacher success (Wang et al., 2021), increased teaching effectiveness (Moses, Berry, Saab and Admiraal 2017) and improved learning outcomes (Altun, 2017).

Firestone and Rosenblum, (1988) stated that regular and administrative activities at school levels could affect teacher commitment as the educational activities and school atmosphere are closely interrelated factors. Danku (2022) ascertained that a positive environment and a conducive climate reduces burnout and increases commitment among tutors. Similarly, Firestone and Rosenblum, (1988) indicated that there is a close inter-relation between teaching commitment and school climate. A study by Anderman (1991) revealed that an organizational culture and climate which emphasizes affiliation, recognition, and accomplishment positively affects teachers' satisfaction and commitment and that principals' behaviour and actions establish favourable working situations that positively contribute to teacher satisfaction and commitment.

A study by Danku and Seddoh (2021), revealed that transformational leadership influences tutor commitment. Similarly, in a study by Ross and Gray (2007), their findings showed that there was a direct correlation between transformational leadership and the commitment of teachers. Rosenholtz (1985) believes that internal motivation has been considered as the fundamental conditions that promote high performance, motivation, and commitment to work by some organizational social psychologists. From this perspective, the commitment of teachers is regarded as the amount and level of investment in their work, quality of performance, their satisfaction, and their intention to quit their jobs. It is more likely that committed employees would want to maintain their jobs, have good working relationships, and dedicate more energy and time in their carrier (Yousef, 2000). Gilbert et al. (2017) declared that those who are happy and content with the teaching profession and its working conditions are emotionally and psychologically attached to their vocation. To them, job satisfaction as a driving force which prompts teachers to become committed to their profession.

Similarly, BinBakr and Ahmed, 2015; Alshetri, 2013; Meyer and Stanely, 2012 in a study on the commitment of faculty members revealed that the faculty members had high levels of affective

commitment and were emotionally attached to their universities and that the universities had great deal of personal meaning for faculty; they did feel "obliged or trapped".

### **Theory of Organizational Commitment (TCM)**

Allen and Meyer (1990) proposed a three-component model of organizational commitment (TCM). The model proposed that organizational commitment has three distinctive components: affective attachment to the organization, perceived costs of leaving it, and a felt obligation to stay. These three forms, labelled affective, continuance, and normative commitment, respectively, are referred to as components of organizational commitment.

**Affective commitment** is an employee's emotional attachment to an organization, identification with, and involvement in the organization. Thus, employees with high level of affective commitment, enjoy their relationship with the organization and are likely to stay.

**Continuance commitment** is the perception of costs associated with leaving the organization. Thus, an employee with a high level of continuance commitment, will remain in an organization because he is compelled to. For example, you may feel quitting your job may lead to an unacceptable length of unemployment or you may feel you will lose a certain degree of status if you leave a well-respected organization.

**Normative commitment** this refers to employees' feelings of obligation to remain with the organization. It is the degree to which an employee feels obligated to the organization or believe that staying is the best thing to do.

Allen and Meyer (1990) ascertained that commitment is not based on just one of these components. A commitment profile is the interaction between these three components. The three components can have a significant effect on retention, work performance, and employee well-being. There is a negative relationship between affective, normative, and continuance commitment and an employee's intention to voluntarily leave an organization. In other words, low affective, continuance, and normative commitment increases the likelihood that a member will leave the organization, while high levels of affective, continuance, and normative commitment are related to high retention rates.

Allen and Meyer (1990) intimated that affective commitment has been linked to performance. For example, employees with a high level of affective commitment will be less absent from work, be high performers, and are likely to have an exceptional behaviour such as helping other employees, putting forth extra effort, and being an advocate for the organization. Normative commitment does not appear to be related to employee absences. An employee's normative commitment is related to work performance and exceptional behaviour, but the effect is weaker than with affective commitment.

## **METHODOLOGY**

### **Research Design**

The research made use of descriptive survey. The descriptive survey assisted to describe the characteristics that exist in the population, but not to determine the cause- and- effect relationship. This research design provided detailed description of issues related to job satisfaction and level of commitment among tutors in the Colleges of Education in Ghana.

### **Population**

The population consisted of all teaching staff of Colleges of Education in Ghana.

### **Sample and Sampling Technique**

Two Colleges of Education were selected from Volta and Greater Accra Regions of Ghana. Akatsi College of Education located in the Volta Region was purposively selected for the study because that was the College where the researchers were working, thus, the sample was easily accessible. Ada College of Education located in the Greater Accra Region was also purposively selected for the study due to proximity to Akatsi College of Education. The two Colleges were selected for the study because all Colleges of Education operate with the same Harmonized Statutes, Conditions, and Scheme of Service. Therefore, the respondents have similar characteristics to enable the researcher obtain appropriate response to answer the research questions. Eighty-five tutors were purposively selected from Akatsi College of Education and Ada College Education.

### **Instrument**

Questionnaire was used for data collection for the study. The questionnaire was divided into two parts. The first part of the questions assessed the state of job satisfaction of tutors in the Colleges of Education working alongside issues of the upgrading of Colleges of Education to tertiary institutions. The second part of the questions evaluated the level of commitment of tutors in the Colleges. The questionnaire used a 4-Likert-type response format: 1= strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree.

On the scale of 1 and 4, 2.5 is the median. When the median is above 2.5, it implies the situation exists but when the mean is below 2.5, the situation does not exist.

### **Data Collection Procedure**

The researchers wrote seeking permission from the Principals and were granted permission to undertake the study. The purpose of the study was discussed with tutors. The respondents were given enough time to complete the questionnaires. All questionnaires collected were fully completed and found usable for the study.

### **Data Analysis**

The data collected were organized and analysed using percentages, means and standard deviations. The frequency of the responses was converted into percentages and used for interpretations.

## **RESULTS AND DISCUSSIONS**

**Research Question 1:** What is the state of tutors' job satisfaction in the Colleges of Education?

In Table 1, 47 tutors representing 55.3% disagreed that the basic salary they received matched the effort they put in their work. The finding gave credence and solidified the study conducted by Seniwoliba (2013) and Muguongo, Muguna, Muriithi (2015) which indicated that teachers were dissatisfied with their pay compared to their inputs (skills, ability and work load).

Concerning allowances, 64 tutors representing 75.3%, 54 tutors representing 63.5%, 52 tutors representing 61.2% and 48 tutors representing 56.5% were not satisfied with vehicle, overtime rate, fuel and committee sitting allowances respectively. This finding is in line with the study of Muguongo, Muguna, Muriithi (2015) which concluded that teachers were highly dissatisfied with the allowances they received.

Moreover, 44 tutors representing 51.8%, disagreed that the College has a positive environment and a conducive climate for them to work. The finding is inconsistent with that of Mbonea, Eric, Ogege, Ounga, and Nyarusanada (2021) and Azornu (2011) which indicated that teachers were satisfied with their physical working environment.



Also, the study revealed that only 3 tutors representing 3.5% in the College were not involved in decision making and planning school activities. Consistent with this study is the finding of Tijani (2020) which revealed that level of teachers’ involvement in decision making process was high. Meanwhile, the study also showed that 29 tutors representing 34.1% were satisfied with the procedures for promotion since it did not make progression difficult. In line with this finding is that of Tsakiridou, and Kolovou (2018) which indicated that teachers were satisfied with their job and opportunities for promotion.

According to 48 tutors representing 56.5%, administrative rules were used as guides to solution rather than rigid procedures. The finding is line with the study conducted by Azornu (2011) on 200 teachers which revealed that teachers were very satisfied with the administrative rules in their school.

The result of the study showed that 43 tutors representing 50.6% agreed that Principals typically acted in the best interest of tutors. The finding of the study is consistent with the findings of Mutuku and Mathooko (2014) which reported that teachers were satisfied with the principal’s actions since the principal attended to their needs.

Table 1  
*Tutors’ Job Satisfaction*

Item	SD		D		A		SA	
	F	%	F	%	F	%	F	%
Basic salary matches my effort	26	30.6	47	55.3	12	14.1	-	-
Satisfied with overtime rate	54	63.5	26	30.6	5	5.9	-	-
Book and research allowance	47	55.3	27	31.8	11	12.9	-	-
Housing Allowance	39	45.9	28	32.9	18	21.2	-	-
Fuel allowance	52	61.2	31	36.5	2	2.4	-	-
Vehicle allowance	64	75.3	21	24.7	-	-	-	-
Overnight allowance	49	57.6	29	34.1	7	7.7	-	-
Responsibility allowance	38	44.7	33	38.8	13	15.3	1	1.2
Committee sitting allowance	48	56.5	36	42.4	1	1.2	-	-
Government scholarship	8	56.5	36	42.4	1	1.2	-	-
involved in decision making	19	22.4	41	48.2	3	3.5	-	-
College positive environment	11	12.9	44	51.8	28	32.9	2	2.4
Motivated to work	5	5.9	58	68.2	20	23.5	2	2.4
Hard work is appreciated	11	12.9	46	54.1	28	2.9	-	-
Important information to staff	5	5.9	33	38.8	44	51.8	3	3.5
Principal’s actions	2	2.4	30	35.3	43	50.6	10	11.8
Administrative rules as guide	3	3.5	26	30.6	48	56.5	8	9.4
Tutors assigned responsibility	5	5.9	32	37.6	39	45.9	9	10.6
Promotion procedures	10	11.8	19	22.4	29	34.1	27	31.8

Source: Field data, 2022.

Strongly Disagree (SD) =1, Disagree (D) = 2, Agree (A) = 3, Strongly Agree (SA) = 4

**Research Question 2:** What is the level of commitment among tutors in the Colleges of Education?

Table 2 shows that tutors felt they were emotionally attached to their colleges (mean = 2.50). Standard deviation of (std. deviation=0.424) revealed that tutors do not differ in their affective commitment to their colleges. They held similar view that the problems of the college were their problem. A negative coefficient of skewness (Sk=-0.254) revealed that the distribution skewed to

the left with the mean < median < mode indicating that tutors were affectively committed to the development of the college.

Table 2  
*Tutors' Affective Commitment*

	N Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Std. Error
Valid N (listwise)	85	2.50	.424	-.254	.261

In Table 3 a majority of tutors disagreed with the assertion that they were afraid of what might happen if they quit their job without having another ready (mean= 2.35). A standard deviation of (std. deviation= 0.547) revealed clearly that they were not working in the college as a matter of necessity as much as desired. A negative coefficient of skewness (Sk=-0.135) revealed that the distribution skewed to the left with the mean < median < mode indicating that tutors' continuance commitment to the college was low.

Table 3  
*Tutors' Continuance Commitment*

	N Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Std. Error
Valid N (listwise)	85	2.35	.547	-.135	.261

Table 4 shows tutors disagreed with the assertion that the benefits they received were as good as what other organisations offer (mean= 2.22). A standard deviation of (std. deviation= 0.547) revealed clearly that they were not working in the college as a matter of necessity as much as desired. A negative coefficient of skewness (Sk=-0.054) revealed tutors did not see jumping from one organisation to another as unethical hence have no feeling of obligation to remain in their colleges. This indicates that tutors have a low level of normative commitment.

Table 4  
*Tutors' Normative Commitment*

	N Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Std. Error
Valid N (listwise)	85	2.22	.458	-.054	.261

The findings of this study revealed that among the three types of commitments and their mean scores, affective commitment (mean= 2.50), continuance commitment (mean= 2.35) and normative commitment (mean = 2.22), affective commitment recorded the highest mean score which suggested that tutors' have high level of affective commitment for their colleges. However, tutors in the Colleges of Education have no feelings of obligation to remain in the Colleges of Education. This could be the reason for the high attrition rate of tutors from the Colleges of Education to the public universities.

The finding is consistent with the study conducted by previous researchers (BinBakr and Ahmed, 2015; Alshitri, 2013; Meyer and Stanely, 2012) who used the Meyer and Allen's three-component model of organisational commitment and reported that employees have high levels of affective organizational commitment compared to normative and continuance.

## CONCLUSION AND RECOMMENDATIONS

### Conclusion

Shann (1998) observes that job satisfaction of teachers is a very important factor influencing the commitment and performance of teachers and their retention in the profession. This study is relevant as it provides insight into job satisfaction and commitment issues among College of Education tutors to enable stakeholders discuss tutors' attrition rate vis-à-vis tutors' job satisfaction and commitment.

The evidence available from the findings concerning job satisfaction among tutors revealed that a majority of tutors were not satisfied with their physical working environment but were satisfied with their involvement in decision making and planning of school activities. A majority of tutors were also satisfied with the procedures for promotion since they did not make progression difficult. Further, tutors were satisfied with administrative procedures since they were used as guides to solutions. In addition, a majority of tutors were satisfied with their principal's actions since they attended to their personal needs and protected teachers' interest.

However, majority of tutors were not satisfied with vehicle maintenance, overtime, fuel and committee sitting allowances. Concerning salary, a majority of tutors were also dissatisfied with their salary compared to the inputs (skills, ability and work load) they made.

Moreover, gauging the affective, continuance and normative commitment levels among tutors in the selected Colleges of Education for the study, affective commitment recorded the highest mean. That suggested that tutors were emotionally attached to their colleges, identified themselves with their colleges and were involved in college activities. However, tutors recorded low continuance commitment which indicated that tutors had no feelings of obligation to remain in the Colleges of Education.

### Recommendations

Based on the conclusions of the study, it is recommended that:

1. the Government of Ghana through the Ministry of Education and the Ministry of Finance should ensure that compensations for tutors of Colleges of Education be as good as that of other public Universities;
2. stakeholders of Colleges of Education do not focus only on monetary compensations in ensuring job satisfaction and commitment of tutors. Stakeholders should consider providing intrinsic incentives and motivation such as personal development opportunities, rewards, and awards to appreciate the efforts of tutors;
3. the College administration and Management should take into account the needs and expectations of college tutors and create conducive environments for teaching and learning; and
4. the Colleges of Education Tutors Association of Ghana (CETAG) should engage Management and other regulatory bodies of Colleges of Education to resolve issues surrounding conditions of service of Colleges of Education tutors.

### Implications for Research

The implementation of the recent National Teachers Education Curriculum Framework requires quality human resource to ensure that student teachers acquire the requisite professional knowledge, values and attitude and professional practice to promote lifelong learning in the basic schools. However, poor conditions of service has resulted in some tutors leaving the Colleges of

Education, which could be detrimental to the implementation of the Bachelor of Education Curriculum.

The aim of this study therefore is to get College Management informed about the state of job satisfaction among tutors so that frantic efforts would be made to create conducive environments for tutors to ensure that working in the Colleges of Education is not a matter of necessity. This informs government to implement the condition of service of tutors of Colleges of Education to make sure that the benefits tutors receive are as good as what other public Universities receive. The study aims at ensuring that the college administration takes into account needs and expectations of college tutors to help improve their job satisfaction.

This study sought to abreast stakeholders of Colleges of Education of the implications of tutors' job satisfaction and commitment. It should be noted that if tutors in the colleges begin to have feelings that they have no obligation to remain in the colleges, the human resources required for the implementation of the National Teacher Education Curriculum Framework will be depleted.

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