

**ANALYSIS OF SELECT DETERMINANTS OF JOB SATISFACTION AMONG
TUTORS IN TECHNICAL TRAINING INSTITUTIONS IN MERU COUNTY,
KENYA**

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**A Thesis Submitted to the School of Education and Social Sciences in Partial
Fulfillment of the Requirements for the Conferment of a Master's Degree in
Educational Leadership and Management of Kenya Methodist University**

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DECLARATION

Declaration

This thesis is my original work and has not been presented for a degree or any other award
in any other University

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DEDICATION

I dedicate this thesis to my children Brian, Christine and Victor for being great supporters of my studies

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I would like to acknowledge the guidance accorded to me by Eric Mwenda and Dr. Jacinta Kagendo, Ph.D. It is through their supervision that I have been able to progress well in the academic journey. My close family members have also played a great part in provision of moral and financial support, which I cannot take it lightly. I am grateful to my colleagues and friends who have provided the right support mechanism and peace of mind to concentrate in my postgraduate studies. The KeMU fraternity which include lecturers, administration staff and library staff have also been instrumental in provision of various key services needed for the ultimate progression of the thesis. I am grateful to staff such as Berine and Yvonne for providing APA intext citation and references guidance, KeMU thesis writing guidelines, and plagiarism report services.

ABSTRACT

The contribution that tutors make towards the imparting knowledge and skills to students is paramount. That notwithstanding, there has been an acute shortage of qualified tutors in Kenyan technical training institutes due to poor satisfaction with their roles. The purpose of this study was to conduct an analysis of select determinants of job satisfaction among tutors in technical training institutions in Meru County, Kenya. The specific objectives were to examine the influence of learning facilities, remuneration, promotion, and tutors' recognition, on job satisfaction of tutors in technical training institutions in Meru County, Kenya. The study was guided by two theories which include the Herzberg two-factor theory and the expectancy theory. Further, cross-sectional research design was administered in the consideration of collecting data from various participants such as principals, HR managers, departmental heads and tutors at one single point in time. The study targeted 7 TTIs in Meru County, involving 261 tutors, 7 principals, 14 HR managers, and 40 HODs. Using purposive and random sampling, it selected 7 principals, 7 HR managers, 36 HODs, and 158 tutors, with Yamane's formula guiding the sample size determination. The study used questionnaires and interviews to gather data from tutors, department heads, principals, and HR managers in Technical Training Institutions (TTIs), with a pilot study at Chuka Technical College. It assessed reliability and three types of validity, analyzed data using SPSS and thematic analysis, and found that learning facilities enhanced tutor satisfaction. However, ICT infrastructure was lacking, pay was only sufficient for basic needs, and promotion policies caused dissatisfaction. The study recommended improved ICT infrastructure, stable pay frameworks, inclusive promotion policy revisions, and support for tutor research. Future studies should include universities to broaden findings.

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ABBREVIATIONS AND ACRONYMS

AAUP	American Association of University Professors
AFT	American Federation of Teachers
CBET	Competency-based Education and Training
HR	Human Resource
HOD	Head of Department
MSQ	Minnesota Job Satisfaction Questionnaire
SPSS	Statistical Package for the Social Sciences
TTIs	Technical Training Institutions
TVCs	Technical and Vocational Colleges
TVETA	Technical and Vocational Education and Training Authority
TVET	Technical and Vocational Education and Training
USIU	United States International University

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Job satisfaction is the ability of a tutor to derive contentment while performing their assigned tutoring tasks at an institution of higher learning (TVETA, 2021). Khan et al. (2021) provides that when tutors get fulfilment during a lecturing process is equated to mean that they are satisfied with their roles and responsibilities. Therefore, in this study, job satisfaction was taken to mean contentment and fulfilment that a tutor derived when accomplishing the tasks assigned by their superior in an institution. In this study, job satisfaction was measured using learning facilities, remuneration, promotion and tutors' recognition (Achora, 2022; Otache & Inekwe, 2023; Permana et al., 2021).

Satisfaction at the work place is mainly the goal of any staff in an organization since it dictates a lot regarding the length of stay in the institution. Therefore, in the learning institutions, there are different factors that cause satisfaction among the tutoring staff in general such as availability of learning facilities, remuneration, job promotion and tutor's recognition. Learning facilities are all physical structures that have been constructed and installed by the management to facilitate the learning process at a learning institution. These structures provide the environment through which a staff is able to administer their tutoring duties amicably. Learning facilities have been identified as the leading element on tutors' willingness to serve in an institution (Sabeng & Mensah, 2023). Learning facilities provide both safety and psychological contentment of tutors to serve in their capacity. Further on, the remuneration is also a contributory factor towards deriving satisfaction among the

tutors. Remuneration includes the salary, rewards, bonus and wages that tutors receive as an appreciation for dedicating their time, resources and energy in imparting knowledge and skills to students (Ye et al., 2022). The tutors' ability to serve in an institution is dictated by their capacity of paying personal bills and improving their savings structure, which can only be achieved through remuneration. Therefore, a learning institution provides a point of contact for the tutors to attain the so much desired financial resources.

Promotion is the ability of a tutor to move from a lower rank to a higher one at their place of work, based on academic qualifications or experience (Ampomah & Oti-Agyen, 2023). It is the desire for any person to keep progressing in their lives hence being able to get promotion after some time is a motivating aspect that brings job satisfaction to the tutors. Therefore, tutors feel comfortable working in an institution that have future plans for them to improve their professional achievement. Further on recognition is also a factor that brings about satisfaction to tutors. Recognition is the ability of a tutor to be acknowledged depending on their academic, personal or relational inputs at an institution (Guoba et al., 2022). When tutors get recognized at their places of work, it attains self-fulfillment needs as depicted by Maslow's hierarchy of needs (Herrity, 2022). This means that they get the so much desired publicity to increased their self-esteem and willingness to keep giving their best.

These factors have been noted by several studies such as Motaung (2020) as universally accepted to cut across different learning institutions in diverse nations. Job satisfaction varies from one tutor to the other based on their age, personal goals and academic cadre they are serving under. However, authors have debated on the issues that affected tutors causing them to be dissatisfied with their tutoring roles and responsibilities.

Globally, tutors in American states like Florida have faced inconsistency salaries and lack of training opportunities, while those in Michigan have complained of irregular promotion, structures and inconsiderate institutional politics (AAUP, 2023; American Federation of Teachers [AFT], 2022). In European nations like Germany, there has been lack of respect for tutors such as part-time ones hence unable to get recognized despite what they achieve (Lotus, 2022). In United Kingdom, tutors have complained of irregular deductions whereby the tutors get unnecessary salary deductions that do not benefit them from their pay slips (European Commission [EU], 2022; Kovács et al., 2024). In Asian nation such as China, there has been an outcry from the tutors regarding poor innovative initiatives support by the management (Han, 2022). In Tokyo there has been poor tutor succession system and lack of an elaborate rewarding system (Ye et al., 2022). Additionally, in Indonesia, there has been low job security for tutors in technical training institutes in the nation (Sancoko et al., 2023).

Regionally, tutors in South Africa have complained on lack of commitment from institutions management such as employing them on longer contracts or permanent basis (Chaacha & Oosthuysen, 2023). This has in turn demotivated them resulting to decreased tutor's productivity. In West African nations like Nigeria, there has been high turnover due to in considerate work load (Obinna-Akakuru, et al., 2022). This is whereby tutors get assigned overpopulated classes with low payment structures (Otache & Inekwe, 2023). In northern African nations such as Morrocco, tutors have complained of toxic work environment and staff conflicts. In East African nations such as Rwanda, the tutors have accused the learning institutions' management of poor communication, whereby they either get instructions late or do not get them at all (Bizimana et al., 2022). In Uganda, tutors have

lamented on unfavorable worker's policies from the government. This includes limited welfare group association or generally ineffective welfare whereby they cannot advocate for their working rights to either the learning institution's management or the government (Tumusiime, 2021). Additionally, in Tanzania, tutors in technical institutions dealing with machines, such as the ones in engineering have complained on lack of insurance cover in case of work-related injuries (Mgaiwa, 2023).

Locally, tutors have been faced with nepotism whereby relatives of the management team have acutely been considered for jobs and promotions (Muthomi et al., 2023). Other problems that tutors have faced include lack of digital infrastructure, unstocked libraries, poor organizational culture, and low number of buildings to support learning and administration (Maina & Muathe, 2022). All these issues have cut across learning institutions inclusive of the Technical Training Institutes [TTIs].

Meru County is a Kenyan county located in former Eastern province and it lies between 0°3'N 37°38'E. The Technical Training Institute [TTIs] in Meru County have faced numerous issues that have affected the tutors' satisfaction. By their definition, TTIs are learning organization established to offer technical and practical skills to students who are considered average learners (TVETA, 2021; Ye et al., 2022). TTIs have been struggling with inadequate finances to a point that the salaries of the tutors get delayed for weeks if not months (Muthomi et al., 2023). In relation to the payment system, the TTIs have unfavorable salary structure policy frameworks that shows a rift between part-time and full-time tutors (Mbaka et al., 2022). Additionally, the tutors in learning institutions of Meru

County, have faced lack of personal growth support mechanism such as soft loans to advance their education (Kinoti et al., 2023).

1.2 Statement of the Problem

TTIs contribute significantly towards impartation of knowledge and skills to students which are acknowledged as key towards improving social equity and development (Oosthuizen et al., 2023). Therefore, the TTIs entrust this noble process to experienced and academically qualified tutors whose loyalty should be interjoined with the institution's vision and mission (Maina & Muathe, 2022). They should provide their services in a quality learning facility, get well paid, their accomplishments be recognized and exposed to career growth opportunities, so as to have uttermost job satisfaction (Khan et al., 2021).

According to TVETA (2021), there has been an acute shortage of qualified tutors in Kenyan technical training institutes due to poor job satisfaction (TVETA, 2021). This has been caused by inconsistency in payment of salaries. Additionally, the tutors work in poor working conditions whereby they lecture in overcrowded lecture rooms with limited access to tutoring tools, to enable them have effective learning (Muthomi et al., 2023). Additionally, the tutors lack promotional opportunities resulting them to look for tutoring opportunities in other learning institutions such as universities (Achora, 2023).

The problem of job satisfaction of tutors if not addressed will worsen the issue on shortage of tutors which will result to further academic paralysis in TTIs, where students lack role models that could impact them with the right skills for the job market (Oroni et al., 2023). As a result, there has been a disconnect between the job market demands vis-à-vis what the

TTIs are offering the students. There have been few studies that have addressed determinants such as learning facilities, remuneration, promotion and tutor's recognition combined hence creating a gap to analyze select determinants of job satisfaction among tutors in technical training institutions in Meru County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to conduct an analysis of select determinants of job satisfaction among tutors in technical training institutions in Meru County, Kenya.

1.4 Objectives

The study was guided by the following objectives;

- i. To examine the influence of learning facilities on job satisfaction of tutors in technical training institutions in Meru County, Kenya.
- ii. To establish the influence of remuneration on job satisfaction of tutors in technical training institutions in Meru County, Kenya.
- iii. To determine the influence of promotion on job satisfaction of tutors in technical training institutions in Meru County, Kenya.
- iv. To evaluate the influence of tutors' recognition on job satisfaction of tutors in technical training institutions in Meru County, Kenya.

1.5 Research Hypotheses

H₀₁: Learning facilities have no significant influence on job satisfaction of tutors in technical training institutions in Meru County, Kenya

H₀₂: Remuneration has no significance influence on job satisfaction of tutors in technical training institutions in Meru County, Kenya

H₀₃: Job promotion has no significant influence on job satisfaction of tutors in technical training institutions in Meru County, Kenya.

H₀₄: Tutors recognition has no significant influence on job satisfaction of tutors in technical training institutions in Meru County, Kenya.

1.6 Justification of the Study

The contribution that tutors make towards the imparting knowledge and skills to students is paramount. They provide illustrations and technical know-how to students closely being guided by the set curriculum. Some of them even go to an extra mile of tutoring on overtime just that the required academic milestone could be achieved on the stipulated time. According to Motaung (2020), the skills students get in TTIs play an upper hand in not only providing job opportunities to them but also create corporates that could be used to improve the livelihoods of members of the society. As noted by TVETA (2021), the government has put effort in ensuring that the students acquire the required practical skills needed in building the economy rather than dwelling on theoretical part of learning. Therefore, it can always be agreed that tutors' effort towards ensuring the next generation is sufficient and self-reliant is relevant.

That notwithstanding, it has been a growing concern on ensuring that the institutions provide adequate environment, better pay structure, opportunities and recognition to tutors effortlessly. The input that the management of the institution have instigated is still not adequate since the number of qualified tutors is discouraging. The main reason being that

the institutions avoid having so many tutors with high qualifications and experience to reduce on salary cost (Mahmoud et al., 2023). According to Oosthuizen et al. (2023), most TTIs employ undergraduate degree holders to become tutors rather than the stipulated masters and PhD holders. This definitely has affected the quality of education implemented at the TTIs.

1.7 Limitations of the Study

The major limitation that the study experienced was the confidentiality involved in the issues of job satisfaction. They were concerned about the final destination of the information that they were willing to provide. Additionally, the TTIs were located in interior part with inaccessible roads proving a challenge especially on harsh weather.

1.8 Delimitation of the Study

The study sought consent from the tutors while assuring them that their feedback would be used for academic purposes. This included establishing confidentiality parameters such as not asking for their personal details such as names, contacts or any way of identifying them. Through this measure, they were assured that their response had no professional consequences with the management. The researcher considered options on modes of transportation such as using motorbikes in cases where the roads were narrow or impassable.

1.9 Significance of the Study

The study's significance would ensure that tutors benefit greatly from the study since they would get a neutral platform that they could use to indicate what has been working and not

in their institution. Through giving out this information, other tutors could also note the working aspects in regards to learning facilities, remuneration, promotion and recognition. It is through this study that tutors could have scientific evidence of various measures applied in Meru County's TTIs that can be adopted in their counties.

Further, the TTIs management such as principals and HR managers would also get a chance to provide information on policy framework and issues affecting the job satisfaction of the tutors. It is through this study that other managers could get information on counter measures applied to reduce the severity of the issues so as to increase the job satisfaction of their tutors.

The academic staff would also get to know the concerns that have been affecting their institutions. Through the results of this study, they could use it as a base to instigate candid discussions with their management in their work places for improved working conditions, pay, promotion and recognition.

The ministry of education would also benefit a lot from the study since it would get firsthand information of what has been affecting TTIs particularly in Meru County. When the issues raised are known, it would enable the ministry officials to improve education policies or eliminate the unfavorable ones related to institutions of higher learning.

The students would also learn a lot on what their tutors are going through via the findings of the study. It would enable them reduce the demands they make to their tutors hence reducing the up-surging pressure on them. This would provide a learning environment that is built on mutual understanding and respect.

The findings would also benefit future researchers especially on providing important information of what was working and what is not in regards to tutors' job satisfaction aspect in the TTIs. They could expound further to other counties and nations to ascertain whether the issues are universal or uniquely related to Meru County TTIs. Further, the study would contribute new knowledge when the determinants of job satisfaction among tutors in technical training institutions in Meru County, Kenya, is known.

1.10 Assumptions of the Study

The study was guided by the assumptions that the TTIs had open policy of communication whereby the tutors were allowed to partake a scientific study without hinderances. Additionally, the study assumed that the key issues related to job satisfaction were provided in a truthful and honest manner that did not cover-up anything. The study assumed that there were guiding policies on remuneration, job promotion and recognition. The policies could have been adopted from the ministry of education or uniquely from the board of management of the TTIs.

1.11 Operational Definition of Terms

Job Satisfaction

This is the ability of a tutor to derive contentment and fulfilment while performing their assigned tutoring tasks at the TTIs.

Learning Facilities

These are all physical structures that have been constructed and installed by the management to facilitate the learning process at the TTIs.

Promotion

The ability of a tutor to move from a lower rank to a higher one at their place of work, based on academic qualifications or experience.

Recognition

The ability of a tutor to be acknowledged depending on their academic, personal or relational inputs at the TTIs.

Remuneration

This is the salary, rewards, bonus and wages that tutors receive as an appreciation for dedicating their time, resources and energy in imparting knowledge and skills to students.

Staff Turnover

This is the process of the tutors to be recruited and leave the institutions due to personal or institutional caused reasons.

Technical Training Institute

These are learning organization established to offer technical and practical skills to students who are considered average learners.

Tutor

This is an academic staff employed in an institution to teach students, offer assignments and examinations, mark the students' examinations and allocate marks that demonstrate the academic ability of the student.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviews work that have been covered by other scholars, theoretical review and conceptual framework. The reviewed works and theories are done on each variable of the study.

2.2 Job Satisfaction

The satisfaction aspect of tutors enables them serve in their capacities with zeal and motivation. In the long-run it promotes effectiveness and efficiencies that could enhance impactful transfer of skills and knowledge. There have been studies established in regarding to how learning facilities influence job satisfaction of tutors in global, regional and local perspective. Globally, Mahmoud et al. (2023) examined how teachers got satisfied with their jobs through the effort of different leadership styles such as democratic, autocratic and Laissez fair from their chairpersons in UAE institutions of higher learning. Through the adoption of descriptive design, the study was able to select one hundred and thirty-five tutors who took part in the study through answering of questionnaires. The study established in consideration of three leadership styles that were examined, democratic leadership from the chairpersons enabled these institutions to enhance promotion, justice for staff, provide incentives, provide favorable working conditions, and improve relationship among staff. Therefore, this brought about work satisfaction to the staff. That notwithstanding, Mahmoud et al. (2023) failed to assess how democratic leadership gave a chance to tutor's recognition leading to improved job satisfaction.

Further, Roselidyawaty et al. (2023) explored how Malaysian TVET teachers got satisfied with their jobs as a result of reward system leading to improved performance. The study adopted an analysis of literature. According to the study, when teachers were rewarded and recognized for meeting the objectives of the institutions, they got more satisfactions in their current jobs. This led to more commitment, increased productivity and positive influence on low turnover in education field. Considerably, the various rewards the study addressed were salaries, bonuses, incentives and allowances. All these were extrinsic rewards hence the study did not consider addressing intrinsic rewards like training opportunities and worker recognition, among others.

Additionally, Rimal (2022) investigated what brought about job satisfaction of staff in Kathmandu Technical and Vocational Education and Training [TVET] schools. The targeted eighty staff from Bajalu school of engineering and thirty-five staff from Shankarapur polytechnic. They were sampled using simple random method to obtain ninety staff whose working experience exceeded one year. The results of the study provided that job satisfaction was positively influenced by good salaries, moderate workload, pleasant environment the staff worked from, and how the staff were recognized and supervised. Therefore, the more complicated the named factors were to attain, the less satisfaction the staff got from their jobs. However, the study did not substantiate the specific factors that brought about increased job satisfaction among the tutors of the institution but only generalized the findings.

Regionally, Ampomah and Oti-Agyen (2023) investigated how tutors from Ghanaian colleges were able to get satisfaction from their jobs to the extent of committing to the

school's objectives. The study was cross-sectional survey which involved use of quantitative data such as questionnaires, on a population of three hundred and nineteen tutors. According to the study, when there was collective communication among the staff, rewards and recognition, job commitment was highly correlated. However, the study could have interviewed the principals of colleges, so as to get their response in detail on the challenges the institution was facing in balancing its needs and those of the tutors as they enhanced job satisfaction.

Further, Mgaiwa (2023) assessed what brings about satisfaction of jobs in various academic ranks and age in university staff hence making a difference in Tanzania's universities. The study adopted cross-sectional design to implement the Minnesota Job Satisfaction Questionnaire [MSQ] on a convenience sample population of four hundred and eleven lecturers in 2 public and 2 private Tanzanian universities. According to the study, MSQ was validated and provided that different academicians had different intrinsic and extrinsic job satisfaction levels depending on their age and academic rank. However, the study based the findings of job satisfaction on a single survey which was implemented using cross sectional design. The study could have conducted longitudinal survey to assess the various factors that brought about satisfaction of jobs among the academicians over a period of time rather than one point in time. Additionally, the study choice of convenience sampling was not scientific hence could have adopted scientific sampling methods like simple random, purposive, and systematic among others.

Locally, Achora (2022) examined which factors the Kenyan tutors were adopting to and were able to derive job satisfaction hence improving their performance in teacher's training

colleges sponsored by the government. Through descriptive research design, the study included twenty principals and three hundred tutors sampled using purposive and stratified methods respectively. Pre-test was done in Maseno university on two principals and thirty-three tutors. According to the study, when there were considerate remunerations, promotions, conducive work environment and policies from the government, the tutors were motivated and derived more satisfaction from their jobs. However, the study included teacher's training colleges sponsored by the government for P1 programs. There is therefore the need to expand the study to technical training institutions.

Further on, Mbaka et al. (2022) evaluated how tutors in teacher's training colleges sponsored by the government, were able to be committed to their jobs as a result of their principals providing welfare services in Kenya's Eastern region. Using a descriptive design, the study included five college principals, one hundred and thirty tutors and one hundred and eighty-six students. The principals were selected using census while simple random method was used on tutors and students. Additionally, the principals were interviewed while the rest of the respondents filled in the questionnaire. According to the study, when there was provision of welfare among staff, the commitment developed by one hundred and twenty-two percent. The welfare factors in consideration were medical insurance, food, welfare groups and houses. That notwithstanding, the study did not provide any evidence of pre-testing the instruments hence provision of reliability was inadequate.

2.3 Learning Facilities and Job Satisfaction

Institutions establish various learning facilities to enhance quality learning from the perspective of the tutors and students respectively. In this study, learning facilities that will

be considered will include classrooms/lecture rooms, tutoring tools, textbooks, library and ICT infrastructure. There have been studies established in regarding to how learning facilities influence job satisfaction of tutors in global, regional and local perspective. Learning facilities are all physical structures that have been constructed and installed by the management to facilitate the learning process at a learning institution. These structures provide the environment through which a staff is able to administer their tutoring duties amicably. Learning facilities have been identified as the leading element on tutors' willingness to serve in an institution (Sabeng & Mensah, 2023). Learning facilities provide both safety and psychological contentment of tutors to serve in their capacity. Further on, the remuneration is also a contributory factor towards deriving satisfaction among the tutors.

Globally, Kovács et al. (2024) studied on various factors related to institutional resources and demands affecting how university staff in academia delivered their tasks in five nations (Hungary, Romania, Serbia Slovakia, Ukraine). The study consulted a sample size of forty-one respondents who were interviewed through focus groups. The results presented by the study on institutional resources provided that when there were unsuitable lecturer rooms due to space coverage and lack of digital infrastructure such as computer labs, wireless network, the university staff experienced low job satisfaction. However, the study did not explore the availability of learning facilities such as libraries affected the job satisfaction of academia staff. Additionally, the problems noted were in general and did not specifically address tutors.

In addition, Mandal and Dhar (2023) examined using qualitative method on how job satisfaction of teachers was affected by various aspects in West Bengal. The main sources of information were from articles and general documents discussing about satisfaction of jobs of the teachers. Among the factors discussed, the study found out that environmental aspects such as comfortable classes, well stocked modern libraries, textbooks availability, technology, teaching aids, teaching support, and secured premises, among others had a significant influence on satisfaction of jobs of the teachers. However, the study did not address learning facilities established to cater for tutors with disabilities, as a measure of ensuring that they also have job satisfaction. Additionally, the study did not collect quantitative data such as secondary information on performance to note the differences in performance of the lecturers when they experienced job satisfaction.

Regionally, Mesuwini et al. (2023) explored the various learning experiences, work related environment and tasks that lecturers in TVETs located in South Africa, were entrusted with. Eighteen lecturers were consulted through interviews which were analyzed thematically, to explain their experiences linked to working jurisdiction. There was the use of experiential learning theory, teaching framework and soft skills theory. The study found out that lecturers were well versed with various course unit knowledge, soft skills and blended well with the culture of their institutions related to safety precautions when using various teaching engineering machines. Regrettably, the study concentrated on only work environment related to use of machines and did not address other TVET course that require use of computers, classroom conditions and library. Further, the 18 lecturers who were the main study's sample size were small in number as compared to the normally required threshold of 30 participants in a scientific study.

Further, Chaacha and Oosthuysen (2023) evaluated the dynamism of academic staff functionality in institutions of higher learning in South Africa. The study used qualitative method of data collection to interact with the intended sources of information. This was whereby the study e-interviewed 9 respondents to find out that these institutions had provide digital infrastructure to support the academic staff in lecturing and administrative tasks. That notwithstanding, the study made a decision to conduct an e-interview to few numbers of respondents hence limiting the information that was derived and also conducted the process in a platform that was prone to digital malfunctions like network failure.

Additionally, Obinna-Akakuru et al. (2022) assess what brought about stress among Nigeria's lecturers in tertiary institutions, and how that affected their work-related performance. A sample size of three hundred and eighty-two lecturers was considered as the respondents selected using simple random method. According to the study, physical factors bringing about stress to lecturers included failure to have digital tools such as adequate number of computers to work with hence resulting to lecturer doing a lot of work by themselves resulting to physical fatigue. There is the need to expound more on the study work, to assess some of the physical stress factors caused by inadequate learning facilities.

Locally, Ombima (2022) examined what brought about satisfaction of jobs in Kenya's higher education institutions' staff which was a case study of United States International University [USIU] in Nairobi. One hundred and six staff answered the questionnaires and were included in the study through proportionate stratified random sampling method. Majority of the respondents 20(27%) were academia staff like professors, senior lecturers, lecturers, and assistant lecturers while the minority were senior management staff 4(5%).

Among the factors considered, environmental elements such as clean and safe buildings to work into, user friendly technology to digitalize learning and reduce workload, were considered to increase job satisfaction among the staff. However, the study considered only a case study of USIU which is a private university hence difficult to replicate the findings on other institution of higher learning like public universities and TTIs.

Notably, Chepkoech et al. (2021) explored the factors affecting the trainer's quality in TVET institutions funded by the government in western Kenya, particularly in developing student's skills. Four hundred trainers from fifteen TVETs were included through answering of questionnaires and as well as fifteen principals who were interviewed. The findings related to learning facilities revealed that the TVETs were understaffed with qualified tutors who understood how to use various key tools such as engineering machines, had inadequate ICT infrastructure, unstocked libraries and low number of buildings to support learning and administration. This resulted to classes being undertaken in fabricated buildings or tents. As a result, the study mentioned that it led to having lowly qualified students who were poorly trained by the institution. Notably, the study did not provide pre-testing evidence to justify reliability of the questionnaires and interview guides.

2.4 Remuneration and Job Satisfaction

The ability of a tutor to receive adequate payment at the end of the agreed duration of time provides satisfaction to serve in more profound motivation. In this study, remuneration that will be considered will include pay structure and policies, rewards, salaries for fulltime tutors, bonuses, and wages for part-time tutors. There have been studies

established in regarding to how remuneration influence job satisfaction of tutors in global, regional and local perspective.

Globally, Sancoko et al. (2023) investigated how lecturers were deriving job satisfaction and how that affected their performance in faculty x Universitas, Indonesia. The study included sixty-six lecturers contracted by the university on permanent basis. They were issued with questionnaires whereby the study found out that the amount of salary paid to the lecturer, had a positive influence on their job satisfaction, as compared to other factors such as promotion, co-worker relations. Notwithstanding, the study did not involve parttime tutors to ascertain whether their salaries affected their job satisfaction.

Further, Hee et al. (2020) explored the main attributes that were causing the academic staff to deriving job satisfaction in Malaysia. The theories used were motivation-hygiene, Maslow's hierarchy of needs and leader-member exchange. Eighty-two academic staff were consulted from one private college and requested to answer the questionnaires. Notably, the study found out that the presence of a conducive work environment and robust top leadership, ensured that the academic staff received standard pay and periodically increased the salaries, enhanced job satisfaction. Regrettably, the study did not consider other remuneration factors such as rewards and also based their findings on one private institution hence hard to replicate in other institutions such as the government funded ones.

Regionally, Sanders and Mukhari (2023) examined the factors that were causing South Africa's lecturers to blend learning and how that affected their perception in institutions of higher learning. The study collected data using interviews from thirteen lecturers in department of languages, art and culture, which was analyzed using thematic method. Additionally, data was also collected through literature review based on its objectives

whereby there was an establishment that for lecturers to blend in learning, sufficient training, professional development, technology and adequate reward system was needed. More information on the reward system was noted that when the lecturers had enough pay according to the market rate, they were able to rely on their income to further their education as a measure of self-professional development. However, the decision by the study to include only thirteen lecturers in one department did not justify the findings hence objectivity of the results was not attained.

In addition, Otache and Inekwe (2023) evaluated the main attributes that brought about satisfaction in the workplaces for lecturers in Nigeria's polytechnics with PhDs, and how that affected their performance and willingness to move to other institutions. Descriptive correlation research design was used to collect information from one hundred and sixty-seven lecturers with doctorate degree. Considerably, the study presented a number of findings but the specific ones related to remuneration were that, most lecturers were dissatisfied with their pay, work-related environment and personal growth. Therefore, concluded that since the motivational factors were not well handled, it led to high job turnover due to dissatisfaction with their roles as lecturers. However, the study did not provide the salary structure policy framework established by the ministry of education in Nigeria to ascertain that the salaries paid to lecturers was low. Additionally, the study did not collect data from other academic staff such as assistant lecturers who did not possess doctorate degrees.

Locally, Oroni et al. (2023) explored the competence considerations of the trainers towards being knowledgeable on the units taught at Bungoma County's TVETs. The study gathered information from eighty respondents who included trainers, trainees and college principals

through descriptive research method. Closed-ended questionnaires were the method used to collect data which revealed that trainers were demotivated with the various methods used to reward or pay them. This was mainly attributed to how their recruitment process was done such that the ones employed through the management received low salaries as those who were employed through government recruitment dues processes. Unfortunately, the study did not provide the specific sample size for trainers, trainees and college principals. Additionally, the study could have interviewed the principals to get more information on various remuneration structures that existed.

Further, Kinoti et al. (2023) investigated the various attributes that trainers at Meru County's TVETs, implemented towards the Competency-based Education and Training [CBET]. The study adopted mixed method approach and descriptive research design to a population sample of three hundred and sixty-three participants. These included three principals, twenty-three tutors, three technicians and the rest were trainees. The study combined both interviews and administration of questionnaires where the principals' information was gathered through the former and the rest of the respondents through the latter respectively. The several factors considered by the study were training requirements for the tutors to handle CBET, unclarity of CBET objectives, and inadequate support from the management. Therefore, in relation to remuneration, the study found out that the management failed to pay the required salaries on time, and there were loads of deductions on the tutors pay. These issues caused the tutors to have ill motives when training CBET courses such that trainees needed to make frequent payments to pass exams, get assisted in projects proposals, and even be in the graduation list. There is therefore the need to expand the study to TTIs to ascertain the remuneration challenges affecting the tutors.

2.5 Promotion and Job Satisfaction

Tutors become more fulfilled when their future prospect in lecturing is guaranteed through exposure to promotion opportunities. In this study, promotion that will be considered will include job grades, enhanced responsibilities, pay increase, leadership qualities and work load. There have been studies established in regarding to how promotion influence job satisfaction of tutors in global, regional and local perspective.

Globally, Guoba et al. (2022) evaluated the main aspects that caused job satisfaction among tutors in University of Applied Sciences, Vilnius, Lithuania. Four hundred and thirteen participants took part in the study through answering the questionnaires. The study considered how aspects such as promotions, supervision, rewards, work load and communication structure affected job satisfaction. The results related to promotions provided that on the one hand, the type of tutoring tasks and communication structure enabled them get job satisfaction. On the other hand, many tutors did not get opportunities to be considered for job cadre of a higher level. This left them frustrated hence dissatisfied with their tutoring jobs, providing the essence of promotion towards satisfaction in an education spectrum. However, the study did not indicate the promotion policy framework in place that guided on promotion activities. This would have been more elaborative towards concluding that tutors did not get promotional opportunities.

In addition, Permana et al. (2021) assessed, how job satisfaction was brought about by career development and payment structure. One hundred and forty-eight tutors from private universities in Serang city were determined using Sloving formular and selected through simple random method. They were issued with questionnaires whereby ninety-eight

participants returned filled-in questionnaires. The study determined that career development had a positive influence on the ability of tutors to obtain job satisfaction. Notably, promotional opportunities were greatly hampered by low training among the tutors, lack of objectivity among tutors to initiate personal professional development such as advancing their degree to higher levels, and negative work-relations of juniors and superiors. That notwithstanding, the study failed to provide details on how promotions were affected by enhanced responsibilities among tutors. Further, the study did not mentioned details of pretest study.

Regionally, Motaung (2020) considered the various factors put into focus when TVETs management wanted to improve professionalism among the staffs in Free State province, South Africa. A total of twenty-two staff who included 2 managers, 4 departmental heads, 6 senior lecturers and 8 lecturers were included as the participants. Information from the lecturers was collected through focus group interviews while the managers and departmental heads were interviewed. According to the study, the need for professional development was such a dire need in the TVET colleges since it greatly contributed towards promotional opportunities hence increased job satisfaction. Additionally, lecturers' promotional chances were highly pegged on their ability to self-evaluate to note their training needs, organizing resources to cover cost of training, attending training and monitoring their progress to fit with the institutional promotional requirements. However, the study's sample size was from one institution of higher learning hence replication would be grim.

Further on, Mabaso (2020) explored the relationship that existed in development of talents and performance of the academia staff and how that influenced job satisfaction in

institutions of higher learning. Through survey research design, the study included two hundred and seventy-nine academic staff in UoTs in Gauteng and the Free State University. The staff were lecturers, senior lecturers, departmental heads and professors, who were included through systematic sampling method. The study found that talent development which included promotional opportunities had an influence towards their ability to have job satisfaction. That notwithstanding, the study did not provide descriptive results of various talent development which was an issue since it was hard to underpin aspects such the policy framework of career development considered.

Locally, Maina and Muathe (2022) evaluated the various strategic interventions put into place by TVETs towards stimulating the performance of staff. Considerably, descriptive design was implemented when collecting data from two hundred and sixty-eight participants. Specifically, these included a sample size of eighty-two tutors and one hundred and eighty-two finalist trainees selected through stratified method and answered the questionnaire. Therefore, the study found out that the various strategic interventions put into place staffing policy, knowledge management, learning resources and innovation. In relation to staffing policies, the study voiced that it influenced the increment of performance of staff.

This included the management preparing its staff to take leadership position through training them and then promoting them; providing promotion policies on the requirement of each cadre of positions and through which a staff automatically qualifies when they attain the requirements; strictly adherence of government policies of staffing and promotion. However, the study failed to include senior managers of academia who would have provided information on the issues affecting strategic interventions on promotion.

A report by Technical and Vocational Education and Training Authority [TVETA] (2021) documented on the general functionality of TVETs, their staff and students in Kenya. Fifty-five polytechnics were sampled where sixty departmental heads and fifteen registrars were included. Departmental heads were issued with questionnaires and registrars were interviewed. The report found out that the academic qualifications, pedagogy of trainers had an influence of and their effectiveness of tutor's soft skills. Therefore, the report suggested that there was need for trainer professional development since most TVET institutions management effectively trained its staff to be absorbed in the upcoming promotional opportunities such as when older staff retires, passed away or resigned.

2.6 Tutors' Recognition and Job Satisfaction

The ability to be recognized in the undertakings of tutoring enables them develop strong job satisfaction mechanisms. In this study, tutor's recognition that will be considered will include experiential awards, titles, public acknowledgement, positive feedback, and sponsored professional development. There have been studies established in regarding to how tutor's recognition influence job satisfaction of tutors in global, regional and local perspective.

Globally, Khan et al. (2021) explored the main contributors towards job satisfaction among the staff of institutions of higher learning in Pakistan. The study was anchored on theoretical reviews such as Maslow's hierarchy of needs, equity theory, two-factor theory, expectancy theory, and goal setting theory. The reviewed theories provided insights on how recognition works in organizations in general to bring job satisfaction. On the Maslow's hierarchy of needs there was consideration of high-status job titles; On equity theory there were extra

benefits and ambitions; On two-factor theory, there was job recognition; On expectancy theory there was reward system; and on goal setting theory there were intrinsic rewards such as work-related titles. Therefore, the study concluded that all the five theories have had a direct influence on how job satisfaction could be enhanced among the academia, which includes recognition in their work places.

Regionally, Oosthuizen et al. (2023) examined the various aspects influencing work integrated learning among tutors of Western Cape's TVET colleges. The main concern about the study was that there was disquiet on the student's poor preparation by their tutors leading to lowly skilled work force from the institutions. The study was qualitative in nature whereby it maximized the use of interviews to five respondents and literature review. The study found out that most tutors did not have work-related experience but had qualified with academic papers from their respective universities. This resulted to lecturers teaching theories in class work but failed to link that with real-life scenarios since they had no experience. Therefore, the study explained that this was the main reason why TVET tutors received no recognition such as awards and rewards since the students they guided through coursework could not deliver out in the work environment. The study thus suggested that TVET management should deliberate on proper recruitment of academia staff that have work experience for purposes of developing graduates who could blend well with work place environment. That notwithstanding, the study did not provide policy structure used to guide in the recognition process of tutors at the TVET institutions.

Additionally, Salisu et al. (2023) assessed the impact that various academic related elements affected the satisfaction of working as business education lecturers in Nigeria's federal colleges of education. Through a descriptive research design, the study included sixty

lecturers in 6 colleges. They were issued with the questionnaires to fill-in and whose results pointed out that issues affecting satisfaction of lecturers and that were related to recognition included lack of an appropriate reward system, poor promotion structure even after acquiring higher education levels such as doctorate degrees, and job security. However, the study did not consider included lecturers in other departments apart from business hence their recognition needs could be different.

Further, Sabeng and Mensah (2023) evaluated the impact that job satisfaction and characteristics had on Ghanaian's staff in four public institutions of higher learning. Five hundred staff (junior staff, senior staff and senior members) were sampled using stratified random method from the universities. It resulted to four hundred and fifty-two staff as part of respondents who had answered the questionnaires. The study concentrated on four aspect which included social status, recognition, remuneration and conducive environment to work in. The results provided by the study related to worker recognition indicated that it had an influence on job satisfaction of the academia staff. This was because the staff revealed that their efforts were recognized through academic titles and rewards. Notably, the study noted that they were not able to express their opinion without the prejudice of victimization hence limiting their recognition status. There is need to expand the study to Kenyan context and ascertain the influence that recognition had on tutors' job satisfaction.

Locally, Njenga (2023) investigated the key motivations, practices and tutors' profiles that influenced professional development among Kenya's vocational teachers. Sixteen teachers from six Technical and Vocational Colleges [TVCs] in Nairobi were interviewed. According to the study, tutors were teaching under the motives of ensuring they display competence, have status and authority, and comply with the curriculum requirements. In relation to status

and authority, tutors were found to demand professional respect of being accorded titles such as ‘lecturer, Dr, Mr, Mrs.’ Failure to address them as such attracted disciplinary actions which had great impact to assignments and examination pass rate. According to the study, when the status and authority of the tutors was established, they got satisfaction with their jobs. However, the number of the participants who were interviewed by the study, was so few hence could have included other category of participants such as managers of TVCs to provide the challenges encountered when implementing the tutor recognition policy framework for effectiveness and in accordance with the government requirements.

In addition, Barasa et al. (2023) explored the various pedagogical competences among Bungoma county TVET and youth polytechnics’ tutors. Through descriptive research design, the study included two hundred trainees, eighty trainers and principals in the study through focus groups, questionnaires and interview methods respectively. The findings presented by the study depicted that the trainers had moderate capacities to implement communication skills, critical thinking skills, knowledge, and relate the class work to real world. As a result, tutors were recognized for their contribution to the body of knowledge through classwork tutoring, research and personal development. The study acknowledged the various recognition methods commonly used included rewards, awards, and promotional opportunities for the most outstanding tutors. Considerably, the study did not provide information of pre-test study hence reliability of the focus group guide, questionnaires and interview guides was not ascertained.

Further on, Muthomi et al. (2023) considered the impact that competencies of the tutors had on the implementation of CBET in Meru county’s technical institutions funded by the government. Two hundred and sixty-five trainers were consulted through filling in the

questionnaires and were sampled using proportionate simple random method. The study found out that when the trainers' competencies were nurtured, it improved their recognition capabilities leading to improved job satisfaction and effective implementation of the CBET. Muthomi et al. (2023) did not include the technical institutions that were private and also the TVET institutions.

2.7 Summary of Gaps

The major gaps identified on job satisfaction are as follows: Mahmoud et al. (2023) failed to assess how democratic leadership gave a chance to tutor's recognition leading to improved job satisfaction. Nor Roselidyawaty et al. (2023) addressed extrinsic rewards system but did not consider addressing intrinsic rewards like training opportunities and worker recognition, among others. Rimal (2022) did not substantiate the specific factors that brought about increased job satisfaction among the tutors of the institution but only generalized the findings. Ampomah and Oti-Agyen (2023) could have interviewed the principals of colleges, so as to get their response in detail on the challenges the institution was facing in balancing its needs and those of the tutors as they enhanced job satisfaction.

The major gaps identified on learning facilities are as follows: Kovács et al. (2024) did not explore the availability of learning facilities such as libraries affected the job satisfaction of academia staff. Additionally, the problems noted were in general and did not specifically address tutors. Mandal and Dhar (2023) did not address learning facilities established to cater for tutors with disabilities, as a measure of ensuring that they also have job satisfaction. Additionally, Mandal and Dhar (2023) did not collect quantitative data such as secondary information on performance to note the differences in performance of the lecturers when

they experienced job satisfaction. Mesuwini et al. (2023) concentrated on only work environment related to use of machines and did not address other TVET course that require use of computers, classroom conditions and library. There is the need to expound more on Obinna-Akakuru et al. (2022) work, to assess some of the physical stress factors caused by inadequate learning facilities.

The major gaps identified on remuneration are as follows: Sancoko et al. (2023) did not involve part-time tutors to ascertain whether their salaries affected their job satisfaction. Hee et al. (2020) did not consider other remuneration factors such as rewards and also based their findings on one private institution hence hard to replicate in other institutions such as the government funded ones. Otache and Inekwe (2023) did not provide the salary structure policy framework established by the ministry of education in Nigeria to ascertain that the salaries paid to lecturers was low. Oroni et al. (2023) did not provide the specific sample size for trainers, trainees and college principals. Additionally, the study could have interviewed the principals to get more information on various remuneration structures that existed. Further, there is also the need to expand the study by Kinoti et al. (2023) to TTIs to ascertain the remuneration challenges affecting the tutors.

The major gaps identified on promotion are as follows: Guoba et al. (2022) did not indicate the promotion policy framework in place that guided on promotion activities. Permana et al. (2021) failed to provide details on how promotions were affected by enhanced responsibilities among tutors. Mabaso (2020) did not provide descriptive results of various talent development which was an issue since it was hard to underpin aspects such the policy framework of career development considered. Maina and Muathe (2022) failed to include

senior managers of academia who would have provided information on the issues affecting strategic interventions such as promotion.

The major gaps identified on tutor's recognition are as follows: Oosthuizen et al. (2023) did not provide policy structure used to guide in the recognition process of tutors at the TVET institutions. Salisu et al. (2023) did not consider included lecturers in other departments apart from business hence their recognition needs could be different. There is need to expand the finding by Sabeng and Mensah (2023) to Kenyan context and ascertain the influence that recognition had on tutors' job satisfaction. Additionally, the number of the participants who were interviewed by Njenga (2023), was so few hence could have included other category of participants such as managers of TVCs to provide the challenges encountered when implementing the tutor recognition policy framework for effectiveness and in accordance with the government requirements. Barasa et al. (2023) did not provide information of pre-test study hence reliability of the focus group guide, questionnaires and interview guides was not ascertained.

2.8 Theoretical Review

Herzberg two-factor theory was the theory that guided this study in anchoring learning facilities, promotion and recognition variables. Further, the expectancy theory supported the study in anchoring the remuneration variable.

2.8.1 Herzberg Two-Factor Theory

Herzberg two-factor theory will help to underpin the learning facilities, promotion and recognition variables in this study. Herzberg Two-Factor Theory states that staff got satisfaction through two elements which included motivation and hygiene factors. On the one hand, the motivation factors were elements that were directly associated with the job

itself and included opportunities for growth and development. On the other hand, hygiene factors were elements that were not directly associated with the job but needed to ensure that the staff was comfortable while working at their places of work. Therefore, Herzberg et al. (1959) main concentration was on ensuring that as a staff was working, the two needed to be separated since they caused job satisfaction differently. On motivation factors, a staff who worked without ever getting noticed for career growth often felt frustrated with their working lives. The same case applied when the basic working tools were not provided for adequately.

Herzberg Two-Factor Theory related with learning facilities on the basis that when tutors working in the technical institutions, they had a desire to be provided with basic amenities for their jobs to be precisely satisfying. The amenities could vary from each tutor but overall, the availability of conducive classrooms, tools of tutoring, availability of textbooks and library provision was necessary (Achora, 2022). On conducive classrooms, the tutors felt comfortable impacting various professional knowledge and technical skills in classes that were safe, clean and did not negatively affect the psychological aspects of the users. Technical institutions provision of lecture halls that were modern was mainly a boost since the tutors felt their skills and knowledge were well considered to be administered in an environment that was safe and humane (Chepkoech et al., 2021).

On the tools of tutoring, the lecturers had a desire to be provided with basic item they used daily in the administration of their tasks. This included mark pens, decent office furniture, computers, internet connectivity, and office supplies among others. When a tutor had unlimited supplies of these tools, they were able to teach, conduct research and provided up to date information to students on various technical subjects (Mabaso, 2020). On textbooks,

the tutors also needed to be provided with the curriculum approved books that they needed to use when disseminating knowledge to the students. This enabled them to teach relevant and technically approved information that would be useful to students out there. A tutor needed to be informed at all times on the syllabus changes since the students relied on them to get updated knowledge and not absolute information that could not help them (Ombima, 2022). In regards to library, the tutors also needed to have access to both digital and physical library materials so as to prepare for their units adequately. This was because education is dynamic and so should they be, if their services were to be relevant (Miah & Hasan, 2022).

Herzberg Two-Factor Theory related with promotion of tutors on the basis that they derived satisfaction when their job grades, enhanced responsibilities and pay increase was considered. As normal human beings, tutors desired to see progress in their professional lives as much as other areas of lives was growing (Mesuwini et al., 2023). Therefore, this theory provided the foundation for the study to underpin the need to have promotion prospectives and policies that guided the tutors on when, where and how promotion was achieved. In regards to job grades, the technical institutions provided key requirements needed for a tutor to move from one job rank to the other.

This included work experience and achievement of higher educational qualification. Additionally, when there was an advancement in job grade, the responsibilities changed along with the rank. This was because, promotion could not be effective if the only thing that had changed was the title but the roles were similar (Salisu et al., 2023). Therefore, the tutors expected that their roles changed depending on the demands of the job. This could also mean an increment in their pay which was considered the main motivator towards tutoring job. The easier it was for the tutors to receive salary increment during a promotion,

the more convincing it was to them that there was growth in their career paths and more job satisfaction (Sabeng et al., 2023).

The theory also related with recognition on the basis that, every tutor desired to not only get well established but acknowledged for their contribution to the field of knowledge and the institution as well. Recognition was in three major ways inclusive of public acknowledgement, awards and titles (Agah et al., 2020). Tutors' recognition needs encompassed being publicly acknowledged for bringing a difference in their work places through completing their tasks beyond the expectations. This meant that it was the responsibility of the supervisor to let other colleagues know the kind of impact a certain tutor had made and which made it worthy of any effort made. Further, recognition also went beyond awarding the top performers with various gifts and money. This encouraged them to even break their records and deliver optimum results that could ever be achieved in the institution and beyond (Njenga, 2023). Additionally, they also received various titles such as employee of the year award, conqueror, and other based on the institution's policies. Additionally, when a tutor acquired their doctorate degree, the other staff had a responsibility to address them with a 'Dr' title. This meant a lot to the recognized staff since they were able to be motivated that their efforts were acknowledged and people saw them as leaders (Kinoti et al., 2023).

Herzberg Two-Factor Theory was used by several past studies whose interests were related to job satisfaction in the academia fraternity. Miah and Hasan (2022) explored how teachers in Bangladesh private universities obtained satisfaction in their jobs through the consideration of the Herzberg two-factor theory. Additionally, Singh and Bhattacharjee (2020) examined how India's academicians got satisfaction from their jobs while basing the

whole study on Herzberg's theory. Further, Sucuoğlu and Karnley (2022) assessed based their argument on the Herzberg two-factor theory to distinguish what caused satisfaction of jobs among the universities' faculty staff, which was a case study of University of Liberia.

Herzberg Two-Factor Theory was criticized by Dartey-Baah and Amoako (2011) that it only measured the levels of satisfaction and not the overall output of staff. That is, Herzberg paid more attention on to whether a worker was satisfied or dissatisfied with their job responsibilities and not whether indeed in the epitome of satisfaction there was a positive change in their performance. However, this criticism did not affect the current study since the main attention was on determinants of job satisfaction of tutors.

2.8.2 Expectancy Theory

This theory was developed by Vroom (1964) and it guided the remuneration variable. It stated that workers gave their best and performed if they acknowledged that their effort were recognized and rewarded. This is because, it was the nature of every human to expect benefits from everything they engaged their energies into. Therefore, the expectancy theory as suggested considered this phenomenon in the work place environment whereby as long as the staff know that there was a reward, they would deliver the assigned tasks (Vroom, 1964).

Expectancy theory related with remuneration on the basis that money had always been considered the key factor towards motivating tutors to work. This was because it gave them purchasing and saving power to improve their lives (Oroni et al., 2023). Remuneration was based on three major perspectives as addressed in this study, the pay structure, rewards and salaries. In regards to pay structure, the existing payment structure policy determined a lot

whether the tutors agreed or disagreed to deliver their skills amicably. The pay structure provided guidelines on which staff in an institution should get how much of money in terms of salaries, allowances and general legal deductions (Khan et al., 2021).

Therefore, the fairest payment structure was not constant since supposed to be progressive in nature and addressed the inflation rate over period of time, while at the same time adhering to the wage bill act. In regards to rewards, tutors needed assurance that as a result of surpassing the agreed targets, their employer was willing to give them rewards in terms of added monetary gain, goods in kind or special treatment (Chaacha & Oosthuysen, 2023). These aspects determined a lot on whether the tutors were willing to go an extra mile in their tutoring tasks to deliver their best. In regards to salaries, the payment that a tutor received at the end of the month or a year was equivalent to their academic qualifications and work experience. The higher a tutor advanced in their academic qualifications was to be reflected in their salaries, for them to be satisfied with their jobs.

Expectancy theory was used by several past studies whose interests were related to job satisfaction in the academia fraternity. A study by Ye et al. (2022) examined how expectancy theory brings about learning effectiveness and course satisfaction among the students in teacher colleges in China. Additionally, Too (2013) explored the factors that contributed towards education quality guided by the expectancy theory and from the perspective of the academic staff in Kenya's private universities.

Expectancy theory was criticized by Agah et al. (2020) that all staff had a rational perception towards the constituents of rewards. That is, it assumed that the rewards given to employees would automatically motivate them but the motivation cases varied from one staff to the

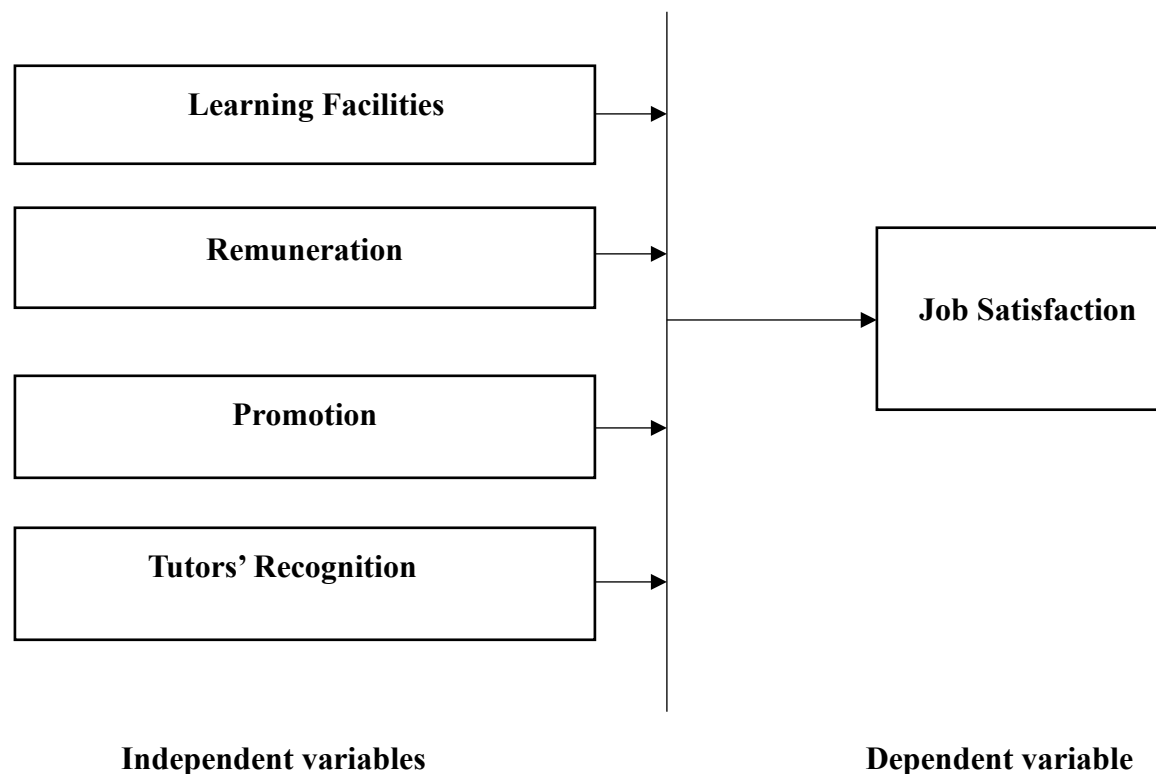
other. For example, a reward such as vacation holiday could excite the young tutors as compared to older tutors. However, this criticism did not affect the study since the attention was made on general rewards system without specifying the nature of the reward.

2.9 Conceptual Framework

A conceptual framework is a diagram that provide pictorial representation of the independent and the dependent variables and how they relate with each other. According to Figure 2.1, the independent variables are located on the left and include learning facilities, remuneration, promotion and tutor's recognition. The dependent variable as connoted to be job satisfaction, is located on the right side of Figure 2.1.

Figure 2.1

Conceptual Framework



2.9.1 Job Satisfaction

Job satisfaction is critical towards dictating the length of stay in an institution by a tutor. To be equally satisfied various aspects have to be put into consideration which may be both intrinsic and extrinsic. Additionally, job satisfaction has to do with factors such as the attitude that personnel have towards their institution in general. If the working environment is conducive and they derive pride of their workplace, the tutors' satisfaction improved significantly over time. Further, being in an academia field, their impact is felt through the quality tutoring and research activities they undertake and guide students to becoming skillful individuals that can add value to the society.

This is what creates meaningful work hence it has the ability to ensure that job satisfaction is derived. In addition, the easier it is for the staff to get opportunities in and out of the institution related to tutoring is key towards satisfaction journey. This means that when an institution develops program that tutors could get access to research grants, extra part-time classes, and scholarships to expand their academic qualifications, it is an indicator that their skills and abilities are valued. Therefore, as long as the institution shows interests in developing the capacities of the tutors, there will always be a sense of belonging which is a recipe for job satisfaction.

2.9.2 Learning Facilities

The learning facilities that an institution provides is also a paramount aspect of whether tutors get satisfaction in an institution. These facilities may encompass quality classes that are clean, safe and conducive to allow learning to take place. Additionally, the availability of tutoring tools such as office furniture, supplies and teaching aids is vital. Therefore, the

easier it is for a tutor to access various facilities such a textbook, the easier it would be to provide relevant and accurate information on skills transfers that can help students.

Additionally, the institutions of higher learning put emphasis on continuous research activities. Therefore, to encourage this among the tutors, when there are well stocked digital and physical libraries, it not only provides avenue for student to learn but also supporting the research functions. According to TVETA (2021), the presence of libraries is a key indicator that a learning institution is serious about research process and can support innovation in the long-run. Further, digital infrastructure has developed to be a key component in tutoring. After Covid-19 pandemic struck, remote learning has been greatly emphasized by most learning institutions. Therefore, it is important to note that ICT is considered part and parcel of learning in the 21st century hence for tutors to get job satisfaction, they have to work in an environment has ICT support system.

2.9.3 Remuneration

Remuneration is an important factor that ensures there is job satisfaction. It is basically the reason why most of people work so as to be in a position of sorting out their needs. Therefore, an institution has to support this noble cause through establishing competitive pay structure and policies that could attract highly qualified tutors. The qualification and experience of tutors is normally linearly correlated with their willingness to serve at a particular institution. Additionally, time and again staff require various rewards and bonuses when they perform their tasks diligently. It is not a form of payment but rather an appreciation an institution gives to tutors for attaining the set objectives. Further, remuneration also encompass the salaries and wages for full-time and part-time tutors. This

means that when a tutor is contracted on part-time or full-time basis, their remuneration is different but competitive.

2.9.4 Promotion

After working for a period of time, it is always the desire of a staff to progress rather than have stagnation. This cuts across the spectrum of both personal and professional lives of the tutors. Therefore, to obtain satisfaction, higher learning institutions such as technical institutions, provide career growth opportunities for every cadre of staff. This means that there are different job grades whereby the staff of different caliber are allocated. The higher the job grade, the higher the job responsibilities and requirements. The existence of such structures gives various tutors hope to extend their stay in the institution since there is prospect of growth. Notably, this could be accompanied with an increase in pay and workload as well. Also, very important, promotion gives tutors a chance to be considered for future leadership positions hence exposing the qualities in the tasks allocated.

2.9.5 Tutor's Recognition

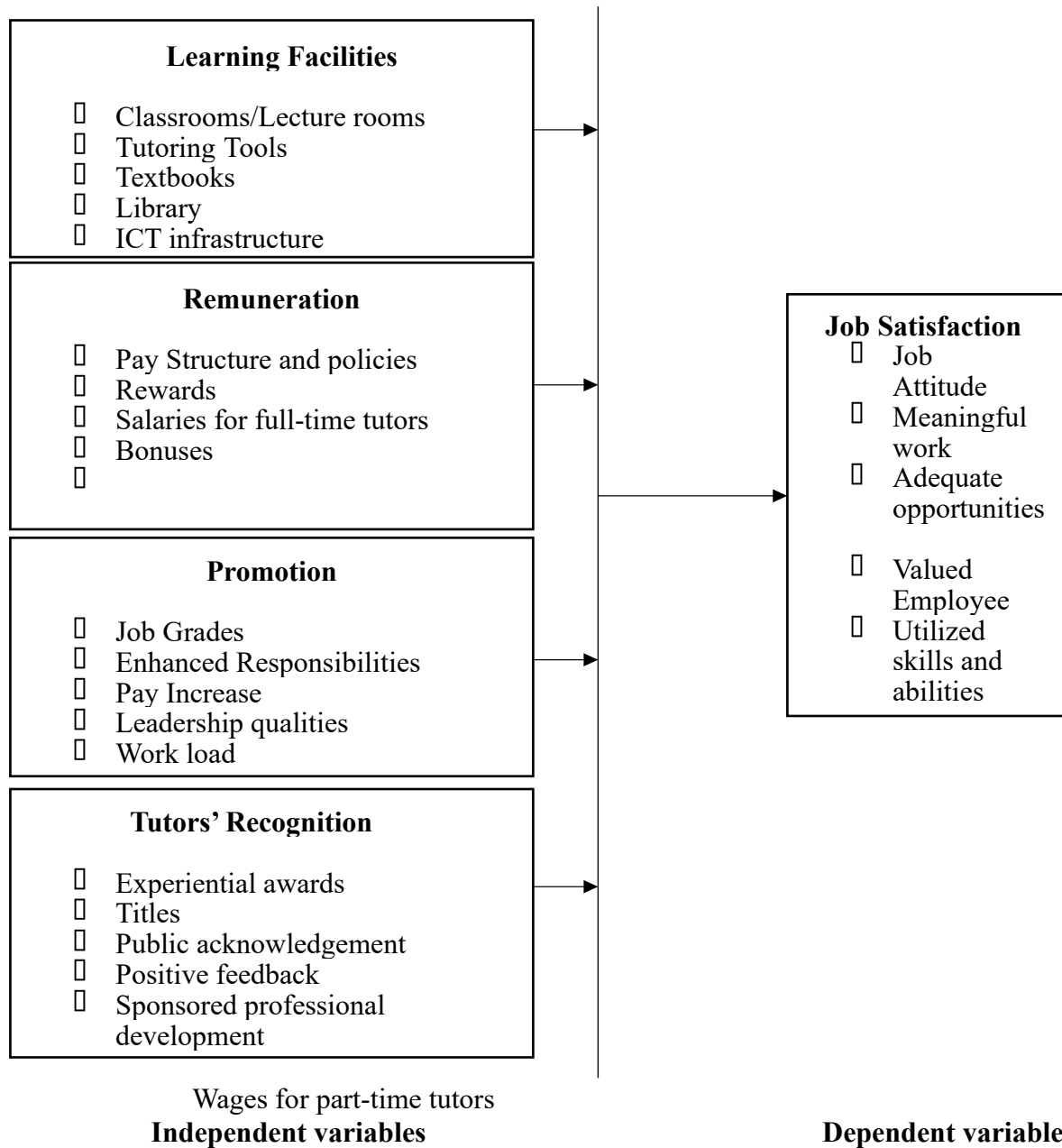
The recognition accorded to a tutor could also dictate their satisfaction levels in an institution. This is because, it is an internal need that every worker possesses to not only excel in what they do but also ensure that people around them notice their input. The various recognition considerations relate to experiential awards whereby tutors receive goods in kind or money accompanied with trophies for recognition of work done. Recognition could also come in form of being accorded titles and public acknowledgement of their work.

This is where the outstanding tutors receive praises in meetings where their colleagues are in attendance. Further, recognition could also be in form of positive feedback or sponsored

professional development such as fully paid tuition payment for a degree, masters, PhD or professional course. The existence of such form of recognition, gives the tutors the desire to continue working in an institution with the hope that they will be considered in future.

Figure 2.2

Operational Framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter indicates the methods that will be applied in the data collection, analysis and presentation process. It is organized to entail research design, location, target population, sampling technique, data collection instruments, pilot study, data collection procedure, data analysis and ethical presentation.

3.2 Research Design

A research design is the considered more of a strategy that a researcher applies during the data collection, analysis and presentation process (Siedlecki, 2020). The study administered cross-sectional research design in the consideration of collecting data from various participants such as principals, HR managers, departmental heads and tutors at one single point in time. This was because job satisfaction was a continuous factor as long as the concerned party was working. Therefore, the factors that caused job satisfaction were dynamic depending on the personality and personal objectives of the staff. This meant that collecting data for interval periods would not be implemented since the satisfaction could vary on different periods of calendar year, caused by related and unrelated factors. To be in a position of collecting realistic and quality data, there was the need to apply the cross-sectional research design where various respondents were consulted in a singular period of time rather than longitudinal approach.

3.3 Target Population

A target population is considered the unit of analysis that a study utilizes to access various participants that answers various research instruments (Taherdoost, 2021). The target population comprised of 7 Technical Training Institutions [TTIs]. They were Meru National Polytechnique, Karumo, Kiirua, Mitunguu, Mukiria, Nkabune and Rehema TTIs. The main respondents of the study comprised of 261 tutors who were both part-time and full-time academic staff. The study included the tutors since they would provide information on the various issues that had affected their work as tutors and the various measures implemented by the institution's management to increase their job satisfaction.

Other respondents comprised of 7 principals, 14 human resource managers, and 40 heads of department. The principals were senior management staff who was in charge of the entire TTI and was consulted due to their technical knowledge of factors that affected their tutors' job satisfaction. Considerably, they provided deep information on the main issues that affected the institution and had been causing dissatisfaction among the academic staff such as the tutors. A HR manager was any person who was in charge of recruitment process and general management of the conduct of the staff in the institution.

They were relevant in the study since they provided more insights on the payroll, job discipline and HR policies in existence that had an upper hand towards the satisfaction of the tutors. The departmental heads were considered any staff whose mandate was to manage various academic departments. They were key in the study since their input would point out how day-to-day task allocation to the tutors affected their job satisfaction rate.

Table 3.1 provides the target population.

Table 3.1*Target Population*

Target Population	Principals	HR Managers	Heads of Departments	Tutors	Totals
Meru National Polytechnic	1	2	6	52	61
Karumo TTI	1	2	6	44	53
Kiirua TTI	1	2	5	26	34
Mitunguu TTI	1	2	7	42	52
Mukiria TTI	1	3	7	23	34
Nkabune TTI	1	2	5	52	60
Rehema TTI	1	1	4	22	28
Total	7	14	40	261	322

3.4 Sampling Procedure

Sampling technique is defined as the process through which a study uses to come up with the study's sample sizes (Raifman et al., 2023). The sampled population provides information that is considered equivalent as the one from the entire population. In this study the study used purposive sampling method to select all the 7 TTIs and one principal and HR manager in each of the institutions. This resulted to 7 principals and 7 human resource managers.

Further the study adopted the Yamane (1967) sampling formular to select samples from heads of department and the tutors who were then selected using simple random sampling method. The formular is as follows: $n = N/(1+N(e)^2)$.

Where:

n = the sample size

N = the population of the study
e = margin error (0.05)

Heads of department sample size calculations:

$$=40/ (1+40(0.05)^2)$$

= 36 HODs

Tutors sample size calculations:

$$=261/ (1+261(0.05)^2)$$

= 158 tutors

The resultant samples size population included 7 principals, 7 HR managers, 36 HODs and 158 tutors hence a total of 206 staff.

Table 3.2

Sampled Population

Target Population	Principals	HR Managers	Heads of Departments	Tutors	Total
Meru National Polytechnique	1	1	7	31	40
Karumo TTI	1	1	6	22	30
Kiirua TTI	1	1	6	21	29
Mitunguu TTI	1	1	5	16	23
Mukiria TTI	1	1	4	25	31
Nkabune TTI	1	1	5	24	31
Rehema TTI	1	1	3	19	24
Total	7	7	36	158	208

Source: Researcher 2024

3.5 Instrumentation

These are the methods used by a researcher to gather information from the sampled population (Taherdoost, 2021). In this regard, the study collected quantitative and qualitative types of data whereby questionnaires and interview guide were applied (Appendix II and III). Precisely, the questionnaires were administered to the tutors and heads of departments who were the key respondents in the study. The second instruments were interviews which were conducted with the principals and human resource managers. The study implemented the closed-ended questionnaires which had a total of six parts (Appendix II). The parts comprised of the demographic information, learning facilities, remuneration, promotion, tutor's recognition and job satisfaction. Apart from the first part which inquired on the demographic information of the respondents, the rest had a total of six questions which were closely guided by the literature review gaps and the indicators. Additionally, the questionnaire had Ordinal Likert Scale whereby; 5-strongly disagree, 4-disagree, 3-neutral, 2-agree and 1-strongly agree. Further on, the interview guides also followed the same pattern as the questionnaires in regards to the number of parts but the distinction was that it had 3 questions in each part (Appendix III).

3.6 Piloting of Research Questionnaire

Piloting is the process of ensuring that the study's instruments are administered to a different type of respondents with similar characteristics as the main study (Wadood et al., 2021). The responses they give provides the assurance that the questions are easily understood and relevant for the study. Therefore, the study conducted a pilot study at Chuka Technical College in Tharaka Nithi County. It was selected since it had similar characteristics as that of the TTIs in Meru County whereby, there has been increased tutor

turnover rates. The respondents were 1 principal, 1 HR manager, 4 HODs and 16 tutors hence a total of 22 staff. The population was selected as a 10% of the sample size (O'Neill, 2022). The principal and HR managers were selected through purposive sampling while the rest were selected using simple random sampling method. The piloting results generated from the pilot study are provided in Table 3.3

Table 3.3

Reliability Results

Instrument	Cronbach's Alpha
Questionnaires	0.839
Interviews	0.754
Average	0.797

According to Table 3.3, the Cronbach Alpha coefficient for questionnaires was 0.839, whereas the coefficient index for interviews was 0.754. The average Cronbach Alpha coefficient was 0.797 which was more than 0.7. Ullah et al. (2023) stated that an instrument's reliability is highest when its coefficient ranges from 0.7 to 1, and it is unreliable when it is below 0.7. Based on this, the study's questionnaires and interview guides were considered credible, as evidenced by their 0.797 coefficient of reliability. This therefore meant that the questionnaires and interviews were reliable in the sense that the questions asked related to the study and were not ambiguous for purposes of comprehension by the respondents.

3.6.1 Validity

This is the process of ensuring that the research instruments measure what they are supposed to measure (Surusu et al., 2020). To this regard the study examined three types of validity which were content, criterion and construct validity. Content validity was examined through ensuring that the research instrument had questions that were accurate on the concept (Cheung, et al., 2023). Criterion validity was examined through comparing the current study's findings with other studies related to learning facilities, remuneration, promotion, and tutor's recognition (Surusu et al., 2020). Construct validity was examined by asking questions guided to the indicators (Cheung, et al., 2023).

3.6.2 Reliability

This is the process of ensuring that the research instruments can be used again in a similar kind of study (Nikmard et al., 2023). The study used Cronbach Alpha Coefficient method to measure reliability of the questionnaire and interview guide. According to Ullah et al. (2023), it has a range of 0-1 whereby unreliability is indicated on the range between 0-0.69 and reliability is between 0.7-1. Reliability enables a study make relevant corrections to ambiguous questions or change entirely especially after the respondents point out the gaps in them. However, when the is high reliability, the questions are not altered but used as they are.

3.7 Methods of Data Collection

The study obtained the relevant authorization from the postgraduate department in KeMU and NACOSTI permit to begin the process of data collection. Thereafter, the researcher sought the services of two research assistants whose role was to distribute and collect the

questionnaires. During the data collection process, the researcher in the company of the research assistants headed out towards the sampled TTIs. They met with the authorizing personnel to whom they introduced themselves to. As part of the introductions, they introduced the topic, statement of the problem and the objectives of the study. They then requested the authorizing personnel to allow them collect the study from the institution.

Once they were permitted, the researcher requested to be introduced to principal as well as the HR manager. The researcher introduced the study and requested for their consent to take part in the study through interview methods (Appendix I). If they agreed, the researcher proceeded to interview them while noting down the responses using a pen and a paper for effectiveness and not to reveal their identity through their voices. Once the interview was over, the researcher thanked the participants and store the responses in a safe place for further analysis.

In regards to the questionnaires, the research assistants requested the authorizing personnel to help them identify tutors and departmental heads. Immediately they identified them, they requested for their consent and when they agreed, they distributed the questionnaires to them. The research assistants were on standby for any inquiries raised by the respondents and as well as to collect the filled in questionnaires. After collecting the questionnaires, the research assistants thanked the HODs and tutors and store the completed questionnaires in a safe place.

3.8 Operational Definition of Variables

Job satisfaction was the dependent variable and as measured through job attitude, meaningful work, adequate opportunities, valued employee, and utilized skills and abilities.

Learning facility was the first independent variable and was measured through indicators like classrooms/lecture rooms, tutoring tools, textbooks, library and ICT infrastructure. Remuneration was the second independent variable and was measured through indicators like pay structure and policies, rewards, salaries for full-time tutors, bonuses, and wages for part-time tutors. Promotion was the third independent variable and was measured through indicators like job grades, enhanced responsibilities, pay increase, leadership qualities and work load. Tutors' recognition was the fourth independent variable and was measured through indicators like experiential awards, titles, public acknowledgement, positive feedback, and sponsored professional development.

Table 3.4

Operational Definition of Variables

Types	of Nature	of Measuring Metric	Measurement
Variables	Variables		Scale
Dependent Variable	Job Satisfaction	• Job Attitude • Meaningful Work • Adequate • Opportunities • Valued Employee • Utilized Skills • Abilities	Ordinal Likert Scale, Interview guides forms
Independent Variables	Learning Facility	• Classrooms/lecture rooms • Tutoring tools, • Textbooks • Library • ICT infrastructure	Ordinal Likert Scale, Interview guides forms

Remuneration	• Pay structure and policies • Rewards • Salaries for full-time tutors • Bonuses • Wages for part-time tutors	Ordinal Likert Scale, Interview guides forms
Promotion	• Job grades • Enhanced responsibilities • Pay increase • Leadership qualities • Work load	Ordinal Likert Scale, Interview guides forms
Tutors	• Experiential awards • Titles	Ordinal Likert Scale,
Recognition	• Public acknowledgement,	
• Positive feedback Interview • Sponsored professional guides forms development		

3.9 Methods of Data Analysis

The study sorted out data to eliminate incomplete questionnaires which were then cleaned out and details coded. The coding process was done using SPSS version 25 which was used to generate descriptive statistics. The study analyzed quantitative data using descriptive statistics such as frequencies, percentages and mean. Thereafter, explanations accompanied various descriptive findings encompassing their implications and comparison with past findings. Additionally, inferential analysis was also done, whereby Pearson correlation was used to test the hypothesis as a linear regression analysis. Furthermore, model summary, analysis of variance and regression coefficients were multiple regression analysis conducted in the study. The inferential analysis was relevant in testing the hypothesis,

general objective and equating coefficient to the regression model. The model will be as follows:

$$Y = C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e \text{ Where:}$$

Y = Job Satisfaction β_i =

Coefficients to be estimated

C = Constant

X_1 = Learning Facilities

X_2 = Remuneration

X_3 = Promotion

X_4 = Tutors' recognition e

= Error term

The study analyzed qualitative data using thematic analysis method. This was a method that was done through identifying common responses and categorizing them as similar themes. Once this was done, the various sub-themes were provided with in-depth explanations. Further on, various diagnostic tests such as normality, linearity, multicollinearity and autocorrelation were also provided.

3.10 Ethical Considerations

Various authorizations that were obtained included the introduction letter from KeMU and NACOSTI permit to enable the effectiveness of data collection process. The study also ensured that the identities of the respondents were not revealed through not requesting for any personal information in either the questionnaires or the interviews. Additionally, the interviewees were coded using TT01-TT12 to represent both the principals and the HR managers. Further, the study ensured that all the responses gotten from the study were well

stored to avoid tampering and access to unauthorized people. In addition, the study also ensured that previous researcher's data was not fabricated in the current study hence maintaining the originality of the current study. Any ideas and opinions that were not from the current study were cited accordingly and referenced in accordance to APA 7th edition.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter provides results for analysis of select determinants of job satisfaction among tutors in technical training institutions in Meru County, Kenya. It includes the reliability results, response rate, demographic results, descriptive and interview questions results.

4.2 Response Rate

The study sampled 158 tutors and 36 heads of departments were issued with questionnaires, while 7 principals and 7 human resource managers were interviewed. The results are provided in Table 4.1.

Table 4.1

Response Rate

Respondents	Issue /Expected	Returned/Conducted	Percentage
Questionnaires	194	157	81%
Interviews	14	12	85%
Total	208	169	83%

Table 4.1 shows that 157(81%) of the 194 questionnaires that were sent were issued received a response. Furthermore, 12(85%) of the 14 interviews that the study planned to perform were completed effectively. The results pointed out that there was generally high response rate are reflected by returned questionnaires and interview participation. In

agreement with Mugenda and Mugenda (2003), a response rate of more than 70% denotes a very satisfactory study outcome. This could have been facilitated by the ability of the researcher and the data collection team to articulate the purpose of the study and as well as emphasize on its relevance towards pointing out the concerns that affected job satisfaction among tutors.

4.3 Background Information

The study's questionnaire asked job position and working experience from the respondents. Additionally, the interview guides asked about the level of education and working experience of the respondent as provided in Table 4.2.

Table 4.2

Demographic Information for Tutors

Job position	Frequency	Percent	Cumulative Percent
Head of Department	17	11	11
Full-time Tutor/Lecturer	85	54	65
Part-time Tutor/Lecturer	55	35	100
Total	157	100	
Time worked in the institution	Frequency	Percentage	Cumulative Percent
Over 21 years	8	5	5
11 to 20 years	50	32	37
5 to 10 years	55	35	72
Less than 5 years	44	28	100
Total	157	100	

Table 4.2 shows that 85(54%) of the respondents were full-time tutors/lecturers followed by 55(35%) of the respondents who were part-time tutors/lecturers. Notably, 17(11%) of the respondents were heads of department. The results meant that the majority of academia staff were on full-time basis hence had a chance of experiencing epitome of job satisfaction due to stable salaries and more better working terms as compared to part-time lecturers. Similar finding was also connoted by Chaacha and Oosthuysen (2023) who espoused on the functions of the academic employees, working terms and their salary structure in higher education institutions of South Africa. This study indicated that the full-time academic staff had manageable work-load, favorable terms of working and attractive salary structure.

Further, in regards to how long the respondents had worked in the institution, majority of them 55(35%) had worked for 5 to 10 years, followed by 50(32%) who had worked for 11 to 20 years and only 8(5%) had worked for over 21 years. The outcome thus indicated that the technical training institutes had increased job security to most staff working in various roles. It could mean that there was a favorable working culture that supported employee growth and development that is well stipulated in the policy framework. According to Mahmoud et al. (2023), staff are mainly attracted to work in an organization when there is adequate work-life balance. This was distinguished when the study revealed that most participants had worked for more than five years in the role of chairs at institutions of higher learning of UAE. Additionally, the study's interview guides required the respondents in regards to demographic information to describe their level of education and for them to explain how long they had worked in the institutions. Table 4.3 provides the results.

Table 4.3*Demographic Information of Principals and HR Managers*

Level of Education	Frequency	Percent	Cumulative Percent
Masters	4	33	33
Bachelor's Degree	8	67	100
Total	12	100	
Time worked in the institution	Frequency	Percentage	Cumulative Percent
5-8 Years	4	33	33
1-4 years	7	58	58
Less than 1 year	1	9	100
Total	12	100	

Table 4.3 indicates that majority 8(67%) of the interview respondents had bachelor's degree whereas 4(33%) had master's degree. Notably, 7(58%) respondents had also worked for a period of 1-4years with minority group of 1(15%) having worked for a period of less than 1 year. The results thus point out that the heads of learning institution and managers of human resources had adequate education level and number of years of experience to manage the institution. This was in terms of providing conducive working environment, addressing the employee's remuneration and promotion concerns, and as well as providing the required avenues that could be used to recognize the efforts of the staff, enhancing their satisfaction in their jobs.

Comparatively, Mandal and Dhar (2023) found out that the aspects that brought about job satisfaction had to do with a quality management team that was well experienced and academically qualified to ensure that there were job related policy reforms. These reforms

would ensure that there was an appealing working environment that has all necessary facilities in place, statute promotion and remuneration processes. In further support, Mbaka et al. (2022) noted that well experienced principals not only ensure that the teachers were paid well but also well catered through welfare and recognition services. These services promoted quick address to emergencies and also acknowledged outstanding staff's efforts.

4.4 Descriptive Statistics of Job Satisfaction

Job satisfaction was the dependent variable in this study and had indicators such as job attitude, meaningful work, adequate opportunities, valued employees, utilized skills and abilities. An ordinal Likert scale was used in the tables, with 1 denoting strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree. Table 4.4 presents the findings.

Table 4.4*Descriptive Statistics of Job Satisfaction*

Statements N=157	1	2	3	4	5	Mean	Std Dev
Availability of reward system	14 (9%)	11 (7%)	22 (14%)	49 (31%)	61 (39%)	4.45	0.25
Improved job attitude of tutors	6 (4%)	8 (5%)	35 (22%)	52 (33%)	56 (36%)	4.24	0.33
Accomplishment of meaningful work	58 (37%)	44 (28%)	28 (18%)	16 (10%)	11 (7%)	2.68	1.55
Management respect to tutors	11 (7%)	21 (13%)	52 (33%)	42 (27%)	31 (20%)	3.85	1.15
Adequate opportunities	64 (41%)	55 (35%)	24 (15%)	8 (5%)	6 (4%)	2.42	1.72
Systems that enhance tutor's skills and abilities	18 (11%)	14 (9%)	50 (32%)	42 (27%)	33 (21%)	3.53	1..23

Table 4.4 shows that 61(39%) of the respondents strongly agreed and 49(31%) agreed on a mean of 4.45 and std dev of 0.25 that there are reward systems that encompasses training opportunities and worker recognition in their institution. Additionally, 56(36%) of them strongly agreed and 52(33%) agreed on a mean of 4.24 and std dev of 0.33, that the job attitude of the tutors has improved due to job satisfaction. Nevertheless, 64(41%) of the study participants strongly disagreed and 55(35%) disagreed on a mean of 2.42 and std dev of 1.72, that there were adequate opportunities exposed to tutors associated with the institutions for personal and professional growth.

The outcome implies that when staff attained the desired work goals, they were encouraged further through being given opportunities of training and other forms of recognition. This type of system brought about positive work attitude among the tutors hence promoting satisfaction. Regrettably, the exposure to training opportunities were limited to only few staffers negatively impacting their zeal to attend at a personal capacity. In support, Hee et al. (2020) revealed that most organizations outsourced for trainings at collective bargaining hence becoming hard for individual staff to receive training at bargained charges from these training firms, hence limiting their quest for acquiring the necessary training.

Contrary, Nor Roselidyawaty et al. (2023) discovered that the role of reward was supposed to enable teachers perform better in their tasks and incase the organization paid for training, other staff were also allowed to personally fund for the training, if they so desired. Notably, Hee et al. (2020) and Nor Roselidyawaty et al. (2023) approached training from the perspective of non-academic based organizations. However, Chepkoech et al. (2021) noted that training in TVETs should be simpler since the same technical and management courses they offered to students, the staff are supposed to benefit directly when being rewarded through sponsorship. Considerably Chaacha and Oosthuysen (2023) revealed that most technical college staff had higher academic qualifications which may need a higher learning institution such as the university to advance.

4.4.2 Interview Results of Job Satisfaction

The study also interviewed respondents in management positions and coded them from TT01 to TT012. There were four questions asked in this section relating to job satisfaction. The respondents were asked to describe the specific factors that brought about increased

job satisfaction among the tutors in their institution. The responses given were grouped into four themes which included conducive work environment, good remuneration, capacity building, and team building.

On conducive work environment, it was noted that when the working support system such as provision of quality office furniture and stationaries and conducive buildings through which the tutors were able to work from, it gave them the desire to deliver their best. A respondent TT05 indicated that,

“Job satisfaction begins from provision of basic office structures through which tutors use.

When offices are overcrowded and insufficient office supplies, job dissatisfaction sets in.”

On good remuneration, the respondents noted that after providing quality tutoring, there is need to have a payment system that rewards efforts, that is paid on right time and is within the law. The respondents further revealed that capacity building is also a key aspect that brings about job satisfaction. Learning structure and form keep changing with time and so should the training of the tutors be. A respondent TT02 indicated that,

“If there are opportunities to staff to undergo trainings facilitated by the management, it proves to the staff that the management cares about their welfare.”

On team building it was recorded that the tutors also needed activities that brought about cohesion with other staff. These activities promoted team work and encouraged staff to know each other at a personal basis.

Comparatively, Achora (2022) indicated that among the elements that brought about job satisfaction were good working environment and capacity building. Further, Guoba et al.

(2022) found out the aspect about remuneration as the main motivator on employee's ability to enjoy delivering on their jobs and increased stay in one organization.

The second question of the interviews tasked the respondents to highlight the challenges the institution was facing in balancing its needs and those of the tutors to enhance job satisfaction. The responses provided are grouped into two themes which are lack of balance between work and life, and financial constraints. On the work-life balance, it was revealed that the tutors were allocated huge work load that deprived them of personal time to deliver on the set deadlines. Even when the tutor was at their homes, they were preparing for the classes or marking assignments and examinations. This therefore limited their interaction time with family members affecting their overall satisfaction in the long-term perspective. On the theme of financial constraints, the tutor's efforts were minimally rewarded through low allowances and other forms of payments. A respondent TT09 indicated that,

"A part-time tutor is overburdened with classes and when they work overtime, it takes ages to get their allowances."

A respondent TT12 indicated that,

"The number of students has been increasing, as so is the workload. This therefore affects our personal time with our families"

The outcome as compared by Han (2022) had similar issues related to increased workload to staff which was affecting the pedagogical position of lecturers in China and their ultimate instructional practice.

The third question of the interviews tasked the respondents to explain how democratic leadership gave a chance to tutor's recognition leading to improved job satisfaction. This question attracted responses grouped into two themes which included emphasis on team work and collaboration of the members of staff. On team work, the tutors were allowed to contribute their opinions in regards to key management decisions especially those affecting the designing and implementation of courses.

On collaboration, the staff were given an opportunity to critique the decision structure, take part in performance review of a department and providing recommendations on how it should be improved. The duo (team work and collaboration) enabled the staff feel recognized for their efforts and reduced the aspect about being just any other kind of staff in the institution. Comparatively, Mabaso (2020) noted that when the higher education institutions allowed its staff to take part in managing performance of various dockets and develop talents, team work was built hence prompting job satisfaction of the highest order.

4.5 Descriptive Statistics of Learning Facilities

This section summarizes the input from respondents about the impact of learning facilities on job satisfaction. The questionnaire items, percentage responses, and the mean are displayed in Table 4.5. The results from the responses are emphasized and connected to previous research.

Table 4.5*Descriptive Statistics of Learning Facilities*

Statements	1	2	3	4	5	Mean	Std Dev
Access to well stocked library	10 (6%)	14 (9%)	27 (17%)	53 (34%)	53 (34%)	4.32	0.29
Lecture rooms/classes are always well cleaned and safe	8 (5%)	17 (11%)	27 (17%)	48 (31%)	57 (36%)	4.28	0.31
Institutional ways Provides tutoring tools	47 (30%)	53 (34%)	10 (6%)	11 (7%)	36 (23%)	2.85	1.43
Tutors follow the authorized curriculum	11 (7%)	28 (18%)	52 (33%)	35 (22%)	31 (20%)	3.47	1.20
Tutors are provided with ICT infrastructure	61 (39%)	52 (33%)	13 (8%)	17 (11%)	14 (9%)	2.19	1.88
Satisfaction from the quality of learning facilities in the institution	22 (14%)	17 (11%)	66 (42%)	39 (25%)	13 (8%)	3.76	1.25

Table 4.5 shows that 53(34%) of the respondents strongly agreed and 53(34%) agreed on a mean of 4.32 and a std dev of 0.29, that there was an access to well stocked library which had improved job satisfaction among the tutors. Additionally, 57(36%) of the respondents strongly agreed and 48(31%) agreed on a mean of 4.28 and a std dev of 0.31, that the lecture rooms/classes were always well cleaned and safe to allow learning to take place. However, 61(39%) of the participants strongly disagreed and 52(33%) disagreed on a mean of 2.19 and a std dev of 1.88, that tutors are provided with ICT infrastructure such as fast WIFI and working computers.

The outcome implies that most institutions considered in this study had made cognizable efforts to provide quality learning facilities. This included the provision of well-stocked libraries, provided with tutoring tools and clean lecture rooms. This therefore, boosted the desire by the tutors to conduct research of various critical knowledge frameworks and deliver on the same in conducive lecture halls. That notwithstanding, most learning institutions had weaknesses in providing adequate ICT infrastructure from the perspective of both hardware and software.

The available facilities were insufficient to support individual tutor's use to grade student's marks, prepare course structure and conduct research on current developments in a specific field. Comparing to a study by Maina and Muathe (2022), a strategic intervention such as ICT infrastructure and provision of basic learning facilities are far most critical aspects that revitalize performance in Kenya's TVETS. Additionally, Motaung (2020) noted that professional development of TVET lecturers began by providing basic infrastructure that catapulted them into acquisition of current knowledge in the field and eased delivery of their role. This therefore placed the emphasis of ICT infrastructure and well-spaced lecture halls.

4.5.2 Interview Results of Learning Facilities

The study also interviewed respondents in management positions and coded them from TT01 to TT12. There were four questions asked in this section relating to learning facilities. The first question of the interviews tasked the respondents to explain the learning facilities established to cater for tutors with disabilities, as a measure of ensuring

that they also had job satisfaction. The answers provided is grouped into three themes that include provision of ramps, washrooms, and labelled parking for people living with disabilities.

In regards to provision of ramps, the respondents noted that all story buildings in the institution, had both staircases and slopes (ramps) to cater for easy movement of tutors in wheelchairs and others who may find it difficult to use staircases. This was an effective way to ease movement within the lecture halls and offices. Additionally, the institution had provided special washrooms for PWD for easy relieving with less stress. Their entrance to the toilets were well marked to ensure that everyone using the toilets knew that it was for special people. A respondent TT01 indicated that,

“The toilets of PWD had raised toilet seats attached with a frame that enables them support themselves.”

Further, most institutions had provided and labelled special parking spots for PWD. This was to ensure that as they alighted their vehicles, they were able to access offices and lecture halls with ease. The parking spots were connected with ramps that would ensure that there was smooth movement in critical offices. In support to the results, Kinoti et al. (2023) revealed that it was a government requirement to institutions of higher learning such as TVETs to provide facilities that were friendly to the tutors and students that may have body disabilities. These facilities included ramps in buildings and parking spots marked for PWD. Further, Mesuwini et al. (2023) also noted that the same case was also applied in South African TVETs. As part of work-integrated learning experience, special

attention to PWD was emphasized through providing special facilities such as ramps to increase their satisfaction either as tutors or students.

The second question of the interviews tasked the respondents to elaborate the source of funding structure that existed to finance various learning facilities such as classrooms, tutoring tools, textbooks, library and ICT infrastructure. The main sources of funding noted were based on two themes which included student fees and government funding. On student fees, the respondents noted that the direct payment of money by students or their sponsors to the institution, provided the TTIs with required financed to boost infrastructure development. Additionally, the government funding through capitalization was also another major source of funding to the TTIs. This enabled the institutions boost what they had received from various sources to enable the completion of project related to physical and ICT infrastructure. A respondent TT11 indicated that,

“We rely on student fees and direct government funding to support the accomplishment of infrastructural projects in this learning institution.”

In support to the results, Sanders and Mukhari (2023) noted that blended learning can only be successful if there was enough financial support to either establish physical infrastructure of ICT infrastructure to support in person or online learning process.

The third question of the interviews tasked the respondents to highlight some of the physical stress factors caused by inadequate learning facilities to the tutors in their institutions. The challenges mentioned included lack of adequate space to execute tutoring, vocal strain since a tutor has to speak to huge crowd of student. There was also uncomfortable heat and physical exhaustion which made it difficult to complete the

syllabus. Comparatively, Sucuoğlu and Karnley (2022) on the one hand revealed that the universities' faculty members were greatly complaining on exhaustion due to dealing with high number of students in a constricted space that does not allow air circulation. On the other hand, there were still universities with large lecture halls that seemed impossible address the entire student population due to vocal strains.

The fourth question of the interviews tasked the respondents to explain the aspects of learning facilities influencing job satisfaction of tutors in TTIs. The respondents mentioned that critical aspects such as quality lecture halls, offices, tutor's lounge, accessible roads to the institution, ICT infrastructure and availability of well stocked libraries. Notably, Guoba et al. (2022) found out that the presence of lecture halls and offices enabled teachers get satisfied with their roles of lecturing. Further, Mabaso (2020) noted that presence of ICT infrastructure that would make access to information swift, brought job satisfaction and promoted both performance and talent development. In addition, Otache and Inekwe (2023) revealed that as a result of Nigerian lecturers being given power to read and write after attainment of doctorate degrees, the presence of well stocked library to conduct research, was considered a job satisfying factor in Polytechnic.

4.6 Descriptive Statistics of Remuneration

The descriptive data in this part provides an overview of the respondents' opinions about how remuneration influences job satisfaction. The survey items, percentage responses, and the mean are displayed in Table 4.6.

Table 4.6*Descriptive Statistics of Remuneration*

Statements (N=157)	1	2	3	4	5	Mean	Std Dev
Existing salary structure policy framework	13 (8%)	13 (8%)	22 (14%)	53 (34%)	56 (36%)	4.34	0.27
Rewards for performing tutoring tasks	11 (7%)	25 (16%)	47 (30%)	42 (27%)	32 (20%)	3.56	1.18
Aware of the salary structure followed on full-time tutors	8 (5%)	13 (8%)	60 (38%)	50 (32%)	26 (17%)	3.87	1.22
Aware of the wage structure followed on part-time tutors	16 (10%)	13 (8%)	22 (14%)	48 (31%)	58 (37%)	4.21	0.36
Issuance of bonuses to tutors by management	63 (40%)	57 (36%)	14 (9%)	11 (7%)	12 (8%)	2.44	1.69
I derive satisfaction from the remuneration system in my institution	63 (40%)	57 (36%)	9 (6%)	17 (11%)	11 (7%)	2.76	1.42

Table 4.6 shows that 56(36%) of the respondents strongly agreed and 54(34%) agreed on a mean of 4.34 and std dev of 0.27 that there was an existing salary structure policy framework established by the government to ensure fairness in salaries. In addition, 58(37%) of the respondents strongly agreed and 48(31%) agreed on a mean of 4.21 and std dev of 0.36, that tutors were aware of the wage structure that is followed on part-time tutors. Nevertheless, 63(40%) of the study respondents strongly disagreed and 57(36%) disagreed on a mean of 2.44 and a std dev of 1.42, that at the end of the year, the management issued bonuses to tutors to motivate them to work harder.

The outcome of the results was that most respondents noted that their payments for work done was founded on policy framework as established by the government. This enhanced fairness in salary structure for full-time tutors and also a well through-off wage structure for the part-time lecturers. That notwithstanding, annual bonuses were hardly issued to the tutors despite their yearly achievements. Notably, Kovács et al. (2024) revealed that the academic staff of tertiary institutions in central and eastern Europe were also keen in ensuring that their salary and wage structure was even as per the specific government's regulations. However, the only difference is that they received annual bonuses as compared to the findings of the current study.

At a more local context, Kinoti et al. (2023) revealed that bonuses were hard to come by among the TVETs in Meru County but the salary was in accordance to the government regulations. Further, Ombima (2022) complained that the wage structure of part-time staff in higher learning institutions was not based on government wage structure but rather based on individual learning institution. This meant that the payments for universities, TTIs and TEVTs were different in Kenya. Interestingly TVETA (2021) revealed that even wage payment for part-time tutors in different TTIs was different.

4.6.2 Interview Results of Remuneration

The study also interviewed respondents in management positions and coded them from TT01 to TT12. There were four questions asked in this section relating to remuneration. The first question of the interviews tasked the respondents to highlight the various remuneration structures that existed based on the tutor's job groups. The responses noted were that there were different monthly payment systems in shillings to various job groups.

These were basic payment systems but subject to increment due to allowances. Similar outcome was noted by Permana et al. (2021) who revealed that compensation was mainly derived from basic salary system and allowances allocated based on diverse job groups. This was for the sole purpose of compensating the tutor's time, and professional services offered within a period of a month, per semester or annually.

The second question of the interviews tasked the respondents to describe the remuneration challenges affecting the tutors in their institution. The challenges mentioned were grouped into three themes which included low salaries, inadequate incentives, and lack of career progression. On low salaries, the respondents revealed that the compensation was not reflecting the actual workload. The tutors were getting huge workload in terms of tutoring, marking assignments and examinations, and grading. A respondent TT02 indicated that,

“Tutors need to see their daily toil reflected in the pay slips. Therefore, the workload should be compensated adequately.”

On incentives, the tutors revealed that extra roles they played were not adequately paid mainly due to insufficient institutional revenue. In regards to career progression, the tutors noted that there were few promotional slots in the institution that were highly competitive. Therefore, only few tutors benefitted from the same hence general lack of career progression. A respondent TT10 indicated that,

“It feels demotivating to fund professional courses from personal resources and yet there is not career progression to reflect the effort.”

A respondent TT01 indicated that,

“The institution is a small one hence inadequate position that can be filled through promotion particularly in context of tutors.”

Similar studies such as Oroni et al. (2023) revealed similar findings that despite trainers being competent in terms of knowledge of subject matter and experience, poor remuneration structures such as inadequate and late salaries affected their total commitment at TVETs in Bungoma County. Further, Tumusiime (2021) complained that any career progression was accompanied with higher remuneration package that reflected the position. Therefore, faculty staffs of higher learning institutions of university level in Uganda complained on increased workload that was ambiguous on whether the staff affected was promoted into the new office or not, hence stagnation of their salaries in previous job groups.

The third question of the interviews tasked the respondents to explain the remuneration changes that had taken place in the recent past (1 year). The responses noted included that there was annual salary increment while in other TTIs there was no changes in the remuneration structure. Comparatively, Njenga (2023) noted that vocational Kenyan teachers were able to receive annual salary increment. Additionally, Chepkoech et al. (2021) also noted that trainers in government based TVETs were able to receive annual salary increment.

The fourth question of the interviews tasked the respondents to mention ways through which remuneration influenced job satisfaction of tutors in TTIs. The respondents noted that the existence of consistent remuneration enabled the tutors cater for basic expenses such as food, clothing, transport to the institution, and advancement of personal projects.

Oosthuizen et al. (2023) had similar sentiments by noting that the existence of workintegrated learning required funding from both personal and government sources. The personal funding sources of the lecturers were mainly from salaries and personal savings.

4.7 Descriptive Statistics of Promotion

The descriptive data in this part provides an overview of the respondents' opinions about how promotion influences job satisfaction. The indicators of the objectives were job grades, enhanced responsibilities, pay increase, leadership qualities and workload. The findings are provided in Table 4.7.

Table 4.7*Descriptive Statistics of Promotion*

Statements (N=157)	1	2	3	4	5	Mean	Std Dev
Elaborate promotion system	11 (7%)	13 (8%)	22 (14%)	53 (34%)	58 (37%)	4.23	0.33
Promotional opportunities apply to every job grade	19 (12%)	16 (10%)	64 (41%)	47 (30%)	11 (7%)	3.44	1.25
Tutors are motivated to get promotional opportunities	25 (16%)	33 (21%)	36 (23%)	39 (25%)	24 (15%)	2.91	1.41
Leadership qualities among tutors enhances promotion	9 (6%)	13 (8%)	53 (34%)	50 (32%)	32 (20%)	3.74	1.28
Enhanced responsibilities among tutors	5 (3%)	5 (3%)	39 (25%)	50 (32%)	58 (37%)	4.19	0.37
Tutors derive satisfaction from the promotion system	66 (42%)	55 (35%)	20 (13%)	8 (5%)	8 (5%)	2.35	1.82

Table 4.7 indicates that 58(37%) of the respondents strongly agreed and 53(34%) agreed on a mean of 4.23 and std dev of 0.33, that there was an elaborate promotion system applied in their institution and whose work load requirements were well known to everyone. In addition, 58(37%) of the respondents strongly agreed and 50(32%) agreed on a mean of 4.19 and std dev of 0.37, that promotion came in hand with enhanced responsibilities among the tutors. Nevertheless, 66(42%) of the respondents strongly

disagreed and 55(35%) disagreed on a mean of 2.35 and std dev of 1.82, that tutors derived satisfaction from the promotion system in their institution.

The outcome meant that the TTIs had a clear policy framework that was used during promotions and the new roles the staff were to do. Nevertheless, the promotional tasks were more or less similar to what others were doing in the organization. There were no major changes in new roles as compared to the expectations. A comparative report by European Commission (2022) revealed that most promotional roles in education was just a new way of duplicating roles and undergoing series of training to convince the newly promoted staff that they were superior than others.

Furthermore, Khan et al. (2021) revealed that institutions of higher learning had this problem since being tutors, lecturers, or any other teaching title, culminated into expression of words in a lecture hall setting to pass knowledge to the students despite the qualifications. Additionally, Otache and Inekwe (2023) noted that despite having promotional opportunities in Nigerian Polytechnique tutors who had just gotten their doctorate degrees, there was high turnover. Duplication of roles with meagre pay was the major reasons for the increased resignations.

4.7.2 Interview Results of Promotion

The study also interviewed respondents in management positions and coded them from TT01 to TT12. There were four questions asked in this section relating to promotion. The first question of the interviews tasked the respondents to elaborate the promotion policy framework that was in place guiding on promotion activities. The respondents unanimously revealed that was a career progression guideline. This policy formed the

basis for promotion since it dictated the frequency a tutor was to be promoted, the academic and professional qualifications they needed to have, the orientation process into the new role, the basis of starting salary, and terms of job termination due to nonperformance. A respondent TT01 indicated that,

“The career progression guideline enabled the tutors comprehend when, why, how and what requirements are needed for promotion to take place.”

A respondent TT04 indicated that,

“A policy document that provides clear information on how promotion is to be done and what salary increment a staff would get.”

A respondent TT11 indicated that,

“I believe that for benefit of doubt, the tutors undergoing promotion are able to know how each will be rewarded after diligently doing their work.”

In support to the findings, Rimal (2022) revealed that one aspect that brought job satisfaction, is the existence of a policy document that clearly defines when promotional opportunities arise and how each potential tutor benefits. Through such a policy document, Kathmandu’s TVET tutors were able to compel the management for promotional opportunities when they believe they qualify for the positions.

The second question of the interviews tasked the respondents to elaborate how promotions were affected by enhanced responsibilities among tutors. The responses provided were grouped into three themes which tutors being able to deliver more demanding tasks, take part in critical decisions, and collective responsibilities with stakeholders. On delivering

more demanding tasks, promotions enabled micro select most proficient tutors on specific senior academic ranks. These ranks required that they deliver quality work in the shortest duration of time. A respondent TT08 indicated that,

“When one is promoted, they have no excuse from delivering quality work in a more costsaving method and on time.”

Additionally, promotions enabled junior tutors join the club of senior rank staff to make strategic decisions in the institution. They were able to decide how academic departments would operate and provide opinion to the management on how resources were to be shared on departmental dockets. Furthermore, promotional opportunities enabled tutors have a collective responsibility with other stakeholders towards ensuring that the learning institution survives. A tutor that is promoted is allocated more demanding roles that put them into the radar of key human resources that are essential in thriving of the TTI. A respondent TT10 indicated that,

“A promoted tutor becomes part of the institution and not just a mere observer of events but rather and effector of events in the TTI.”

Supporting the results, Salisu et al. (2023) noted that promotional opportunities were critical towards ensuring that business education lecturers were not only able to contribute and deliver significantly the course content to the school but be part of the larger decision makers and implementors of strategic decisions in the departments. Complimenting the results Sanders and Mukhari (2023) revealed that ability of South African lecturers to take part in blended learning required their inclusion to critical departmental roles. This could

only happen if there were adequate promotional opportunities that placed them in such positions.

The third question of the interviews tasked the respondents to explain how the management ensured that there was talent development in their institution especially among tutors. The feedback provided by the respondents was based on two key themes which were training and assignment of tutors to challenging roles and responsibilities. On training, the revelations provided by the tutors noted that tutors were encouraged to always advance their knowledge and skills through internally organized training sessions such as capacity building initiatives, seminars, and conferences, among others.

Additionally, the management also provided demanding roles and responsibilities to the tutors to evoke their critical thinking and limit profligate spending of institutional resources in unprofitable meetings. Therefore, the assignment of roles and responsibilities is mainly based on talent, ability to handle pressure and competency to deliver results on required timelines. Through this initiative, the hidden talents among the tutors were developed for efficient service delivery. A respondent TT02 indicated that,

“A tutor may be well qualified but when not given a chance through demanding roles, their capacities may never be known.”

Comparatively, Oroni et al. (2023) also found out that training and exposure to leadership roles were part of methods used to enhance trainer’s competencies particularly in the context of TVETs.

The fourth question of the interviews tasked the respondents to highlight the extent to which job promotion influenced job satisfaction of tutors in TTIs. The responses noted by the

study were that the process of promotion enabled the tutors have job security, higher pay, exposure to interpersonal relations, and increased commitment to teaching. In support, Permana et al. (2021) noted that the tutors felt valued as part of the teaching team when they had chances of being promoted and the process of promotion clearly spelt out. Therefore, tutors understood that promotional opportunities were accompanied with monetary gain and job security hence leading to total commitment to institutional goals and objectives.

4.8 Descriptive Statistics of Tutor's Recognition

The descriptive data in this part provides an overview of the respondents' opinions about how tutor's recognition influences job satisfaction. This objective had indicators such as experiential awards, titles, public acknowledgement, positive feedback and sponsored professional development. The questionnaire items, percentage responses, and the mean are displayed in Table 4.8.

Table 4.8*Descriptive Statistics of Tutors Recognition*

Statements (N=157)	1	2	3	4	5	Mean	Std Dev
Tutors are addressed based on academic title	58 (37%)	53 (34%)	22 (14%)	11 (7%)	13 (8%)	2.34	1.84
Provision of sponsorship on professional development	11 (7%)	8 (5%)	22 (14%)	55 (35%)	61 (39%)	3.82	1.19
Tutors are always encouraged through public acknowledgement	11 (7%)	6 (4%)	31 (20%)	46 (29%)	63 (40%)	4.16	0.39
Tutors are awarded through collaborative initiative	14 (9%)	17 (11%)	58 (37%)	46 (29%)	22 (14%)	3.52	1.24
Allocation of time for tutors to attend to conferences, seminars and part-time classes	9 (6%)	8 (5%)	13 (8%)	63 (40%)	64 (41%)	4.26	0.31
Tutors derive satisfaction from the recognition system in their institution	22 (14%)	13 (8%)	61 (39%)	55 (35%)	6 (4%)	3.38	1.32

Table 4.8 shows that 64(41%) of the respondents strongly agreed and 63(40%) agreed on a mean of 4.26 and std dev of 0.31, that the senior management provided positive feedback to requests by the tutors to improve their professional lives such as allocating time for them to attend conferences, seminars and part-time classes. Additionally, 63(40%) strongly agreed and 46(29%) agreed on a mean of 4.16 and std dev of 0.39, that tutors were always

encouraged though public acknowledgement of various academic milestone they made such as publishing journals, attaining a higher degree, access to research grant and others. However, 58(37%) of the respondents strongly disagreed and 53(34%) disagreed on a mean of 2.34 and std dev of 1.84, that it was a requirement that the tutors be addressed based on their academic titles.

The outcome indicated that the management was willing to allow self-development initiative by the tutors. This was made possible through being allowed to take time off from tutoring to attend professional development courses and recognized when publishing new knowledge content in journals. The management was also encouraging its tutors to take part in research processes and whenever they were fortunate enough to get grants, it was duly recognized by the management. However, the tutors felt that even though it was not a requirement, there was need to be acknowledged when they acquired new academic titles such as academic doctors. This acknowledgement enabled tutors feel valued for taking personal effort to a higher level on acquiring new academic qualification. The findings relate to what (Mandal and Dhar, 2023; Muthomi et al., 2023 & Ombima, 2022). found out when they established that recognition of tutors not only ended when they were remunerated well but also when their personal academic efforts such as publishing and being called rightfully by their academic titles.

4.8.2 Interview Results of Tutor's Recognition

The study also interviewed respondents in management positions and coded them from TT01 to TT12. There were four questions asked in this section relating to tutor's recognition. The first question of the interviews tasked the respondents to highlight the

policy structure used to guide in the recognition process of tutors in their institution. The responses from the respondents noted that there was a reward policy in place to recognise the efforts of the tutors. The basic description on the implementation of the policy was anchored on publicity of the tutor's accomplishments in public domains. The domains included google scholar, newspapers, books, and other sources of information relevant to the field of academia. A respondent TT04 indicated that,

“In the staff portal, there is a portal left for tutors to upload their recent accomplishments supported by URLs and DOI for verifications.”

In support of the findings, Oosthuizen et al. (2023) noted that TVET colleges were able to recognize the efforts of the lecturers through providing a reward policy document that allowed them to submit reports, documents and publications related to their fields of specialty. This provided a common ground that could be used by the lecturers to publicly prove their accomplishment which was mainly accompanied with recognition rewards.

The second question of the interviews tasked the respondents to provide an explanation on the challenges encountered when implementing the tutor recognition policy framework for effectiveness and in accordance with the government requirements. The major challenges were based in two themes which were unplanned policy changes and budget constraints. In regards to unplanned policy changes, the tutors felt discouraged when their efforts bore no fruits due to sudden changes on policy framework. Their input on what should be changed in the policy framework was not stipulated and all that they were needed is to comply with the directives. Additionally, budgetary constraints led to delayed or overall

lack of implementation of rewards in accompaniment to recognition. A respondent TT09 indicated that,

“It feels discouraging when a tutor is only to be recognized with congratulatory messages but the policy dictates that they should be rewarded with money.”

A respondent TT12 indicated that,

“It is also sad that a tutor puts efforts to attain the required publication points, only for the points to be upscaled without priory communication.”

In support Kovács et al. (2024) noted that major impediments to tutors putting personal effort to publish was a recognition policy document that kept changing the terms and not rewarding to even the few that managed to achieve academic milestones. This could have been caused by unfavorable leadership styles implemented by academic chairpersons (Mahmoud et al., 2023).

The third question of the interviews tasked the respondents to elaborate the succession plan system that the institution had to ensure that there was tutor's recognition after the senior staff retire, died or resigned. The responses provided noted that majorly there was a well-established process of mentorship to the retiree to ensure that they still kept advancing their professionalism even at retirement. Additionally, the learning institutions also considered recruiting senior staff back to work under contract terms especially when their past achievements were attractive. Muthomi et al. (2023) noted that trainers' competencies in their respective fields did not end when a senior staff retired. This was because, a retiree was well advanced in academic achievement that would be beneficial in a learning institution on contract basis. Therefore, a recognition plan such as being appointed to teach

and research for short contract durations was essential to keep recognising them for taking personal time and contribute to the body of research.

The fourth question of the interviews tasked the respondents to explain how tutors' recognition influenced job satisfaction of tutors in TTIs. The responses were that their self-esteem was improved, felt appreciated and valued, were greatly motivated to delivery even more, their contentment towards the institutional systems was positive, and felt the need to work in a collaborative environment. This was because, recognition after a vigorous portray of personal efforts in ensuring that the assigned tasks were completed within the shortest duration of time with few errors, was a confidence booster and great way to express appreciations (Tumusiime, 2021).

4.9 Diagnostic Tests

There were various diagnostic tests conducted by the study to satisfy regression assumptions and ensure that the data being analyzed was appropriate, Normality, linearity, multicollinearity and autocorrelation tests were performed as described in sections 4.9.1 to 4.9.4.

4.9.1 Normality Test

The first test that the study examined the normality test which was relevant in determining if the data that is to be analyzed has been drawn from a normally distributed population.

Table 4.9 indicates the normality test results.

Table 4.9*Normality Test*

Parameters	Learning Facilities	Remuneration	Promotion	Tutors' Recognition	Job Satisfaction
N	157	157	157	157	157
Normal Parameters^{a,b}					
Mean	14.5605	14.3376	14.7771	15.0510	14.3376
Std. Deviation	2.94030	3.02882	3.07929	3.05042	3.14103
Most Extreme Differences					
Absolute	.102	.101	.107	.083	.075
Positive	.084	.101	.081	.083	.075
Negative	-.102	-.078	-.107	-.081	-.074
Kolmogorov-Smirnov Z	1.275	1.270	1.336	1.045	.945
Asymp. Sig. (2-tailed)	.077	.180	.066	.225	.334

a. Test distribution is Normal.

b. Calculated from data.

Table 4.9 provides that the asymp significance values for learning facilities, remuneration, promotion, tutors' recognition and job satisfaction were 0.077, 0.180, 0.066, 0.225, and 0.334 respectively. According to Kwak (2023), when the significance value of a data is

more than 0.05, it shows that the data is normal and when the significance value is less than 0.05, indicates abnormal data. Therefore, since the significance data was greater than 0.05, the data was considered normal.

4.9.2 Linearity Test

Linearity test was performed to assess if there is an existing relationship between learning facilities and job satisfaction; remuneration and job satisfaction; promotion, and job satisfaction; tutors' recognition and job satisfaction. Table 4.10 indicates the linearity test.

Table 4.10

Linearity Test

Relationship	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Job Satisfaction Learning Facilities	Between Groups (Combined)	85.106	13	6.547	.644	.814
	Linearity	.259	1	.259	.026	.873
	Deviation from Linearity	84.847	12	7.071	.695	.554
	Within Groups	1454.002	144	10.168		
	Total	1539.108	157			
Job Satisfaction Remuneration	Between Groups (Combined)	122.072	13	9.390	.948	.506
	Linearity	39.545	1	39.545	3.991	.048

Relationship	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Job Satisfaction Promotion	Deviation from Linearity	82.528	12	6.877	.694	.705
	Within Groups	1417.036	144	9.909		
	Total	1539.108	157			
	Between Groups (Combined)	87.276	13	6.714	.661	.798
	Linearity	.416	1	.416	.041	.840
	Deviation from Linearity	86.860	12	7.238	.713	.837
	Within Groups	1451.832	147	10.153		
Job Satisfaction Tutors' Recognition	Total	1539.108	157			
	Between Groups (Combined)	84.271	14	6.019	.588	.871
	Linearity	17.482	1	17.482	1.706	.194
	Deviation from Linearity	66.789	13	5.138	.501	.921
	Within Groups	1454.837	143	10.245		
	Total	1539.108	157			

Table 4.10 provides that the asymp significance values for learning facilities, remuneration, promotion, and tutors' recognition were 0.554, 0.705, 0.837, and 0.921, respectively. According to Lim et al. (2024), for a study to ascertain that the independent variables are linear, their significance values in regression analysis have to be more than 0.05. Therefore, since the significance values were greater than 0.05, the study noted that there was a linear

relationship between learning facilities and job satisfaction; remuneration and job satisfaction; promotion, and job satisfaction; tutors' recognition and job satisfaction.

4.9.3 Multicollinearity Test

This is a test that enables the study to ascertain if learning facilities, remuneration, promotion, tutors' recognition, have unique capability to remain firm and not influenced by each other. Table 4.11 indicates the multicollinearity test.

Table 4.11

Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Learning facilities	.962	1.040
Remuneration	.984	1.016
Promotion	.963	1.038
Tutors' Recognition	.980	1.020

Table 4.11 indicates that learning facilities had a tolerance level of 0.962 and VIF of 1.040; remuneration had a tolerance level of 0.984 and VIF of 1.016; promotion had a tolerance level of 0.963 and VIF of 1.038; and tutor' recognition had a tolerance of 0.980 and VIF of 1.020. Kyriazos and Poga (2023) suggested that the tolerance level should be more than 0.2 while the Variance Inflation Factor (VIF) should be less than 5. Therefore, the data had no multicollinearity problem meaning that the select determinants variables had strong

characteristics and were not influenced by other independent variables. Therefore, it was an assurance that the process of data analyses would not be influenced by outliers.

4.9.4 Autocorrelation Test

An autocorrelation test was conducted to ensure that learning facilities, remuneration, promotion, and tutors' recognition have capabilities of causing a change on job satisfaction.

Table 4.12 provides the results.

Table 4.12

Autocorrelation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.859 ^a	.738	.013	3.12102	1.860

Table 4.12 indicates that the Durbin Watson value was 1.860 According to Uyanto (2022), Durbin Watson test is one of the ways that is relied to test autocorrelation test. Therefore, for a data set to be considered to be positive or negatively correlated, it has to be within 0.2 or 2-4 respectively. Therefore, since the value was within 0-2, the study noted that there the determinants had a positive correlation on job satisfaction. Through this test, the assurance of the independent variables being strong enough and having properties that can result to a change is ascertained.

4.10 Inferential Statistics

4.10.1 Linear Regression

There were four research hypothesis which stated that H_{01} : Learning facilities, remunerations, job promotions, and Tutors recognition, have no significant influence on job satisfaction of tutors in technical training institutions in Meru County, Kenya. Pearson correlation was used to test the hypothesis as shown in Table 4.13.

Table 4.13

Pearson Correlation Analysis

		Job Satisfaction	Learning Facilities	Remuneration	Promotion	Tutors' Recognition
Job Satisfaction	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	157				
Learning Facilities	Pearson Correlation	.372	1			
	Sig. (2-tailed)	.001				
	N	157	157			
Remuneration	Pearson Correlation	.620*	.102	1		
	Sig. (2-tailed)	.005	.205			
	N	157	157	157		
Promotion	Pearson Correlation	.813	-.143	-.083	1	
	Sig. (2-tailed)	.016	.073	.304		
	N	157	157	157	157	
Tutors' Recognition	Pearson Correlation	.555	.088	.024	.093	1
	Sig. (2-tailed)	.007	.276	.761	.248	
	N	157	157	157	157	157

*. Correlation is significant at the 0.05 level (2-tailed).

According to Table 4.13, learning facilities have a correlation of 0.372 and significance of 0.001; remuneration has a correlation of 0.620 and significance of 0.005; promotion has a correlation of 0.813 and significance of 0.016; and tutors' recognition have a correlation of 0.555 and significance of 0.007. Therefore, based on the outcome, promotion had the strongest influence on job satisfaction, followed by remuneration, tutor's recognition and learning facilities. Previous findings such as Rimal (2022) ability of recognition of employees had a correlation of 0.585 on job satisfaction in TVET schools in Kathmadu. Furthermore, Mahmoud et al. (2023) found out that job promotion had a correlation of 0.600 on job satisfaction of teachers in higher education institutions in UAE. Additionally, recognition of lecturer's competencies was found by Muthomi et al. (2023) to have a correlation of 0.401 on implementation of competency-based education and training in public TTIs in Kenya. Notably, Ombima (2022) also discovered environmental factors had a coefficient of 0.835 on job satisfaction in institutions of higher education without necessary differentiating the presence of TTIs.

4.10.2 Multiple Regression

4.10.2.1 Model Summary

A model summary was examined to establish the percentage influence of job determinants on job satisfaction of tutors. The result is indicated in Table 4.14.

Table 4.14*Model Summary of the Influence*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.859 ^a	.738	.013	3.12102
a. Predictors: (Constant), Tutors Recognition, Promotion, Remuneration Learning Facilities				

According to Table 4.14, the findings reveal that the regression (R) was 0.859 and R-square was 0.738. This therefore meant that the determinants had a 73.8% influence on job satisfaction. This therefore places an important role that learning facilities, remuneration, promotion and tutors' recognition on enhancing job satisfaction.

4.10.2.2 ANOVA**Table 4.15***ANOVA Results*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1135.513	4	14.628	121.502	.004 ^b
1Residual	403.595	152	9.741		
Total	1539.108	156			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Tutors Recognition, Promotion, Renumeration Learning Facilities

The outcome noted in Table 4.15 connotes that the F-statistic was 121.502 and significance level of 0.004. This indicates that when learning facilities, remuneration, promotion and tutors' recognition were combined, they had a positive influence on job satisfaction.

4.10.2.3: Regression Coefficients

The study had a model of the study which stated that $Y = C + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$. Notably, Y = Job Satisfaction; β_i = Coefficients to be estimated; C = Constant; X_1 = Learning Facilities; X_2 = Remuneration; X_3 = Promotion; X_4 = Tutors' recognition; and e = Error term. Table 4.16 indicates the regression coefficient results.

Table 4.16

Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	15.268	2.408		6.341	.000
Learning Facilities	.008	.087	.007	1.092	.007
Remuneration 1	.169	.083	.163	2.033	.014
Promotion	.009	.083	.008	1.104	.000
Tutors' Recognition	.115	.083	.112	1.394	.005

a. Dependent Variable: Job Satisfaction

The results in Table 4.16 point out that constant has a beta of 15.268; learning facilities have a beta of 0.008 and significance of 0.007; remuneration have a beta of 0.169 and a significance of 0.014; promotion has a beta of 0.009 and a significance of 0.000; and tutors' recognition have a beta of 0.115 and a significance of 0.005; standard error of 2.408. The outcome indicates that a unit of job satisfaction was increased by $0.008 + 0.169 + 0.009 + 0.115 + 2.408$ of learning facilities, remuneration, promotion, tutor's recognition and standard error.

The results reveal that the four determinants were vital towards enhancing job satisfaction. Therefore, on learning facility, the findings provided that when there are lecture rooms that are spacious and well structures, it becomes easier to accommodate huge student's population. Additionally, provision of tutoring tools, textbooks and ICT infrastructure increases the engagement process between the tutors and the learners (Njenga, 2023).

Notably, it was also noted that a well-equipped library enabled the tutors have access to resources that may be relevant in equipping them with current knowledge for their personal and professional needs (Tumusiime, 2021). On remuneration, it was established that existence of a quality payment structure and policies enabled the tutors get paid on their services on time and within the required thresholds. Furthermore, salaries and wages system for both full-time and part-time tutors respectively, was noted to enhance the ability of the tutors to deliver on their various job roles (Sanders & Mukhari, 2023).

Notably, the rewards and bonuses to the tutors that had surpassed their work-related targets, boosted their morale and provided a basis for improved job performance.

On promotion, it was discovered that increment of payments in tandem with the work load on a new role is paramount (Rimal, 2022). This is because, promotion comes about with enhanced responsibilities and exposure to more leadership qualities to the tutors. Therefore, during a promotion, the tutors were exposed to more tasks, professional growth opportunities and enhanced mentorship platforms from the management (Permana et al., 2021). On tutor's recognition, the study noted that the tutors value positive feedback since it provides a mechanism on areas of improvement. It was also noted that they valued public acknowledgement and also experiential rewards on professional milestones achieved

(TVETA, 2021). It is through such initiatives that were used to sponsor professional development within various job ranks in the TTIs.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to conduct an analysis of determinants of job satisfaction among tutors in technical training institutions in Meru County, Kenya. The specific objectives were to examine the influence of learning facilities, remuneration, promotion and recognition on job satisfaction of tutors in technical training institutions in Meru County, Kenya. The study issued questionnaires to the main respondents (tutors) and heads of departments while the principals and HR managers were interviewed.

5.2 Summary of Research Findings

The sections 5.2.1 to 5.2.4 are summaries of the results derived from both the questionnaires and interview questions related to learning facilities, remuneration, promotion and tutor's recognition.

5.2.1 Learning Facilities and Job Satisfaction

The results emanating from the questionnaires revealed that 53(34%) of the respondents strongly agreed and 53(34%) agreed on a mean of 4.32 that there was an access to well stocked library which had improved job satisfaction among the tutors. However, 61(39%) of the participants strongly disagreed and 52(33%) disagreed on a mean of 2.19 that tutors are provided with ICT infrastructure such as fast WIFI and working computers.

The interview results noted that the learning facilities that brought job satisfaction in TTIs included quality lecture halls, offices, tutor's lounge, accessible roads to the institution,

ICT infrastructure and availability of well stocked libraries. Notably, the learning facilities established to cater for tutors with disabilities included provision of ramps, washrooms, and labelled parking. Further, some of the physical stress factors caused by inadequate learning facilities to the tutors in their institutions included lack of adequate space to execute tutoring, vocal strain since a tutor has to speak to huge crowd of student, uncomfortable heat and physical exhaustion which made it difficult to complete the syllabus.

5.2.2 Remuneration and Job Satisfaction

The results emanating from the questionnaires revealed that 56(36%) of the respondents strongly agreed and 54(34%) agreed on a mean of 4.34 that there was an existing salary structure policy framework established by the government to ensure fairness in salaries. In addition, 58(37%) of the respondents strongly agreed and 48(31%) agreed on a mean of 4.21 that tutors were aware of the wage structure that is followed on part-time tutors. Nevertheless, 63(40%) of the study respondents strongly disagreed and 57(36%) disagreed on a mean of 2.44 that at the end of the year, the management issued bonuses to tutors to motivate them to work harder.

The interview results noted that remuneration enabled the tutors cater for basic expenses such as food, clothing, transport to the institution, and advancement of personal projects. However, the remuneration challenges affecting the tutors in their institution were low salaries, inadequate incentives, and lack of career progression. Additionally, the remuneration change that had taken place in the recent past (1 year) was the annual salary increment

5.2.3 Promotion and Job Satisfaction

The results emanating from the questionnaires revealed that 58(37%) of the respondents strongly agreed and 53(34%) agreed on a mean of 4.23 that there was an elaborate promotion system applied in their institution and whose work load requirements were well known to everyone. In addition, 58(37%) of the respondents strongly agreed and 50(32%) agreed on a mean of 4.19 that promotion came in hand with enhanced responsibilities among the tutors. Nevertheless, 66(42%) of the respondents strongly disagreed and 55(35%) disagreed on a mean of 2.35 that tutors derived satisfaction from the promotion system in their institution.

The interview results noted that the process of promotion enabled the tutors have job security, higher pay, exposure to interpersonal relations, and increased commitment to teaching. Further on, the promotion policy framework that was in place guiding on promotion activities was the career progression guideline. Additionally, the management ensured that there was talent development through training and assignment of tutors to challenging roles and responsibilities.

5.2.4 Recognition and Job Satisfaction

The results emanating from the questionnaires revealed that 64(41%) of the respondents strongly agreed and 63(40%) agreed on a mean of 4.26 that the senior management provided positive feedback to requests by the tutors to improve their professional lives such as allocating time for them to attend conferences, seminars and part-time classes. Additionally, 63(40%) strongly agreed and 46(29%) agreed on a mean of 4.16 that tutors were always encouraged through public acknowledgement of various academic milestone

they made such as publishing journals, attaining a higher degree, access to research grant and others. However, 58(37%) of the respondents strongly disagreed and 53(34%) disagreed on a mean of 2.34 that it was a requirement that the tutors be addressed based on their academic titles.

The interview results noted that tutors' recognition influenced job satisfaction of tutors through improving their self-esteem, feeling appreciated and valued, greatly motivated to delivery even more, and enhanced contentment towards the institutional systems. Additionally, there was a reward policy in place to recognize the efforts of the tutors. The basic description on the implementation of the policy was anchored on publicity of the tutor's accomplishments in public domains. The domains included google scholar, newspapers, books, and other sources of information relevant to the field of academia. Additionally, the challenges encountered when implementing the tutor recognition policy framework for effectiveness was the unplanned policy changes and budget constraints.

5.3 Conclusions of the Study

The study concluded that the presence of learning facilities in TTIs enhanced tutor's job satisfaction. The facilities included modernized lecture halls, offices and library infrastructure. This went a long way into considering tutors that were disabled through provision of ramps, special washrooms and labelled parking. Nevertheless, it was noted that most TTIs had inadequate ICT infrastructure which limited tutors in accessing updated information for both lecturing and research. In some few exceptional cases, tutors faced physical stress factors due to inadequate learning facilities as compared to the number of students served through a particular facility. Therefore, tutors experienced vocal strains as

they try to address the huge gathering of students and physical exhaustion which made it difficult to complete the syllabus.

The study concluded that remuneration was a positive influence towards job satisfaction of the tutors. This was because it enabled tutors cater for basic expenses such as food, clothing, transport to the institution, and advancement of personal projects. In the TTIs there was a policy framework that ensures that tutors earned fair salaries in accordance to the salaries and remunerations Act. Nevertheless, TTIs being public organizations whose purpose was not to make profits, hardly offered annual bonuses to tutors. Therefore, tutors had to manage their salaries and cater for personal expenses despite the inflation rate in the nation.

The study concluded that promotion has a significant influence on job satisfaction. This was because it enabled tutors have job security, higher pay, exposure to interpersonal relations, and increased commitment to teaching. Therefore, to ensure that there is consistency in promotion, a career progression guideline was mainly applicable in TTIs as a policy framework. However, there was still dissatisfaction among the tutors on promotion due to consistent changes in the policy framework and insufficient resources to support promotion process. Therefore, qualified tutors remained stuck in similar position for extensive period of time hence causing low job satisfaction.

The study concluded the tutor's recognition was a vital factor towards enhancing job satisfaction. Recognition in TTIs was done through rewarding publicity tutor's accomplishments in public domains. The domains to verify the tutor's achievements included google scholar, newspapers, books, and other sources of information relevant to the field of academia. The tutors became motivated, had higher self-esteem and increased

the need to commit more towards institutional goals. In the long-run, they felt satisfied with their jobs.

The study also concluded that government policies protected the rights of the tutors to receive full and timely payments, compensation and get awarded leave days whenever they qualify. Additionally, the government policies gave the tutors the right to demonstrate in case they do not receive the desired satisfaction in the job roles.

5.4 Recommendations of the Study

The recommendations on learning facilities are that the government through the ministry of education should revamp the ICT infrastructure to modernize it. Phased out desktops should be replaced with either laptops or improved desktops with high processors. The management should consider partnering with internet providers in the locality where the TTIs are located for subsidized and stable internet rates. This approach will enable the tutors access updated information through reliable internet sources. Further, the management of TTIs should appreciate the growing interest of students requiring technical skills in their institutions. Therefore, the project management teams in the TTIs should develop proposals for infrastructural expansion. The funding on the projects should be outsourced from Ministry of education and other local and international donors with vested interest in the TTIs.

The recommendations on remunerations are that there should be development of policy framework by the management to stabilize part-time lecturer's payment system. The process of policy development should be done through engaging vital stakeholders such as MOE officials, representatives of the part-time tutors and institutional management.

Further, despite the TTI being non-profit making entities, there should be engagement of income generating activities such as through farming, keeping livestock and other activities that may generate additional income to support the provision of annual bonuses across the staff in all departments.

The recommendations on promotion are that the MOE and the management of the institutions should incorporate the representatives of the tutors in any changes done on career progression guideline. This is to allow them give their opinion on supposed changes for effectiveness and inclusivity in the readjustment of the policy framework. Additionally, the MOE should consider allocating more funds to the tertiary institutions to support promotional activities. This will ensure that all stagnant tutors that have not been promoted when they are supposed to, get their due rightful positions and funding. This will save the institution from a series of legal cases that may prove costly to sustain if done repeatedly.

The recommendations on tutor's recognition are that the management of TTIs should encourage the tutors to invest in personal and collective research and development. This would enable them get a position in the elite community of researchers that may attract not only local recognition but also internationally. Further, the management should partner with international universities and corporates that could support through funding specially recognized works of the tutors to encourage them.

5.5 Suggestion for Future Studies

The study was conducted in technical training institutions hence future studies should expound more to other institutions of higher learning like universities to ascertain the determinants of job satisfaction among the lecturers. The study was done among the TTIs

in Meru County hence future studies should expand and include the TTIs in other counties as well. The study included respondents such as principals, HR managers, tutors and departmental heads. Future studies may consider including other respondents such as MOE officials for exclusive feedback opportunity and regulatory opinion by an external party not affiliated with the learning institution.

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APPENDICIES

Appendix I: Introduction Letter

Faith Nkatha Majau
EDU-3-0001-1/2015
Kenya Methodist University
School of Business and Economics

Dear Participant,

Am a student at Kenya Methodist University (KeMU) pursuing a master's degree in Educational Leadership and Management. As part of learning, am conducting a study on **Analysis of Select Determinants of Job Satisfaction among Tutors in Technical Training Institutions in Meru County, Kenya**. In this regard the study has selected you to take part in answering the data collection tools which may include questionnaires or interviews depending on your role in the institution.

Please note that your participation in this study is completely voluntary. You may decline altogether, or leave blank any questions you don't wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. Data from this study will be kept under lock and key and reported only as a collective combined total. No one other than the researchers will know your individual answers to this questionnaire. There are no direct benefits to you for participating in this study. However, you may find it interesting to talk about the issues addressed in the study and it may be beneficial to the field or individuals who have experienced similar concerns.

If you agree to participate in this project, please answer the questions on the questionnaire or take part in the interview process as best you can. It should take approximately **15minutes** to complete. Please return the questionnaire as soon as possible to enable me complete the project report.

Yours faithfully,

Faith Nkatha Majau
EDU-3-0001-1/2015

Appendix II: Questionnaires for Tutors and Heads of Department

This is a questionnaire addressing the select determinants of job satisfaction among tutors in technical training institutions in Meru County, Kenya. Please tick where you feel your opinion lies in regards to various sections provided.

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your job position

Head of Department ()

Full-time Tutor/Lecturer ()

Part-time Tutor/Lecturer ()

3. How long have you worked in this institution

Over 21 years ()

11-20 years ()

5-10 years ()

Less than 5 years ()

SECTION B: INFLUENCE OF LEARNING FACILITIES ON JOB SATISFACTION

There are questions related to influence of learning facilities on job satisfaction. Please tick as appropriate in the boxes. 1-strongly disagree, 2-disagree, 3-neutral, 4, agree, 5- strongly agree.

No	Statement	1	2	3	4	5
1.	There is an access to well stocked library which has improved job satisfaction among the tutors.					
2.	The lecture rooms/classes are always well cleaned and safe to allow learning to take place					
3.	The institution always provides tutoring tools such as mark pens, white board, erasers, and other office stationeries.					

4.	Tutors are tasked with the responsibility of ensuring that they follow the curriculum textbooks authorized by the management of the institution.					
5.	Tutors are provided with ICT infrastructure such as fast WIFI and working computers					
6.	I derive satisfaction from the quality of learning facilities in my institution					

SECTION C: INFLUENCE OF REMUNERATION ON JOB SATISFACTION

There are questions related to influence of remuneration on job satisfaction. Please tick as appropriate in the boxes. 1-strongly disagree, 2-disagree, 3-neutral, 4, agree, 5- strongly agree.

No	Statement	1	2	3	4	5
1.	There is an existing salary structure policy framework established by the government to ensure fairness in salaries					
2.	We are often rewarded for performing our tutoring tasks to satisfaction					
3.	I am aware of the salary structure that is followed on full-time tutors					
4.	I am aware of the wage structure that is followed on part-time tutors					
5.	At the end of the year, the management issues bonuses to tutors to motivate them to work harder					
6.	I derive satisfaction from the remuneration system in my institution					

SECTION D: INFLUENCE OF PROMOTION ON JOB SATISFACTION

There are questions related to influence of promotion on job satisfaction. Please tick as appropriate in the boxes. 1-strongly disagree, 2-disagree, 3-neutral, 4, agree, 5- strongly agree.

No	Statement	1	2	3	4	5
1.	There is an elaborate promotion system applied in my institution and whose work load requirements are well known to everyone.					
2.	Promotional opportunities apply to every job grade in the institution					
3.	The tutors are always motivated to get promotional opportunities since they would get pay increase					
4.	The management ensured that it spots leadership qualities among tutors to make decisions on who to promote.					
5.	Promotion comes in hand with enhanced responsibilities among the tutors.					
6.	I derive satisfaction from the promotion system in my institution					

SECTION E: INFLUENCE OF TUTOR'S RECOGNITION ON JOB SATISFACTION

There are questions related to influence of tutor's recognition on job satisfaction. Please tick as appropriate in the boxes. 1-strongly disagree, 2-disagree, 3-neutral, 4, agree, 5-strongly agree.

No	Statement	1	2	3	4	5
1.	It is a requirement that the tutors be addressed based on their academic titles					
2.	The institution's management provides sponsorship on professional development to recognize the efforts of hardworking tutors					
3.	Tutors are always encouraged though public acknowledgement of various academic milestone they make such as publishing journals, attaining a higher degree, access to research grant and others					

4.	The institution works with other institutions of higher learning to ensure that the tutors are awarded through collaborative initiative.					
5.	The senior management provides positive feedback to requests by the tutors to improve their professional lives such as allocating time for them to attend to conferences, seminars and part-time classes.					
6.	I derive satisfaction from the recognition system in my institution					

SECTION F: JOB SATISFACTION

There are questions related to job satisfaction. Please tick as appropriate in the boxes.

1strongly disagree, 2-disagree, 3-neutral, 4, agree, 5- strongly agree.

No	Statement	1	2	3	4	5
1.	There is a reward system that encompasses training opportunities and worker recognition in out institution					
2.	The job attitude of the tutors has improved due to job satisfaction					
3.	Tutors have been able to accomplish meaningful work since they identify with the institution and take pride in that					
4.	The management shows respect to every tutor which enables them to feel valued					
5.	There are adequate opportunities exposed to tutors associated with this institution for personal and professional growth.					
6.	There is a system established to ensure that tutors skills and abilities are not only recognized but also adequately used in impacting knowledge among students					

Appendix III: Interview Guide for Principals and HR Managers

SECTION A: DEMOGRAPHIC INFORMATION

1. Please describe your level of education?
2. Explain for how long have served in your capacity?

SECTION B: INFLUENCE OF LEARNING FACILITIES ON JOB SATISFATION

1. Please explain the learning facilities established to cater for tutors with disabilities, as a measure of ensuring that they also have job satisfaction?
2. Elaborate the source of funding structure that exists to finance various learning facilities such as classrooms, tutoring tools, textbooks, library and ICT infrastructure
3. Highlight some of the physical stress factors caused by inadequate learning facilities to the tutors in your institution?
4. What aspects of learning facilities influence job satisfaction of tutors in technical training institutions in Meru County, Kenya?

SECTION C: INFLUENCE OF REMUNERATION ON JOB SATISFACTION

1. Highlight the various remuneration structures that exist based on the tutor's job groups?
2. Please describe the remuneration challenges affecting the tutors in your institution?
3. Explain the remuneration changes that have taken place in the recent past (1 year)?
4. In what way does remuneration influence job satisfaction of tutors in technical training institutions in Meru County, Kenya?

SECTION D: INFLUENCE OF PROMOTION ON JOB SATISFACTION

1. Please elaborate the promotion policy framework in place that guide on promotion activities?
2. Elaborate how promotions are affected by enhanced responsibilities among tutors?
3. Explain how the management ensured that there is talent development in your institution especially among tutors?
4. To what extent does job promotion influence job satisfaction of tutors in technical training institutions in Meru County, Kenya?

SECTION E: INFLUENCE OF TUTOR'S RECOGNITION ON JOB SATISFACTION

1. Highlight the policy structure used to guide in the recognition process of tutors in your institution?
2. Provide explanation on the challenges encountered when implementing the tutor recognition policy framework for effectiveness and in accordance with the government requirements?
3. Please elaborate the succession plan system that the institution has to ensure that there is tutor's recognition after the senior staff retire, dies or resigns?
4. How does tutors recognition influence job satisfaction of tutors in technical training institutions in Meru County, Kenya?

SECTION F: JOB SATISFACTION

1. Please describe the specific factors that bring about increased job satisfaction among the tutors in your institution?
2. Highlight the challenges the institution is facing in balancing its needs and those of the tutors to enhance job satisfaction?
3. Explain how democratic leadership gives a chance to tutor's recognition leading to improved job satisfaction?

Appendix IV: Introduction Letter from KeMU

	
KENYA METHODIST UNIVERSITY	
P. O. Box 267 Meru - 60200, Kenya	Fax: 254-64-30162
Tel: 254-064-30301/31229/30367/31171	Email: deanrd@kemu.ac.ke
DIRECTORATE OF POSTGRADUATE STUDIES	

Our Ref: KeMU/NACOSTI/EDU/14/2024	August 1, 2024
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Commission Secretary,
National Commission for Science, Technology and Innovations,
P.O. Box 30623-00100
NAIROBI.

Dear Sir/Madam,

RE: FAITH NKATHA MAJAU (REG. EDU-3-0001-1/2015)

This is to confirm that the above named is a bona fide student of Kenya Methodist University, in the School of Education and Social Sciences, Department of Education undertaking a Masters' Degree in Leadership and Education Management. She is conducting research on "Analysis of Select Determinants of Job Satisfaction among Tutors in Technical Training Institutions in Meru County, Kenya".

We confirm that her research proposal has been presented and approved by the University.

In this regard, we are requesting your office to issue a research license to enable her collect data.

Any assistance accorded to her will be highly appreciated.

Yours sincerely,




Dr. John M. Muchiri (PhD)
Dean, Postgraduate Studies
Cc: Dean, SESS
CoD, Education
Postgraduate Co-ordinator, EDU
Supervisors

Appendix V: Ethical Clearance



KENYA METHODIST UNIVERSITY

P. O. BOX 267 MERU - 60200, KENYA
TEL: 254-064-30301/31229/30367/31171

FAX: 254-64-30162
EMAIL: INFO@KEMU.AC.KE

Our Ref: KeMU/ISERC/EDU/14/2024

August 1, 2024

FAITH NKATHA MAJAU
EDU-3-0001-1/2015

Dear Faith,

SUBJECT: ANALYSIS OF SELECT DETERMINANTS OF JOB SATISFACTION AMONG
TUTORS IN TECHNICAL TRAINING INSTITUTIONS IN MERU COUNTY, KENYA

This is to inform you that Kenya Methodist University Institutional Scientific Ethics and Review Committee has reviewed and approved your research proposal. Your application approval number is KeMU/ISERC/EDU/14/2024. The approval period is 1st August, 2024– 1st August, 2025.

This approval is subject to compliance with the following requirements:-

- I. Only approved documents including (informed consents, study instruments, MTA) will be used.
- II. All changes including (amendments, deviations, and violations) are submitted for review and approval by Kenya Methodist University Institutional Scientific Ethics and Review Committee.
- III. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to KeMU ISERC within 72 hours of notification.
- IV. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to KeMU ISERC within 72 hours.
- V. Clearance for export of biological specimens must be obtained from relevant institutions.

VI. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.

VII. Submission of an executive summary report within 90 days upon completion of the study to KeMU ISERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,
KEMU SERC
101 AUG 2024
MR. HERBERT KIBEBE
CHAIR (ISERC)

Appendix VI: NACOSTI Permit

 REPUBLIC OF KENYA Ref No: 967207	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION. Date of Issue: 12/August/2024
RESEARCH LICENSE	
	
This is to Certify that Miss. FAITH NKATHA MAJAU of Kenya Methodist University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Meru on the topic: ANALYSIS OF SELECT DETERMINANTS OF JOB SATISFACTION AMONG TUTORS IN TECHNICAL TRAINING INSTITUTIONS IN MERU COUNTY, KENYA for the period ending : 12/August/2025.	
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