EdinBurg Peer Reviewed Journals and Books Publishers
Journal of Education
Vol. 5||Issue 3||pp 18-31||July||2025
Email: info@edinburgjournals.org||ISSN: 2790-3141

The Influence of Learning Facilities on Job Satisfaction of Tutors in Technical Training Institutions in Meru County, Kenya

Faith Nkatha Majau[1*], Eric Mwenda[2], Dr. Jacinta Kagendo, PhD[3]
Department of Education, Kenya Methodist University
***Corresponding Author E-mail: faithmajau17@gmail.com**

Accepted: 11 July 2025 || Published: 30 July 2025

Abstract

The study purpose was to examine the influence of learning facilities on job satisfaction of tutors in technical training institutions in Meru County, Kenya. A cross-sectional research design was administered in the consideration of collecting data from various participants such as principals, HR managers, departmental heads, and tutors. The target population consisted of 7 Technical Training Institutions [TTIs] in Meru County, whose 261 tutors, 7 principals, 14 human resource managers, and 40 heads of departments were involved as respondents. The study used a purposive sampling method to select at most one principal and HR manager in each of the seven TTIs, and a simple random method to sample 36 HODs and 158 tutors. The study issued questionnaires to the main respondents (tutors) and heads of departments, while the rest were interviewed. A pilot study was done at Chuka Technical College in Tharaka Nithi County. Further, the study measured reliability and three types of validity, which were content, criterion, and construct validity. SPSS version 25 software was used to generate descriptive statistics such as frequencies, percentages, and means. The study analyzed qualitative data using the thematic analysis method. 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 access to well 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 learning facilities had a correlation of 0.372 and a significance of 0.001. The study concluded that most TTIs had inadequate ICT infrastructure, which limited tutors in accessing updated information for both lecturing and research. 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-performance processors. The management should consider partnering with internet providers in the locality for subsidized and stable internet rates.

Keywords: *Learning Facilities, Job Satisfaction, Tutors, Technical Training Institutions, Meru*

How to Cite: Majau, F. N., Mwenda, E., & Kagendo, J. (2025). The Influence of Learning Facilities on Job Satisfaction of Tutors in Technical Training Institutions in Meru County, Kenya. *Journal of Education, 5*(3), 18-31.

1.0 Introduction

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 regarding how learning facilities influence job satisfaction of tutors in a 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 the staff is able to administer their tutoring duties amicably. Learning facilities have been identified as the leading element in tutors' willingness to serve in an institution (Sabeng & Mensah, 2023). Learning facilities provide both safety and psychological contentment for tutors to serve in their capacity. Further, the remuneration is also a contributory factor towards deriving job satisfaction among the tutors.

Satisfaction in the workplace 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. 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 the academic cadre they are serving under. However, authors have debated the issues that affect tutors, causing them to be dissatisfied with their tutoring roles and responsibilities.

Globally, tutors in American states like Florida have faced inconsistent salaries and a lack of training opportunities, while those in Michigan have complained of irregular promotion, structures, and inconsiderate institutional politics (American Federation of Teachers [AFT], 2022). In European nations like Germany, there has been a lack of respect for tutors, such as part-time ones, hence unable to get recognized despite what they achieve (Lotus, 2022). In the United Kingdom, tutors have complained of irregular deductions whereby the tutors get unnecessary salary deductions that do not benefit them from their pay slips (Kovács et al., 2024). Regionally, tutors in South Africa have complained about the lack of commitment from institutional management, such as employing them on longer contracts or a permanent basis (Chaacha & Oosthuysen, 2023). This has in turn demotivated them, resulting in decreased tutors' productivity. In West African nations like Nigeria, there has been high turnover due to an inconsiderate workload (Obinna-Akakuru, et al., 2022). This is whereby tutors get assigned overpopulated classes with low payment structures (Otache & Inekwe, 2023).

Additionally, in Tanzania, tutors in technical institutions dealing with machines, such as the ones in engineering, have complained about 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 been acutely considered for jobs and promotions (Muthomi et al., 2023). Other problems that tutors have faced include a lack of digital infrastructure, unstocked libraries, poor organizational culture, and a 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].

1.1 Problem Statement

TTIs contribute significantly towards imparting 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, to have uttermost job satisfaction (Khan et al., 2021).

That notwithstanding, 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 an inconsistency in the 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 to have effective learning (Muthomi et al., 2023). Additionally, the tutors lack promotional opportunities, resulting in them looking 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 in 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, renumeration, 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.

1.2Purpose of the Study

To examine the influence of learning facilities on the job satisfaction of tutors in technical training institutions in Meru County, Kenya.

1.3 Research Hypothesis

Ho1: Learning facilities have no significant influence on the job satisfaction of tutors in technical training institutions in Meru County, Kenya

2.0 Literature Review

2.1 Theoretical Review

Herzberg's Two-Factor Theory states that staff are satisfied or dissatisfied through two elements, which include 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 were needed to ensure that the staff were comfortable while working at their places of work. In relation to learning facilities, tutors working in technical institutions have 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 tools, availability of textbooks, and library provision was necessary (Achora, 2022). In conducive classrooms, the tutors felt comfortable imparting various professional knowledge and technical skills in classes that were safe, clean, and did not negatively affect the psychological aspects of the users. The 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).

2.2 Empirical Review

Globally, Kovács et al. (2024) studied 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 showed 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 and how they affected the job satisfaction of academic staff. Additionally, the problems noted were general and did not specifically address tutors.

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 the use of machines and did not address other TVET courses that require the use of computers, classroom conditions, and the 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.

Locally, Ombima (2022) examined what brought about satisfaction with 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 a proportionate stratified random sampling method. The 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 in, 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 institutions of higher learning, like public universities and TTIs.

3.0 Methodology

A 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 target population consisted of 7 Technical Training Institutions [TTIs] in Meru County, whose 261 tutors, 7 principals, 14 human resource managers, and 40 heads of departments were involved as respondents. The study used a purposive sampling method to select at most one principal and HR manager in each of the seven TTIs, resulting in 7 TTIs and one principal and HR manager in each of the institutions. This resulted in 7 principals, 7 HR managers. Additionally, the study adopted the Yamane sampling formula to select samples from 36 HODs and 158 tutors who were then selected using a simple random sampling method.

The study issued questionnaires to the main respondents (tutors) and heads of departments, while the principals and HR managers were interviewed. A pilot study was done at Chuka Technical College in Tharaka Nithi County. The respondents were 1 principal, 1 HR manager, 4 HODs, and 16 tutors, hence a total of 22 staff. The population was selected as 10% of the sample size (O'Neill, 2022). Further, the study measured reliability and three types of validity, which were content, criterion, and construct validity. SPSS version 25 software was used to generate descriptive statistics such as frequencies, percentages, and means. The study analyzed qualitative data using the thematic analysis method.

4.0 Results and Discussion

4.1 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 1.

Table 1: Response Rate

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

Table 1 shows that 157(81%) of the 194 questionnaires that were sent were received a responded. Furthermore, 12(85%) of the 14 interviews that the study planned to perform were completed effectively. The results pointed out that there was a 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 its relevance in pointing out the concerns that affected job satisfaction among tutors.

4.2 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 provide 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. Table 2 presents the reliability results.

Table 2: Reliability Results

Instrument	Cronbach's Alpha
Questionnaires	0.839
Interviews	0.754
Average	0.797

According to Table 2, 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.

4.3 Descriptive Statistics

4.3.1 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 3 presents the findings.

Table 3: Descriptive Statistics of Job Satisfaction

Statements N=157	1	2	3	4	5	Mean	Std Dev
Availability of a 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 concerning 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 tutors' skills and abilities	18 (11%)	14 (9%)	50 (32%)	42 (27%)	33 (21%)	3.53	1..23

Table 3 shows that 61(39%) of the respondents strongly agreed and 49(31%) agreed on a mean of 4.45 and a standard dev of 0.25 that there are reward systems that encompass 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 for training and other forms of recognition. This type of system brought about a positive work attitude among the tutors, hence promoting satisfaction. Regrettably, the exposure to training opportunities was limited to only a few staffers, negatively impacting their zeal to attend at a personal capacity. In support, Hee et al. (2020) revealed that most organizations outsourced for training at collective bargaining, hence making it hard for individual staff to receive training at bargained charges from these training firms, hence limiting their quest for acquiring the necessary training.

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.

In a conducive work environment, it was noted that when the working support system, such as the provision of quality office furniture and stationery, 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 the 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 a need to have a payment system that rewards efforts, that is paid on 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 training 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 a good working environment and capacity building.

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 a lack of balance between work and life and financial constraints. On the work-life balance, it was revealed that the tutors were allocated a huge workload 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 payment. 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."

EdinBurg Peer Reviewed Journals and Books Publishers
Journal of Education
Vol. 5||Issue 3||pp 18-31||July||2025
Email: info@edinburgjournals.org||ISSN: 2790-3141

A respondent, TT12, indicated that,

"The number of students has been increasing, as has 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 for staff, which was affecting the pedagogical position of lecturers in China and their ultimate instructional practice.

4.3.2 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. The results from the responses are emphasized and connected to previous research.

Table 4: Descriptive Statistics of Learning Facilities

Statements N=157	1	2	3	4	5	Mean	Std Dev
Access to well-stocked library	10 (6%)	14 %)	27 17%)	53 34%)	53 (34%)	4.32	0.29
Lecture rooms/classes are always well cleaned and safe	8 (5%)	17 1%)	27 17%)	48 (31%)	57 (36%)	4.28	0.31
The institution always provides tutoring tools	47 (30%)	53 4%)	10 6%)	11 (7%)	36 3%)	2.85	1.43
Tutors follow the authorized curriculum	11 (7%)	28 3%)	52 33%)	35 22%)	31 (20%)	3.47	1.20
Tutors are provided with ICT infrastructure	61 (39%)	52 3%)	13 8%)	17 11%)	14 (9%)	2.19	1.88
Satisfaction with the quality of learning facilities in the institution	22 (14%)	17 1%)	66 42%)	39 25%)	13 (8%)	3.76	1.25

Table 4 shows that 53(34%) of the respondents strongly agreed and 53(34%) agreed on a mean of 4.32 and a standard dev of 0.29, that there was 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 standard 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 standard 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 on 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 tutors' use to grade students' marks, prepare course structure, and conduct research on current developments in a specific field. Compared to a study by Maina and Muathe (2022), a strategic intervention such as ICT infrastructure and provision of basic learning facilities is the most critical aspect that revitalize performance in Kenya's TVETS.

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 to tutors with disabilities, as a measure of ensuring that they also had job satisfaction. The answers provided are grouped into three themes that include provision of ramps, washrooms, and labelled parking for people living with disabilities.

In regard to the 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 was 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 to support themselves."

Further, most institutions had provided and labelled special parking spots for PWD. This was to ensure that as they alighted from 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 of the results, Mesuwini et al. (2023) also noted that the same case was also applied in South African TVETs. As part of a 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 on 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 the required finances to boost infrastructure development. Additionally, the government funding through capitalization was also another major source of funding to the TTIs. This enabled the institutions to boost what they had received from various sources to enable the completion of projects 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 of the results, Sanders and Mukhari (2023) noted that blended learning can only be successful if there is enough financial support to establish either physical infrastructure or ICT infrastructure to support in-person or online learning processes.

4.4 Correlation Analysis

The research hypothesis stated that learning facilities had 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 5

Table 5: Pearson Correlation Analysis

		Job Satisfaction	Learning Facilities
Job Satisfaction	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	157	
Learning Facilities	Pearson Correlation	.372	1
	Sig. (2-tailed)	.001	
	N	157	157

According to Table 5, learning facilities have a correlation of 0.372 and significance of 0.001. The study this rejected the null hypothesis that learning facilities had no significance influence on job satisfaction.

4.5 Regression Analysis

The study had a model of the study which stated that Y= C+ β1X1+e. Notably, Y = Job Satisfaction; β*i* = Coefficients to be estimated; C= Constant; XI= Learning Facilities; and e = Error term. Table 6 indicates the regression coefficient results.

Table 6: Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.268	2.408		6.341	.000
	Learning Facilities	.008	.087	.007	1.092	.007

a. Dependent Variable: Job Satisfaction

The results in Table 6 point out that constant has a beta of 15.268; learning facilities have a beta of 0.008 and significance of 0.007; and a standard error of 2.408. The outcome indicates that a unit of job satisfaction was increased by 0.008+2.408 of learning facilities and standard error. The findings provided that learning facilities were essential parts of enhancing job satisfaction among the tutors. That is, when there were lecture rooms that were spacious and well-structured, it became 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.

5.0 Summary of Results

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 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 a huge crowd of students, uncomfortable heat, and physical exhaustion, which made it difficult to complete the syllabus.

6.0 Conclusion

The study concluded that the presence of learning facilities in TTIs enhanced tutors' job satisfaction. The facilities included modernized lecture halls, offices, and library infrastructure. This went a long way into considering tutors who were disabled through the 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 a 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 tried to address the huge gathering of students and physical exhaustion, which made it difficult to complete the syllabus.

7.0 Recommendations

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-performance 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 to 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 for the projects should be outsourced from the Ministry of Education and other local and international donors with vested interest in the TTIs.

References

Achora, P. J. (2022). *Influence of job satisfaction factors among tutors on teacher trainees' performance in public teachers' training colleges in Kenya* [Master's Thesis, Maseno University]. Kenya. https://repository.maseno.ac.ke/bitstream/handle/123456789/5549.

American Federation of Teachers (2022). *An army of Temps AFT contingent faculty quality of work/life report.* https://www.aft.org/sites/default/files/media/documents/2023/Contingent_Faculty_Survey_2022_interactive.pdf

Chaacha, T. D., & Oosthuysen, E. (2023). The functioning of academic employees in a dynamic South African higher education environment. *Frontier in Education 8*(2), 1-10. https://doi.org/10.3389/feduc.2023.1016845

Chepkoech, S., Khatete, I., & Wanjala, G. (2021). Quality of trainers at public technical, vocational, education, and training institutions: The missing link in Kenya's skill development. *Unizik Journal of Educational Research and Policy Studies, 2*(1), 1-8. https://doi.org/10.5897/UNIJERPS2021.0001

Han, J. (2022). *Chinese lecturers' pedagogical position and instructional practice in EMI teaching*. Springer Briefs in Education.

Hee, O. C., Shi, C. H., Kowang, T. O., Fei, G. C., & Ping, L. L. (2020). Factors influencing job satisfaction among academic staff. *International Journal of Evaluation and Research in Education (IJERE), 9*(2), 285-291. https://doi.org/10.11591/ijere.v9i2.20509

Khan, A.J., Bhatti, M.A., Hussain, A., Ahmad, R., & Iqbal, J. (2021). Employee job satisfaction in higher educational institutes: A review of theories. *Journal of South Asian Studies, 9*(3), 257-266. https://doi.org/10.33687/jsas.009.03.3940

Kovács K, Dobay, B, Halasi, S, Pinczés, T. & Tódor, I. (2024). Demands, resources, and institutional factors in the work of academic staff in Central and Eastern Europe: Results of a qualitative research among university teachers in five countries. *Frontiers in Education, 8*(1), 1-13. https://doi.org/10.3389/feduc.2023.1326515

Lotus (2022). *Leadership and organization for teaching and learning at European universities: final report from the LOTUS project.* https://eua.eu/downloads/publications/final%20lotus%20report_december%202022_fin.pdf

Maina, L.W., & Muathe, S.M. (2022). Revitalizing the performance of Technical and Vocational Education and Training Institutions in Kenya through strategic interventions. *International Journal of Scientific and Research Publications, 3*(3), 337-347. http://dx.doi.org/10.29322/IJSRP.13.03.2023.p13540

Mesuwini, J., Mzindle, K. L. T. D., & Mokoena, S. (2023). Work-integrated learning experiences of South African technical and vocational education and training lecturers. *International Journal of Work-Integrated Learning, 24*(1), 83-97. https://files.eric.ed.gov/fulltext/EJ1379048.pdf

Mgaiwa, S. J. (2023). Job satisfaction among university academics: Do academic rank and age make a difference? *Cogent Education, 10*(2), 1-10. https://doi.org/10.1080/2331186X.2023.2230395

Motaung, M. R. (2020). *Improving the management of the professional development of lecturers at a selected Technical and Vocational Education and Training* (TVET) college [Master's Thesis, University of South Africa]. South Africa. https://uir.unisa.ac.za/bitstream/handle/10500/27357/dissertation_motaung_mr.pdf?sequence=1&isAllowed=y

Mugenda, O.M. and Mugenda, A.G. (2003). *Research methods, quantitative and qualitative approaches.* ACT

Muthomi, K., Boit, J. M., & Sanga, P. L. (2023). Influence of trainers' competencies on competency-based education and training implementation in public technical institutions in Meru County, Kenya. *The Educator: A Journal of the School of Education, Moi University, 3*(1), 110-128. https://journals.mu.ac.ke/index.php/edj/article/view/360

Njenga, M. (2023). Continuing professional development of vocational teachers in Kenya: Motivations, practices and teacher profiles. *International Journal of Educational Research Open, 5*(1), 1-9. https://doi.org/10.1016/j.ijedro.2023.100282

Obinna-Akakuru, A. U., Njoku, U. B., Agunanne, V. C., Nelson-Okata, E., & Onwujialiri, O. I. (2022). Stress factors and job performance of lecturers in tertiary institutions in Nigeria. *International Journal of Education, Teaching, and Social Sciences, 2*(1), 45-55. https://doi.org/10.47747/ijets.v2i1.678

Ombima, H. P. A. (2022). *Factors affecting employee job satisfaction in institutions of higher education in Kenya: A case study of United States International University* [Master's Thesis, United States International University (USIU)]. Kenya. https://erepo.usiu.ac.ke/bitstream/handle/11732/87/AMBASA%20.pdf?sequence=1&isAllowed=y

Oosthuizen, L. J., Spencer, J., & Chigano, A. (2023). Work-integrated learning for lecturers at a TVET college in the Western Cape. *South African Journal of Higher Education, 36*(3), 214-230. https://dx.doi.org/10.20853/36-3-4689

Oroni, N., Manasi, E., & Wephukhulu, R. (2023). Trainers' competence in the knowledge of the subject content in technical vocational education and training institutions in Bungoma County, Kenya. *International Journal of Science and Research Archive, 09*(01), 094–105. https://doi.org/10.30574/ijsra.2023.9.1.0353.

Otache, I., & Inekwe, E. I. (2023). The relationship between job satisfaction, turnover intentions, and performance of Nigerian polytechnic lecturers with doctorate degrees. *Journal of Applied Research in Higher Education, 1*(1), 1-23. https://dx.doi.org/10.1108/JARHE-10-2020-0360.

Sanders, D. A., & Mukhari, S. (2023). The perceptions of lecturers about blended learning at a particular higher institution in South Africa. *Education and Information Technologies, 1*(1), 1-16. https://doi.org/10.1007/s10639-023-12302-6

Technical and Vocational Education and Training Authority (2021). *The Kenya journal of technical and vocational education and training*. https://ziziafrique.org/wp-content/uploads/2019/05/TVETA-Journal-for-web.pdf

Wadood, F., Akbar, F., & Ullah, I. (2021). The importance and essential steps of pilot testing in management studies: A quantitative survey result. *Journal of Contemporary Issues in Business and Government, 27*(5), 2419-2431. https://cibgp.com/article_16160_6baf28fff8efa53e531bbad85d0f87bf.pdf