



ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

IJDR

International Journal of Development Research

Vol. 12, Issue, 04, pp. 55652-55656, April, 2022

<https://doi.org/10.37118/ijdr.24267.04.2022>



RESEARCH ARTICLE

OPEN ACCESS

THE ROLE OF COLLEGE PRINCIPALS IN TUTOR MOTIVATION AND PROFESSIONAL DEVELOPMENT OF TUTORS IN THE COLLEGES OF EDUCATION IN GHANA

***Peter Ofori Atakorah**

Seventh-Day Adventist College of Education, Affiliated to University of Cape Coast,
Post Office Box 29, Agona-Ashanti Region, Ghana

ARTICLE INFO

Article History:

Received 14th January, 2022

Received in revised form

03rd February, 2022

Accepted 06th March, 2022

Published online 30th April, 2022

Key Words:

Principals, Tutors, Motivation,
Professional Development.

*Corresponding author:

Peter Ofori Atakorah

ABSTRACT

The purpose of this study was to investigate the role of College Principals in tutor motivation and professional development of tutors in the Colleges of Education in Ghana. This study was conducted in Seventh-day Adventist College of Education Agona in the Sekyere South district in the Ashanti Region of Ghana. This research adopts a pragmatic research philosophy. The descriptive research design was used for this study. A total of thirty tutors were involved in the study. This study used questionnaire as the main data collection instrument. The compilation of the field data was done using Statistical Package for Social Science [SPSS], version 20. The analyses of the findings were in the forms such as charts, graphs, frequencies, and percentages. Results of this study revealed that tutors' working conditions, feeding tutors during school hours, acknowledging tutors effort and rewarding them accordingly, principals being open, free and fair to tutors, payment of tutors' accommodation, allowances, end of year benefits and creating a conducive working environment were the major factors which motivate tutors in the colleges of education. This study also revealed that principals play a key role in providing opportunities for tutor professional development. This study concludes that principals of colleges of education in Ghana should motivate and provide opportunity for tutor professional development.

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Citation: Peter Ofori Atakorah. "The role of college principals in tutor motivation and professional development of tutors in the colleges of education in Ghana", *International Journal of Development Research*, 12, (04), 55652-55656.

INTRODUCTION

All over the world, education is highly regarded as an alternative way to reduce poverty and various governments invest huge monies to educating their citizens. Education is very important for economic and social stability of a country. Colleges of Education in Ghana are expected to produce professional teachers who are able to cope with current trends and demands of the country and the world at large. United Nations Educational, Scientific and Cultural Organization (UNESCO) (2006) reported that teachers are the center of quality teaching and students who are supposed to jointly achieve the goals. In the Colleges of Education, quality teaching is measured by tutors' performance through student teachers' performance in the end of semester results and this measurement depends on so many variables such as availability of resources including science laboratory, computer lab, teaching and learning resources and tutor motivation. According to the report of UNESCO (2006), teachers are the most important factor in determining the quality of education that children receive at any level of learning. UNESCO (2006) further reported that teacher motivation is fragile and declining and teachers' performance in contributing to learning is strongly influenced by teacher motivation at any level of education.

Principals are the key inputs and play a major role in the Colleges of Education system. They are responsible for providing professional leadership that will lead to the achievement of educational objectives which is assessed in terms of students' performance at the end of every semester. The development of desirable behaviour in college student is closely linked to the level of motivation given to the tutor, as well as the tutors attitude and behavior. Low level of tutor motivation has a negative impact on the end of semester results of college students as well as the quality of education Abazaoğlu & Aztekin, (2016). According to Alarm and Farid (2011), tutor motivation is very important as it can affect the student teachers directly both positively and negatively. Similarly, Marques (2010) concluded that motivation, satisfaction and performance are interdependent. Dornyei (2001) further stated that tutor motivation and satisfaction affects students directly as there is strong correlation between tutor motivation, satisfaction and students teachers' performance. Hence a desired outcome by the students can occur with the help of the tutor. This means that low motivation of tutors affect academic performance of student teachers. The major causes of poor quality education delivery in the colleges of education in Ghana are; low tutor motivation, most experienced tutors leaving the colleges of education to join the Universities, poor standard of tutors who enter

the college system as compared with their counterparts in the Universities, inadequate accommodation for tutors, poor internet facilities in the colleges of education among others (Amissah *et al.*, 2002). Among all these challenges low tutor motivation has been singled out as one of the key factors affecting quality education in the colleges of education in Ghana (Akyeampong, 2007). In the colleges of education, condition of service and job satisfaction is not appealing hence, tutors are not satisfied and are leaving the colleges to join the Universities. Tutors depend solely on their salaries and enjoy few allowances of which these salaries and allowances paid to the tutors are comparatively low as compared with their counterparts with the same qualifications teaching in the Universities. The poor condition of service is not motivating tutors to reach their maximum best as far as teaching and learning is concerned (Akyeampong, 2007). Low job motivation among tutors has been attributed to poor conditions of service; high turn-over rates and lack of proper classroom work preparation are among some manifestations of teacher dissatisfaction and low job morale. Colleges of Education Teachers Association of Ghana (CETAG) have been known to champion the rights of tutors by voicing out dissatisfaction of conditions of service and constantly calling for nationwide strike. The issue of tutor motivation if not properly addressed by principals of Colleges of Education in Ghana would continue to hamper student teachers' academic performance, cause stress, dissatisfaction and frustration which would subsequently reduce the student quality output. All these arguments point to the fact that tutors teaching in the Colleges of Education in Ghana are not motivated enough to attract more people into the College system and resulting in those within the service joining the Universities. Hence, the purpose of this study was to investigate the role of College Principals in tutor motivation and professional development of tutors in the Colleges of Education in Ghana.

Objective of the Study

The main objective of this study was to identify the role of College Principals in tutor motivation and its effect on academic performance of student teachers in the Colleges of Education in Ghana.

Specific Objective of the Study

The specific objectives of the study were to:

1. Identify some of the factors influencing tutor motivation at the Colleges of Education in Ghana.
2. Examine the various opportunities made available by principals for tutor professional development in the Colleges of Education in Ghana
3. Examine the effect of tutor motivation on academic performance of student teachers in colleges of education in Ghana.

Research Questions

1. Which factors motivate tutors in the colleges of education in Ghana?
2. What are some of the provisions/opportunities made available by principals for tutor professional development in the colleges of education in Ghana?
3. What are the effects of tutor motivation on academic performance of student teachers in colleges of education in Ghana?

RESEARCH METHODOLOGY

Description of the Study Area: This study was conducted in Seventh-day Adventist College of Education Agona in the Sekyere South district in the Ashanti Region of Ghana. The Sekyere South District is located in the north eastern part of the Ashanti Region. Agona Ashanti being an administrative capital is located 37 kilometers from Kumasi, along the Kumasi-Mampong trunk road. The District shares common borders with Ejura Sekyeredumasi to the

north, Mampong Municipal and Sekyere East to the east, Kwabre East to the south and Offinso Municipal to the west. The District has a total land area of 416.8 square kilometers representing about 1.7 % of the total land size of the Region of 24,389 square kilometers. The District is populated with 226 persons per square Km. The District lies between latitude 60 50'N and 70 10'N and Longitude 10 40'W and 10 25' W.

Research Philosophy: Research philosophy refers to the development of the hypothetical understanding of the researcher (Kothari, 2010). This research adopts a pragmatic research philosophy. The pragmatic research philosophy holds that only the concepts that support action are relevant. Pragmatics "recognize that there are many different ways of interpreting results and conducting research, no single point of view can give a complete picture, and there can be multiple realities" (OlliPekka, 2018). According to the research philosophy of pragmatism, the research question is the most important determinant of the research philosophy. Pragmatics can combine positivism and interpretive positions within a single research domain depending on the nature of the research question (Kothari, 2010). This philosophy is based on the clue that only observed phenomena can lead to the production of true information.

Research Design: Research design is the logical framework upon which the research project is conducted and enables the researcher to gather evidence to address the research question to achieve the objectives stated. Research design is a plan for assembling, organizing, and interpreting data and its results in a specific finding (Kraft, 1994). The descriptive research design was used for this study. This is because the study was to identify the role of College Principals in tutor motivation and its effect on academic performance of student teachers in the Colleges of Education in Ghana which involves collecting data in order to answer research questions concerning the current status of the subject of study.

Population: OlliPekka (2018) in his view explained population as a group of interest to a researcher. Kothari, (2010) opines that "a population can be defined as a group of individuals or people with the characteristics and in whom the researcher is interested". The target population for this research work was all tutors teaching in Seventh-day Adventist College of Education Agona-Ashanti. Tutors teaching in Seventh-day Adventist College of Education Agona-Ashanti come from diverse socio-cultural background which makes it very easy to generalize the findings across the other Colleges of Education in Ghana. Thus, Seventh-day Adventist College of Education Agona-Ashanti was chosen because it has similar characteristics with many Colleges of Education in Ghana and therefore the outcome could represent the entire Colleges of Education in Ghana. A total of thirty (30) tutors were involved in the study.

Sample and sampling technique: Kothari (2010) described sample as a subset of the population whose results can be generalized to the entire population. Sampling is a technique of selecting a representative which is part of a population for the purpose of determining the characteristics of the whole population. A sample is selected based on the assumption that there is an even distribution of characteristics within the population. This makes researchers believe that any sample chosen would be representative and because of that results will be accurate. In this study, the researcher employed simple random and convenience sampling techniques. Simple random technique was used for selecting the college whereas convenience sampling techniques were used to select tutors for the study. The use of simple random sampling gave chance to all tutors teaching in the college to be selected for the study. For the selection of sample size of tutors to participate in the study, Convenience sampling technique was used by the researcher because of the ease of their volunteering and availability.

Data Collection Instrument: In order to achieve the purpose of this study, the researcher used questionnaires as the main data collection instrument. Questionnaire is described as a method of gathering information from respondents about attitude, knowledge, beliefs and

feelings (Kothari, 2010). Eighteen (18) item questionnaires were designed for tutors in the college. The first part was aimed at identify the role of College Principals towards tutor motivation, whereas the second and third parts were questions related to factors influencing tutor motivation, various opportunities available for tutor professional development and the effects of tutor motivation on academic performance of student teachers.

Data Collection Process: The researcher personally administered the questionnaires to the respondents. The researcher explained the purpose of the study to the respondents before giving out the questionnaires to them. A total number of thirty questionnaires comprised thirty tutors in Seventh-day Adventist College of Education Agona-Ashanti were administered by the researcher. All the thirty questionnaires administered were completed and returned by respondents which were used for analysis.

Data Analysis: The appropriate analytical procedures were used in analyzing data collected for the study. For this research, the compilation of the field data was done using Statistical Package for Social Science [SPSS], version 20. The analyses of the findings were in the form such as frequencies, and percentages.

RESULTS AND DISCUSSION

Sex of respondents: The response on gender as shown in Figure 4.1 shows that majority of the respondents were males while few were females. This confirms the dominance of male teachers as compared to their female counterparts in the various levels of education in Ghana. This indicates that the appointment of tutors into the various colleges of education in Ghana is gender bias in favour of male tutors. However, the gender biasness observed in this study had no influence on the findings of this study. Similar findings were observed by Agalisi (2018) who conducted an experiment on influence of teacher motivation on pupil's academic performance in the Wa East district and reported 65 % male teachers as against 35 % female teachers in the public basic schools. Agalisi (2018) attributed the gender inequality between male and female teachers in the Wa East district to the disparity of enrollment for males and females in the various levels of education in Ghana.

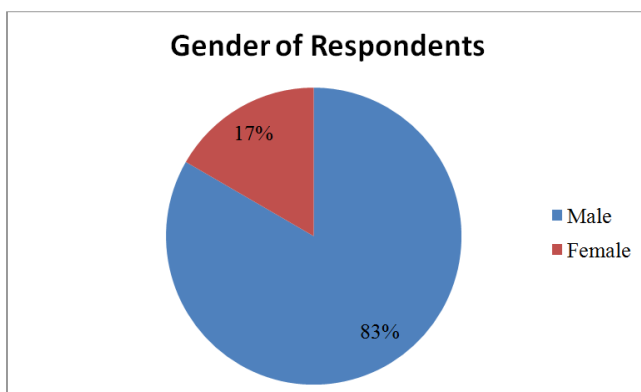


Figure 1. Gender of Respondents

Age distribution of respondents: The tutors were asked to indicate their age and their responses are shown in Figure 2. Figure 2 revealed that majority of the teachers aged between 41-50 years while few of the tutors were below 30 years of age. In total 90 % of the tutors were above 31 years. This indicates that majority of the tutors in the Seventh-day Adventist College of Education Agona-Ashanti were matured and desperate for success. Age is one of the most intrinsic factors that cause satisfaction and dissatisfaction in the working environment hence, influencing the motivation of the employees. As employees spent more time in their job positions they gain more experience which is translated into high self motivation. Hence, the age of the tutors have a significant effect on teacher motivation. Agezo (2010) reported that there is a relationship between job

satisfaction and age among teachers in Kenya. Similarly, Agalisi (2018) reported that teachers who are matured are able to motivate themselves with their job despite the level of their income received monthly. The reason for the lower percentage of teachers below 30 years could be attributed to the academic qualification required to teach at the college of education in Ghana. Hence, few people are able to attain master degree below 30 years of age. According to the report of UNESCO (2006) teachers who are in their mid-years seem to be satisfied with the conditions of service with higher self motivation and are willing to stay in the teaching profession as compared to the young adults.

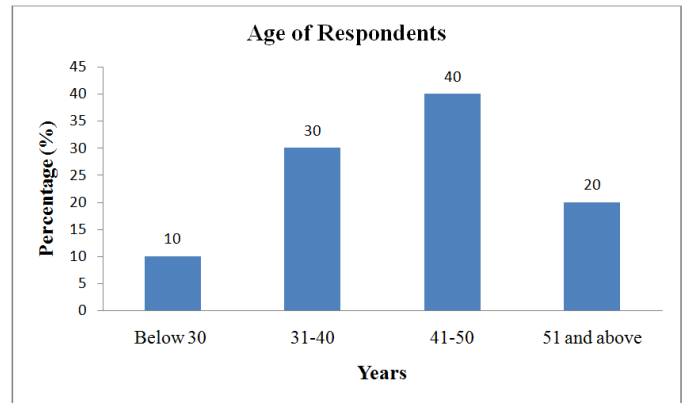


Figure 2. Age of respondents

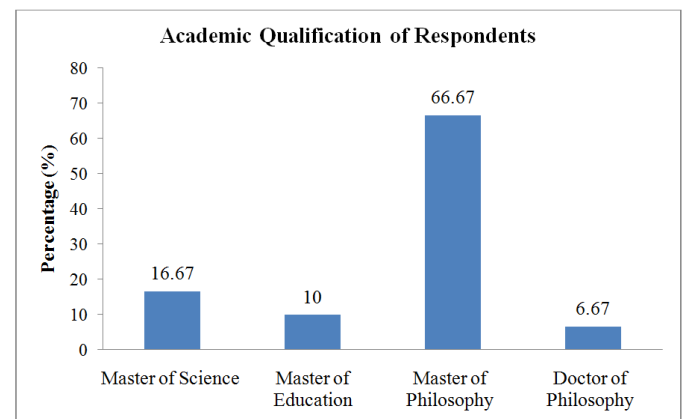


Figure 3. Academic qualification of respondents

Factors Influencing Tutor Motivation: To established the various factors which motivate tutors at the colleges of education in Ghana, tutors were asked to indicate their level of agreement or disagreement to some of the factors which influence tutor motivation and the results are presented in Table 1. Principals playing a key role in feeding tutors is a way of motivating them to work effectively and efficiently as respondents agree and strongly agree to that effect (Table 1). Feeding tutors implies that they will feel motivated, focus and discharge their teaching duties effectively and efficiently. This also means that tutors will spend less of self feeding and feel satisfied with their monthly salary. Similar findings were reported by Remez (2001) who reported that feeding teachers help them to remain in the teaching profession as school feeding strongly motivates teachers. According to Dornyei (2001) teachers who are fed by the school authorities feel motivated, more productive and can influence student achievement. In our modern education, recognition is one of the best ways Principals of the various colleges of education can use to motivate tutors to perform better. Hence, all the respondents used for this study agree to the fact that they get motivated when Principals acknowledged their efforts (Table 1). Again, all the respondents agree to the fact that, college Principals being open, free and fair to tutors highly motivates them (Table 1). Results of this study imply that tutors are recognized for their effort in discharging their teaching duties at the college of education.

Table 1. Factors influencing tutor motivation

Variables	SD	D	A	SA
Feeding tutors during school hours.	0 (0.00 %)	0 (0.00 %)	20 (66.67 %)	10 (33.33 %)
College principals acknowledging tutors effort and rewarding them accordingly.	0 (0.00 %)	0 (0.00 %)	30 (100 %)	0 (0.00 %)
College principals being open, free and fair to tutors.	0 (0.00 %)	0 (0.00 %)	23 (76.67 %)	7 (23.33 %)
Payment for tutors' accommodation.	0 (0.00 %)	0 (0.00 %)	30 (100 %)	0 (0.00 %)
Payment of commuting allowances.	0 (0.00 %)	0 (0.00 %)	30 (100 %)	0 (0.00 %)
Payment of end of year benefits to tutors.	5 (16.67 %)	5 (16.67 %)	16 (53.33 %)	4 (13.33 %)
The college provides free internet facilities to tutors.	6 (20.00 %)	6 (20.00 %)	3 (10.00 %)	15 (50.00 %)
Availability of offices for tutors.	0 (0.00 %)	0 (0.00 %)	30 (100 %)	0 (0.00 %)
The college environment is very conducive place to work.	0 (0.00 %)	0 (0.00 %)	30 (100 %)	0 (0.00 %)

SD = Strongly disagree; D = Disagree; A = Agree; SA = Strongly agree

Table 2. Opportunities available for tutor professional development

Variables	SD	D	A	SA
Principals' allowed tutors to pursue further studies.	8 (26.67 %)	4 (13.33 %)	18 (60.00 %)	0 (0.00 %)
Tutor income is adequate for normal expenses.	10 (33.33 %)	20 (66.67 %)	0 (0.00 %)	0 (0.00 %)
Tutors are been promoted once they are due for promotion.	5 (16.67 %)	15 (50.00 %)	10 (33.33 %)	0 (0.00 %)
Principals offer assistance to enable tutors participate in seminars and workshops.	0 (0.00 %)	0 (0.00 %)	30 (100 %)	0 (0.00 %)
Working conditions in my college is good.	10 (33.33 %)	10 (33.33 %)	5 (16.67 %)	5 (16.67 %)
Principals use fair methods and procedures for appointing tutors to occupy the various positions in the college.	10 (33.33 %)	10 (33.33 %)	4 (13.33 %)	6 (20.00 %)

SD = Strongly disagree; D = Disagree; A = Agree; SA = Strongly agree

This also implies that teachers will feel motivated and stay in the school for a very long time since they feel motivated. According to the report of Wesley *et al.* (2013) recognition of teachers is positively related to high teacher morale. In a study conducted by Sunday and Eunice (2011) on motivating the primary school teachers for effective classroom performance, 60 % of the teachers agreed that teachers feel motivated when the school reorganized their effort towards effective teaching and learning. Principals playing a key role in the payment of accommodation and commuting allowances for tutors were observed to be a major factor which motivates tutors as all tutors agree to that effect. Tutors always feel motivated when they are being paid end of year benefits. In this study majority of the tutors (53.33 %) and (13.33 %) agreed and strongly agreed to the fact that they feel motivated when they are being paid end of year benefits. However, few of the respondents (16.67 %) disagreed and strongly disagreed to the assertion that tutors feel motivated when they are being paid end of year benefits. Table 1 revealed that majority of the respondents agree and strongly agree to the fact that provision of free internet facilities and availability of offices for tutors really motivate them to discharged their activities effectively. Again, all the respondents agree that a conducive environment also motivate tutors to feel satisfied. If a tutor experiences the classroom as a safe, healthy and happy place with supportive resources and facilities for teaching for optimal learning he/she tends to participate more than expected in the process of management, administration and the overall improvement of the school. Healthy school environment tends to be related to high teacher morale (Baah *et al.*, 2009). According to the report of Alarm and Farid (2011) a school manager's ability to create a positive school climate and culture can be instrumental in promoting the motivation of teachers. Alarm and Farid (2011) further reported that raising teachers' morale creates an environment which is more conducive for learning for students.

Opportunities Available For Tutor Professional Development:

Results from this study as shown in Table 2 revealed that majority of the tutors agree that, Principals' allowed tutors to pursue further studies as a way of motivating them and as a way of professional development while few people disagree to that effect. The result of this study implies that Principals of the various colleges of education are willing to allow tutors to develop professionally as way of motivating them. Results of this study corroborates with the findings of Kadzamira (2006) who reported that professional development have a positive influence on teacher job satisfaction and boost their moral to feel motivated.

In agreement to the results of the study, Kadzamira (2006) reported that satisfaction with career development positively correlated with organizational commitment and teacher motivation. Tutor income highly influences tutor motivation as reported by Kadzamira (2006). In this study (Table 2), all tutors disagreed and strongly disagreed to the assertion that tutor income is adequate for normal expenses. Results from this study imply that teacher income is not adequate enough for normal expenses and therefore feels not motivated. UNESCO (2006) reported that teachers' motivation is fragile and declining and teachers' performance in contributing to learning is strongly influenced by teacher income at any level of education. Results from this study as shown in Table 2 revealed that majority of the tutors were not being promoted when they were due for promotion while few tutors indicated otherwise. Table 2 further revealed that principals of colleges of education offer assistance to enable tutors participates in seminars and workshops and this was agreed by all tutors. Majority of the tutors indicated clearly that working conditions in their college are not good enough. This means that principals should play a key role in providing good working conditions for tutors to feel comfortable. Results of this study Table 2 revealed that few of the principals of colleges of education use fair methods and procedures of appointing tutors to occupy the various positions in the college. Meanwhile, majority of the tutors indicated that, principals of colleges of education do not use fair methods and procedures of appointing tutors to occupy the various positions in the college. In this situation, tutors will not feel motivated. Hence, principals of colleges of education should use fair methods and procedures of appointing tutors to occupy the various positions in the college.

CONCLUSIONS

Based on the findings of the study, the following conclusions were made:

- This study concludes that principals should play a key role in the areas of tutors working conditions, feeding tutors during school hours, acknowledging tutors effort and rewarding them accordingly, being open, free and fair to tutors, payment for tutors' accommodation, allowances, end of year benefits and creation of conducive working environment. This will motivates tutors to do their best and stay in the colleges.
- This study again concludes that principals of colleges of education in Ghana should provide opportunity for tutor professional development.

Recommendations: Based on the findings of the study, the following recommendations were made:

- This study concludes that principals should play a key role in the areas of tutors' working conditions, payment of allowances due tutors, acknowledging and rewarding them accordingly.
- This study again concludes that principals of colleges of education in Ghana provide opportunity for tutor professional development.
- Tutors should be involved in the decision making process in the colleges of education. This will make tutors make inputs which will impact on their livelihood and academic progress of the college.

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