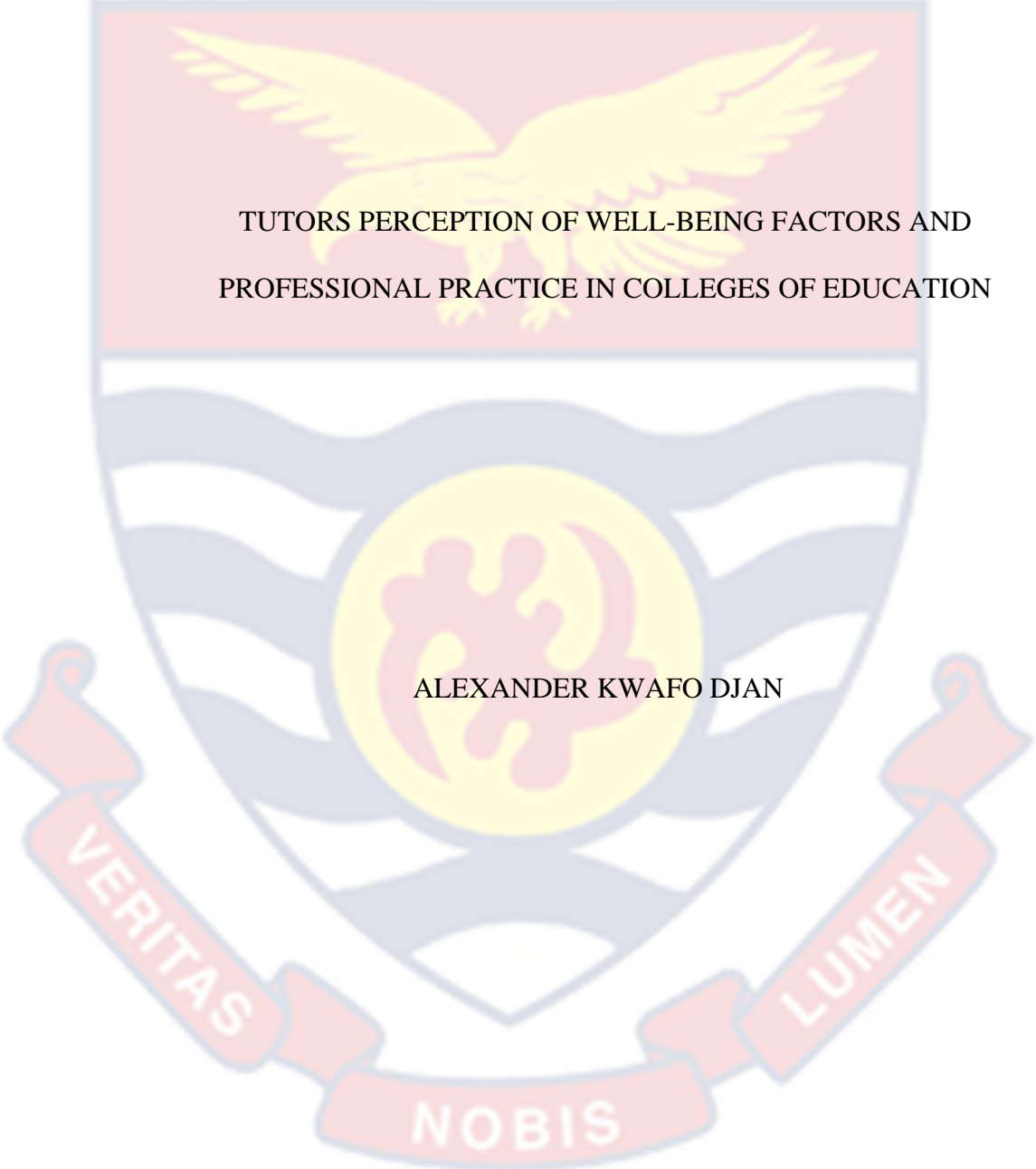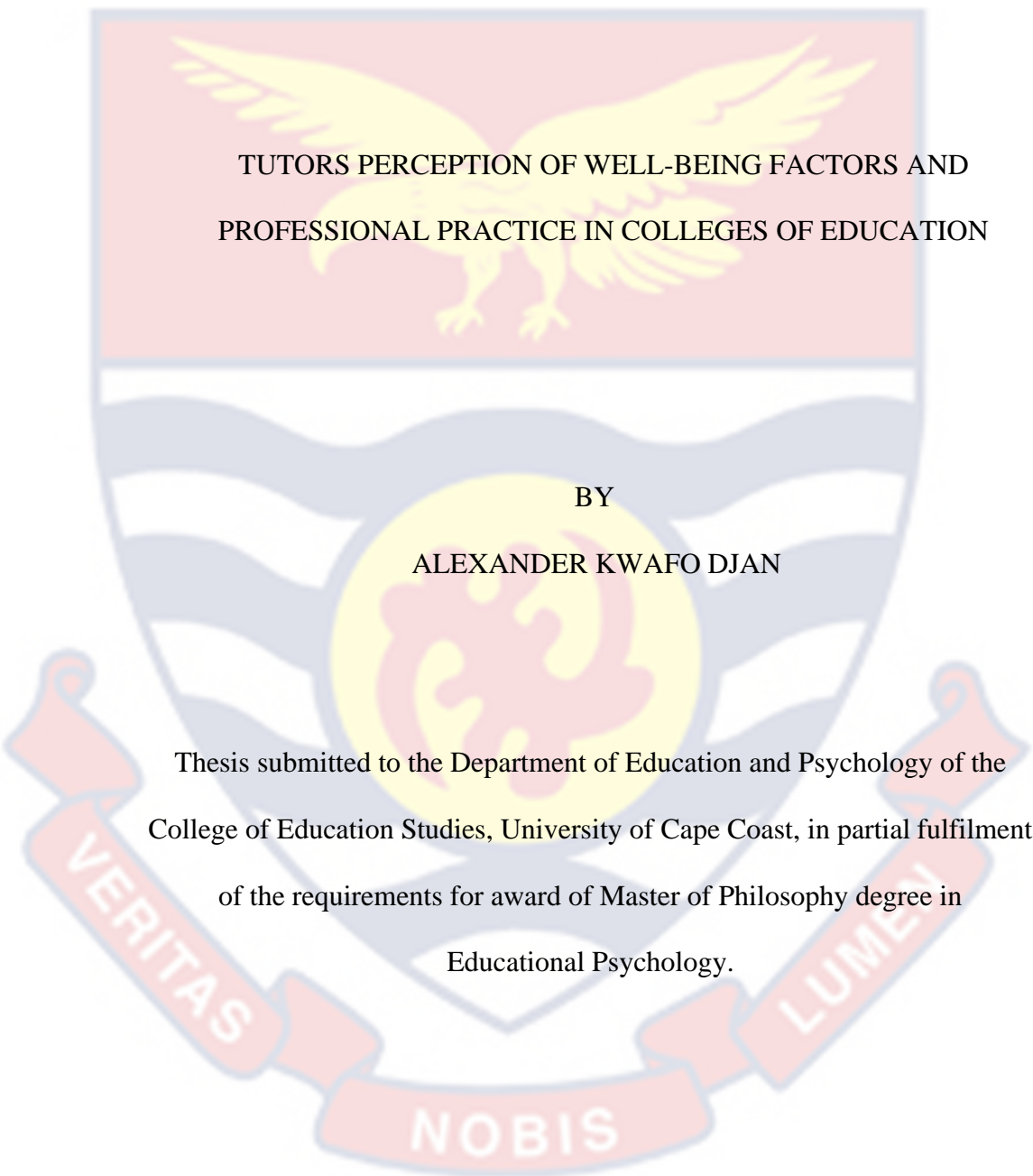UNIVERSITY OF CAPE COAST

TUTORS PERCEPTION OF WELL-BEING FACTORS AND

PROFESSIONAL PRACTICE IN COLLEGES OF EDUCATION

ALEXANDER KWAFO DJAN

2022

UNIVERSITY OF CAPE COAST

TUTORS PERCEPTION OF WELL-BEING FACTORS AND

PROFESSIONAL PRACTICE IN COLLEGES OF EDUCATION

BY

ALEXANDER KWAFO DJAN

Thesis submitted to the Department of Education and Psychology of the

College of Education Studies, University of Cape Coast, in partial fulfilment

of the requirements for award of Master of Philosophy degree in

Educational Psychology.

MAY 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.
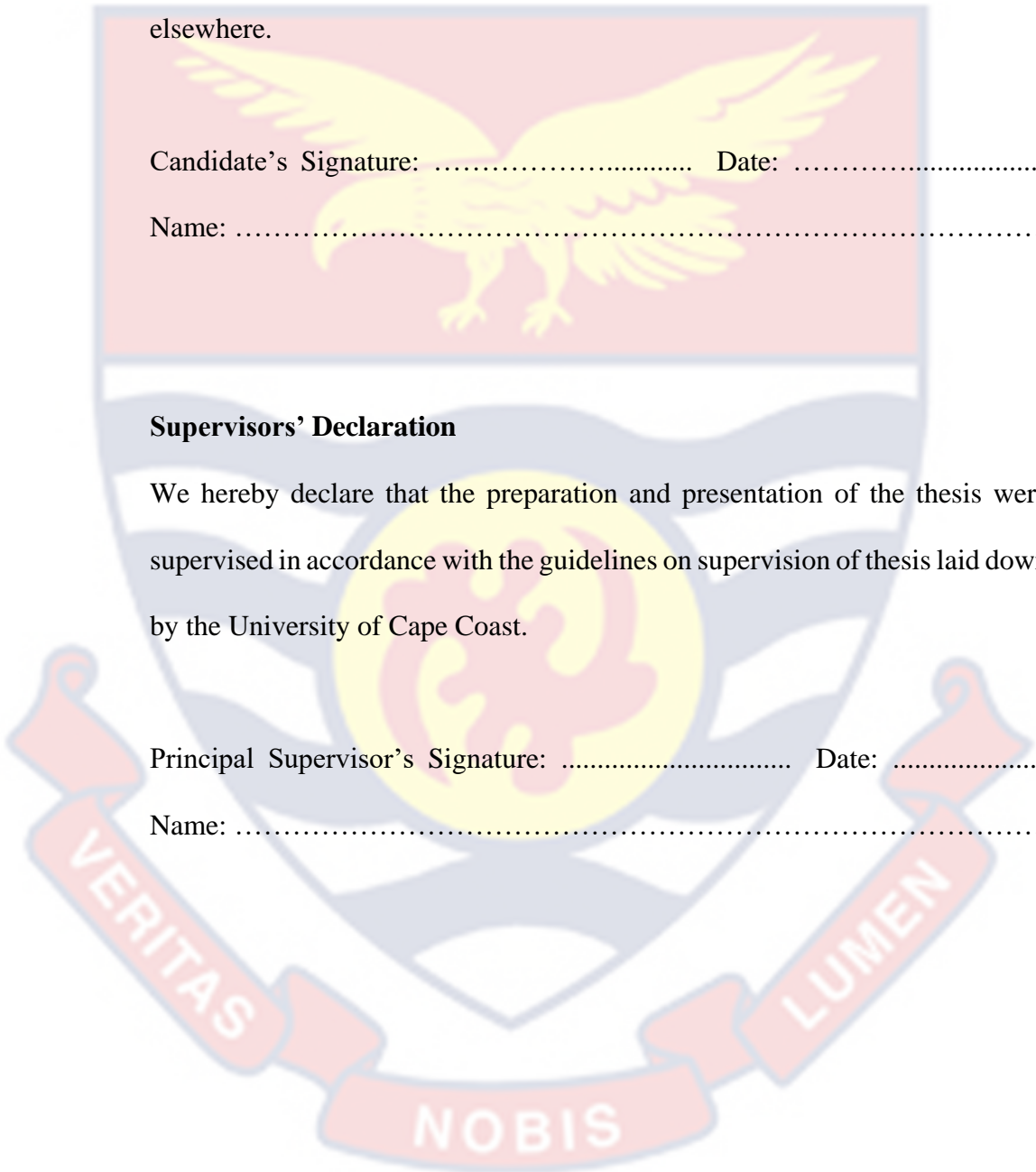
Candidate's Signature: ……………….............. Date: …………................

Name: ……………………………………………………………………………

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature: .... Date: ....

Name: ……………………………………………………………………………

ABSTRACT

The study investigated tutors' perception of well-being factors that influence their professional practice in the colleges of education in the Eastern Region of Ghana. Simple random sampling technique was used to select 202 respondents from four out of seven colleges of education in the Eastern Region of Ghana to respond to the questionnaire. The questionnaire was adapted from standardised questionnaire to measure all the variables. The main findings of the study were that most of the tutors in colleges of education in the eastern region of Ghana were satisfied with their wellbeing and do not have significant influence on tutors' professional practice. Again, it was also attested that communal well-being was negative predictor of tutors' professional practice. Furthermore, tutors were pleased with their colleges of education environmental facilities and equipment. Because of these, it was suggested that tutors' perception of well-being factors that influence their professional practice can be conducted in the other Colleges of Education in Ghana to ascertain the reliability of their perception. It was recommended that GTEC and various College of Education management should place much premium on the personal well-being of tutors to help them continue to improve, commit and dedicate themselves to the course of their professional practice.

ACKNOWLEDGEMENT

This research would not have been completed without the support of some individuals. This is because no academic output of this nature could be the sole effort of one person. Many individuals in various ways have made invaluable contribution to this study from its beginning to the conclusion. Firstly, my sincerest gratitude to the Almighty God for the wisdom, knowledge understanding and strength. Again, Mr. Palmas Anyagre, my principal supervisor and source of inspiration. Greatest thanks to him for not only his scholarly advice and guidance, but also his limitless patience, motivation and inspiration as I embarked upon this journey of personal and professional growth. I am humbled by the level of expertise he brought to bear on this thesis. I am also grateful for the support, encouragement offered by Mr. Henry Yaw Acheampong. Your support and words of encouragement during this journey continue to amaze me. My sincere thanks also go to my staff members, particularly my Principal Rev. Dr. Fosu Ayarkwa, for your unflinching support, sacrifices and encouragement throughout this study. To all my colleagues and friends who in diverse ways contributed to the success of this work, thanks to you.

DEDICATION

To my all my family members

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS

C. D. C's	Centre for Disease Control and Prevention CoE's Colleges of Education
COVID 19	Corona Virus Disease 19
C. K	Content Knowledge
C. P. D	Continuous Professional Development
F. T. A	Faculty Teaching Academy
G.T.E.C	Ghana Tertiary Education Council
I. C. T	Information and Communication Technology
I. S. P	Internet Service Provider
I. T. E	Initial Teacher Education
M. o. E	Ministry of Education
M. T. N	Mobile Telecommunication Network
NATECF	National Teacher Education Curriculum Framework
N.T.S	National Teacher Standards
OECD	Organization for Economic Cooperation and Development
P. C. K	Pedagogical Content Knowledge
P. H D	Doctor of Philosophy Degree
P. K	Professional Knowledge
P. T. T. S. G	Pre-Tertiary Teacher Standard of Ghana
S. C. L. T	Social Cognitive Learning Theory
S. D.G	Sustainable Development Goal
S. L. T	Social Learning Theory
T. T. E. L	Transforming Teacher Education and Learning

TPW	Teachers' professional well-being
S. K	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organisation
U. S. A	United States of America
W. B	Wellbeing
W. H. O	World Health Organisation

xii
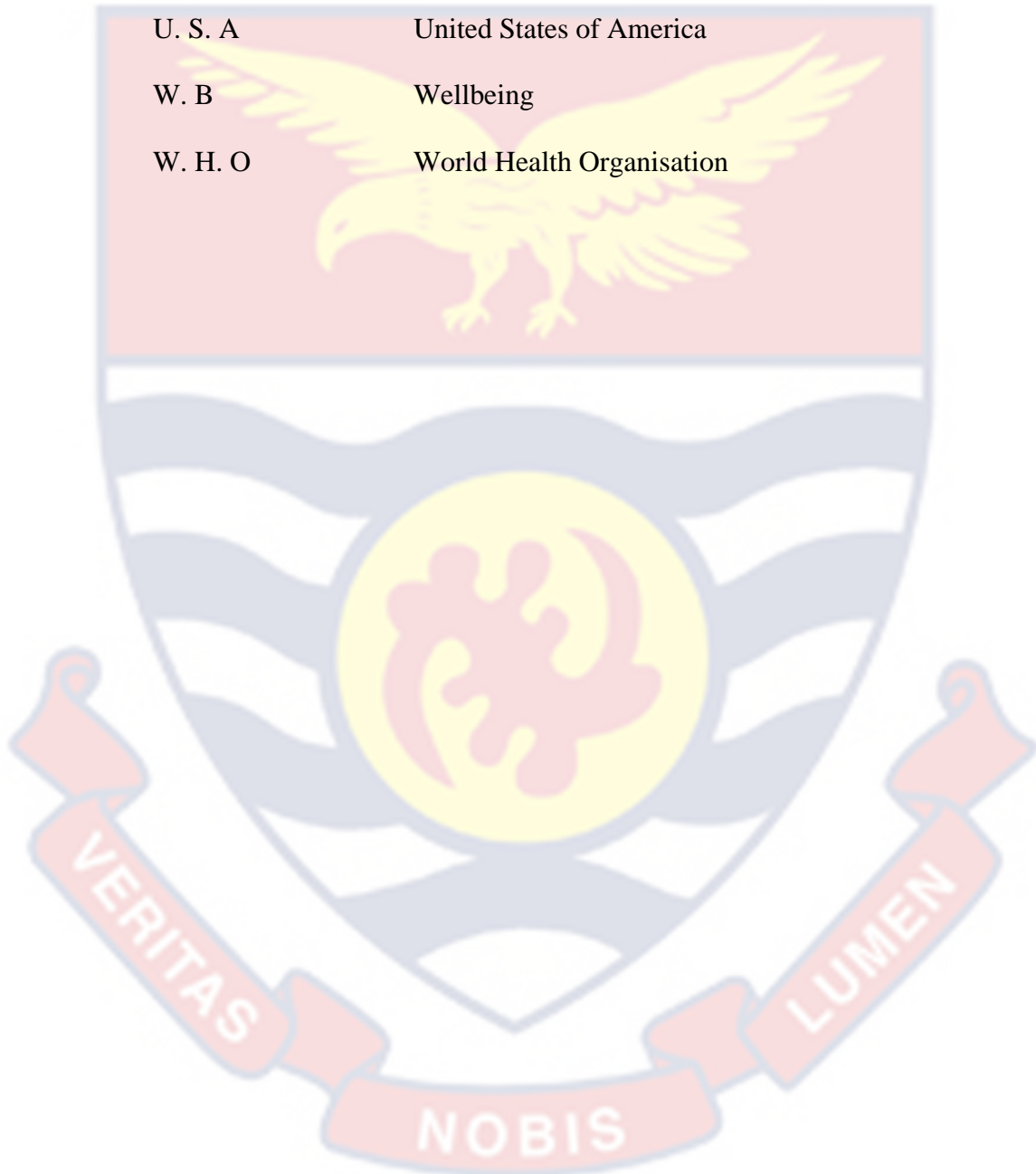
CHAPTER ONE

INTRODUCTION

This chapter includes information on the background to the study, statement of the problem and purpose of the study. Also, it covers research questions, hypotheses, significance of the study, delimitation, limitation, definition of terms and the organization of the study.

Background to the Study

Education is a fundamental component of human existence and should not be overlooked (Montessori, 2015). Due to societal and personality consideration as well as moral principles, children should have access to high-quality education. Education must be reinforced throughout one's life to maintain a professional workforce and a united populace (Agnihotri, 2019). Individuals' self-esteem and social standing are boosted when they have a higher education degree. Education has played a fundamental role in our society as a tool for economic empowerment and the growth of a healthy economy. For an individual to thrive and contribute to society's development, they must be equipped with the right skills, mental, physical, social talents and competencies (Ozturk & Olgan, 2016). This attest to the fact that education has been a force behind every nation's socio-economic development especially in the 21st century. Many countries are making frenzied effort to achieve the United Nations Sustainable Development Goal four (S.D.G.4) through the teaching of mathematics, science and Information Communication and Technology. The education of this era is driven by teachers who are equipped with knowledge, skills and ideas to turn learners into sustained resources for

individual, family, society and national livelihood. Significant number of changes and reforms have taken place in the education sector to ensure that this goal is achieved around the world, and Ghana is no exception (Kwapong review committee-1966, Dzobo Committee- 1974 and Anamuah- Mansah Committee-2007 (Adu-Gyamfi, Donkoh, & Addo, 2016).

The most important educational reforms of the 21st century started between 2004 and 2012. This transformation affected all higher educational institutions including teacher educational institutions (public and some private ones). These colleges were elevated to the status of higher educational institutions (Colleges of Education-CoE's), and the government, through its education agency, empowered the traditional universities mentor these Colleges of Education.

College of education is an awarding institution that is specialized in giving out undergraduate degrees and may offer vocational education (Kumah Gabriel, 2020). These demands of the 21st century College of Education has placed a huge burden and intense pressure on all professionals and workers for optimal performance. This seems to have so much stress on both employers and employees to the detriment of their personal life, families and well-being.

According to the World Health Organization (W.H.O.), wellbeing exists when a person realises his/her potential, is resilient in coping with the ordinary stresses of life, takes care of his/her physical wellbeing and feels purposefully connected to be part of a wider community. The construct of well-being is complex and there are several accepted definitions in the literature. It is important that any definition of well- being reflects its multidimensional

2

nature and draws on insights from psychology, philosophy and sociology (Dunphy, Conlon, O'Brien, Loughrey, & O'Shea, 2016).

Again, the current educational reform encompasses cognitive, affective and social behavioural associations (Van-Horn, Taris, Schaufeli, & Schreurs, 2004; Ryff & Keyes, 1995; Warr, 1990). The nature of well-being is mostly related to the affective domain and mostly to positive emotions. One of the best-known definitions is subjective well-being, which is defined as happiness, or more specifically, the experience of life satisfaction and positive emotions (Schimmack, 2008). Subjective well-being is a comprehensive measure of happiness (i.e., it measures general well-being in life rather than specific domains) and is also referred to as hedonic well-being (e.g., Ryan & Deci, 2001; Vivoll, Straume, & Vittersø, 2012). Well-being is also defined as physical and mental health. This includes people's emotional responses, domain satisfaction and overall life satisfaction (Diener, Suh, Lucas, & Smith, 1999). There are many reports internationally, nationally and locally on how stress and strain are causing so much mental depression, illness, ill health and even death of teachers in schools (OECD, 2019). Similarly, philosophers and researchers have pondered on the question of wellbeing for many centuries (Linley, Maltby, Wood, Osborne, & Hurling, 2009).

Well-being has been described in five dimensions (emotional well-being, aspirations, autonomy, competence and integrative functioning) that reflect the person as a whole (Warr, 1990). Based on a positive psychology perspective, Ryff and Keyes (1995) describe well-being in terms of a six-dimensional model of self-acceptance, environmental mastery, autonomy, positive relationships with others, personal growth and purpose in life. Many

governments have proposed to assess how wellbeing can affect public health and happiness before developing policies, as it is increasingly recognized that commercial output and profits are positively linked to employee wellbeing. Not surprisingly, wellbeing is high on the agenda of policy makers and business leaders across the Western world (Black, 2009; Cameron, 2010).

The notion and importance of well-being in the general population and workplace is well documented. Van Horn et al. (2004) focus on work-related well-being and combine Warr's model with Ryff's model to describe three of the five dimensions (emotional, social and occupational well-being). In particular, they highlight professional competence, aspirations and autonomy as measures of occupational well-being. These measures of occupational well-being also include aspects of work-related motivation, ambition, self-efficacy and performance.

However, in a recent review, Schimmack (2008) calls for the advancement of research on well-being in different domains, including the work domain. This type of contextual well-being is referred to as work-related well-being and refers to individuals' positive perceptions of their work environment and healthy functioning (Van Horn, Taris, Schaufeli, & Schreurs, 2004).

According to Warr (1990), well-being is context-based and focuses specifically on how a particular job function affects an employee. It is argued that workplaces that support holistic wellbeing have higher levels of employee retention, greater loyalty, higher self-awareness, greater conscientiousness and less sickness. In contemporary times research has generally involved consideration of the global well-being of individuals' lives (both subjective

4

well-being and human flourishing; for example, Coutinho & Woolery (2004). Wellbeing is experienced at the individual level but is associated with a wide range of   risk and protective factors that exist at the individual, relational, social, cultural and community levels (WHO, 2014). It does not necessarily mean a life free of stress or negative emotions, nor does it mean the absence of mental health problems.

This study used this definition of human flourishing to understand teacher wellbeing. Specifically, it explored flourishing in relation to teaching as a definition of teacher well-being (Collie, 2010). In this context, well-being is seen as a catalyst for amazing change and transformation across the world in the delivery of modern education. Research shows that, alongside all other factors, well-being of the teacher is a vital determinant of effective teaching (Duckworth, et. al, 2009), retention in teaching (Klusmann et. al., 2008), quality teaching practice (Retelsdorf et al., 2010). Globally, teachers face a wide range of challenges as they cope with overload of work, resource constraints and constant change (Jackson & Rothmann, 2006). Research has shown that teachers are dissatisfied with many aspects of their profession (Kallaway, 2007; Roper, 2007). In the United States, 30% of new teachers leave the profession within the first three years and almost 50% by the fifth year (Kysilka, 2010) due to unfair working conditions and conditions of service.

Despite warning signs of low retention rates, increased burnout, stress and general ill health, it is difficult to comprehensively address and remedy these issues in an increasingly dynamic and changing education system (Day et al., 2007; Deal & Deal, Redman, 2009; Fisher, 2009; NASWUT, 2015; NUT, 2014). In recent years, teacher stress and job fatigue have gained

5

recognition as a widespread problem and a global concern (Borg, 1990; Boyle, Borg, Falzon & Baglioni Jr, 1995; Jackson & Rothmann, 2006). Studies have shown that teaching is the fifth most stressful profession (Kyriacou, 2001) and that teaching in secondary schools is among the top ten most difficult jobs in the United Kingdom (Regino, 2020). Jackson and Rothmann (2006) found that the nature of teachers' work (particularly the close monitoring of performance and lack of opportunities for development) significantly contributed to their stress.

Tutors professional practice is, therefore, a challenging one and stretches the practitioners to the limits of their resilience. For teachers, it is a holistic approach - physically, mentally, socially, emotionally and spiritually. It could be argued that the pressure on teachers to focus on the personal, social and moral development of their learners is an undue additional burden on professional teachers, who are primarily responsible for the academic achievement. This makes teaching a complex and demanding task. Teacher well-being is both an individual and a collective responsibility. There are rarely individual differences in the understanding of the concept, and where it is applied and by whom. Tumuaki, Melanie, Kaiārahi, and Atawhai (2019) postulates that teaching sometimes tests the professional competence and sometimes even the strength of teachers' mind. In short, the act of teaching requires much more than many other jobs demand.

Teacher attrition and other attitudes towards their professional practice has led to the poor academic performance of learners especially pre-service teachers in the colleges of education. Teachers are said to be an integral part of every educational institution and help implement educational policies and

reforms formulated by educational managers and administrators. Barber and Mourshed (2007) concluded that the quality of a school system cannot exceed the quality of its teachers. Educational reforms are to increase and broadened academic and professional core functions of   the higher educational institutions especially colleges of education that are to educate and train quality professional teachers. Effective teachers are a key for effective learning and vital for every country's sustainable development. There are a number of factors that are involved in achieving these goals as well as many complex issues that impedes them also, one of which is teacher well- being.

Teachers are the trainers of human capital of every country and every effort must be made to ensure the quality of their work. In Africa, the well-being of teachers is not considered important by educational managers and administrators. Many educational institutions appoint teachers without stipulating conditions of service and terms of service. This has led to high teacher turnover and so many industrial strikes. South Africa has a high-cost, low-performing education system that does not compare favourable with those of other developing countries (Prew, 2011). Education in South Africa faces various challenges, including inadequate qualifications of teaching professionals and poor academic performance. Poor teacher performance leads to low learner standards and lack of classroom discipline (Prew, 2011). Some of these factors have contributed to low teacher morale and disillusionment, as well as negative and deteriorating perceptions of the teaching profession. It has been argued that schools in South Africa is suffering from quality problems (Gonzales et al., 2004; Peral, & Geldenhuys, 2016). These factors are alarming as schooling can be seen as key to the economic, social, moral and political and

7

value reconstruction of society (Wolhuter, 2015).

The teaching profession is different from other occupational groups and therefore the characteristics that would affect them would be different from other occupations. Identifying the characteristics that affect the teacher's perception of their well-being on their professional practice could facilitate teaching and learning by creating situations conducive for transfer and application of knowledge, skills, attitudes and values in the learners (Dake Afua, 2011).

Many teachers do not have sufficient resources to cater for their wellbeing and are also saddled with the failure to carry out proper mentorship and supervision, and the confusion associated with the changing of the curricula (Fouché, 2015). According to Glazzard, and Rose (2019), line managers in schools can make a positive contribution to professional wellbeing when they are supportive, approachable and respectful. However, survey findings suggest that many teachers do not receive enough support from their managers in the following areas: helping to resolve issues such as heavy workloads, recognising good work, providing useful feedback on work and encouraging and supporting development (Glazzard, & Rose, 2019). Teacher well-being and the provision of supportive learning environments have become an essential part of quality teaching in many modern educational institutions. The Well-being of teachers in the teaching profession in Ghana has received disproportionate attention from policy makers and school managers compared to other priorities and internal education initiatives such as learning, assessment and teaching (kwulugo, 2015). The new policy reform in the colleges of education has changed the landscape where the number of 'state'

8

colleges and pre-service teachers keep on increasing; a new and dynamic working experience and practice; benefits and opportunities, but also occupational risks to wellbeing.

In Ghana however, all the tutors in the colleges are teaching intensively with a well-defined professional practice and enlargement of job description. Although, some research had been conducted on well-being on teachers across the globe, in Ghana, tutors' well-being had not been thoroughly examined with their professional practice. The study therefore, attempts to explore tutors' perception of well-being factors that influence their professional practice in the colleges of education in the Eastern Region of Ghana.

Statement of the Problem

Teachers are classified as frontline workers globally, though this seems to be downplayed in Ghana. The work of teachers is vital for the social, economic and political growth and development of any country. However, this vision has led to many reforms in teacher education institutions in Ghana with emphasis on Mathematic, Sciences, I.C.T, and Technology in the current reform. The aim is to improve learners' academic performance to be globally competitive. The reform placed much responsibilities on teacher educators to develop, prepare and equip pre-service teachers as reflective and skilled professionals capable of providing quality education to the children of Ghana" (Ministry of Education (MOE), 2012; Buaben, Danso & Otami, 2020). The teacher education curriculum reforms outline policies and practices that will enable teacher education institutions to prepare pre-service teachers with the necessary skills in "Pedagogical Knowledge, Content Knowledge and Pedagogical

9

Content Knowledge to meet the changing needs of Ghanaian society" (Ministry of Education, 2012).

The reform has brought about changes in the teacher education programmes and its curriculum content. As a result of this, tutors are mandated to up-grade, improve and up-date themselves with technologically advanced teaching skills, content and pedagogical knowledge as a measure to improve their teaching skills and professional practice (Buaben, Danso & Otami, 2020). The teaching skills and professional practice in the context of colleges of education is seen as a critical process that changes pre-service teachers' thinking, increases their content knowledge and pedagogical content knowledge needed to graduate so that they can make the necessary changes at the basic school level. (Ministry of Education, 2012). It is therefore clear that tutors are to provide innovations that requires a great deal of learning, mostly in the form of professional development, in order to meet the demands expected of them during the innovation process, (Professional Development Guide, 2016).

To be able to improve the tutors' competencies through the innovation process, the Government of Ghana, through the Ministry of Education, in collaboration and support from the United Kingdom, launched the Transforming Teacher Education and Learning (T-TEL) project. The collaboration helped to develop the National Teacher Education Curriculum Framework (NTECF) and the National Teacher Standards (NTS) to guide the development of teacher education programmes across the country, as well as the Minimum Professional Competencies for the Teaching Profession (Buaben, Danso & Otami, 2020). The philosophy of the NTECF is to

10

prepare tutors with professional skills, attitudes and values, as well as a spirit of inquiry, innovation and creativity that will enable them to adapt to changing circumstances, use inclusive strategies and engage in lifelong learning (MoE, 2017). T.T.E.L and the ministry of education is spending huge sum of money to improve content, teaching strategy, structure and professional development of the tutors by organizing seminars, workshops symposia intermittently. Furthermore, the T.T.E.L developed various manuals and a pogramme called Professional Development Session (PDS) which tutors meet at the college, learn and deliberate on how to interact with pre-service teachers professionally. Also, Teacher Professional Learning (T.P.L) programme were organized in various colleges of education for tutors. This defines professional practice in three sub-divisions that the Ghanaian teacher must achieve: managing the learning environment, teaching and assessment.

The intents of these were to help develop tutors professional practice to yield good results so far as the College of Education reform were concerned and to improve the quality of teaching and learning by supporting all the country's Colleges of Education' in their efforts to improve tutors' teaching skills and competencies as a result of their new status outlined in the reform (Ministry of Education, 2012).

However, the nature of the reform had enlarged tutors' professional practice and as such tutors have raised a lot of concerns of which some have been addressed. One important issue which not attended to by the employers (GTEC) would make all the efforts of the teacher education programme unsuccessful is the well-being factors of the tutors.

Although the concept of well-being seems to be relatively new in

11

Ghanaian educational institutions, its basic components are embedded in every profession including teacher education. This is a strong reason why attention must be paid to the well-being of tutors, it does not go beyond the simple reason that we have a duty of care; their lives, health and well-being are important (Kamil, 2014). The importance of the indicators stems from the purpose of their creation.

More over in Ghana, literature indicates that there have been studies on "general wellbeing", but not much has been done on teachers' wellbeing especially on tutors in the Colleges of Education and their professional practice. (Tamakloe, Amponsah-Tawiah & Mensah, 2022; Aboagye, 2021; Ofori, 2020; Ofori & Antwi, 2020) This appears that well-being factors lack the attention they deserves from the Government, Ministry of Education, GTEC and managers of the Colleges of Education. Hence it was necessary to conduct this study in the Colleges of Education in the Eastern Region of Ghana.

Ofori & Bell (2020) establish that societal expectations have both positive and negative effects on the well-being of lecturers. The respect that lecturers receive from society provides leverages positive well-being, while financial pressures placed on them tend to create emotional stresses which impact negatively on their well-being.

To explore the tutors perceived well-being factors that influence their professional practice in the Eastern Region of Ghana.

Purpose of the Study

The main purpose of the study was to explore tutors perceived well-being factors that influence their professional practice:

1. Ascertain tutors perceived components of their professional practice

12

in the Colleges of Education in the Eastern Region of Ghana.

2. Identify the tutors perceived personal well-being factors that influences their professional practice in the Colleges of Education in the Eastern Region of Ghana.

3. Examine the tutors perceived environmental well-being factors that influences their professional practice in the Colleges of Education in the Eastern Region of Ghana.

4. Assess the tutors perceived communal well-being factors that influences their professional practice in the Colleges of Education in the Eastern Region of Ghana.

Research Questions

1. What do tutors perceived as the component of their professional practice in their College of Education in the Eastern Region of Ghana?

2. What is the tutor's perceived personal well-being factors that influences their professional practice in the College of Education in the Eastern Region of Ghana?

3. What are the tutors perceived environmental well-being factors that influences their professional practice in the Colleges of Education in the Eastern Region of Ghana?

4. What are the tutors perceived communal well-being factors that influences their professional practice in the College of Education in Eastern Region of Ghana?

Hypothesis

1. H_0: There is no statistically significant relationship between

13

tutors' perceived influence of their well-being and their professional practice.

H_1: There is a statistically significant relationship between tutors' perceived influence of their well-being and their professional practice.

Significance of the Study

The outcome of the study would help the Ministry of Education to formulate policies that will incorporate well-being factors into the conditions of service in all the public colleges of education in Ghana.

The understanding of the study would help G.T.E.C acknowledge the wellbeing factors in relation to current experiences and realities the tutors in the colleges of education in Ghana go through in performing their professional practice.

The outcome of the study would also provide T. T.E.L valuable information on how well-being factors can play a crucial role in the implementation of the NTECF and the NTS thereby improving tutor professional practice in the colleges of education in Ghana.

The findings from the study would stimulate tutors and the leadership of their association (CETAG) to negotiate with their employers and mangers on conducive well-being factors that will enable them perform their professional practice effectively.

The study would also contribute to existing literature and stimulate further research within specific areas of work life (environmental, communal and personal) of the tutor in the colleges of education in Ghana and guide

14

further research work within well-being factors of tutors in the colleges of education.

Delimitation

The study was confined to these well-being factors (environmental, communal and personal) but there could other well-being factors (accommodation, housing, transportation) in the colleges of education in the eastern region of Ghana which may also influence tutors' professional practice.

The study was delimited geographically to the colleges of education in the eastern region even though there are about forty-six (46) colleges of education in Ghana. These colleges have similar characteristics such as management, conditions, qualification of tutors, entry requirement of students, thus the generalizability of the result to the colleges in the rest of the regions.

Limitations

The study was conducted in the colleges of education in the Eastern Region of Ghana and the way those Colleges are managed may vary from other Colleges in Ghana.

Secondly, other well-being factors such as administrative practices, infrastructure, College climate may also differ from other Colleges of Education in Ghana.

Furthermore, other micro contextual issues that have important implications concerning social equality in the colleges in the Eastern may differ from other Colleges in Ghana

In this vein the generalizability of tutors perceived well-being factors in all the Colleges of Education in the Eastern Region of Ghana could not be same.

15

Definition of Terms

Environmental Wellbeing: Environmental wellness is having good health by occupying pleasant, stimulating environments that support well-being.

Communal Wellbeing: is the combination of social, economic, environmental, cultural, and political conditions identified by individuals and their communities as essential for them to flourish and fulfill their potential.

Personal Wellbeing: it is related to concepts of subjective well-being, emotional well-being, psychological well-being, mental well-being, satisfaction with life, and happiness and to the notions of social well-being and spiritual well-being.

Professional Practice: Professional practice is a term which usually refers to the conduct as well as the work of someone from a specific profession.

Physiological Needs: These are the basic needs in life required for human survival. Example, food, water and air.

Safety Needs: Safety needs comprise the need for security, protection, stability and freedom from fear and anxiety.

Love/Belongingness Needs: These needs deal with feeling are part of a social group which include; group work, family, affection, friendship, relationships etc.

Esteem Needs: Esteem needs concern the quest for recognition, and participation that offers the sense of contribution, and to feel self-valued.

Organization of the Study

Chapter One introduced and provided the background to the study,

16

presented the statement of the problem and the purpose of the study. It also includes hypotheses, significance of the study, delimitations, limitations as well as the definition of terms and organisation of the study. Chapter Two dwelt on the review of concepts and its related theories that underpinned the study and relevant literature in the discourse of tutors perceived well-being factors that influences their professional practice.

Chapter Three outlined the research methods that were used to achieve the purpose of the study. These included the research design, study area, population, sampling procedure and the instruments. Again, validity and reliability of the instruments, data collection procedure, and data processing and analysis.

Chapter Four covered the data presentation and analysis, as well as the interpretation and discussion of the main findings whilst the final chapter, being chapter five presented the summary, conclusion, recommendations of the study and areas for further studies

17
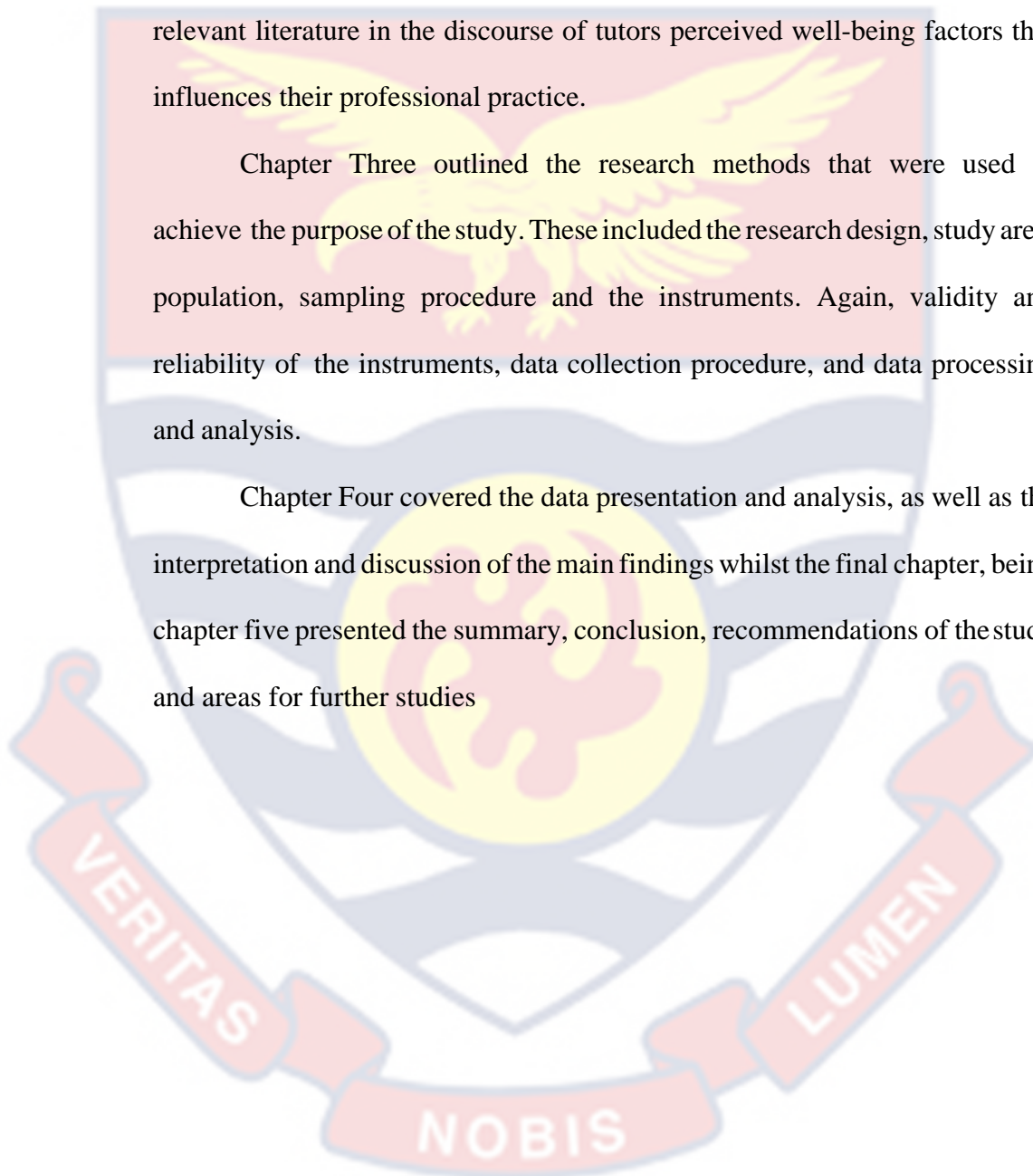
CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents related literature on tutors' perception of their wellbeing factors that influence their professional practice. Theoretical Framework, Conceptual, Empirical Review and Components of tutors professional practice.

Theoretical Framework

In this section, theories that are deemed relevant for the study are reviewed and explained. The theories include Maslow's Hierarchy of Needs Theory (Maslow's, 1950) and Social Learning Theory (Bandura, 1977). There is no single theory that wholly explains perception of wellbeing of employees especially tutors in the colleges of education. However, the theories presented below are to give a background theoretical basis on tutors' perception of their wellbeing in relation to their professional practice.

Maslow's Hierarchy of Needs Theory (1950)

Abraham Maslow conceived and propounded his Hierarchy of needs theory between (1940s & 1950s). The Hierarchy of needs is important in the 21st century to understand human motivation, personal growth and professional practice of employee's well-being.

The major assumption of the Maslow's Hierarchical Needs theory has been categorized into five which dictates every individual's behaviour. The proposed theory was formulated to produce a useful theoretical framework to guide well-being of employees especially tutors. The assumptions of the hierarchical model as a pyramid are of levels from basic needs at the bottom

18

to the higher-level needs at the top. These theoretical concept of the hierarchical of needs includes physiological needs, safety needs, love and belonging needs, esteem needs, self-actualization needs but the study was centered on the first four theories. This makes human beings to behave in an unpredicted manner especially when one feels that his or her needs are not likely to be met. It is to this fact that, all human behaviours could be described as adaptive or maladaptive, social or antisocial, deviant or non-deviant, praiseworthy or condemnable. The central knowledge of the hierarchical theory is that, every person is capable and has the desire to systematically move up the hierarchy toward a level of self-actualization.

Unfortunately, progress is often disrupted by a failure to meet lower-level needs. The theory indicated that all the needs in the hierarchy are innate to humans, but those higher in the hierarchy are weaker. This signifies that those on top of the hierarchy only exhibit direct action when all the earlier needs have been satisfied.

19
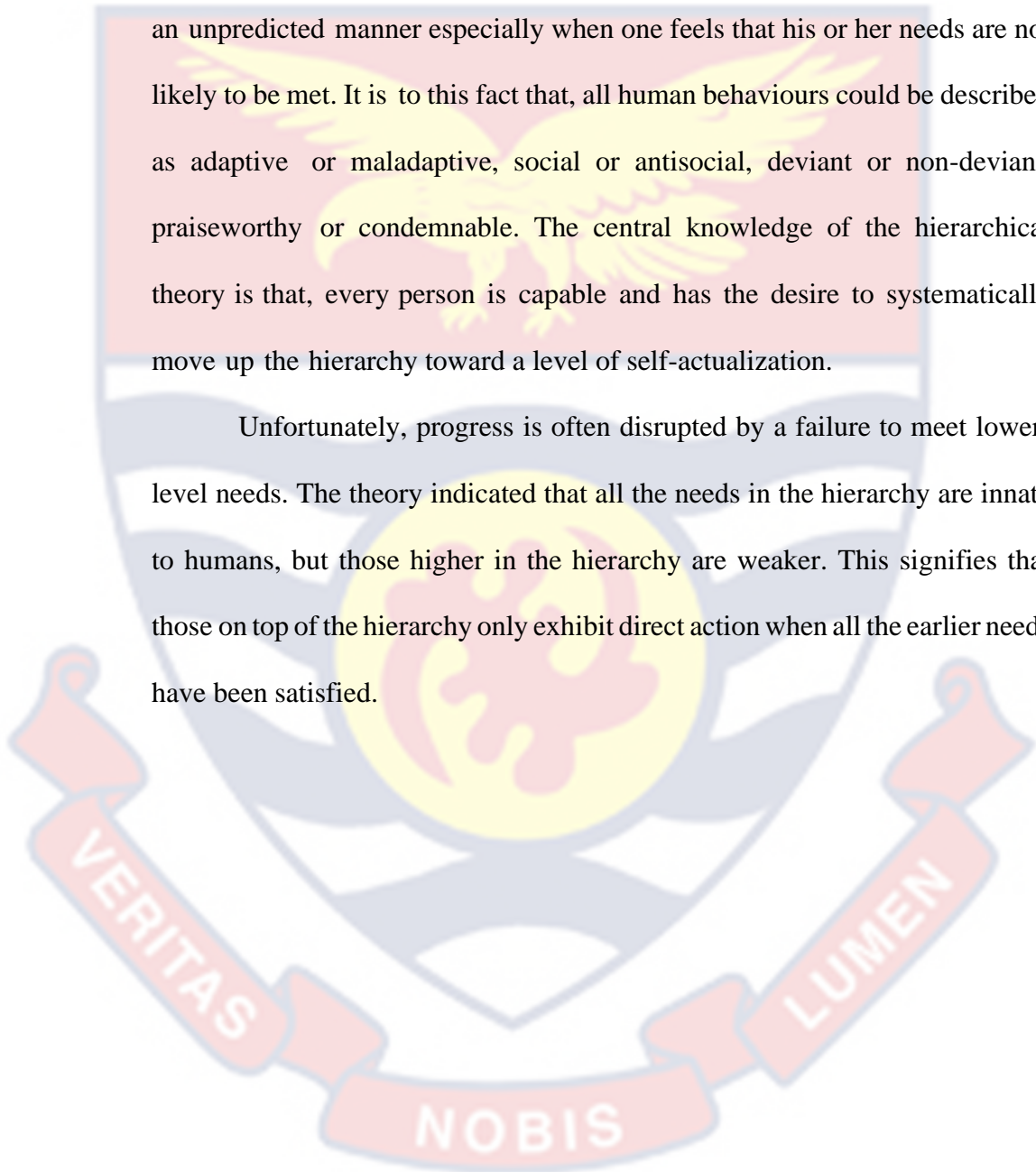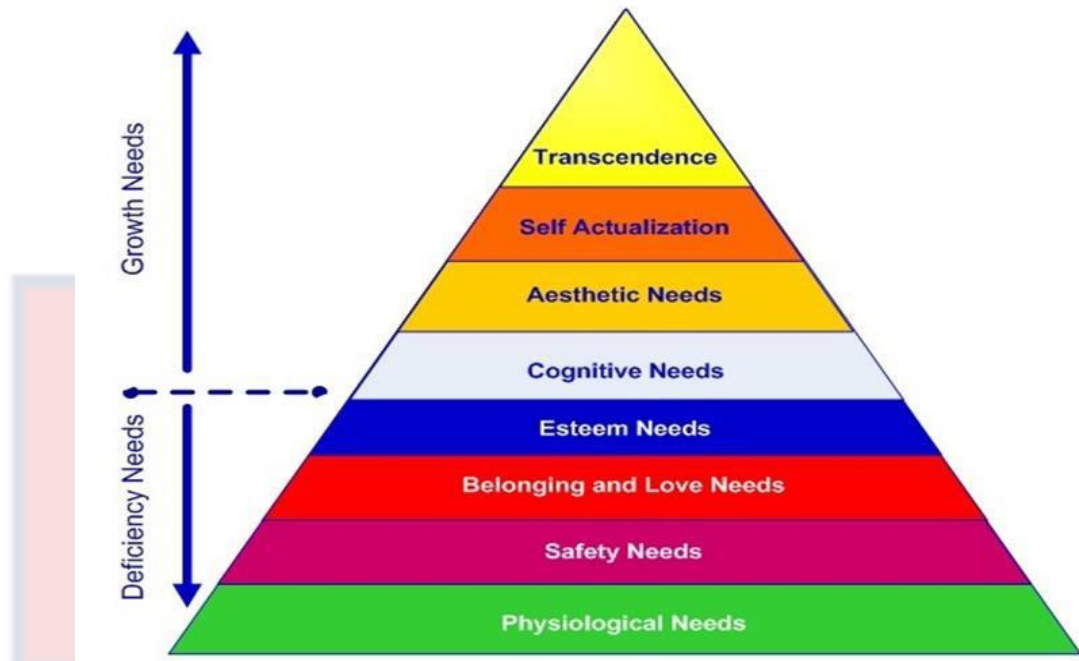
Figure 1: Maslow Theoretical Framework

Physiological Needs

This concept involves the rudimentary requirements for every person's survival. This includes food, water, and shelter and other personal effects which have great impact on every individual's life Kenrick, Griskevicius, Nueberg, and Schaller (2010) and indicates that naturally every one strives to achieve homeostasis, equilibrium of different areas such water content of the blood, salt protein, sugar and constant blood temperature. For instance, physiological needs (environmental factors) will occupy the highest priority even if all human needs are not met. On this note, the physiological needs are important basic human needs for survival. It normally serves as the first source of internal motivation for mankind.

The theory emphasizes every human being is obligated to accomplish the basic needs first before pursuing intrinsic satisfaction at a higher level (Deckers, 2018; Acheampong, et. al 2021). Again, it also reiterates the fact that these basic needs may lead to an increase displeasure if they are not achieved

20

and may feel less motivated to work including performing professional practice. Until these needs are met, any other thing may not be important, satisfactory and motivated (Ecker & Breisinger, 2012; Fanzo, 2012; Nabarro, Menon, Ruel & Yusef, 2012). Motivation his or her aspirations. Such physiological needs occupy the highest priority even if all human needs are not met.

All the human capacities, comprising intelligence, memory, and dreams are put to work to seek psychological, as well as physiological comfort and satisfaction. The appropriate means to seek higher motivation is to identify amongst the basic needs and make provisions for them at the right time (Tay & Diener, 2011; Acheampong, et. al 2021). This implies that a tutor who has a good training academically and professionally may not have problems with respect to his/her professional practice if the physiological needs are provided. On the contrary, tutors will be frustrated and will not be motivated intrinsically to perform their professional practice effectively if their physiological needs are not met. The basic needs are crucial in nature because of its support to the continuous existence of man. The physiological needs (environmental needs) could influence the tutor's personal wellbeing and invariably his/her professional practice.

Safety Needs

The heart of security comes to the fore in life after physiological needs are gratified (Acheampong, et. al 2021). Safety needs comprise the need for security, protection, stability and freedom from fear and anxiety as well as for structure and limits in our lives (Snowman & Biehler, 2003; Acheampong, et. al; 2021). The importance of security is considered by every

21

human being after his/her physiological needs are satisfied and are no more a worry and does not cause anxious moments. Berth (2010) and Acheampong, et. al. (2021) also opined that safety and security needs comprise personal and financial security together with health and wellbeing. A safe environment is not limited to these parameters only but emotionally and psychologically as well. Furthermore, wellbeing has a correlation with one's place of work and the facilities and equipment needed to facilitate (environmental) effective and efficient professional practice. For example, a serene and aesthetic nature of the college setting and the conducive nature of the environment will have a positive impact on tutors' professional practice. These needs are more likely to predominate in tutors as they generally have a greater need to feel safe. However, if tutor feels that in the college setting there is a sense of insecurity, he or she will not be committed and confident to perform to his or her utmost.

Subsequently, Tay and Diener (2011) indicated that sometimes the desire for safety outweighs the desire to easily satisfy physiological needs. This means that as much as the first level is needed, the second level is equally important because without it all the variables in the first level one may think of cannot be fulfilled. With this in the case of acute danger, safety comes before aspects like calming the hunger. The safety and the security needs provided by the managers of the college will enable tutors to have free conscience of mind in performing their professional practice. This is because safety and security and are of importance than every issue of human being.

Love /Belongingness Needs

The love and belongingness needs found to be the third need on the hierarchy and deal with social dimension and involve feelings of belongingness. This level is very important to every social being. It is said to be more important because of the social fiber of an institution. The absence of this component in Maslow's theory can impact adversely on an individual's ability to form and sustain emotionally-significant relationships such as friendships, intimacy, and with family members (Kenrick et al., 2010 as cited by Acheampong, et. al (2021). The need for belonging can often forego the physiological and security needs, depending on the magnitude of influence within the social set up. For instance, one may ignore the need to eat, and the security of health due to a feeling of control and belonging (Tay & Diener, 2011; Kenrick et al., 2010).

They emphasized that human beings ought to feel a sense of belonging and acceptance and this can emerge from a large social group, from religious groups, or from small social connections, (family members, peers, and confidants). Humans need to love and to be loved in return by others. The community and the kind of relation that exists among the members will determine one's motivation and satisfaction of being loved. The kind of community one finds himself or herself and the social structure set up (status and position) will determine how an individual is accorded (communal well-being). At this level, one's personality and integrity are a key to his sense of belonging and love by his or her peer's family members and the community at large. In the absence of these elements, they might be liable to loneliness, social anxiety, or depression. In an educational institution especially a College

23

of Education, positive interaction and healthy relationships with managers, administrators, staff how valuable one's opinion is, cooperation and support provided by the community both on academic and non-academic issues enables one to feel loved. The tutor must feel that he is important as an individual and working as part of the group to achieve the institutional goals.

This can be promoted in an institution to develop communalism and wee-ism, complementary, and team spirit for success. In a situation where a tutor is dissatisfied due to lack of sense of belonging, loved or inclusive in an institution, he or she may be frustrated, dejected and not motivated to do his or her best so far as their professional practice is concerned.

Esteem Needs

The esteem needs refer to the desire to be respected by one's peers, to feel important, and to be appreciated. This is concern on how people often look for ways to achieve a sense of mastery, and they may seek validation and praise from others in order to fulfill these needs. This means human beings wants to be recognized and appreciated in their efforts and contributions to themselves and their community. The level of accordance from the community makes one feels elated and feel self-valued in a profession or something else. Imbalances at this level can lead to low self-esteem, or inferiority complex. Persons with a low self-esteem need the respect of others and might require fame or glory, which again depends on others (Kenrick et al., 2010 as cited by Acheampong, et. al. 2021). Meanwhile, it is worthy of note that many people with low self-esteem will not be able to improve their view of themselves just by having fame, respect, and glory externally, but they have to first accept themselves intrinsically (Acheampong, et. al. 2021). Psychological imbalances, such as

24

depression can also preclude the individual from having self-esteem at both levels (Tay & Diener, 2011).

The two versions identified by Maslow on esteem needs are lower and higher esteem needs (Tay & Diener, 2011). The lower one is the need for the respect of others, the need for status, recognition, fame, prestige and attention. However, the higher one is the need for self-respect, for strength, competence, mastery, self-confidence, independence, and freedom. Deprivation of these needs especially among tutors can lead to inferiority complex, disillusion, apathy and even attrition from the profession. It should also be noted that the esteem needs help to shape the self-concept of the individuals positively or negatively. A positive self-concept usually results in attributes such as self-confidence, and the ability to conceive oneself realistically, whereas a negative self-concept results in spirits of insufficiency which is demonstrated in the nonexistence of self-assurance.

This level could also be attributed to personal wellbeing. A tutor at this stage wants to achieve a good level of self-esteem through recognition and achievement and even develops the zeal to do more. One's attainment could also help boost his or her personality. To satisfy the self-esteem needs of a tutor at the College of Education, conscious efforts must be made by managers and administrators to develop a policy to motivate and reward hard work, success and even long service. These then become our salient needs. However, growth needs continue to be felt and may even become stronger once they have been engaged. This implies that, the perception of wellbeing of tutors in the colleges could have influence on the work they do (professional practice).

Understanding and implementing Maslow's Hierarchy of Needs is in the

25

best interest of both the tutors and the Colleges of Education management. A tutor could use knowledge of the hierarchy to structure his or her professional practice, the management of the classroom, lesson, and the entire college environment to promote quality and effective teaching. Preferably, the classroom (or learning environment) should meet as many of the needs of tutors as possible, especially the safety, belonging, and esteem needs.

When all these four levels of Maslow's Hierarchy of Needs are met, tutors would show their full ability and eagerness for teaching. The higher the tutor reaches in the hierarchy, the better the motivation and therefore performs effectively in his professional practice (E-learning network, 2020).

Social Learning Theory (Bandura, 1977)

Bandura (1977) purported that all human beings learn from their environment and social set-up (home, church, school, neighbourhood, government and culture) through observation, modelling, and imitation of behaviours, attitudes, and emotional reactions of others. Newport News (2021) describes environmental wellbeing as having good health by occupying pleasant, stimulating environments that support wellness. The theory conceived promotion of interaction with nature and also creating an enjoyable personal environment (both in and out of workspace). Everyone can have a strong environmental conscious simply by raising their awareness and incorporating features that help to make their setting more agreeable to them. The systems and structures that shape environmental well-being emphasised that work environments need strong systems to create appropriate conditions for well-being in working life, and there is a need to discover what it is that creates ideal condition. Bandura (1977) emphasized that capabilities are stimulated by

26

emotional and environmental states such as fatigue, stress, fear and disillusion. He affirms individuals learn to interpret how both environmental and cognitive factors interact to influence human learning and behaviour (Bandura, 1961). The theory grounded on four key assumptions: Observation; Imitation; and Modeling.

Observation

Social learning theorists hypothesized that observational learning is a key principle in learning and also formulated to provide a useful theoretical framework to guide tutors' well-being of their professional practice. This major assumption provided the foundation for social learning theory. The theory posited that people emulate behaviour through interactions according to their social context. This is done by observing the behaviour of influential models and develop similar behaviours. After observing the influential model, people assimilate and imitate that behaviour, especially if their observational experiences are positive ones or include rewards related to the observed behaviour (Nabavi, 2012).

Imitation

Another important principle of social learning theory is imitation. Imitation theory refers to reality that can be perceived through the senses and is often associated with the concept of mimesis (Mark & Campbell, 2011). Bandura stated that the second and third stages of social learning will occur if a person observes positive desired outcomes in the first stage (imitation and modeling). This normally occurs when imitated model result in a

27

consequence that are rewarding. Such a behaviour will be repeated. The repeated behaviour may occur as a result of positive reinforcement (Green & Peil, 2009). The external reinforcement is the approval one obtains from the environment as a result of repeated desirable behaviour but feeling happy about being approved of is an internal reinforcement. However, Positive (or negative) reinforcement will have little impact if the reinforcement offered externally does not match with an individual's needs. Reinforcement can be positive or negative, but the important factor is that it will usually lead to a change in a person's behaviour (Betz, 2007; Mccormick & Martinko, 2004). This relates to an attachment to specific models that possess qualities seen as rewarding. For example, children will have a number of models with whom they identify. These may be people in their immediate world, such as parents or older siblings, or could be fantasy characters or people in the media. The motivation to identify with a particular model is that they have a quality which the individual would like to possess (Bandura & Betz, 2007).

Modelling

Bandura mentions four necessary conditions which are needed in modeling process. By considering these steps, an individual can successfully make the behaviour model of someone else. Modelling can be successful on the condition one will be able to follow these four phases of learning. The second and third stages of social learning, imitation and behaviour modeling, will occur if a person observes positive, desired outcomes in the first stage. Previous studies confirmed that at least partly of many behaviours can be learned through modeling. Some examples that can be cited on this regard, are students can watch parents read, students can watch the demonstrations of mathematics

28

problems, or seen someone acting bravely and a fearful situation (Bandura, 2006). Based on this point, aggression can also be learned through models. Much research indicates that children become more aggressive when they observed aggressive or violent models. From this view, moral thinking and moral behavior are influenced by observation and modeling. In consequence, learning includes moral judgments regarding right and wrong which can in part, develop through modeling.

Attention

The individual needs to pay attention to the behaviour and its consequences and form a mental representation of that behaviour (Bandura, 1977). For a behavior to be imitated, it has to grab our attention of the observer. Many behaviours are observed on daily basis, and many of these are not noteworthy. Attention is therefore extremely important in whether a behaviour influences others to imitating them. The observer must first pay attention to the model. The more striking or different something is the more likely it is to gain our attention. Likewise, if we regard something as prestigious, attractive or like oneself, it will take more notice.

Retention

The behaviour may be noticed but is it not always remembered which obviously prevents imitation (Bandura, 1977). It is important therefore that a memory of the behaviour is formed to be performed later by the observer. Much of social learning is not immediate, so this process is especially vital in those cases (Bandura, 1977). Even if the behaviour is reproduced shortly after seeing it, there needs to be a memory to refer to. The observer must be able to remember the behavior that has been observed. One way of increasing

this is using the technique of rehearsal.

Reproduction

This is the ability to perform the behaviour that the model has just observed. There are a lot of behaviour observed on daily basis that one would like to imitate but that this not always possible due to physical inability and for that reason, even if we wish to reproduce the same behaviour, one cannot. This influences our decisions whether to try and imitate it or not (Bandura, 1977).

Motivation

The final necessary ingredient for modeling to occur is motivation. Thus, the will to perform the behaviour. Learners will demonstrate what they have learned if they are motivated by their model (Bandura, 1977). The rewards and punishment that follow a behaviour will be considered by the observer. If the perceived rewards outweigh the perceived costs (if there are any), then the behavior will be more likely to be imitated by the observer. If the vicarious reinforcement is not seen to be important enough to the observer, then will not imitate the behaviour. As much as these four conditions will result to learning, behaviour learnt by individuals may vary among individuals. The differences among behaviour may be the kind of motivation, reinforcement and punishment meted out (Bandura, 1977).

Conceptual Framework

  This section deals with the concept of tutors perceived well-being factors that influence their professional practice.
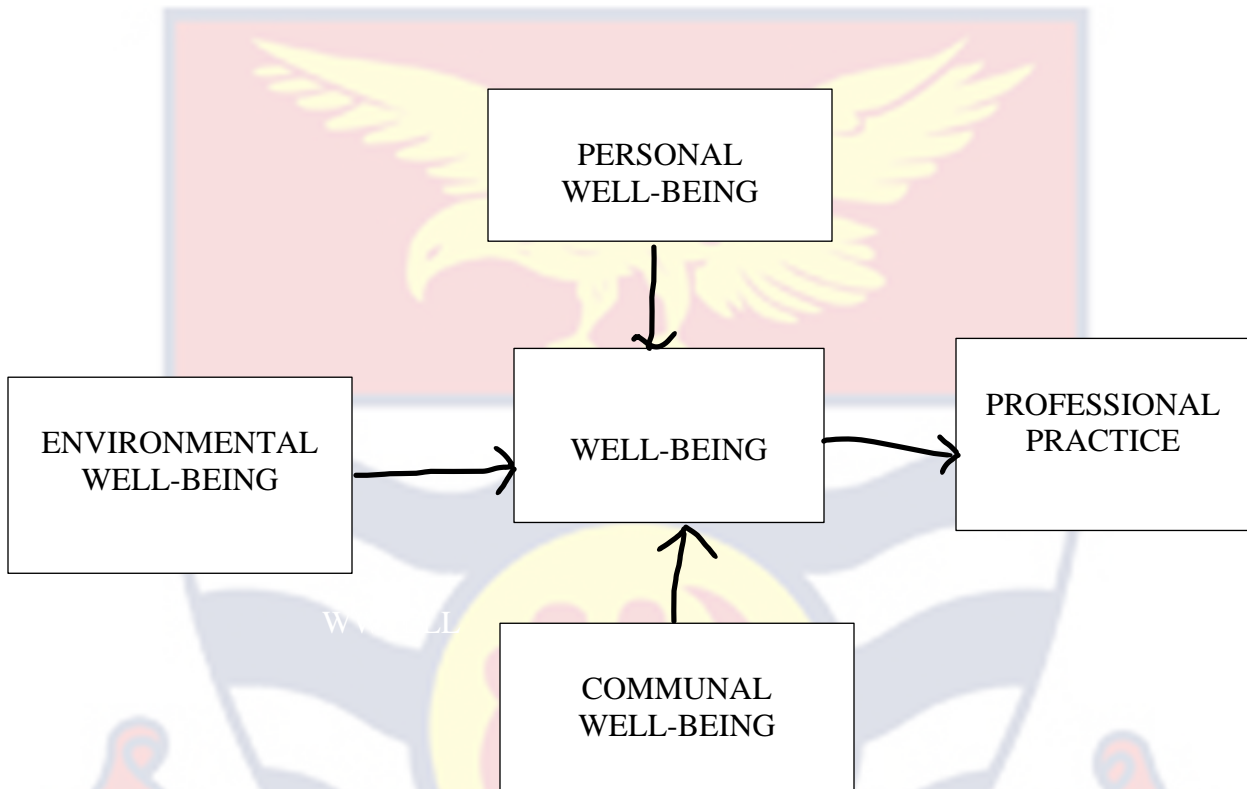
Figure 2: The conceptual frame work of the study.

  The framework provides the relationship between well- being factors (Personal, Communal, Environmental) and tutors professional practice.

Well-being

  Well-being is a prudential value or quality of life that is intrinsically valuable relative good for that person. Well-being has been defined as "the combination of feeling good and functioning well; the experience of positive emotions such as happiness and contentment as well as the development of one's potential, having some control over one's life, having a sense of purpose, and experiencing positive relationships" (Ruggeri, 2020). It is said to be

31

sustainable condition that allows the individual or population to develop and thrive and it is synonymous positive sense of mental health. This could be either positive or negative well-being (Wikipedia). According to The World Health Organization as cited by (Ruggeri, 2020) positive mental health is "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community". This conceptualization of well-being goes beyond the absence of mental ill health, encompassing the perception that life is going well. It assumes a complex combination of a person's physical, mental, emotional and social health and availability and access to basic resources (e.g., food, clothing, shelter, income), CDC (2018). It is not just the absence of disease or illness but rather how one feel about his/her life positively such as happiness and life satisfaction (Better Health, 2020). Well-being goes beyond hedonism and the pursuit of happiness or pleasurable experience, and beyond a global evaluation (life satisfaction): it encompasses how well people are functioning, known as eudaimonic, or psychological well-being.

Determination and measurement

The determination and measurement of wellbeing has been a concern to many Governments and researchers. Several attempts have been made to assess and measure the well-being of populations for country or group of employees. Economic or political researchers, have ended up assessed well-being using a single item about life satisfaction or happiness, or a limited set of items regarding quality of life. The nature of the well-being in this contemporary world is seen as a multidimensional construct, and cannot be

adequately assessed using one or two yardsticks (Ruggeri, 2020). Other, scholars have posited that well-being goes beyond hedonism, reinforcement, motivation or happiness. and the pursuit of happiness or pleasurable experience, and beyond a global evaluation (life satisfaction): it encompasses how well people are functioning, known as eudemonic, or psychological well-being. An informative measure of well-being encompasses all the major components of well-being, both hedonic and eudaimonic aspects and cannot be simplified to a unitary item of income, life satisfaction, or happiness.

Studies acknowledge that well-being measurement is inconsistent across studies, with myriad conceptual approaches applied Huppert and So. They took a systematic approach to comprehensively measure well-being. According to Ruggeri (2020) proposed that positive mental health or well-being can be viewed as the complete opposite to mental ill health, and therefore attempted to define mental well-being in terms of the opposite of the symptoms of common mental disorders. Psychological well-being features encompassed both hedonic and eudemonic aspects of well-being: competence, emotional stability, engagement, meaning, optimism, positive emotion, positive relationships, resilience, self-esteem, and vitality. From these ten features an operational definition of flourishing, or high well-being, was developed using data from Round 3 of the European Social Survey (ESS), carried out in 2006 (Ruggeri, 2020). As such, 'multidimensional' in this case refers to using available measures identified for well-being, but does not imply a fully robust measure of these individual dimensions, which would require substantially more items that may not be feasible for population-based work related to policy development. Moreover, detailed and nuanced approaches might help

33

to better capture well-being as a multidimensional construct, and also may consider other dimensions (Ruggeri, 2020).

However, brief core measures such as the one implemented in the ESS are valuable as they provide a pragmatic way of generating pioneering empirical evidence on well-being across different populations, and help direct policies as well as the development of more nuanced instruments. While this naturally would benefit from complementary studies of robust measurement focused on a single topic, appropriate methods for using extensive social surveys remain critical, particularly through better standardization.

Across the globe, the state of one's living conditions has been the tool to measure well-being. Others also measure well-being based on effect of a policy or a measure on a number of individuals. These revelations implies that there are more areas to cover in order measure well-being in the 21st century. This concept therefore support is need to investigate the level of well-being of tutors in Colleges of Education

Work place well-being

Well-being has been linked to success at professional, personal, and interpersonal levels, with those individuals high in well-being exhibiting greater productivity in the workplace, more effective learning, increased creativity, more prosocial behaviors, and positive relationships (Ruggeri, 2020). He reiterated that higher well-being is linked to a number of better outcomes regarding physical health and longevity as well as better individual performance at work and higher productivity, and higher life satisfaction the better national economic performance. Well-being at a work place has been a major concern to both employers and employees. The subjective nature of

34

well-being has made it difficult interpretate well-being and measure it. The conditions of life expectations largely depend on the individual feelings and conditions at stake in a work place. Like the saying goes, one person's problem is another person's challenge (Ruggeri, 2020).

There are many factors that constitute well-being of a work place however, most of them are interrelated. Some factors also make up for the lack of others. For example, a good marriage can compensate for a lack of friendships. Amongst all the numerous well-being factors, there are 3 major areas that affects employees and employers (thus health triangle: physical, mental and social) of the health triangle: physical, mental and social health). For example, good decision making and healthy choices reduce the risk of disease and increase health over awhile and religious beliefs may help a person come to terms with physical illness (Better Health, 2020).

The conceptual framework explains the study graphically using the main variables under study, key factors, concepts, variables and presumably the relationships between the variables. Some school of thought attributes tutors' perceived wellbeing factors that influences their professional practice to the dysfunctional patterns of interaction between their condition of service, well-being factors and professional practices.

Empirical Review

In recent years, there has been a considerable amount of research exploring teacher wellbeing levels. However, many of these studies have focused on ameliorating negative states of teacher wellbeing (McCallum, Price & Graham, 2017). Although few studies have examined teacher wellbeing from a positive perspective, high levels of teacher wellbeing have been shown

35

to have significant positive effects across a number of domains. Whilst research is scarce in this area, Kern, Waters, Adler, and White (2014) evaluated the wellbeing levels of 153 Australian education staff in a single school, of which 60% were teachers. They found that staff members who were doing well across multiple wellbeing domains, were also more committed to the school, and more satisfied with their health, life, and chosen occupation.

Turner and Thielking (2019) examined teachers' perspectives on the effect of consciously using positive psychology strategies on their teaching practice and student learning. The study used descriptive survey design. Findings from the study revealed impacts in both areas, providing support for more research into the relationship between teachers' use of positive psychology principles, teacher wellbeing, teaching practice and student learning.

Similarly, Brouskeli, Kaltsi and Loumakou (2018), in their study of Greek secondary teachers' resilience and occupational wellbeing, found a positive correlation between these two factors. They concluded that programs to support teachers' wellbeing should be a priority in education systems, and recommended further research around factors that contribute to and enhance teacher wellbeing (Brouskeli et al., 2018).

Duckworth, Quinn and Seligman (2009) examined the influence of teacher wellbeing as measured by grit, life satisfaction and optimism in novice teachers at the start of the school year against their students' academic gains at the end of the year. They found teacher grit and life-satisfaction were predictive of student academic gains.

Similarly, Caprara, Barbaranelli, Steca and Malone (2006) found in

36

their study of over 2000 teachers working in Italian junior high schools, that the students of teachers who had higher wellbeing levels as measured by self-efficacy beliefs and job satisfaction, received higher final grades.

Zakaria, Don, and Yaakob (2021) examine well-being among teachers in National Secondary Schools (SMK) and Government Funded Religious Schools (SABK) based on the quality of teachers' working life such as psychological, social, political, and economic needs. This was quantitative research with a survey method using questionnaires as the instrument. The respondents of the study comprised 300 teachers in a district in Kelantan, Malaysia. The respondents were chosen based on a random sampling technique. The results of the study showed that the level of teachers' well-being is high. There were no differences regarding the level of teachers' well-being between SMK and SABK. It should be noted that all these studies focused on teachers wellbeing but failed to look at teachers teaching practice, hence the need for this study

Many research have shown that teacher co-operation is an important engine of change and quality development in schools. However, the more reflective and intense professional collaboration, which most enhances modernisation and professionalism, is the less common form of co-operation. This creates a clear case for extending such activities, although they can be very time-consuming. It might, therefore, be helpful to provide teachers with some scheduled time or salary supplement to encourage them to engage in themselves.

It may also be worth focusing such incentives on men and young professionals who participate least in co-operative teaching. The findings from

37

TALIS shows that teachers who exchange ideas and information and co-ordinate their practices with other teachers also report more positive teacher-student relations at their school. Thus, it may be reasonable to encourage teachers' co-operation in conjunction with improving teacher-student relations, as these are two sides of a positive school life.

This result emphasises the role of teachers' positive evaluations of the school environment for effective education and teacher well-being. One teacher in four in most countries loses at least 30% of the lesson time, and some lose more than half, in disruptions and administrative tasks. This is closely associated with classroom disciplinary climate, which varies more among individual teachers than among school. The classroom climate is also associated with individual teachers' job satisfaction. Thus, a positive learning environment is not only important for students, as is often emphasised, but also for teachers. Across all educational institutions it is important to work on enhancing teachers' classroom management techniques. The results suggest that in most schools at least some teachers need extra support, through interventions that consider teachers' individual characteristics and competences and the features of individual classes. The same holds true for policies aiming at enhancing teacher self-efficacy beliefs and job satisfaction, as these variables were also shown to be strongly influenced by teachers' individual characteristics. Personal Well-being factors and its influence on professional practice Motivation to leave teaching

As explored in previous sections, teacher attrition is a significant problem for many Countries and educational institutions. Although the causes for a teacher to leave the profession are multiple, teachers' working conditions

38

and their experiences in the school certainly have a crucial role (Day et al., 2016). The research has shown that motivation and actual attrition are highly correlated (Weiss, 1999). Again, stress tend to be less satisfied with teaching, less motivated (Collie, Shapka & Perry, 2012) and report greater frequency of absences and a greater total number of days of absence. These teachers are more likely to leave teaching (career intention), and less likely to remain committed to teaching (career commitment) (Borg & Riding, 1991); Collie, Shapka & Perry, 2012). The intentions of leaving the teaching profession have a negative impact on teacher self-efficacy and motivation, and ultimately on student outcomes as well (Tehseen & Ul Hadi, 2015).

Personal resources such as self-efficacy and job satisfaction appear to be more powerful protective factors against inflated levels of stress and psychological distress. Stress is known to have negative influence the mental and physiological health of the population (Bong & Riding, 1991; Schonfeld et al., 2017) and it may induce depression, psychosomatic symptoms, burnout, etc. (American Psychiatric Association, 2013). Therefore, it is necessary to consider protective factors that can help alleviate stress in teachers that are highly susceptible (see De Simone et al., 2016; Kamtsios, 2018; Mearns & Cain, 2003) to the development of stress and mental disorders.

In a very broad sense, personal well-being is a good, satisfactory, and desirable state of personal existence or life (Micholas, 2014). It represents a personal aspect of the quality of life. According to Michaelson, Abdallah, Steuer, Thompson and Marks (2009), personal well-being is a multivariate, multifaceted construct, embraces emotional, satisfaction of life, vitality,

39

resilience and self-esteem, and positive functioning. It is related to the concepts of subjective well-being, emotional well- being, psychological well-being, mental well-being, satisfaction with life, and happiness and to the notions of social well-being and spiritual well-being. Personal wellbeing again, refers to the overall quality of working life that one experiences and the extent of positivity and contentment attributed towards aspects of desire, meaning and purpose within the workplace that motivates and strengthens the employees. Thus, empowering individuals to secure their own personal wellbeing is more important and currently more achievable than trying to control the working environments and communities that employees find themselves working within.

Research findings from Ekwulugo (2015) revealed that Personal wellbeing is accepted as being fluid and shifting within different working and family environments; however, if one is educated about the warning signs of anxiety and stress that is usually caused by environmental and communal conditions then a reduction in the experience or negative personal wellbeing symptoms can be achieved. It has been suggested that on some levels, social and individual wellbeing regardless of one's background and location can be universally applied and defined through common trans-cultural factors such as the experience of good governance, strong and frequent social ties and living within healthy ecosystems (Evidence-based Mental Health Resource, 2006). Levels of life satisfaction and feelings of fulfilment which influences wellbeing at any work place can be based on set of common variables; environmental wellbeing, communal wellbeing and personal wellbeing, domains which are shared across cultures; (Evidence-based Mental Health Resource, 2006).

Personal wellbeing, in its very name assumes a level of subjectivity that this study embraces and values. Further, this aims to embrace the very individuals and unique perceptions of personal wellbeing in order to gather a holistic view from which to obtain general judgments by each teacher (Ekwulogu, 2015).

In other research, Van Horn, Taris, Schaufeli, and Schreurs (2004) used job satisfaction as part of their definition for affective wellbeing in a five-dimensional model of occupational wellbeing. Personal well-being Individuals who have had a lack of consistency in care in early years or have come from abusive backgrounds may have had disrupted educations and poor educational achievements. These individuals are more likely to have a low well-being compared with those living in a stable environment. Despite this might be true, however, the subjectivity nature of the concept well-being cannot be generalized due to the quantitative design used. Teaching is a complex profession, and it can have a significant impact on teachers' wellbeing. Awareness of personal and contextual factors that support resilience can help to improve teachers' wellbeing and counter burnout.

All the findings from these studies have provided important information about wellbeing of teachers through experiences in their professional practice. After physiological and safety needs at the first, second and thirds levels of the Maslow's Hierarchical Needs now work to meet individuals' personal aspirations, objectives and goal attainments (Ekwulugo, 2015). The personal wellbeing as a concept had to do with the positive emotional state of an individual, flourishing nature of his or her being in terms of how growth and development will influence happiness, contentment in life and attainment of

41

one's aspirations (Bandura, 2006a). It is determined as the dimension of how satisfied one is with life, a sense that what is done in life is worthwhile, the day-to-day emotional experiences (happiness and anxiety) and our wider mental wellbeing. The ability of an individual employees to control the direction of their careers, to develop professionally, the agency of which to voice their opinions, make contributions and feel heard, feel motivated and have purpose makes one to be satisfied. According Acheampong, et. al (2021) every individual has a need and those needs relates to their esteem needs. Educational managers/administrators therefore have a duty of care to tutors as well as those who are indirectly affected by these systems. Woodman et al. (2012) emphasized that positive perceptions about one's personality facilitates professional practice.

According to (Fimeman, 2000; Lewig & Dollard, 2010) as cited by Ekwulugo (2015), emotional dissonance, which results from increased and excessive emotional demands, emotional conflict and emotional labour, leads to emotional exhaustion, the consequences of which are manifested in downsizing, absenteeism and poor mental health. Thus, irrespective of the quality of the physical environment and communal well-being in a college, the systems, structures, procedures and processes in a college enable tutors to aspire (expect) to their ambitions. The individual's life fulfillment in any work environment especially in the colleges of education depends on the behaviours of the members of the work force (Bandura, 2006a). The attitude and behaviour towards themselves and the conditions structured within the environment will determine how the individual personal wellbeing could be accomplished (Bandura, 2006a). The belief one has within the environment and the

relationship among the members of the community will also contribute to professional practice. The nature of the environmental conditions within the college of education setting contributes to comfortable working environment and this makes tutors feel that their wellbeing is taken care of by the environment in performing his or her professional practice (Muro & Jeffrey, 2008; Hoffman, 1993). Educational managers/administrators therefore have a duty of care to tutors as well who are indirectly affected by these systems. Woodman et al. (2012) emphasized that positive perceptions facilitated performance on a particular task.

Communal well-being is the combination of social, economic, environmental, cultural, and political conditions identified by individuals and their communities as essential for them to flourish and fulfill their potential. Further studies have indicated that people are influenced by observing the model behaviour of others, assimilate and imitate that behaviour, especially if their observational experiences are positive ones or include rewards related to the observed behaviour (Nabavi, 2012; Newman, 2007). SLT postulates that people learn from one another, through: Observation; Imitation; and Modeling. Based on these general principles, human learning can occur anytime and anywhere without a change in behaviour (Nabavi, 2012). The major assumption of the social learning theory is that, all behaviours weather adaptive or maladaptive, social or antisocial, deviant or non-deviant, praiseworthy or condemnable are learnt and can be unlearnt. Nevertheless, on this regard, Bandura (1977) asserts that direct reinforcement could not account for all types of learning. For that reason, social element determines what people learn.

43

According to Muro and Jeffrey (2008) as cited by Nabavi (2012) social learning theory is increasingly cited as an essential component of sustainable natural resource management and the promotion of desirable behavioural change. According to Bandura, imitation involves the actual reproduction of observed motor activities (Bandura, 1977). SLT has become perhaps the most influential theory of learning and development in this modern era of technological advancement. It is rooted in most of the basic concepts of traditional and technological learning theories. These theories are now the bridge between behaviourist learning theories and cognitive learning theories because it encompasses attention, memory, and motivation. (Muro & Jeffrey, 2008). According to the elements of this theory there are three general principles for learning from each other. The principles of social learning are assumed to operate in the same way throughout life.

Shuell (1986) as cited by Nabavi (2012) clarified teaching as "An enduring activities in a behaviour, or in the capacity to behave in a given fashion, which results from practice or other forms of experience" (p. 412). With this, the environment is seen as the major influential factor in any tutor's professional practice. Observational learning may take place at any age. In so far as exposure to new influential, powerful models who control resources may occur at life stage, new learning through the modeling process is always possible. (Newman, 2007).

According to Ekwulugo (2015) communal well-being as an aspect of the workplace such as: community, society, people, association, company, neighbourhood, public, commonality, friends, support, help, communication, team, department, colleagues, relationships, contribution, trust, understanding,

44

co-operation, help, compassion, openness, consultation. This situation provides the needed opportunities for employees to build healthy working relationships among themselves, to collaborate and share resources, to engage with their community and to feel part of a workable team. It is therefore, the supportive and collaborative relationships as well as the systems and structures that facilitate these relationships within the educational working environment. It is worth noting to state that supportive and collaborative relationships as well as the systems and structures that facilitate these relationships within the educational working environment. Many of these materialises in daily support, communication and collaboration between staff, departments and schools including whole-school initiatives for professional learning communities, mentoring and coaching programmes (Ekwulugo, 2015). Several studies have supported the argument that there was development of positive communities and collaborative relationships amongst teachers and the resulting improvement of teacher wellbeing.

Ahghar (2008) studied the impact of levels of communal wellbeing and organisational structures on levels of occupational stress. One important factor to human motivation is the need to loved and the need to be loved by the people one meets in life and so do teachers work in an educational institution (Csikszentmihalyi, 2000). According Acheampong, et. al (2021), these elements are so important that their unavailability will lead to one being gullible, loneliness, social anxiety or depression which will adversely influence their professional practice. It could also lead to the neglect of both physiological and psychological issues of which its magnitude could lead to insecurity of health, ill-feeling, control and belonging. Fragoulis (2010) cited

by Ekwulugo (2015) submits that among other factors one of the main reasons for increased stress was a lack of support for staff within the school community. He emphasized that systems and supportive roles create positive communities within schools, support teaching staff and can alleviate the stress that teacher's experience and thus, improve teacher wellbeing. The role of a school counsellor, through the supportive, democratic, mediating and advisory functions can maintain cooperation; organisation, networks and training that can significantly alleviate stress and increase communal wellbeing for teachers in schools Ekwulugo (2015). He posited that school counselor plays a crucial role in alleviating teacher stress and anxiety; conditions that ultimately have adverse effects on teachers' wellbeing and ultimately their professional practice.

Zhou, Main and Wang, (2010) indicated that positive emotions manifest into higher performance through cognitive processes motivational mechanisms (engagement, school liking, and staying on task) and interpersonal relationship. Negative emotions like anger reduces performance because they negatively affect higher order cognitive processes but rather focuses on narrow set of behaviours (Acheampong 2019; Blair 2002; Fredrickson 2001; Pekrun, Elliot & Maier, 2009). Ghodsy (2008) investigations revealed that the effect of different school organisational structures, the communal climates created and the level of occupational stress and thus the conditions of wellbeing that teachers experienced determines the level their attitude towards their professional practice. Day et al. (2007) research suggested that supportive school cultures were crucial to primary and secondary school teachers' self-efficacy and general effectiveness throughout their careers and this was a

46

recurring feature of what teachers reported as important.

Other studies in the area of communal wellbeing have suggested that taking a whole-school approach is the solution to minimize work-related stress and increasing wellbeing. The approach to this is to reduce structural barriers and strengthening the community with open communication channels and collaborative working styles can reduce occupational stress (Mental Health Foundation, 1999; Evans, 2011). Further, wellbeing should be fully integrated into the school system and school life. Other studies have also reiterated that there needs to be a whole-school approach to challenges unhealthy attitudes and behaviours and encourages people to integrate with their inner feelings into wider communities. This could create a positive working culture and environment that enables the development of skills and processes that support and allow positive experiences of wellbeing for teachers (Evans, 2011). The culture of this nature created in an educational institution like the Colleges of Education builds interpersonal trust to the extent to which one is able to have confidence in and attribute good intentions to the actions and words of other people.

Environmental

This indicator refers to how physical space influences school organisational structures and learning. For the purposes of the study, this indicator aims at measuring to what extent a disagreeable physical work environment is associated with teachers' occupational well-being. A disagreeable. physical learning environment encompasses poor thermal comfort, poor lighting, high noise exposure, dirty and inoperable windows, dirty restrooms, lack of cleanliness, and lack of availability of specialised

facilities among others.

Evidence has shown that a disagreeable physical environment has a strong association with teacher burnout (Hakanen, Bakker & Schaufeli, 2006). Some school facilities are more conducive to teachers' well-being, such as the ability to control classroom temperature and having appropriate lighting (Buckley, 2004; Earthman & Lemasters, 2009). Similarly, high noise exposure for teachers is associated with low job satisfaction, lack of energy after work, and increased interest in leaving the job (Kristiansen et al., 2011). Multiple roles. Closely related to excessive workload, multiple roles refer to extra roles teachers hold in schools (Rosenblatt, 2001[124]). Teachers are indeed expected to handle different tasks that go beyond teaching activities, such as engaging in school management, communicating and co-operating with parents, and providing counsel to students (Wasburn-Moses, 2005). These additional tasks can create extra work-pressure on teachers and negatively impact teachers' sense of professional well-being (Valli & Buese, 2007).

In this context of the study, environmental factors of the Colleges of Education were equated to its physical infrastructure facilities and equipment. It refers to both the physical and material resources available to the students and teachers in the school to facilitate teaching-learning process. School facility is the process of ensures that buildings and other technical systems support the operations of an organization. The environment of the school cannot be described without considering the working life satisfaction of the teacher- environmental well-being. Environmental well-being in an educational institution is the working atmosphere of teachers, which includes physical environmental conditions such as classroom or school layout, quality

48

of furniture and decor, and availability of technological tools, followed by working conditions, lack of time, and heavy workloads (Warren, 2001).

Environmental well-being at a school is the feeling teachers have about the physical, aesthetic environment, systematic processes and structures in which teachers work; it may include the school premises, the school building or the structure of the working day; it may also include school/departmental resources, school ethos, customs or the students themselves; all of these factors shape the working environment. Ekwulugo (2015) in a study posited that environmental well-being is referred to the physical environment, which includes the school grounds, the building, the equipment and resources it contains, the structure and systems and processes of the working day, the school ethos, the students and other teaching, administrative and support staff, and how they can contribute to the provision of basic teacher resources and the quality of the physical working environment. These factors normally depend on the specific standards of the individual, and these may vary according to the individual's background and socio-economic circumstances (Pankaj, 2008). Other independent variables such as age, gender, level of education, number of years of teaching at current college, current rank, etc. may further influence responses on perceptions of environmental well-being, as standards may vary depending on these sub-variables.

Indeed, every environment can impact positively or negatively on an individual wellbeing, thus affecting their ease of professional practice, thereby influencing levels of stress, anxiety, confidence and enjoyment (Warren, 2001). With regard to the physical environment and resources, it is likely that tutors who perceive their College of Education environmental experience as the most

degrading and damaging will report poor or negative experiences in relation to their well-being (Pankaj & Dorji, 2008). According to Warren (2001), a study covering weekday environmental well-being in American elementary schools provides a basis for developing a coherent view of environmental well-being. From the structural level of the working environment. Some faculty believe that the effectiveness of their professional practice depends on the environmental well-being of their college.

Programme in Educational Building (PEB), (2008) described school facilities as the practice of co-ordination of the physical workplace with the people and the work of the organization; it integrates the principles of school administration, architecture and the behavioural and engineering sciences. The classrooms; the libraries and the laboratories for sciences are the three main areas of facilities identified in the school system or environment (Onyeji, 2000) cited by Adakunle (2020). School facilities constitute major determining factor toward ensuring quality education. It is one of the yardsticks for measuring the level of educational growth and development. The condition and availability of resources and facilities at a school contributes significantly to the success of the school, teachers and learners. Provision of good quality education require adequate physical facilities such as classrooms, laboratories, human resource in form of teachers and support staff which are acquired based on availability of financial resources in schools (Adakunle, 2020).

According to Asiwome (2020) every individual learns through perception, interpretation and judgement of his or her environment stimuli. Such environmental factors influence personal competence and makes one to evaluate his or her own performance under different conditions. Any

50

strong emotional reactions to challenging related condition can provide cues to success or failure. Several studies have shown that "A persisting change in human performance or performance potential is as a result of the learner's interaction with the environment" (Driscoll, 1994, pp. 8-9). According to the behaviourist theorists there is a relative permanent change in behaviour or behaviour potentialities and this is normally as a result of reinforced practice Weinstein & 4 Mayer (1986). This implies that the nature of the environmental factors has great influence on how tutors can perform their professional practice Lopez and Lent (1992) as cited by Asiwome (2020).

Every employee's intent is to work effectively and efficiently for his or her employers or the organization/institution to achieve its goal and in return earn a reward or an income for a living. Employee's behaviour and attitude towards work may change either to be positive or negative when they believe that employers are more or less concerned about their wellbeing. Hence this environmental factor may influence employee's behaviour towards the work they do. The success of every organization/institution is centered on the employee's commitment and dedication to duty. According to Ekwulogu (2015) the teachers' wellbeing factors can be distinguished among others, especially, those related to the environment of the institution. According to the social learning theory, (Muro & Jeffrey, 2008) suggests that individuals influence each other and are influenced by the different environmental situations in which they are directly or indirectly involved.

Many studies show that, a number of factors can influence performance in an educational setting especially in the Colleges of Education. It is said that the image of every school is dependent on the quality of its environmental

51

factors such as administration office, staffrooms and offices, classrooms, laboratories, libraries and school ground. I C T Tools, safety and security, well equipped lecture theatre, equipment and office facilities. communal and personal factors. Heyneman and Loxley (1993) and Psachropoulous and Woodhall, (1995) as cited by Mege (2014), there is significant influence of physical facilities on teachers teaching practices. He further indicated that physical facilities such school library, as an instructional resource has significant effect on school achievement in Brazil, China, Botswana and Uganda. The influence of class size has a great impact on the teaching-learning process. According to Hines (1996), Bascia (2003), Wabuoba (2011), Chuma (2012) quoted in Mege (2014) overcrowding in classrooms unable teachers to move around the class to assist needy learners, develop innovative instructional strategies to affect their teaching-learning process. This poor environmental condition creates stressful working conditions for the teachers and leads to higher teacher absenteeism (Corcoran, Walker & White, 1988). Owoeye and Yara (2010) emphasized that schools with equipped laboratory enables their teachers to engage their learners in useful scientific activities and experimentations. Collin and Rosmiller (1987) and Mege (2014) assert that even highly competent teachers find it difficult to teach effectively with inadequate facilities or the necessary instructional materials.

Ashton (2001) is of the view that instructional materials are crucial in planning and implementing a successful teaching skill programme in schools. The availability of learning resources is the most influential factor which may explain differing performance levels (Mege, 2014). It is generally assumed that the use of instructional materials leads to better performance. The

physical facilities of the school have a variety of effects on tutors' professional practices.

Effective teaching by tutors in the Colleges of Education was as a result of preparation. It is important that tutors were provided with well-furnished offices to enable them to prepare for and carry out other academic and administrative duties. Additionally, there was also a need for a break-out room, a space provided on site, administrative assistant, a good-sized waiting room for students and visitors to ensure security, privacy and a peaceful environment for members to enable them to carry out their professional duties. Tutors' workspaces encourage sustained planning and preparation time, facilitate interaction and collaboration among teams and departments, and foster a professional community across and within grade levels (Gordon, 2010). Finding office space in Colleges of Education is a difficult task for tutors due to lack of infrastructure facilities. Some of the responsibilities of tutors are done from the departmental office, from the senior common rooms, and even others use the classroom to perform some of their professional functions/duties as well as for breaks and rest. During the period of asynchronous teaching, most tutors in the colleges had teach students from their homes, while others in locations that were not suitable for online teaching due to lack of office space or infrastructural facility of that kind.

There are different kinds of office spaces that could be adapted by a College of Education management to facilitate effective professional practice of tutors. Whether teachers are grouped in offices based on a single discipline or based on cross-discipline sets is often a matter of College of Education management policy (Brown, 2010). Office-based workspace design in general

is influenced by the move toward alternative school schedules and the professionalization of teaching. This office space should be strategically located for tutors to facilitates cross disciplinary interaction where they will meet to discuss curricular issues, student progress, college mission and vision are all enhanced by a well-placed workspace (Gordon, 2010). He emphasized that it helps tutors to maintain their interdisciplinary communication with one another, the office-based workspace becomes their home for planning the curriculum, preparing for classes, and grading. Tutors perform wide variety of activities which demands that storage should be provided in the form of file cabinets, closets, and cupboards to be effective in professional practice (Gordon, 2010).

According to Duke et al (1998) institutions where there are inadequate office space two or three teachers could use one office for some professional practices whiles they migrate among several classrooms in the course of one day to do teaching activities. He suggested that these areas should be dedicated for the group of tutors to builds collegialism and cohesion both within and across disciplinary boundaries. This interaction, in turn, has been shown to affect their professional development. Other studies have proven that shared workspace does "foster professional communities and promote networking and collaboration among teachers" (Lieberman, 1996, p. 51).

Components of office-based teachers' workspaces generally include private offices; a teacher workroom with workstations, a breakout room, and a conference room; a lounge area; and restrooms. A private office is often necessary for specialists, speech pathologists, and special education teachers. It may also be used as a departmental center or as a common office connecting classrooms of similar use (Gordon, 2010).

54

However, in colleges of education that have the space can provide tutors with private office space because of wide variety of activities that demand some level of privacy, storage spaces for teachers and students should be designated and clearly marked. This help them to perform these activities One-on-one tutoring, parent meetings, collaborative curricular planning, computer-based work, personal tasks, phone discussions, reading and grading of assignments, and reflection are all facilitated by a range of privacy-enhancing designs, and should provide adequate privacy, comfort, and space to facilitate such interactions (Gordon, 2010). Furthermore, private office spaces may serve as a resource and storage center for some tutors, they should contain adequate storage (particularly for department heads who are often responsible for the department's textbooks) and be wired to accommodate phone, computer, intercom, and cable technology.

Additionally, space and technology may be necessary to conduct learning activities and tutorials if the office is used for student "pull-out" programmes, such as reading or math enrichment. Tutors need privacy, time to reflect, and space to conduct personal and college tasks. The need for privacy, though, should not override a teacher's connection to the department or the college. These offices spaces should be deigned in close proximity or adjacent to the main workroom or lounge area to promotes easier interaction among faculty (Gordon, 2010).

Again, colleges of education should dedicate office space to be used as seminar rooms and serve as a focal point for teams or clusters and departmental or interdepartmental units (Gordon, 2010). He suggested that such rooms should be adjacent to a conference room or breakout rooms. Activities within

55

such rooms may include one-on-one consultations, small-group brainstorming sessions, committee meetings, and faculty meetings. Both rooms should have whiteboards and bulletin boards and be able to accommodate multimedia and video presentations (Gordon, 2010).

Another office space that could be created in the colleges of education for tutors to perform their professional practice is faculty-only restrooms. This should be located adjacent to each teacher workroom. Teacher workspaces should be seen as a critical element in the success of the academic programmes of the colleges of education. Without adequate space, tutors' preparation and innovation may be negatively affected.

However important office space is that serve as tutors' lounge and a place for relaxation with coffee and exchange gossip important information for effective professional practice. However, Warren's description of environmental well-being is also influenced by perceptions. For example, a tutor's view of environmental well-being will be influenced by their perception of factors such as departmental cohesion, cooperation or shared values. In this study, department cohesion, collaboration and shared values are separated from the physical environment and divided into the domain of communal well-being.

The large class size for degree professional programmes is a stress-inducing aspect especially in the College of Education environment; students with learning difficulties and behavioural problems were also a stressor, followed by poor working conditions, lack of time and heavy workloads Fragoulis (2010). The current situation in Colleges of Education suggests that all these, together with many responsibilities, the need to constantly learn new

56

skills and knowledge, the demands of new curricula and enactment, performance and teaching arrangements etc., culminate as factors that increase stress for tutors. Although, being part of the tutors' professional practice, they take place outside the teaching practices, processes and procedures the educational work environment (Fragoulis, 2010).

Information and Communication Technologies (ICT) tools are used to communicate, create, manage, access, collect and disseminate information. In today's educational environment, ICT tools have become the ideal and preferred tool used by many educational institutions to facilitate teaching and learning. These include hardware and software, the Internet, telephone, television, radio and audiovisual equipment (UNESCO, 2009).

The Internet is a particularly useful in modern technology that helps not only in our daily lives but also in our professional lives. For educational purposes, it is widely used to gather information and to carry out research or to supplement knowledge on various subjects. To enhance the ability and capacity of tutors to teach effectively, most educational institutions, especially higher education institutions, have equipped their classrooms and laboratories with some of the following: whiteboards, smart boards, index cards, posters, audience response systems (such as clicker technology), Google collaboration tools, 3D printing and wikis (Yale, 2020). In the modern educational delivery variety of tools are used in the classroom to support student learning, ranging from traditional to high-tech equipment and resources. Depending on the learning objectives and outcomes of the course/subject, instructors may choose to use one or more of these tools to complement the teaching and learning environment (Yale, 2020).

The use of these teaching and learning resources gives tutors the opportunity to record audio, video and clips of their lectures which can be played back by either the tutors or the pre-service teachers to reassess their performance (Yale, 2020). Tutors can use this approach to enable pre-service teachers to watch simulated video recordings of experienced tutors from the same college or from different colleges and then evaluate and critique them (Kemmis, 1989). This approach will enable pre-service teachers to learn about the nature of professional practice and additional information about it. Tutors use these popular search engines Google, Yahoo, etc. to have easy and instant access to large amounts of information in just a few seconds. This helped tutors to have rich, credible and large amount of wealth of knowledge and information that is used to facilitate effective and efficient teaching (Makoye, 2003). The tutor's competence in using appropriate ICT tools to support teaching and learning had improves the quality of the curriculum and, in particular, the quality of pedagogy (Anderson, 2008). The introduction and application of the NTECF has made almost all the tutors to use the ICT tools such video, interactive television and computer applications for teaching and learning. Lack of computers and other ICT facilities in general is a common problem in several African educational institutions (URT, 2007).

A safe and secure environment is a prerequisite for effective teaching and learning. The safety and security of people and property can be threatened by natural hazards, particularly human activities such as vandalism, arson and violent crime. Institutional leaders should implement policies and programmes to prevent insecurity and design institutions to ensure the safety and security of all staff and learners (OECD, 2020). A college of education must be a place

of teaching and learning, free from crime and violence. However, as a human institution, occupational hazards, including insecurity, are inevitable. Unfortunately, when incidents of this kind occur, they can lead to feelings of loneliness and depression, contribute to an increase in absenteeism and a deterioration in professional practice. Some tutors become emotionally destabilized altogether. This has a lasting and sometimes permanent impact that goes far beyond the shock of the initial moment. Not only are those who were directly involved changed forever, but the effects can also be felt by bystanders, other tutors and the college itself long after everyone else has moved on.

Teachers can be deeply affected by such an incident, even if it has not happened to them. They may become professionally dissatisfied with their jobs, and some may lead to tutor attrition. Safety is one of Microsoft's main concerns when it comes to educational institutions. A well-designed plan that helps to reduce violence and the consequences of violence is the first and best place to focus. Currently, educational stakeholders are focusing on the development of laws and the implementation of policies on the physical aspects of safety and security in schools. Safety and security in education means that students and educators are not physically harmed (De Waal & Grösser, 2009). However, the literature on education law focuses a lot on safety and security issues, such as emotional insecurity (e.g. due to bullying) and pedagogical insecurity (e.g. due to discriminatory teaching). In a narrower sense, safety and security in education is related to the prevention of physical harm (De-Waal & Grösser, 2009). In many countries, the safety of teachers and other higher institutional staff has become a high priority. With shocking numbers of crimes, arrests and incidents reported every year, it has become a necessity for

a comprehensive system to ensure everyone's safety (IPI Solutions, 2019).

It has become more important than ever to be able to monitor and protect specific locations on educational campuses. By integrating advanced security technologies with smart grid capabilities, buildings, dormitories, labs, offices and more can be controlled and accessed without changing lock cores. Visitor management systems can also be integrated to help monitor and protect every visitor to the campus. In emergency situations, access can now be restricted and monitored. The use of real-time video analytics allows to pinpoint specific faces, highlight unwanted or suspicious behaviour, and focus increased attention on relevant areas at relevant times, while ignoring irrelevant data (Microsoft, 2019). Combine local intelligence with centralised data storage and analysis to infer usage patterns. Use of facial, emotion, gender, age, individual and object recognition to track footfall. Automatically recognise behaviours of concern, such as fighting or people lying on the ground, using machine intelligence (Microsoft, 2019). This ensures that the right people have access to the right premises at the right time. Educational institutions that pay close attention to their security have invested so much in this advanced technological security equipment to ensure the safety and security of staff and the institution's assets. Again, education laws and policies put in place to respond quickly and the ability to respond quickly and effectively to an incident is much greater when security staff have all the information, they need to take action (IPI Solution, 2019). Emergencies and contingencies must be created to alert tutors to protect themselves quickly from those who could harm them. Colleges of education could use Geolocation to allow community members to check in, confirm they are safe, and pinpoint the

location of the problem. This can be done just by tapping GPS-connected panic button apps on individual phones. Microsoft. (IPI Solutions, 2019).

The nature of the College of Education environment and its systems and the kind of inspection often creates a lack of control that tutors may experience in the inspection panopticon, which reinforces feelings of stress and thus undermines positive experiences of well-being (Perryman & Kyriacou, 2007). In particular, the mechanism of monitoring at college as inspection or observation and performativity, and the claims that these systems often lead to a lack of control that tutors can feel in the panopticon of inspection, which reinforces feelings of stress and thus reduces positive experiences of well-being. This kind of constant monitoring mechanism, which is practiced by some managers, has power over the tutors and instils an inner fear in them. As a result, the tutor behaves as if he/she is constantly being checked and the feeling of being watched by an institutional authority increases the stress level of tutors

Perryman and Kyriacou (2007), all-embracing performativity describes a regime in which frequency of inspection and the sense of being perpetually under surveillance leads to tutors performing in ways dictated by the discourse of inspection in order to escape the regime. Tutors' lessons are taught according to rigidly prescribed routine; college documentation and policies closely mirror the accepted discourses of college effectiveness and the whole college effort is directed away from education and towards passing inspection. It is this sense of relentless surveillance which leads to negative emotional consequences." (Perryman & Kyriacou, 2007). Tutors, in an effort to meet management and departmental expectations, assume that they are in

full work mode all the time, showing feelings that are not a true reflection of their true emotions (Perryman & Kyriacou, 2007). It could be argued that this constant mode of full operation described is not entirely negative. The original definition of stress is neutral and was not necessarily a negative conception. Thus, it is important to recognise that stress can improve performance and emotions are important in teaching as performance is important in classroom practice (Ekwulugo, 2015).

Evaluating, assessment, measurement and testing is described as part of the learning environment and an integral aspect of a teacher's professional practice, which is often harmful and whose effects are profound (Perryman & Kyriacou, 2007). In all these Lent et al. (1991), shown in their study the influence of environmental factors on performance. Warr et al. (1979) presented seven measures that can be used to assess quality of life at work: job involvement, intrinsic job motivation, strength of higher-order needs, perceived intrinsic job characteristics, self-rated job anxiety, job satisfaction and life satisfaction. These factors relate to the systematic environment created by management rather than physical resources. These measures would be used to assess whether the working environment is conducive that creates appropriate level of well- being.

Components of Tutors Professional Practice

'Professional practice' is the conduct and behaviour as well as the work of someone from a specificized profession or field according to set standards of ethics, performance, competence, insurance, training and so on that he/she may remain within the profession. Professional practices are defined as occupations that need an extended period of tutoring and training. According

62

to Packard and Dereshiwsky (1990) as cited in Cogent education (2016) professional practice includes adequate professional relations and ties, professional input, teacher evaluation, leadership and teacher development. Other factors includes social values and norms (Peterson & Ruiz-Quintanilla, 2003), working environment and colleagues (Mani, 2002), teacher personal information and professional variables (Carson & Chase, 2009).

It also means a practice that reflects the commitment to caring relationships with patients and families and strong ethical values; utilization of specialized knowledge, critical inquiry, and evidence-informed decision making; continuous development of self and others; accountability and responsibility for insightful competent practice; demonstration of a spirit of collaboration and flexibility to optimize service (Alberta Health Service, 2016). In an attempt for a professional to practice effectively he/she has to demonstrate his/her competence through the skills acquired. These are generic terms typically set out in a code of conduct that enables professionals to understand the legislative framework, be aware of professional requirements and standards of behaviour, possess the knowledge base and skills for reflection, and communicate effectively (Oku & Reid, 2009). According to Kleinhans (2005), it is important to assess the relevant criteria and most important aspects of an employee's work when evaluating performance. Employee performance can be measured on the basis of characteristics, behaviour and outcomes. Professional practice in teaching refers to how teachers are able to effectively manage and present their tasks to reflect the quality of their institution and good service delivery (Olaniyan & Lukas, 2008). Eraut (1994) and Higgs, Titchen and Neville (2001) considered

63

professional practice to be propositional, theoretical or scientific experience, knowledge of a professional craft and knowledge of how to do something.

Professional bodies may set standards of ethics, performance, competence, insurance, training and so on that must be met to remain within the profession. Qualification may be acknowledged by the title 'member of...', 'certified', 'fellow' (Sanyi, 2016).

Teachers' performance can be traced back to three types of traits. Trait-based refers to personality characteristics of an individual, behaviour-based refers to specific behaviours such as how an employee approaches his/her job and outcome-based refers to measurability and evaluation by which an employee's performance can be measured to determine how well he/she has done his/her job, (Kleinhans, 2005).

It is an obligation for teachers to develop professional relationships with a diverse range of learners and to maintain and raise professional standards. According to IGI Global publishers (2016), classroom approaches, pedagogical techniques and management of resources, contents and learners during the curriculum delivery process is relevance areas in the professional practice of tutors.

Teaching involves multi-task activities as a result all professional teachers will have to learn and develop themselves through the standards of the profession. The various components out lined by the supervised institution becomes the standard to guide the practitioners in that profession.

In the field of teaching, teacher educators, professional practice is the specific teaching courses that are part of a sequence of courses designed to prepare teacher education candidates to teach. In the Colleges of Education

in Ghana the components of the tutor's professional practice are outlined in the status of tutors as their professional practice and also in the NTECF (2016) designed by G.T, E, C. The end result of the component of professional practice is for teachers to exhibit competencies in their professionality and professionalism (IOJES, 2014). Similarly, Guskey (1994) underscores this position of prominence by noting, that schools can only improve when teachers improve their skills and abilities when applying the components in their professional practice. Meister (2010) and Opfer and Pedder (2011) recent studies have shown that student achievement relies predominantly on quality of teachers' professional practice.

The components of tutors professional practice have become imperative of their professional development activities. Loucks-Horsley (1989) aver, "state legislators and administrators of local school districts saw staff development as a key aspect of school improvement efforts. Borko (2004) further supported this position by asserting, "teachers' professional development is essential to efforts to improve our schools" (p. 3). Kwakman (2001) also stressed the relevance of professional development activities for teacher development. Similarly, Starkey et al. (2009) highlighted the imperatives of professional development activities for teachers by saying that "in-service teacher education is also often viewed as an extension of pre-service teacher education in ensuring teachers- whether new or experienced- have up to date snapshots of the knowledge needed to be effective" (p. 186).

Tutors' continuing professional development (CPD) has become one of the most common central concerns in Colleges of Education in Ghana for a decade. As a result, policies and programmes have been outlined by the

65

G.TEC and mentored universities to equip tutors with the various components through professional development activities within and beyond the school day to affect tutors positively (Birman, Desimone, Porter, & Garet, 2000; Boydak & Dikici, 2001; Carver & Katz, 2004; Desimone, Porter, Garet, Yoon, & Birman, 2002; Easton, 2008; Jonson, 2002; McCaughtry, Martin, Kulinna, & Cothran, 2006; McLaughlin & Talbert, 2006; Moir & Gless, 2001). Hirsh (2001) posited that the professional development of tutors is the best way to affect their quality of teaching. Similarly, Birman et al. (2000) have shown professional development activities play a key role in pre-service teachers' preparation and improvement. The professional nature of the teaching profession, particularly in colleges of education, means that tutors must act, think and present themselves professionally to make a difference in the lives of the pre-service teachers.

The nature of teaching is such that teachers, particularly higher education teachers, continue to learn from multiple sources of knowledge throughout their careers, including both in-service and out-of-service training. The various methodology adopted and adapted, how they are implemented in an interesting and relevant way, and how they are measured shows the teacher's professional practice. The tutor's professional practice extends beyond his/her area of expertise and interest. It is the professional responsibility of the tutor to embrace diversity, including differences in ethnicity, culture, socio-economic status, and race, culture, disability and sexual orientation.

To that end, Starkey et al. (2009), emphasized that professional development programmes are necessary not only for new teachers but also for veteran teachers. Similarly, Rogers et al. (2007) highlighted the importance of

professional development programmess to veteran teachers for self-renewal. Therefore, there is no doubt in the literature regarding the potential of professional development activities to help both novice and experienced teachers in developing their existing skills and in acquiring new ones in executing of their professional practice

Chapter Summary

The literature review identified conditions that influences wellness, prudential value or quality of life which could have significant influence on tutors' attitude and behaviour and invariably on their professional practice. However, the astonishing issues is that, most of the evidence put together on well-being were not related to teachers (tutors) and their professional practice and was also not done in Ghana neither was done in Africa. Reducing the research to this precise area provided a new insight on the influence of wellbeing on tutors' work experience and how it can foster resilience to enhance their professional practice

67
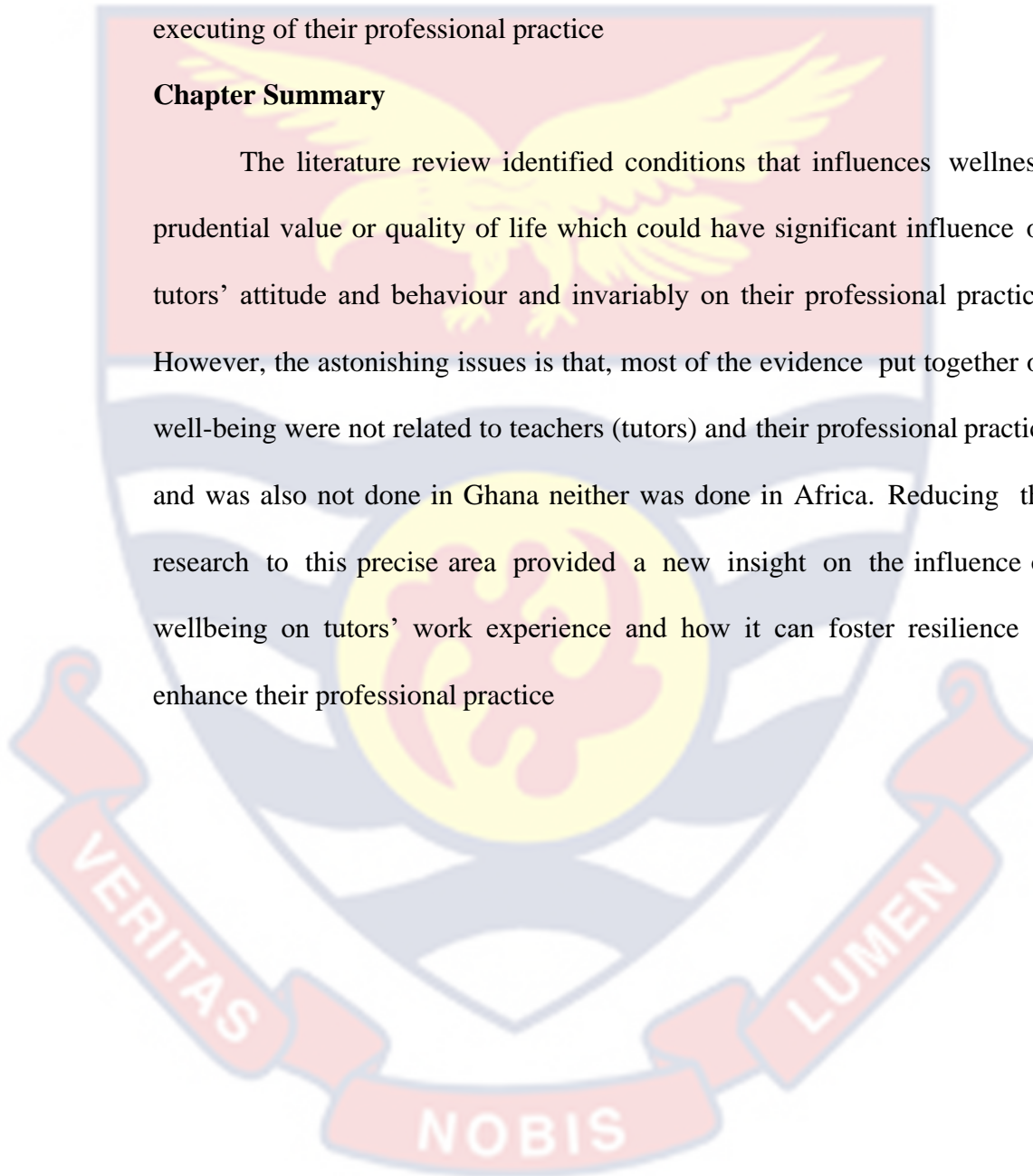
CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the research design, methodology used in the study, description of how data was gathered, processed and analysed. population, the research questionnaire, sample and sampling procedures, data collection the ethical protocols observed in the conduct of the study.

Research Design

The nature of the study prompted the use of the correlational research design. The correlational research is based on rationalists' custom (Cresswell, 2012). It is used to determine whether and to what extent, a relationship exists between two or more variables within a population or a sample (Fefe-Schaw, Breakwell, & Hammond, 1995). The design further presents a picture of a condition as it had occurred in its natural setting without any manipulation (Frankfort-Nachmias, 2007). Again, it makes use of rational method of deductive and inductive reasoning to arrive at generalization (Punch, 2013).

Thus, the reason for selecting correlational research design for the study was reach on these assumptions. The researcher did not have to worry about manipulating of the independent variable. Frankel and Wallen (1993) described correlational design that it allows the researcher to find out whether two or more variables correlate and to establish a relationship between the variables. The researcher does not influence any independent variable rather it describes the degree in which two or more quantitative variables are related and does so by the use of correlation coefficient. The design yet, has some challenges. One distinct challenge of this design is that the results obtained from its analysis do

68

not allow for strong findings to be made concerning a cause-and-effect relationship between variables and that it does not reflect an in-depth description of the phenomenon (Frankfort-Nachmias, 2007).

Study Area

The study was conducted in the Colleges in the Eastern region of Ghana. These were the reason for the chosen of the four Colleges of Education. The colleges were form the northern, southern, eastern and central part of the region. The colleges were managed by religious institutions under GTEC and have similar core functions as teacher educational institutions. Even though the tutor population in the colleges were not the same. The tutors who teach at the colleges have similar characteristics because of the conditions under which they were employed as outlined in the colleges of education status. The professional practice and condition of service performed by the tutors were the same but being performed under different management and administrators.

Population

There are seven public Colleges of Education in the Eastern Region of Ghana. The study focused on tutors from four out of the seven Colleges of Education in the Eastern region of Ghana. The population was made up of males and females including all the vice Principals. The age range of the tutors is about 25 – 60 years of age. The minimum academic requirement to teach at the college of education as a tutor is second degree in a teaching field and with a minimum rank of an assistant tutor.

69

Table 1: Statistics of tutors in the Colleges of Education in the Eastern Regions of Ghana.

Name of Colleges of Education	Number of Tutors
Abetifi Presbyterian college of education	45
Kibi Presbyterian College of Education	45
SDA College of Education-Asokore-Koforidua	70
Mount Mary College of Education-Somanya	55
Presbyterian College of Education-Akropong	74
Presbyterian Women's College of Education–Aburi	35
Methodist College of Education-Oda	34
Total	**358**

Convenient sampling technique was used select Abetifi College of Education to pilot the research instrument from the target population due to proximity. The accessible population for the study was the tutors in four colleges of education from the target population. Four out of six colleges left were chosen. Here all the colleges of education were considered because they have similar functions in performing the professional practice and such could provide useful information concerning the study.

Sampling Procedure

Probability sampling techniques (purposive sampling) were employed in the selection process to select the specific colleges of education for the study. With help of Krejcie and Morgan (1970) table for sampling size determination as a guide, a sample of 202 participants were selected using the purpose sampling technique.

70

Table 2: Statistics of tutors from the four colleges sampled with use of Krejcie and Morgan determinant table.

Name of Colleges of Education in the Eastern Region of Ghana	Number of Tutors
Kibi Presbyterian College of Education	40
Seventh Day Adventist College of Education Asokore-Koforidua	59
Mount Mary College of Education-Somanya	48
Presbyterian College of Education-Akropong	63
Total	**202**

The purposive sampling technique was used to select respondents who have taught in their respective college of education for more than two (2) years. These group of tutors have enough experienced the tell the well-being factors that can influences their professional practice. The participants were contacted individually by the research for the study. Again, the sampled population have similar characteristics as the rest of the tutors and the data gathered was used to represent the whole population.

Data Collection Instrument

According Polit and Beck (2013), data collection is the gathering of information needed to address the study. The main instrument used for the study was a questionnaire. The instrument was used to ascertain tutors' perception of wellbeing factors that influence their professional practice. The instrument which was developed on four-point Likert scale type consisted of 56 closed ended items. The questionnaire was divided into two main parts-

71

'Part One' and 'Part Two'. Part one was made up (section 'A') of seven (7) items focused on the bio data of the respondents. It was used to elicit information regarding participants' personal data: gender, age, highest educational level, years of teaching, years of teaching at current college, professional rank, courses taught in a semester.

The part two (2) which was made up of forty (49) items were categorized into four sections (B, C, D, and E) to collect data to ascertain whether tutors' well-being factors influence their professional practice. Section 'B' which consisted of 9 items which focused tutors' perception of environmental well-being factors that influence their professional practice. Section 'C' consisted of 10 items which focused on tutors perceived communal well-being factors that influence their professional practice.

Section 'D' which was made of 13 items was used to collected on tutors perceived personal wellbeing factors that influence their professional practice and section 'E' was also made up of 17 items that tutors perceived to form the components of their professional practice in the colleges of education in the Eastern Region of Ghana. The respondents were given three months to respond to items because the items were issues that bothers on their well-ness and their professional practice.

Since the questionnaire was adapted, some useful modifications were made that best suited the content of the new study. The current study used a four-point scale as the original items. The original 90 items scale were summarized to 56 items scale. The environmental well-being factors, items on the original scale that wanted to find out "I enjoy working with children and young people", "If I get things wrong, I feel supported", "I use lunch time as

72

free time", Students have all the resources needed" were all ignored because they had no link with tutors perceived well- being factors. On communal well-being factors, "I am able to support colleagues", I have friends at work I can trust", "Senior management understand good teaching over all management needs. by tutors", and "I trust my employers" were abandoned and the remaining were carefully integrated into the current study.

On the tutors perceived personal well-being factors all the items on the original were relevant to the study however, the 22 items on the study were summerised to 13 items which still maintained the standard. A standardized instrument developed by Ekwulugo (2015) from Fisher et al (2003) with the reliability coefficient of .86 was adapted to collect the data on section 'A', 'B', 'C' and 'D' and an adapted form of the Teaching and Learning International Survey, (TALIS) by OECD, with a reliability coefficient of .94 was also adapted for section 'E' (professional practice) instruments.

Pre-testing, Validity and Reliability of the Instrument

To guarantee the validity of the instruments, the questionnaire was given to two experts at the Department of Education and Psychology of University of Cape Coast who established the content validity of the items. The experts' inputs were used to modify the items on the instruments which were not clear. Again, the validity of the instruments was evaluated and judged covering the concept it purports to cover by the supervisor.

To ensure reliability of the questionnaire, it was pre-tested at Presbyterian College of Education-Abetifi to ascertain clarity and applicability of the study's instrument and identify the obstacles, problems that may be encountered and any ambiguity in the questionnaire to be corrected. This also

73

helped to estimate the time needed to respond to the questionnaire. Based on the pre-testing, modifications, clarification, omission and arrangement of some items were done. The college was chosen for the pre-test because tutors in the college bore similar demographic characteristics as compared to tutors in other Colleges of Education. The data collected was subjected to computer analysis using the Statistical Package for Social Science (SPSS) to determine the internal consistency reliability co-efficient of the subscale. Cronbach co-efficient alpha was used to establish the reliability of items for each section of the instrument. An instrument of reliability co-efficient of .7 upwards was considered sufficiently reliable (Cohen, Manion & Morrison, 2007), hence adequate to be used for the collection of data from the participants. The table 2 shows the reliability co-efficient of the sub-scales.
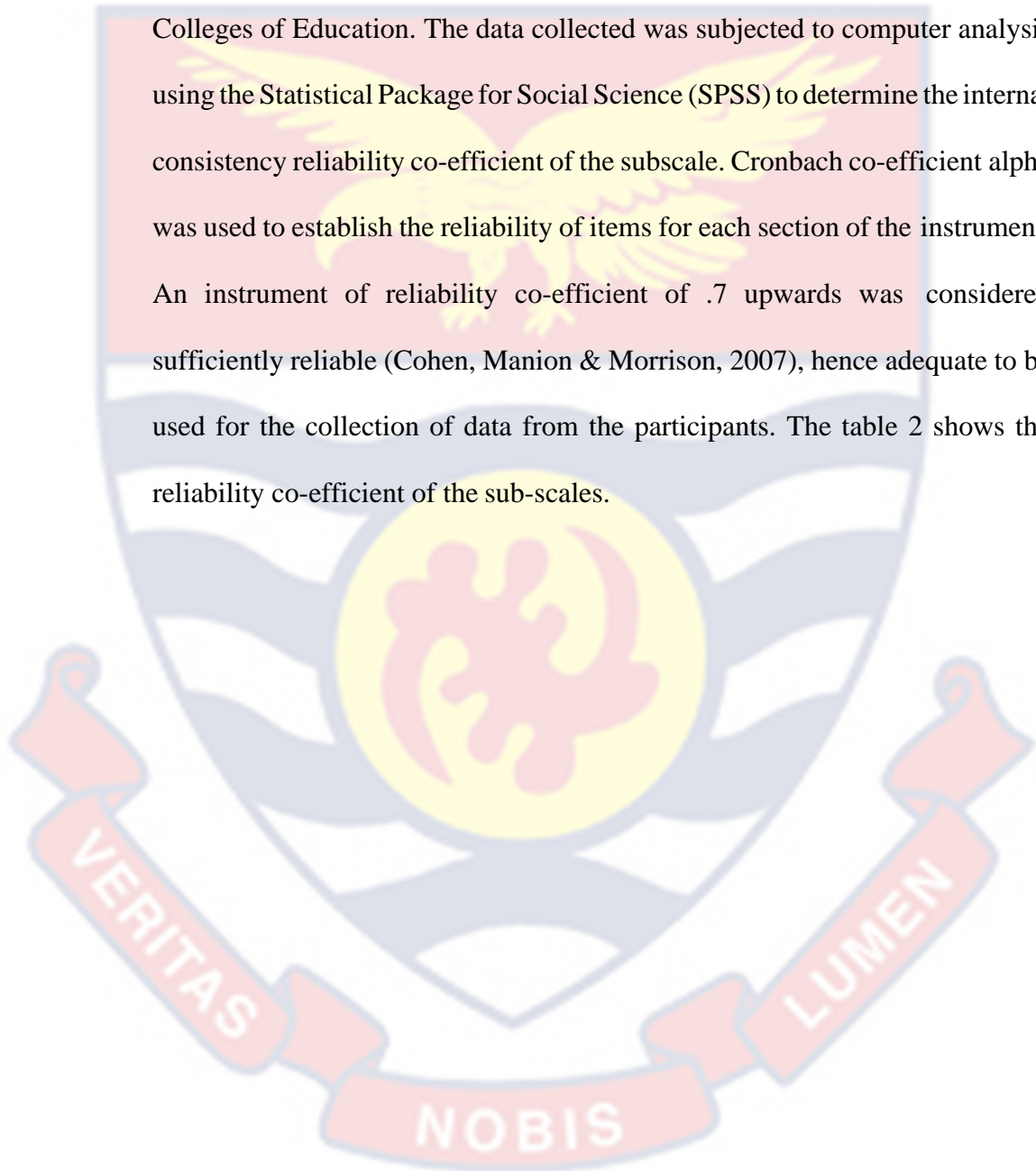
Table 3: Distribution scale of Pre-test Results for Instrument

Scale	Sub-scale	No. of Items	Mean	Std. Dev.	Cronbach 's Alpha
		55	157.0	11.8	.869
factors that Influence tutors' well-being on their professional	Tutors perceived well-being factors	13	35.5	4.14	.78
	Factors considered to i...	10	30.7	2.91	.65
	Factors considered to influence environmental wellbeing	9	22.1	2.95	.64
	Factors considered to influence professional practice	23	68.7	5.5	.77

After the analysis using SPSS, the overall alpha level of .869 with the standard deviation of 11. 8 and the mean of 157.0 was recorded. The .869 is above the minimum acceptable reliability alpha value of .070. On this basis, Ekwulugo (2015) was used to collect data for the study.

Data Collection Procedures

The researcher used clearance letters from the College Education Studies University of Cape Coast-Ethical Review Board (CEB-ERB) (see

Appendix F) and an introductory letter from the College of Distance Education. The questionnaire was administered in four (4) out of the seven (7) colleges of education in the Eastern Region of Ghana. Approval was given by the management of these Colleges of Education. The administration started from third week of January 2021 to third week of April 2021. Tutors were given ample time to enable them read thoroughly to understand the questionnaire and respond appropriately. At the end of the three months, the agents at various colleges collected all the questionnaires and then the researcher went for them from college to college. The response rate was 100% from all the four Colleges of Education for the study.

Ethical Consideration

The research was conducted by the researcher with help of a research agent. The researcher and the agent approached the respondents introduced themselves and briefed the participants about the study and its relevance to the professional practice of colleges of education. The questionnaire with a cover letter was given to respondents. They were guided on how to respond to the questionnaire and the participants were assured of confidentiality and anonymity. Each of the respondents were made aware that they are at a liberty to withdraw from the study at any point in time with or without any given reason. Telephone contacts were exchanged with the participants for easy communication and clarifications. The gathered data kept under locked and key. Only the researcher had access to it. One year after the analysis, the questionnaire will be burnt by the researcher. This is to ensure that no one has gets access to the questionnaire. The purpose of research ethics is to protect the welfare and dignity of the research respondents. The researcher safeguards

the rights, interest and sensitivities of the information. In the course of data collection, the researcher thoroughly explains the aims and purposes of the participants. Consents forms (see Appendix I) were duly signed by few and majority verbally which indicated the participants' will to take part in the study.

Data Processing and Analysis

The data analysis is a systematic organization and synthesis of research data and the testing of research questions using those data. After retrieving the questionnaire, the responses were edited to ensure completeness of the questionnaire. Numerical codes were used to identify each question as well as each respondent's answer of 'Strongly Agree' to 'Strongly Disagree'. Two separate checks were carried out and any (human input) errors found was corrected Although data were checked twice, human error and oversight was common and so before data analysis begins, results were thoroughly examined finally by an external party to make sure that the final data set for the input was minimal with researcher bias and was more accurate. Further the final check ensured the following: That each questionnaire item score was not out of range; only values 1 to 4 were presented in the data scores as these were the only options on the questionnaire. Any errors found, the 'correct' answer or value score had to be located on the manual version of the questionnaire and then amended on the main spread sheet.

They were then entered into an excel spread sheet along with their allocated numbers and this provided a backed-up secured record and made it easier to track back via another format if and when needed. Analysis of the data was carried out using Statistical Product and Service Solution (SPSS) version 22.0 which is software for research analysis.

In order to give meaning to the data collected, descriptive statistics including frequencies and percentages were employed to analyse demographic data (personal characteristics of the respondence and other professional practice factors). This demographic data includes age, gender and marital status, highest academic qualification, duration of employment, professional status. This is to determine some background information that could assist further analysis and discussions.

Descriptive statistics comprising mean and standard deviation were employed to analyse research questions 'A', 'B', 'C', 'D' and 'E' to determine whether tutors are in agreement or in disagreement with their well-being factors. Subsequently, all mean and standard deviation responses to questions within the four domains; environmental, communal, personal and professional practice were analysed and presented to determine whether it could be seen which of the variables gives rise to the most accurate prediction of overall College of Education wellbeing. Thus, knowing the score of one variable relationship will enable a prediction score of another variable relationship. Sometimes more than one predictor (independent) variable can affect the criterion (dependent) variable and therefore it is important to identify a selection of variables for accuracy (Huizingh, 2007).

The questionnaire is to ask for a single response to a question on a scale to indicate accurately the reality of experience of the participants (the colleges of education tutors) and how far the scales accurately measure the theory of their workplace wellbeing (level of satisfaction, happiness, joy and love for their professional practice) under question (Pallant, 2007).

Finally, hypothesis was tested using simultaneous multiple linear

regression analysis to determine whether the workplace (environmental, communal and personal) well-being could predict the performance professional practice.

Chapter Summary

The chapter described the research methodology adapted for the study. A quantitative approach was used to examine how environmental, communal and personal well-being factors influence professional practice in the Colleges of Education in the Eastern Region of Ghana.

The study adopted uninterrupted sampling technique to recruit the tutors who consented to participate in the study. Questionnaire was used for the study and the research instruments used was a standardized instruments adapted from Ekwulugo (2015) and TALIS (2018). The data was analysed using frequencies and percentages, mean and standard deviation and multiple linear regressions.
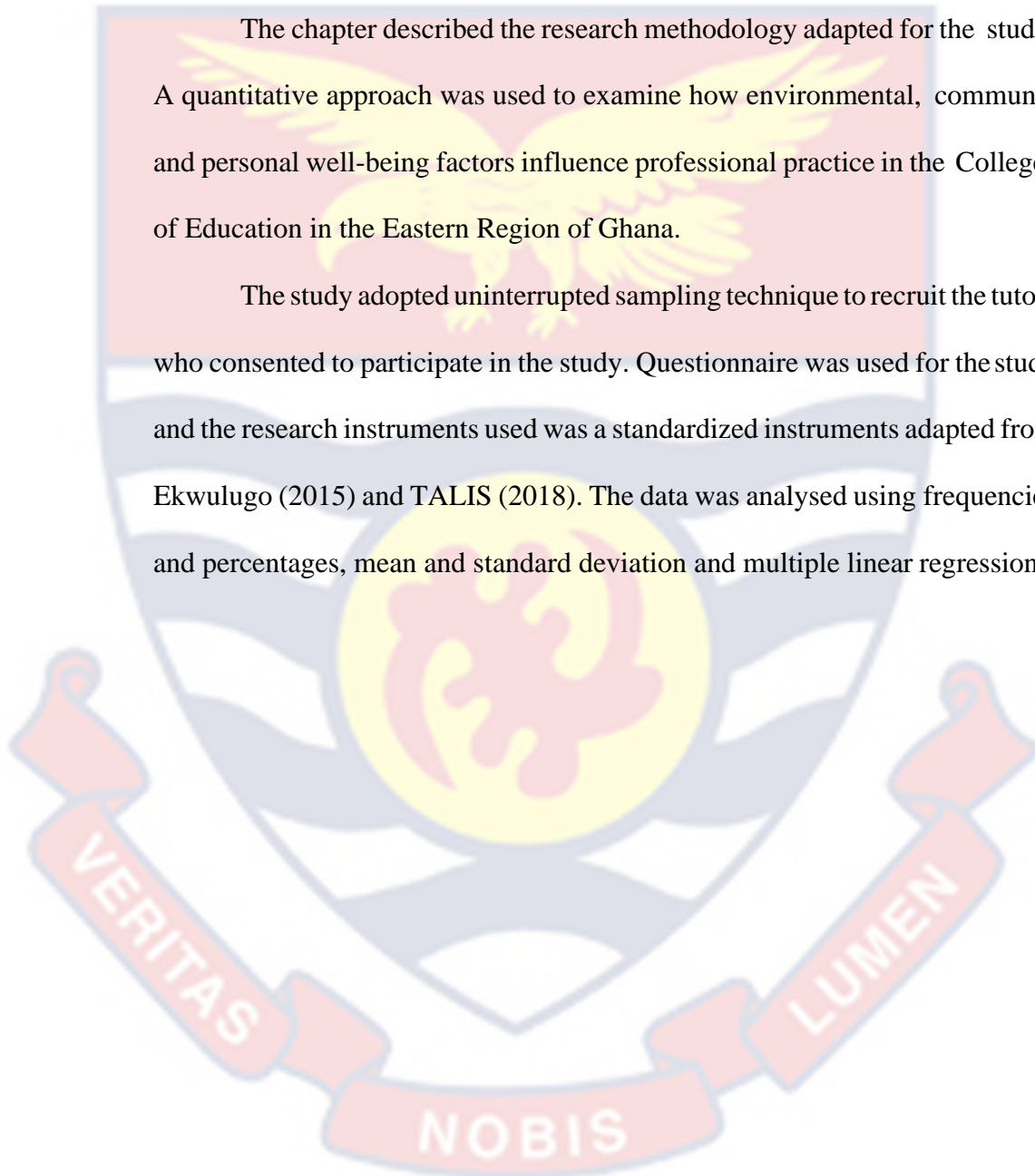
CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The main purpose of the study was to explore tutors perceived well-being factors that influence their professional practice in the Colleges of Education in the Eastern Regions of Ghana.

Demographic Data of the Respondents

The demographic characteristics includes gender, age, highest educational level, years of teaching, years of teaching in your present college, professional rank and courses taught in a semester.

80
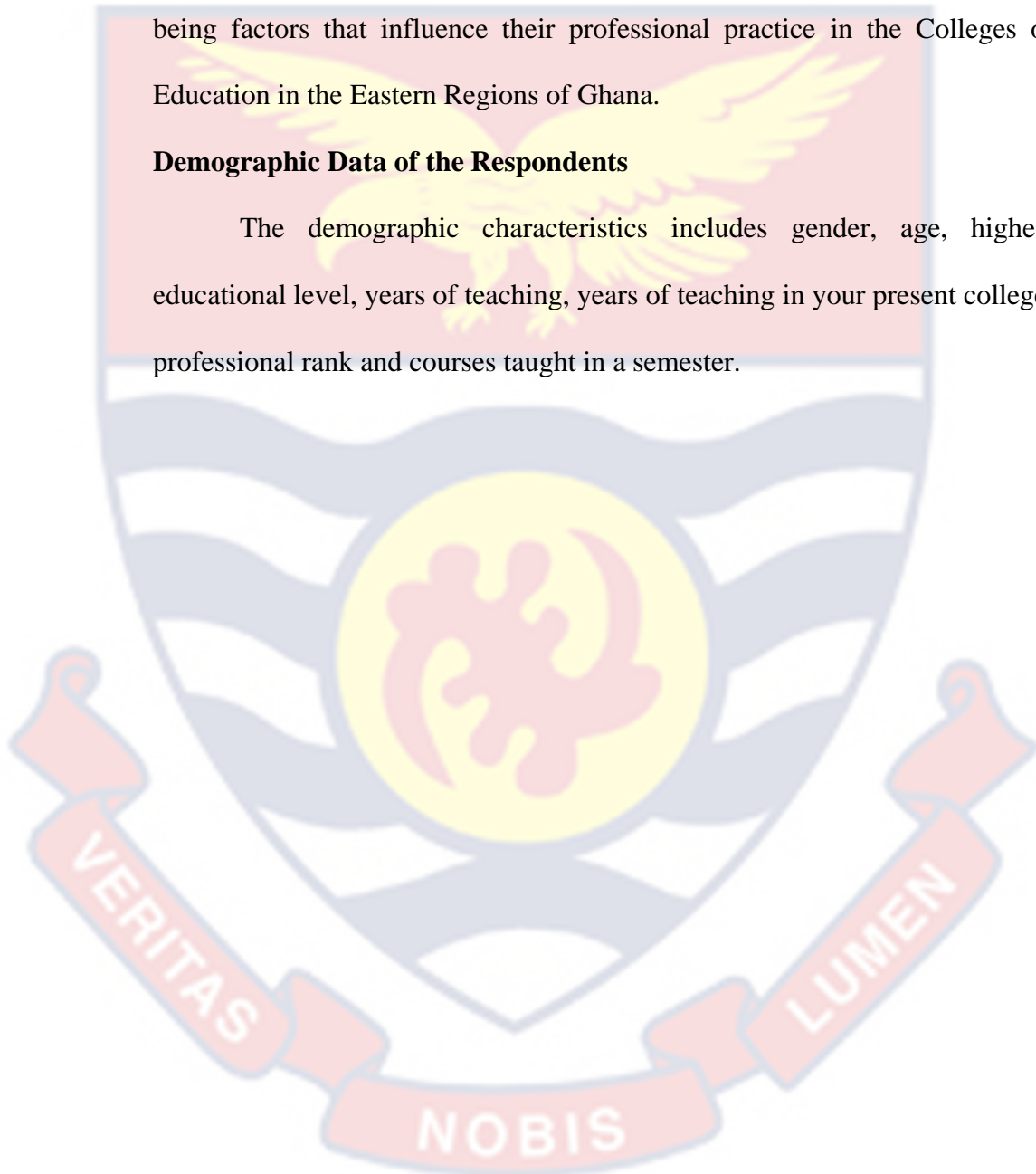
Table 4: Background Information of the Respondents (n = 202)

	Frequency	Percentage (%)
Gender		
Male	126	62.4
Female	76	37.6
Age		
21 – 30 years	9	4.5
31 – 40 years	52	25.7
41 – 50 years	91	45.0
51 – 60 years	50	24.8
Highest educational level		
B. Ed.	1	0.5
M. Ed.	119	58.9
M. Phil.	69	34.2
Ed. D.	18	4.0
Ph. D.	5	2.5
Years of teaching		
1 – 5 years	18	8.9
6 – 10 years	21	10.4
11 – 15 years	54	26.7
16 – 20 years	45	22.3
21 years & above	64	31.7
Years of teaching at current college		
1 – 5 years	59	29.2
6 – 10 years	38	18.8
11 – 15 years	67	33.2
16 – 20 years	22	10.9
21 years & above	16	7.9
Professional rank		
Chief Tutor	2	1.0
Senior Tutor	6	3.0
Tutor	191	94.6
Assistant Tutor	3	1.5
Courses taught in a semester		
One	52	25.7
Two	123	60.9
Three	26	12.9
Five	1	0.5

Source: Field survey (2021)

From Table 4, the majority of the respondents (62.4%) were males, whereas 37.6% were females. In terms of age, 45% of the respondents were between the ages of 41 – 50 years, 25.7% were between of 31 – 40 years, while 4.5% were between 21 – 30 years. The majority of the respondents indicated they had M. Ed (58.9%) level of qualification, (34.1%) had M. Phil, whereas 0.5% had B. Ed, Ed D. (4.0%), P. H.D (2.5%). 31.7% of the respondents indicated they have been teaching for more than 20 years, however, 8.9% have been teaching for 1 – 5 years. Regarding the years of teaching in their current college, 33.2% of the respondents have taught for 11 – 15 years, whereas 7.9% have also been there for more than 20 years. Most of the respondents (94.6%) indicated they are tutors, however, few (1.5%) indicated they are assistant tutors. The majority of the respondents (60.9%) indicated they normally teach two courses in a semester, 25.7% teach one course, and 13.4% teach three courses in a semester. In relation to gender, there are more men (62.4%) teaching in the Colleges of Education than women (37.6). From the results, it can be inferred that even in the female college of education men are dominating their staff population.

With regards to age of the respondence, majority of tutors are in the middle age of their career (45.0%) representing both males and females. This implies that there are more experienced and tutors in the colleges who will able to mentor the up-and-coming tutors in the colleges.

According to the data, majority of the respondents indicated they have had their second degree in subjects they are teaching. Many of them had M. Ed. degree with dissertation representing (58.9 %). This implies that majority of them have done teacher education courses and as such have the requisite

qualification to teach at the college of education. A sizable number of them have M. Phil degree (34.2%) in their subject area of teaching and also has the needed qualification to teach in the College of Education. This is important because of their rich research background. There was a small number whose level of education is Bachelor of Education (B.Ed.) in their area of teaching. Sources from the respondents indicates that they have enrolled on an M. Phil programme. Very few have also completed their P. HD (2.5%) and Ed. D (4.0%) in their various courses of teaching. All this implies majority of the tutors have the requisite academic and professional qualification to teach at the colleges of education.

As presented in the table 31.7% and 22.3% of the respondents indicated they have been teaching for more than 20 years and between 16 to 20 years. This implies there are more matured and experienced tutors who have gone through various phases of the teaching profession. However, 8.9% have been teaching between 1 – 5 years who could be said to be under mentorship from these experienced tutors. According to the table, 33.2% of the tutors have had teaching experience (11-15 years), 7.9 % have also had over 20 years' experience teaching in the college. This can be inferred that these tutors who have spent majority of their career lives in the Colleges   of Education could serve as a source of motivation and encouragement for newly recruited staff. Thus the 29.2%.

From the table most of the respondents (94.6%) indicated they are tutors. In spite of the number of years taught and their rich experience, the G. T E C categorized all the tutors with second degree in their subject area of teaching as tutors. This could imply that these sizable number are disillusion

83

and frustrated because beginning and novice tutors earned the same salary. The majority of the respondents (60.9%) indicated they normally teach two courses in a semester. This implies that tutor's professional practice is so hectic. Considering core subject being taught by two tutors, its academic and other administrative responsibilities. This implies tutors' professional practice so huge that could demotivate and also frustrations when they realized that after a hard day's work their goals, visions and aspirations of being a tutor is not achieved.

Main Study

This part presents the main findings of the study. The results were presented in the order of the research questions followed by the hypothesis

Research Question 1

What do tutors perceived to be involved in their professional practice in their College of Education?

The focus of this research question was to identify the professional activities tutors engage in. Details of the responses provided by the respondents are presented in Table 5.

84

Table 5: Profession Practices

Practices	M	SD
The courses I teach in my college are compatible with my academic background.	3.58	0.49
I plan and prepare my lessons adequately and in advance before teaching.	3.50	0.51
I use appropriate and interactive instructional methods, approaches, strategies and skills in my teaching field	3.62	0.49
I apply appropriate, realistic and fairly assessment technique Against the standards to obtain comprehensive academic information about my students.	3.65	0.48
I conduct and invigilate exercises, assignments, quizzes and examinations, mark and provide feedback to students promptly.	3.75	0.44
I use asynchronous teaching to support synchronous teaching.	3.55	0.50
I use effective management practices in handling students' discipline and behaviour problems.	3.55	0.51
I develop/contribute to the development of course outline.	3.47	0.50
I often model key teaching strategies for students to observe.	3.82	0.39
I often visit students in the partnership schools during Supported Teaching in Schools programme.	3.74	0.44
I often support students to do critical and reflective thinking on their S. T. S experiences.	3.78	0.42
I often supervise students' action research work.	3.81	0.43
I often assist the Head of Department in his/her administrative duties.	3.52	0.50
I often attend courses/workshops on educational related topics.	3.42	0.49
I have researched and published enough for my professional development.	3.34	0.48
I have participated in extension work/service to my college, the community and the nation.	3.29	0.48
I perform other related professional practices assigned by the principal.	3.64	0.48

Source: Field survey (2021)

From Table 5, among the professional practices outlined, the respondents indicated they adhere to all of them. The respondents indicated that the courses they teach in my college are compatible with my academic background (M = 3.58, SD = 0.49); they plan and prepare my lessons adequately and in advance before teaching (M = 3.50, SD = 0.51); they use appropriate and interactive instructional methods, approaches, strategies and skills in my teaching field (M = 3.62, SD = 0.49); they conduct and invigilate exercises, assignments, quizzes and examinations, mark and provide feedback to students promptly (M = 3.75, SD = 0.44); and they often model key teaching strategies for students to observe (M = 3.82, SD = 0.39). The respondents further indicated that they often supervise students' action research work (M = 3.81, SD = 0.43); and they, among others, perform other related professional practices assigned by the principal (M = 3.64, SD = 0.48).

Research Question 2

What factors do tutors consider as influential to their personal wellbeing in the College of Education?

This research question sought to examine the possible factors tutors consider as influencing their personal wellbeing. The respondents were asked to respond to a number of items concerning their personal well-being and their responses are presented in Table 6.

Table 6: Factors Influencing Personal Wellbeing

Factors	M	SD
There are adequate systems in place to ensure continued professional development.	3.03	0.56
My concerns are always followed up by Management.	2.51	0.75
I receive positive feedback from my Head of Department.	3.15	0.50
I receive positive and complementary phone calls/letters and messages from students/past students.	2.98	0.67
I am satisfied with break-fast and lunch provided by my college every working day.	2.20	0.74
There are opportunities in my college to pursue my hobbies on a weekly basis.	2.25	0.73
The stress situation in my college is manageable.	2.70	0.65
I feel that my aspirations are attainable in the college.	2.82	0.68
I experience discrimination in my current position in my college.	2.32	0.73
I have a stress-free journey to and from work.	2.69	0.76
I have a good working condition in my college.	2.73	0.75
I am well paid for my professional practice	2.05	0.82
I am motivated well to perform my professional practice	2.54	0.86

Source: Field survey (2021)

From Table 6, out of the 13 items on personal wellbeing, respondents agreed to nine of them. Respondents for instance agreed to the following, that: there are adequate systems in place to ensure continued professional development ($M = 3.03$, $SD = 0.56$); their concerns are always followed up by management ($M = 2.51$, $SD = 0.75$); they receive positive feedback from my Head of Department ($M = 3.15$, $SD = 0.50$); the stress situation in my college is manageable ($M = 2.70$, $SD = 0.65$); and among others, they have a good working condition in my college ($M = 2.73$, $SD = 0.75$). The respondents, however, disagreed that they are satisfied with break-fast and lunch provided

87

by my college every working day ($M = 2.20$, $SD = 0.74$); they are also in disagreement to opportunities to pursue personal hobbies on weekly basis ($M = 2.25$, $SD = 0.73$); also, they were in disagreement with experience of discrimination on the current position ($M = 2.32$, $SD = 0.73$) and finally disagreed that they are well- paid for their profession practice ($M = 2.05$, $SD = 0.82$).

Research Question 3

What factors do tutors consider to be influential to their environmental wellbeing in their Colleges of Education?

The aim of this research question was to determine the factors contributing to environmental wellbeing among college tutors. The responses of the tutors to this research question are presented in Table 7.

Table 7: Factors Influencing Environmental Wellbeing

Factors	M	SD
I feel physically safe within my college environment.	3.13	0.56
The college environment is aesthetically pleasing.	2.66	0.68
There are spacious lecture theatres, tables and chairs for teaching and learning.	2.78	0.71
I have access to student information from the appropriate sources to do an academic work.	2.72	0.62
I have a furnished office space for my academic and other functions.	2.36	0.81
There is Information, Communication and Technology tools for teaching in my college.	2.42	0.76
The college provides satisfactory means of transport to support tutors' professional practice.	2.52	0.69
There is a work-day structure for staff in my college.	3.20	0.57
There is resourced library that supports academic and professional practice in my college	3.06	0.59

Source: Field survey (2021)

As shown in Table 7, on issues of environmental wellbeing, the respondents indicated they feel physically safe within their college environment ($M = 3.13$, $SD = 0.56$); and their college environment is aesthetically pleasing ($M = 3.13$, $SD = 0.56$). The respondents also indicated that their colleges have spacious lecture theatres, tables and chairs for teaching and learning ($M = 2.78$, $SD = 0.71$); they have access to student information from the appropriate sources to do an academic work ($M = 2.72$, $SD = 0.62$); also, there is work-day structure for staff in my college ($M = 3.06$, $SD = 0.59$); and among others, their colleges provide satisfactory means of transport to support tutors' professional practice ($M = 2.52$, $SD = 0.69$). The respondents, however, disagreed that they have a furnished office space for my academic and other functions ($M = 2.36$, $SD = 0.81$); and also, availability of Information, Communication and Technology tools for teaching in my college ($M = 2.42$, $SD = 0.76$).

Research Question 4

What factors do tutors consider to be influential to their communal wellbeing in their College of Education?

This research question was geared towards identifying the factors influencing the communal wellbeing of tutors. The tutors provided responses to a number of items, and the details of their responses are presented in Table 8.

89

Table 8: Factors Influencing Communal Wellbeing

Factors	M	SD
I enjoy the support and cooperation from the academic staff members in my college.	3.15	0.43
I enjoy the support and cooperation from the members of my department.	3.17	0.55
My opinions are valued by my colleagues and Senior Management.	2.91	0.68
My contribution to co-curricular activities is always appreciated.	2.93	0.58
I have access to a college counsellor to talk to about my personal or professional problems.	2.68	0..82
I am satisfied with the channel of communication between myself and my Head of Department.	2.78	0.71
I have the support from non-academic staff members when I need it.	3.04	0.37
My views are sought before major decisions are made in my college.	2.25	0.87
I have good social relationship with management and staff.	3.19	0.44
I gain positive experience in my interactions with students	3.59	0.56

Source: Field survey (2021)

As presented in Table 8, respondents disagreed to only one item. Thus, they disagreed that their views are sought before major decisions are made in my college ($M = 2.25$, $SD = 0.87$). The respondents, however, agreed that they enjoy the support and cooperation from the academic staff members in my college ($M = 3.15$, $SD = 0.43$); they enjoy the support and cooperation from the members of my department ($M = 3.17$, $SD = 0.55$); their contribution to co-curricular activities is always appreciated ($M = 3.07$, $SD = 2.19$); they have the support from non-academic staff members when I need it ($M = 3.04$, $SD = 0.37$); they have good social relationship with management and staff ($M = 3.19$, SD

= 0.44); and they gain positive experience in my interactions with students (M = 3.59, SD = 0.56).

Hypothesis One

H0: There is no statistically significant relationship between tutors' perceived well-being factors and their professional practice

H1: There is a statistically significant relationship between tutors' perceived well-being factors and their professional practice.

This hypothesis sought to examine the influence of tutors wellbeing factors and their professional practices. This hypothesis was tested using simultaneous multiple linear regression analysis. The predictor variables were scores on the three facets of wellbeing, namely, environmental wellbeing, communal wellbeing, and personal wellbeing. The criterion variable was score on the professional practice scale. All the variables were measured on continuous basis. Assumptions such as normality and homoscedasticity were checked and adhered to (see Appendix B). Table 11 presents the summary of the model.

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.176	.031	.016	.15120	1.716

$F(3, 198) = 2.10, p = .102$

From Table 9, the overall regression model containing the predictor variables was not statistically significant, $F (3, 198) = 2.10, p = .102$, adjusted R^2 = .016. The model accounted for 1.6% of the variations in adherence to professional practice. The Durbin-Watson's coefficient (d = 1.72) was

91

greater than 1.4 but less than 2.5, and this suggests no violation of the autocorrelation assumption. The VIFs in Table 12 were less than 10, and these suggest no violation of the multicollinearity assumption. The results on the regression coefficients are presented in Table 12.

Table 10: Influence of Tutor's Wellbeing on their Adherence to Professional Practices

	Unstd. Coef.		Std. Coef.			
	B	S.E	Beta(β)	t	Sig.	VIF
Constant	3.343	.117		14.210	.000	
Personal wellbeing	-.037	.037	-.087	-1.007	.315	1.52
Communal wellbeing	.065	.042	.126	1.548	.123	1.35
Environmental wellbeing	.055	.036	.127	1.537	.126	1.40

The results in Table 10 show no statistically significant influence of personal wellbeing factors (B = -.04, β = -.09, p = .315) on adherence to professional practice. In a similar vein, both communal wellbeing (B = .07, β =.13, p = .123) and environmental wellbeing factors (B = .06, β = .13, p = .126) were not statistically significant predictors of adherence to professional practice.

The results of the hypothesis have provided enough grounds, on the bases that the null hypothesis has no statistically significant relationship between tutors' well-being factors and their professional practice. On this note tutor's perceived wellbeing factors on their adherence to professional practices" was upheld.

Discussions on the Research Findings

Well-being is a believe according to the measure of individual's thought and feelings about life. Well-being factors are indicators of quality of life that influences thought, feelings, actions, social integration and physical and mental health. Nevertheless, work place well-being focuses on environmental and communal factors that will improve quality of life one would like to attain, ambition to fulfil, an aim, objective or an aspiration to accomplish in life (personal well-being) which will invariably affects his job performance. The study examines how environmental, communal and personal well-being factors influences professional practice of tutors. The research findings of the current study are presented and discussed in this section in accordance with the various research questions and hypothesis.

The College of Education environmental factors are those aspects within the tutors' surrounding that influence the process of teaching and learning (Mege, 2014). The quality of teacher education does not only depend on the tutors as reflected on performance of their duties, but also the effective coordination of the environment (Chuma, 2012; Mege, 2014; Ecker & Breisinger, 2012; Fanzo, 2012; Nabarro, Menon, Ruel & Yusef, 2012).

Environmental well-being factors of the Colleges of Education are the basic elements that dramatically affects the professional practice of tutors as found in tier one of Maslow's hierarchy of needs (physiological) (Acheampong, 2018). These includes schools' plant, security, means of transportation, a resourced library, work day structure, I.C.T tools and other relevant ones which may affects professional practice of tutors and students learning indirectly (open space and noise, inappropriate temperature,

93

insufficient light, overcrowded classes, misplaced boards and inappropriate classroom layout). Findings from the study revealed that majority of the environmental factors have a statistically significance influence on the professional practice of tutors (Snowman & Biehler, 2003; Berth, 2010; Acheampong, 2019; Newport, 2021). To elaborate further, the empirical evidence from the study, Muro and Jeffrey (2008) and Hoffman, (1993) believed that the environmental conditions within the college of education setting contributes to comfortable working environment and this makes tutors feel that their wellbeing is taken care of by the environment because most of the physical equipment and facilities that are needed to perform their professional practice are available.

The findings are consistent with the study and publication by Mege (2014) that the school environment have a role to play in the modern schools because of the technological tools that teacher's needs to perform their professional practice. Significant evidence from the literature shows that tutors who experience pleasant and stimulating environment that supports wellness have good health and are motivated to performs better in their professional practice. It can be inferred that the environment of human beings is what they are made up of.

However, the results of the study revealed that majority of the respondents disagree with the quality I.C.T tools they work with. This important environmental factor hinders the tutors' professional practice according to the current study (Anderson, 2008). Tarimo and Kavishe (2017) and Unwin (2004) emphasize that these tools are indispensable in tutors' professional practice in the 21st century. The inability of tutors to utilize the I.C.T tools to facilitate

teaching and learning due to lack of skills and knowledge on ICT integration and internet use in particularly during on-line teaching (Yidana, 2007). Tutors' inability to support their students with E-learning materials such as traditional to high-tech equipment and resources like Google collaboration tools, 3D printing and wikis (Yale, 2020). Kemmis (1989) added that the use of I. C. T tools will provide tutors with easy, instant and large amount of information for their professional practice. Duke et al. (1998) reaffirm the position of others that environmental factors in the Colleges of Education play an important role in tutors' professional practice. This result is in accordance with results of many studies indicated that environmental well-being is a motivator for tutors in performing their professional practice to the best of their abilities in the Colleges of Education. These research findings as well as the current studies may imply that when the environmental factors are considered by management of the colleges of education, tutors can interpret this to mean that their professional practice is regarded as important and could serve as motivation for their work. The statistics from the current indicates that majority of the respondents are of the view that their college of education lack adequate office space to enable them perform their professional practice (Gordon, 2010). Lack of office for tutors to perform provides cohesiveness, collegiality and collaboration among themselves which enhances professional development (Gordon, 2010; Lieberman, 1996). It could be inferred that most the tutor's preparation are done from an unconducive environment and this could demotivate them in performance of their professional practice (Kenrick et al., 2010).

The third tier of Maslow's hierarchy describes persons needs as

belongingness and personal needs. This is focused individuals establishing social relationships and professional networks to improve professional practice. This level of needs is characterized by desire to be loved and appreciated by others or by a group. It was confirmed from the study that love/belonging had a statistically significant and positive effect on the professional practice of tutors. This therefore supports the literature that communal well-being factors influences tutors' professional practice (Ekwulogu, 2015). In the colleges of education working environment, communal well-being is always based on support and collaboration as well as the systems and structures that facilitate these relationships to improve professional practice (Day et al., 2007). The culture and structure support tutors' well-being, self-esteem and overall effectiveness of their professional throughout their career's lives. The college of education culture is the form of any social culture that results from both conscious and unconscious perspectives, values, interactions, and practices, and it is heavily shaped by a school's particular institutional history (SRIA, 2020). Communities of this nature are supported by good infrastructure, including: housing, transportation, education, parks and recreation, human services, public safety, access to culture and the arts. They are guided by their values of diversity, social justice, and individual empowerment, where: all members are treated with fairness and justice; basic needs of all are met (adequate access to health services, decent housing, food, personal security), there is equal opportunity for education, employment, and meeting individual potential. These are all part of basic and physical needs of man that will motivate him to perform his professional practice effectively.

Wiseman and Brasher (2008) asserted that communal well-being

thrives in communities where social, economic, environmental, cultural, and political conditions identified by people as essential in fulfilling their potentialities. This can be inferred that the people in such communities are well connected, livable, and equitable. Evidence from the study indicates that tutors enjoy cooperation and support from themselves in any activity (formal and informal) they perform in the college. It could be inferred that the tutors offer daily support, communicates and collaborates among themselves, at the departments and other administrative and support staff (SRIA, 2020). This has led to collegiality and professional development of most of them. Tutors, administrators, and other staff members of a College of Education contribute to its culture, as do other influences such as the community in which the college is located, the policies that govern how it operates, or the principles upon which the college was founded (SRIA, 2020). The study through the college culture has builds positive relationships in the tutor's classroom and decreases the level of discomfort and anxiety as they perform their professional practice effectively. Statistical evidence from the study indicates that there was a good platform for a cordial and interactive relationship among the staff, management/administrators in the college. This therefore confirms the literature that counseling offer supportive, democratic, mediating and advise and also help to maintain cooperation in the College of Education networks and training that can significantly alleviate stress, increase communal wellbeing and motivate tutors to perform their professional practice (Fragoulis, 2010).

Evidence shows that absence of love/belonging in any educational institution (College of Education) will not permit tutors to perform their

professional practice effectively and efficiently. However, if love/belonging needs are made to be integral part of college communal well-being, tutors will have peace and be less stressful, and have sound mind to perform their professional practice. There is a strong link between wellbeing and professional practice, as such it is no surprise that managers/administrators of the Colleges of Education are also being increasingly challenged to centre well-being as both a foundation to, and integral part of the college of education community (McCallum & Price, 2016). This confirms the assertion of Social Learning. Theory where the environment/society (home, college, work, neighbourhood, culture and government) have significant influence on one's attitude and behaviour (Acheampong, 2018).

In trying to elucidate personal well-being factors, accentuated the importance of interrelationship with one another as social beings (Zhou, Main & Wang, 2010) Acheampong (2018) emphasized that when love and belonging needs are on the increase, positive emotions like happiness, joy, serenity, love increases performance because they all positively affects higher order cognitive processes such as strategic thinking and problem solving)and focus attention on behavioural options (Acheampong, 2018; Blair, 2002; Fredrickson, 2001; Pekrun, Elliot & Maier, 2009).

Personal well-being factors in association with esteem needs emphasized on the desire to be respected by one's peers, to feel important, and to be appreciated by one's level of attainment and sense of mastery. This implies people may seek validation and praise from others in order to fulfill these needs (Tay & Diener, 2011). This means human beings wants to be recognized and appreciated in their efforts and contributions to themselves

98

and their community especially in their field of profession or something else. Kenrick et al (2010), achievement of Esteem needs supports the respect accorded and which might bring about fame or glory.

In determining which of the well-being factors that influence tutors' professional practice, finding from the study revealed that communal well-being (love and belonging needs) had the highest prediction. Placing the results in empirical evidence it could be inferred that well-being factors especially communal factors are critical to every tutor's professional practice.

However, it is worthy to note that many people with low self-esteem will not be able to perform their professional practice effectively just by having fame, respect, and glory externally, but they have to first accept themselves intrinsically (Acheampong, 2019). Psychological imbalances, such as depression can also preclude the tutor from having self-esteem to enable them perform their professional practice (Tay & Diener, 2011). This confirms the two versions of the esteem needs theory by Maslow that where one is influence by respect of others, status, recognition, fame, prestige and attention (Tay & Diener, 2011). These findings validate with Maslow's theory as positive perception of tutors concerning self-esteem is aligned with effectiveness of their professional practice.

However, the data from the study indicates that the respondents were statistically in disagreement with some of the personal needs that could motivate them to effectively perform their professional practice. Salaries, opportunities, discrimination and other incentives proved to be significantly demotivating and could be inferred from the data that the tutors are disillusioned, lack self-confidence, self-respect, independence, and freedom. the deprivation of these

99

personal needs can lead to inferiority complex, apathy and even attrition from the profession. In congruence with Social Learning Theory, societies will not regard teaching profession and also its practitioners for their inability to provide basic necessities of life for themselves, their families and to support others members of the society and its development. It can be inferred that members of the society perception on the teaching profession will demotivate others to pursue teaching as a profession and even if they do, will not commit and dedicate themselves in performing of their professional practice. These can also affect their professional development.

100
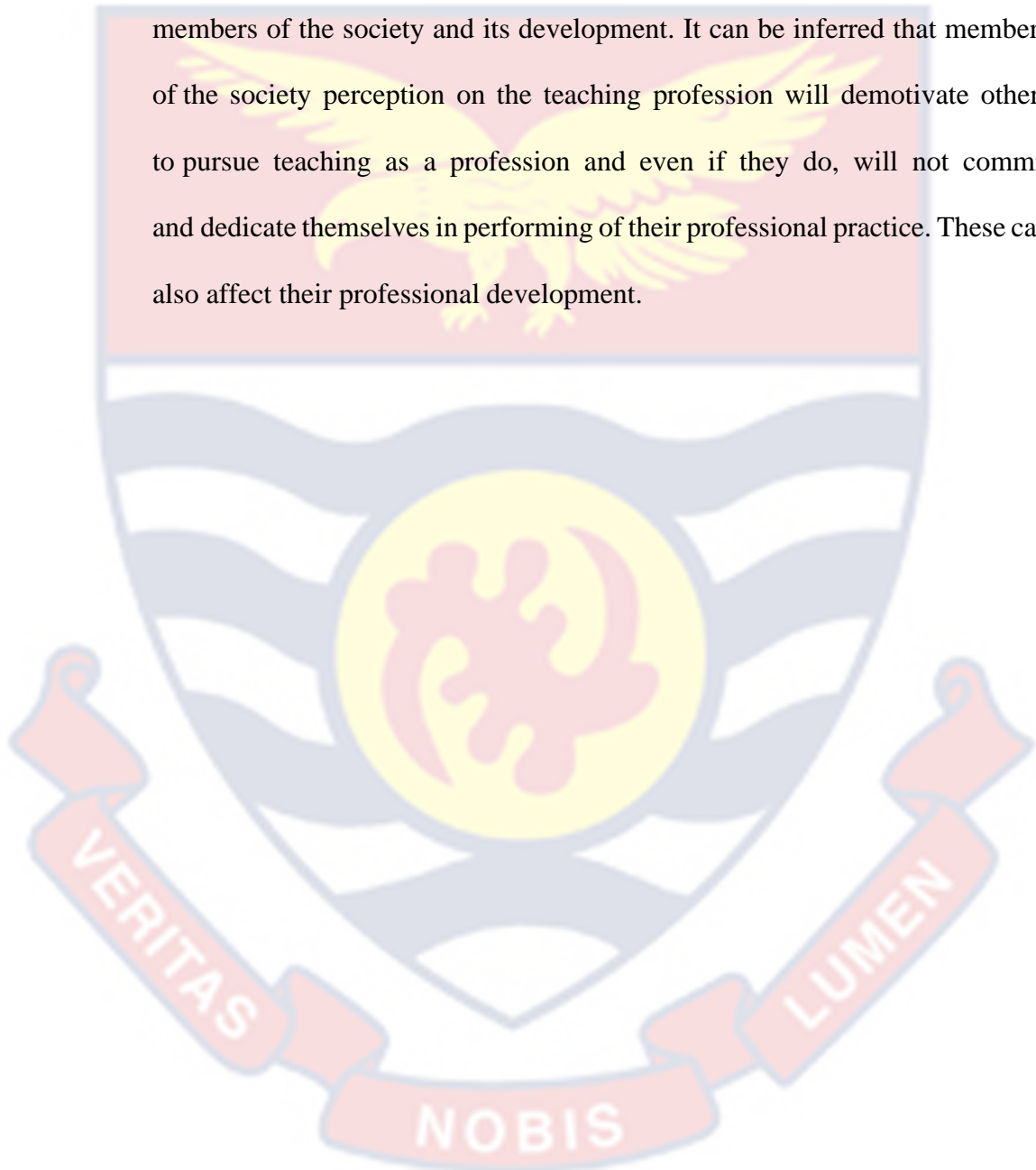
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary, conclusions and recommendations of the study.

Summary of the Study

The study examines the tutor's perception of the well- being factors that influence their professional practice in the colleges of education in the Eastern Region of Ghana in four dimensional areas (professional practice, personal, environmental and communal).

Descriptive research design was used for the study. The targeted population were all the tutors in the seven colleges of education in the Eastern Region of Ghana; Presbyterian College of Education-Abetifi, Kibi Presbyterian College of Education, Seventh Day Adventists College of Education-Koforidua, Mount Mary College of Education-Somanya, Presbyterian College of Education-Akropong, Presbyterian College of Education-Aburi and Methodist College of Education-Oda. The accessible population was four out of the seven olleges of education namely; Kibi Presbyterian College of Education, Seventh Day Adventists College of Education-Koforidua, Mount Mary College of Education-Somanya, Presbyterian College of Education-Akropong, in order to have a representative sampling, two sampling techniques were employed to select 202 tutors as the sample for the study. These were simple random sampling and stratified sampling techniques.

A standardized instrument was adapted from Ekwulugo (2015) and TALIS (2019) were design into a Likert scale questionnaire format to solicit

101

tutors' perception of their well-being factors that influence their professional practice. Four research questions and a hypothesis were formulated to guide the study. Mean scores were used to analyse research question 1 to 4. The relationship between tutors perceived well-being factors and their professional practice. While simultaneous multiple linear regression analysis was used to test the hypothesis.

Key Findings

The results from the research questions showed that some of the variables in the well-being factors predicted higher than others. The environmental well-being factors revealed that 7 (77.8%) out of 9 items of the questionnaire from that section, the respondents were of the believe that they their College of Education environment was conducive for effective professional practice. However, 2 (2.2%) out of the 9 items, the respondents were in disagreement with because they were of the opinion that their college of education environment affects their effectiveness and efficiency in their professional practice in the 21st century tertiary education. These issues were furnished office space to perform academic and other functions as well as Information, Communication and Technology tools for teaching. The second research question brought to light that the communal well- being factors enables tutors in the Colleges of Education perform their professional practice diligently.

In all, 9 (90%) out of 10 of the items on the questionnaire of that section, the respondents emphasized that they support cordial relationship among departmental members, across departments and management/administrators in their professional practice. Yet, 1 (10%) out of the 10 items on the questionnaire

102

of that section, respondents said they disagree with how decisions are taken in their College of Education.

In relation to research question three, the results shows that personal wellbeing factors have significant influence on tutors' professional practice. 9 (69.2%) out of 13 items on the questionnaire of that section, the respondents emphasized they that contribute significantly to their professional practice. Though, 4 (30.8%) out of the 13 items on the questionnaire of that section, respondents were of the view that they affect them greatly in performing their professional practice in the modern college of education as a tertiary institution.

With regards to research question four the results shows that almost all the tutors duly perform their professional practices effectively, diligently and efficiently because they of the opinion that despite of some other factors of their well-being not up to their satisfaction they have a duty of care and nurturance to serve humanity to the best of their ability.

Pertaining to research hypothesis, simultaneous multiple linear regression analysis revealed that be no statistically significant influence of tutor's perceived wellbeing factors on their professional practices.

Conclusions

The study revealed that tutors perceived well-being factors do not have statistically significant influence on their professional practices. These may due be due to the fact that they satisfied to some extent so far as they are perceived to be satisfied by the individual tutors as the literature had suggested.

The environmental well-being factors (physiological needs) are of importance to the survival of every educational institution including Colleges of Education. It is of no wonder that the findings revealed that there is a

103

statistically significant relationship between environmental well-being and professional practice.

Communal well-being (sense of love/belonging) provides tutors with conducive and sound climate and helps build collegiality in the Colleges of Education in the Eastern Region of Ghana. In terms of this relationship, results from the study elucidated that communal well-being (love/belongingness) have statistically significant relationship with professional practice.

Results from the study indicated significant relationship between personal well-being and professional practice. This was revealed in the literature that personal well-being (self-esteem) is related to the attainment and satisfaction of ambition and aspiration of life and this could impact positively on the professional practice of tutors in the colleges of education.

In conclusion, it could be inferred from the analysis that there was statistically significant relationship between well-being factors and academic performance due to how tutors work assiduously, and were committed, dedicated to their professional practice. However, that there were few important variables among some of the factors that the respondents were in disagreement with and if not resolved could have a negative impact on tutors' professional practice. It could be inferred from the analysis that communal well-being had the highest prediction.

Recommendation

Based on the key findings of the study, the following recommendations were hereby made.

104

1. The study revealed that tutors perceived well-being factors do not have statistically significant influence on their professional practices. Educational managers, administrators Quality Assurance Officers and other stake holders of the Colleges should formulate policies that will enable tutors to continuously develop themselves professionally that will improve their professional practice..

2. Educational managers, administrators, policy makers and other stake holders should consider environmental well-being factors in their planning especially up to date state of the art teaching and learning infrastructure, facilities and equipment like I.C.T tools, offices for tutors, lecture theatres, furniture and food to tutors to enable them to be committed, dedicated in performing their professional practice.

3. There was positive statistically significant relationship between communal well-being and professional practice of tutors in the colleges of education in the Eastern Region of Ghana. Grounded on this, it is recommended that the College management administrators a congenial environment should be created to build collegiality among staff members for their professional development and practice.

4. Furthermore, there was statistically significant relationship between personal well-being (esteem needs) and professional practice of tutors in the colleges of education in the Eastern Region of Ghana. Consequently, it is recommended that tutors personal well-being factors should be factored in their condition of service by educational managers, policy makers, administrators and other stake holder to enhance their self-esteem to perform their professional practice.

105

5.   These issues were furnished office space to perform academic and other functions as well as Information, Communication and Technology tools for teaching. The second research question brought to light that the communal well- being factors enables tutors in the colleges of education perform their professional practice diligently.

Suggestions for Further Studies

1. Further research on tutors' perception of well-being factors that influence their professional practice can be conducted in the other colleges of education in Ghana since the study was limited to colleges of education in the Eastern Region of Ghana to ascertain reliability of the results for generalization.

2. Additional area of importance to be studied is the determination of environmental well-being factors on the academic performance of pre-service teachers in the colleges of education in the Eastern Region of Ghana.

3. Additionally, the current study employed a questionnaire as an instrument for data collection; therefore, further studies could include interviews to give more practical and realistic evidence on tutors' perception of well-being factors that influence their professional practice in the colleges of education in Ghana.

106

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110

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