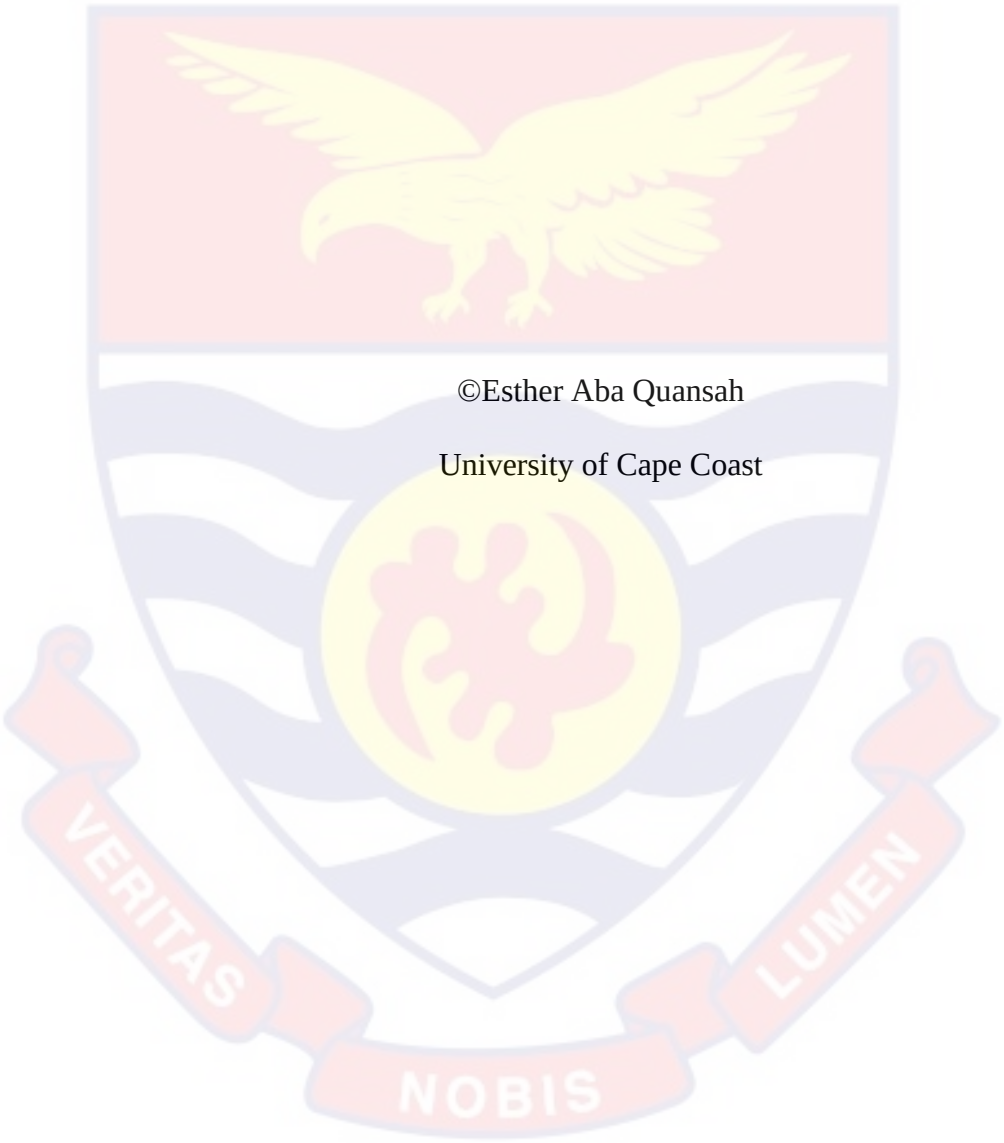

UNIVERSITY OF CAPE COAST

INFLUENCE OF JOB STRESS, EMOTIONAL INTELLIGENCE AND CREATIVITY ON JOB PERFORMANCE OF TUTORS IN COLLEGES OF EDUCATION, GHANA

BY

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Thesis submitted to the Department of Education and Psychology of the Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in partial fulfillment of requirements for the award of Doctor of Philosophy degree in Educational Psychology

AUGUST 2023

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:…… ……

Co-Supervisor's Signature: .....Date……

Name:……..

ABSTRACT

This study examined the influence of job stress, emotional intelligence and creativity on the job performance of tutors in colleges of education in Ghana. The descriptive survey design was employed for the study. The multistage sampling procedure was used to select 292 colleges of education tutors for the study. The stress inventory, emotional intelligence scale, creativity scale and job performance scale were adapted as the data collection instruments for the study. Descriptive (mean and standard deviation) and inferential (Pearson Product Moment Correlation, multiple linear regression and MANOVA) statistics were utilised to analyse the data. Findings showed that college education tutors experienced much stress. Also, the study revealed that tutors had high emotional intelligence, creativity and job performance. The findings indicated that an increase in the emotional intelligence and creativity level of the college of education tutors increased their job performance.

Further, the study revealed that male tutors in colleges of education had higher levels of creativity and job performance than female tutors. Again, the findings indicated that college of education tutors who had 5-10 years of teaching experience experienced a higher level of job stress as compared to those who had below 5 years of teaching experience. The study's results and conclusions led to the recommendation that guidance and counselling programmes and seminars be organised to assist tutors in successfully managing their stress since it adversely impacts their work performance.

KEYWORDS

Job stress

Emotional intelligence (EI)

Creativity

Job performance

Self-awareness

Self-motivation

Self-regulation

Social skills

College of Education

Tutors

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DEDICATION

My heartfelt thanks go out to Mr. C. K. Arthur-Sarfo, the love of my life, and my beautiful children, Nhyiraba, Christian Noel, Mondwom and Bohyeba.

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CHAPTER ONE

INTRODUCTION

The environment is significantly affected by how individuals manage their own emotions and understand the emotions of those around them. While emotions can be harnessed for positive outcomes, they can also hinder problem-solving and decision-making in both professional and personal contexts. For tutors, their level of Emotional Intelligence (EI) is crucial in determining their job performance and their interactions with students. This paper aims to explore the impact of job stress, EI, and creativity on the job performance of tutors at Colleges of Education in Ghana. The chapter also outlines the study's problem, objectives, and research questions. Additionally, it discusses the significance of the study, along with its limitations and delimitations.

Background to the Study

It is impossible to overstate the significance of education to a country's economic and social growth. Human resource development in each country begins with its educational system. Hence, it is the bedrock of national development. Self-improvement and building human capital for national economic growth are the two most important functions of education (Ohene-Agyekum, 2008). It has been stated that an educated populace may spearhead a movement for social improvement and economic growth if the country's educational system is strong (Asare, 2011).

Teachers are the backbone of the schooling system. No country can afford to disregard the significance of the function of the educator. That is why having qualified faculty in higher educational institutions are so important. Its faculty is integral to every successful educational system (Baldauf & Crown,

2000). They are essential to improving and sustaining the general schooling system and the quality of higher education specifically. Teachers teach the ways of life and help mould the characters of the youth. In a real sense, teachers are the backbone of the nation (Ohene-Agyekum, 2008).

Ghana has invested time and energy into developing a qualified teaching force to suit the country's labour demands. In light of this, teacher training in Ghana has evolved significantly during the last four decades. During the last several years, Ghana's once-known Teacher Training Colleges (TTCs) have undergone a series of changes that have transformed them into what is now known as Colleges of Education (CoEs). These changes are being made to improve teacher training in a way that contributes to the country's progress. In order to elevate Teacher Training Colleges from Post-Secondary status to that of a Tertiary Institution, the National Council for Tertiary Education (NCTE) published the CoEs Act 847 in 2012. The Teacher Training Colleges have been modernised so that they may now provide diplomas in basic education and admit students who meet the prerequisites. These students will be given the necessary knowledge to become teachers in pre-tertiary and informal settings (NCTE, 2012).

As a result of these reforms, the Ministry of Education 2018 introduced four-year bachelor degree programmes in all CoEs in Ghana. This policy called for drastic changes in the CoEs in terms of administration and management, methods of teaching and learning, courses available and the number of credit hours students must cover, among others (NCTE, 2018). Owing to this, the tutors in all CoEs have been tasked with the responsibility of educating all students to the best of their ability, maintaining high academic standards and

performing skilful teaching and realising the implications for their teaching as people accountable for whatever goes on in their field (Ghana Colleges of Education Act 847, 2012).

Public school teachers, women, and those in lower grades of school all report higher stress levels than their private school, male, and upper-grade colleagues. Because of this, they are less likely to succeed at work and are less likely to like their jobs (Ansah-Hughes, Owusu-Darko & Acheampong, 2017). The national economy benefits from the enhanced efficiency of well-performing organisations, and the quality of their services is improved as a result (Bavldavf & Crown, 2000). Because of the correlation between competence and interest, it is believed that college tutors' job performance is a function of their job stress, emotional intelligence and creativity (Naseem, 2017).

Job stress is a factor influencing tutors' job performance (Jomuad et al., 2021). It consists of detrimental physical and emotional reactions that arise when job demands exceed teachers' capabilities, resources, and needs (Naseem, 2017). Job stress is significant as it can result in decreased job performance. Performance decreases when stress levels are high enough (Kyriacou, 2001). As the research shows, teachers experience job stress due to factors such as their workload, the size of their classes, their pupils' lack of enthusiasm and discipline, the absence of reasonable accommodations for them, the lack of free education for their children, and their low wages (Akotia & Apekey, 2001; Ali, Nordin, Said, Manaf1 & Musa, 2017; Ansah-Hughes, Owusu-Darko & Acheampong, 2018; Dankade, Bello & Deba, 2016). So, it is clear that instructors experience stress and that often has profound effects on their work.

Both men and women recognise the impact of stress on their physical health and work habits. According to the American Psychological Association (2010), women report higher levels of stress than men. Sex difference regarding stress is attributed to social roles and psychological and biological factors such as family roles, birth, sex roles, occupations, relationships, and work demands (Mayor, 2015).

Emotional Intelligence is another variable that affects tutors' job performance (Pekaar et al., 2019). As indicated by Clore & Huntsinger (2007), emotions are complex states of feelings that affect an individual's thoughts, behaviour, and physical and psychological changes. One's "Emotional Intelligence" may be measured by how well one understands and manages his/her emotions and those of others (Goleman, 2005). The education service is characterised by extensive interpersonal contact and emotional interactions, particularly between educators and their students. Due to the active roles in the current reforms in the CoEs, tutors are constantly challenged with their work environment, such as heavy workload, hectic work environments, and parents' expectations leading to psychological distress and stress, discontentment and emotional outburst and early retirement among tutors (Hakanen, Bakker & Schaufeli, 2006; Ishak et al., 2010; Hakanen, Bakker & Schaufeli, 2006).

Teachers may benefit from emotional intelligence and its many components (Corcoran & Tormey, 2012). This is due to the fact that educators who are adept at evaluating their own emotions are better able to express what they need and pay closer attention to how they feel in the pursuit of their objectives and those of their students, hence leading to higher levels of success and performance (George, 2000). Teachers skilled in recognising and

responding to their students' feelings are better able to meet their students' needs and inspire them to work together to accomplish goals and perform well (Sample, 2017). Emotions fluctuate rapidly in the classroom (Erb, 2000), and some are more useful than others for certain types of reasoning. O'Boyle, Humphrey, Pollack, Hawver, and Story (2011) found that teachers who can effectively use their students' emotional intelligence have more success in the classroom. Teachers may benefit from this skill because it allows them to manage their reactions in high-stakes situations, increasing their support from administrators and peers and ultimately improving their effectiveness on the job (Brackett, Palomera, Mojsa-Kaja, Reyes & Salovey, 2010). Female teachers experience higher emotional intelligence than male teachers (Chandra et al., 2017; Domakani, Mirzaei, & Zeraatpisheh, 2014; Fernandez-Berrocal et al., 2012; Meshkat & Nejati, 2017).

It is for this reason that numerous studies have found that high levels of emotional intelligence are linked with high performance (Shah et al., 2023; Danquah, 2014; Kportufe, 2014; Mohamad & Jais, 2016; Naqvi, Iqbal & Akhtar, 2016).

Creativity is also an important variable believed to influence job performance (Uçar, 2022). According to Plucker & Beghetto (2004), creativity is the interaction between innate talent and deliberate practice that yields an original and beneficial result or product. Teacher creativity has become essential as educational institutions face global economic competition. Hence, in today's competitive and ever-evolving academic landscape, it would be unfair to discount the importance of a college tutor's innovative approaches to fostering student success and academic development. Scientists have concluded that

originality is crucial to the success of educational institutions (George & Zhou, 2002). Therefore, CoEs in Ghana needs creative tutors to initiate organisational innovation and meet the demands of the current status as University Colleges.

Due to the importance of creativity, Pretorius, Millard, and Kruger (2005) argued that the success and survival of higher educational institutions rely heavily on their ability to convert creative ideas into innovative products and services. Creative thinking is often associated with qualities typically attributed to men rather than women. This perceived link between creative thinking and traditionally masculine traits results in biased evaluations of men's and women's creativity, perpetuating gender inequality (Proudfoot et al., 2015). Therefore, fostering tutors' creativity is crucial for Colleges of Education (CoEs) to adapt to new technological advancements, evolving environments, organizational changes and to stay competitive (Egan, 2005).

A study by Pir-Khaefi (2004) found that individuals who think creatively under pressure exhibit high self-confidence and make better decisions in challenging personal and professional situations. Creative individuals view life's challenges as opportunities to test their resilience, persistence, and sense of humor (Thurston, 2004). According to Thurston (2004), creative people are not intimidated by challenges, worry less about the future, and can reach a consensus on optimal solutions even under high pressure. They monitor cultural evolution and respond to societal progress and development. Research has shown a strong connection between creativity and productivity, with innovative business people generally achieving better outcomes (Suh & Shin, 2005).

Tutors' job performance is impacted by a number of demographic factors, including sex and years of teaching experience. According to Roth et

al. (2012), there are sex differences in job performance. This is because job performance levels favour females as they tend to outperform their male counterparts, especially in jobs relating to client service. Rice (2010) found that instructors who stay in the classroom for more than three years are, on average, less successful than those who depart. According to Oyewole (2005), there is no correlation between a teacher's experience level and how well they fulfil their duties on the job.

Tutors with high emotional intelligence are likely to experience less stress and higher levels of creativity, whereas job stress is when the demands of the teaching position do not align with the tutors' talents, resources, or needs, and detrimental physical and emotional reactions arise. Emotional intelligence refers to the CoEs tutors ability to identify and manage their own emotions, as well as the emotions of others. Creativity is the CoEs tutors' ability to generate, create, or discover new ideas, solutions, and possibilities for teaching. It stands to reason that a tutor who is also creative would be better able to handle the emotional strain of the job. Hence, less stress with an increase in emotional intelligence and creativity are likely to significantly influence the job performance of tutors in Colleges of Education.

Statement of the Problem

An unceasing argument in the public space concerning how tutors in CoEs in Ghana perform their duties to ensure effective teaching and learning. This is as a result of the current reforms in the CoEs. These reforms have created more regulations and responsibilities on the teachers and policies in assessment, quality assurance, teaching and learning, the number of credit hours for a course per semester, and the number of years for completing college. The effect is that

the same tutors in CoEs have to handle a large number of students of different backgrounds in teaching, assessment and supervision of teaching practice and counselling of students. Due to these reforms, some tutors in CoEs were demoted due to lack of qualification, some were made to only teach diploma courses, and others lost their jobs (Ghana Colleges of Education Act 847, 2012). These changes have mounted much pressure, stress and distress on tutors in the CoEs to upgrade themselves to meet the demands of the new status of the CoEs. In reference to job stress, emotional intelligence, creativity, and job performance with the current reforms and job demands, especially at the CoEs in Ghana, it is evident that the teaching profession demands a lot from teachers (Gyimah, Anane, Kwarteng & Nkrumah, 2016).

While several studies have explored different types of job performance in sectors such as politics, health, banking, construction, mining, revenue authority and other sectors (Ansah-Hughes, 2017; Danquah, 2014; Essiam, 2015; Kportufe, 2014; Schroeder, 2001) only a few of these studies have concentrated on the education sector. The available literature on teacher's job performance focused on pre-service teachers, primary school teachers (Ali et al., 2017), secondary school teachers (Dankade et al., 2016; Myint & Aung, 2016; Nair & Dwivedi, 2016) and university lecturers (Radan, 2012; Sample, 2017) without looking at the tutors in CoEs.

The studies conducted in CoEs, Ghana treated variables such as leadership and management challenges, human resources and staffing challenges and non-human resources challenges (Akyeampong, 2017; Annang-Nunoo & Korankye,2013; Baah-Boateng, 2012; Dasmani, 2011; Goode, 2017; Shah et al., 2023; Akrong, 2014) without treating other important variables such

as job stress, emotional intelligence and creativity levels that could influence the job performance of employees thereby creating content gap in literature contextually.

Those studies that treated job stress, emotional intelligence and creativity were done in isolation regarding their influence on job performance without ascertaining their combined effect or influence on job performance (Ali et al., 2017; Dankade et al., 2016; Radan, 2012; Sample, 2017). Also, teachers' demographic variables such as sex and years of teaching experiences that have been found to determine teachers' job stress, emotional intelligence, creativity and job performance appear to be contradictory. For example, on sex, while some studies favour females (Anbumalar, Agines, Jaswanti, Priya & Reniangelin, 2017; Chandra, 2017; Mataud, 2004), others favour males (Gomez-Baya & Malesdoza, 2018; Proudfoot et al., 2015) and others report no significant difference regarding job stress, emotional intelligence, creativity and job performance (Meshkat & Nejati, 2017; Stone, 2016). While some studies found significant differences on the basis of teaching experience (Al-Zboon & Ahmad, 2017; Al-Dababneh, Al-Zboon & Ahmad, 2017; Kini & Podoslky, 2016; McCarthy et al., 2009), others found no significant difference in job stress, emotional intelligence, creativity and job performance (Malik, Mueller & Meinke, 1991; Shah et al., 2023; Oyewole, 2005). Due to the geographical, socio-economic, educational policy, educational practices, and methodological and philosophical differences within those countries, the findings cannot be generalised to the Ghanaian context.

These studies employed exploratory and experimental designs rather than descriptive survey designs (Ansah-Hughes, 2017; Danquah, 2014; Essiam,

2015; Kportufe, 2014; Schroeder, 2001). Those who employed descriptive survey design in their studies only considered other sampling techniques, such as convenience and purposive, rather than systematic and simple random sampling. Studies on university lecturers (Radan, 2012; Sample, 2017) focused on qualitative. Hence, interviews and observations were enhanced and little was done on a questionnaire (quantitative research), thereby creating a methodological gap.

Despite numerous studies on job performance among pre-service teachers, primary school teachers, secondary school teachers, and university lecturers, tutors in Colleges of Education (CoEs) seem to be overlooked regarding their job stress, emotional intelligence, and creativity. This gap highlights the need to examine these factors' impact on the job performance of CoE tutors. The choice of this topic is significantly influenced by the fact that, six years after the elevation of CoEs in Ghana to degree-awarding institutions, little is known about how job stress, emotional intelligence, and creativity affect their job performance. A systematic skim through available literature failed to identify significant prior research on tutors' job performance based on their job stress, emotional intelligence and creativity in CoEs, highlighting the need for this study.

Purpose of the Study

The main purpose of the study was to examine the influence of job stress, emotional intelligence and creativity on job performance of tutors in CoEs in Ghana. Specifically, the study focused on:

1. Level of job stress of tutors in the CoEs in Ghana.
2. Level of emotional intelligence of tutors in the CoEs in Ghana.

3. Level of creativity of tutors in the CoEs in Ghana.
4. "Job performance level among tutors in the CoEs in Ghana.
5. Relationship between job stress and job performance of tutors in the CoEs in Ghana.
6. Relationship between emotional intelligence and job performance of tutors in the CoEs in Ghana.
7. Relationship between creativity and job performance of tutors in the CoEs in Ghana.
8. Relative influence of job stress, emotional intelligence and creativity on job performance in the CoEs in Ghana.
9. Whether there were any statistically significant differences in job stress, emotional intelligence, creativity and job performance of college tutors based on sex.
10. Whether there were any statistically significant differences in job stress, emotional intelligence, creativity and job performance of college tutors based on teaching experience.

Research Questions

1. What is the level of job stress of tutors in the CoEs in Ghana?
2. What is the level of emotional intelligence of tutors in the CoEs in Ghana?
3. What is the level of creativity of tutors in the CoEs in Ghana?
4. What is the level of job performance of tutors in the CoEs in Ghana?"

Hypotheses

H_{01}: There is no statistically significant relationship between job stress and job performance of tutors in the CoEs in Ghana.

H_{A1}: There is a statistically significant relationship between job stress and job performance of tutors in the CoEs in Ghana.

H_{02}: There is no statistically significant relationship between emotional intelligence and job performance of tutors in CoEs in Ghana.

H_{A2}: There is a statistically significant relationship between emotional intelligence and job performance of tutors in CoEs in Ghana.

H_{03}: There is no statistically significant relationship between creativity and job performance of tutors in the CoEs in Ghana.

H_{A3}: There is a statistically significant relationship between creativity and job performance of tutors in the CoEs in Ghana.

H_{04}: Job stress, emotional intelligence and creativity do not significantly influence job performance of tutors in the CoEs in Ghana.

H_{A4}: Job stress, emotional intelligence and creativity significantly influence job performance of tutors in the CoEs in Ghana.

H_{05}: There is no statistically significant difference in job stress, emotional intelligence, creativity and job performance of male and female tutors in the CoEs in Ghana.

H_{A5}: There is a statistically significant difference in job stress, emotional intelligence, creativity and job performance of male and female tutors in the CoEs in Ghana.

H_{06}: There is no statistically significant difference in job stress, emotional intelligence, creativity and job performance of college tutors based on teaching experience.

H_{A6}: There is a statistically significant difference in the job stress, emotional intelligence, creativity and job performance of college tutors based on teaching experience.

Significance of the Study

The study was to unearth the influence of job stress, emotional intelligence and creativity on the job performance of tutors in the CoEs in Ghana. To ensure higher performance from tutors and quality education from the CoEs, the outcome of this study would be useful to "The National Council for Tertiary Education, National Accreditation Board, the supervisory university (University of Cape Coast)" and CoEs administrators to decide on what needs to be done to reduce tutors' job stress and maximise their emotional intelligence and creativity in the job.

Also, the findings of the study would bring to light the levels of job stress, emotional intelligence, creativity and job performance among the CoEs in Ghana. A knowledge of this would add to the literature for stakeholders in education, such as the Principals Conference (PRINCOF), to develop strategies for motivating tutors to increase their creative skills and ensure better performance.

In addition, the study would provide data on job stress, emotional intelligence, creativity and job performance among the CoEs in Ghana currently not researched. As a result, significant change may come from tutors' job performance and its impact on academic excellence.

In conclusion, the study's findings will serve as a roadmap for future researchers interested in the same topic while also expanding the empirical, conceptual, and theoretical understanding of the impact of job stress, emotional intelligence, and creativity on professional performance, particularly among tutors in the CoEs.

Delimitations of the Study

The study was delimited to the variables that relate to the influence of job stress, emotional intelligence and creativity on the job performance of tutors in the CoEs. Although there were several demographic variables of tutors that determined their job stress, emotional intelligence, creativity and job performance, the scope covered only sex and years of teaching experience. No additional scientific design was used; the research was only confined to the methodologies and designs that were selected (Descriptive design). Also, the study was delimited to tutors of public CoEs in Ghana and not tutors of private Colleges of Education.

Limitations of the Study

The study was limited in a number of ways. For instance, the study was methodological. This is because the study used the descriptive research design. The design of the study, however, was time consuming in the data collection, which did not allow for follow-ups. There is, therefore, the likelihood that respondents might have given shallow responses, which would have affected the collected data. However, double-checking and data validation were done to minimise their effects on the findings.

Also, the study was limited to only public CoEs in Ghana, affecting the sample for the number of colleges in Ghana. This resulted in the use of a limited

sample size; hence, the generalisation of the study to private colleges would be limited.

Definition of Terms

For the study, the following terms were operationally defined as follows:

Job stress- When the demands of the teaching position do not align with the tutors' talents, resources, or needs, detrimental physical and emotional reactions arise.

Emotional intelligence – This refers to the CoEs tutors ability to identify and manage their own emotions, as well as the emotions of others.

Creativity- This refers to the CoEs tutors ability to generate, create, or discover new ideas, solutions, and possibilities for teaching.

Job performance- This refers to how CoEs tutors perform in their job duties.

Self-awareness-This refers to the tutor in a CoE's ability to have knowledge and understating of himself /herself.

Self-motivation-This refers to the psychological feature that arouses the tutor in a CoE into action toward a desired goal. It also refers to the reason for the action, which gives purpose and direction to behaviour.

Self-regulation refers to the principle or condition that customarily governs CoEs tutors behaviour.

Social skills- This refers to the ability of CoEs tutors to live together or enjoy life in communities or organised groups.

College of Education-This refers to an institution of higher education that prepares and trains teachers for basic schools in Ghana.

Tutors-This refers to the professionals who teach pre-service teachers at the CoEs in Ghana.

Organisation of the Study

The study was organised into five major chapters. Chapter One of the study was the introduction. It discusses the background of the study, sets out the problem under study, and states the purpose of the study, the research questions and the significance of the study. The chapter defined the scope of the study and indicated its methodological limitations. Chapter Two covered the review of literature related to various aspects of the study. It described in detail the theoretical and empirical framework within the study. Chapter Three dealt with the methodology employed for the study. It described the research design, population, sample and sampling procedure, the instrument used in data collection, how it was administered and ended with how data were analysed. Chapter Four dealt, basically, with the presentation of results and discussion. Finally, Chapter Five summarised the entire research process, drew conclusions and made recommendations for policy, practice and further research.

CHAPTER TWO

LITERATURE REVIEW

Overview

This aspect of the study is about a review of related literature. Specifically, the review covered the conceptual, theoretical and empirical studies as well as a conceptual framework. In particular, concepts such as job stress, emotional intelligence, creativity and job performance were reviewed.

Theoretical Framework

1. Folkman and Lazarus (1984) Cognitive Appraisal Theory
2. Goleman (1995) Emotional Intelligence Theory
3. Gabora (1998) Honing Theory

Conceptual Review

1. Concept of Job Stress
2. Concept of Emotional Intelligence
3. Concept of Creativity

Concept of Job Performance

Empirical Review

1. Job stress and job performance.
2. Emotional intelligence and job performance
3. Creativity and job performance
4. Job stress, emotional intelligence, creativity and job performance.
5. Job stress, emotional intelligence, creativity and job performance of male and female.
6. Job stress, emotional intelligence, creativity and job performance of tutors based on teaching experience.

Theoretical Review

Several theories explain stress, emotional intelligence and creativity as well as job performance. However, for this current study, the Cognitive Appraisal Theory by Folkman and Lazarus (1984), the Emotional Intelligence Theory by Goleman (1995) and the Honing Theory by Gabora (1998) were considered most appropriate.

Cognitive Appraisal Theory

Cognitive appraisal theory serves as the theoretical foundation for this investigation. Lazarus (1966) made significant contributions to cognitive appraisal theory by highlighting the need to consider discrepancies between an individual's expectations and capacity for coping with such demands. According to Lazarus (1991), each person's perception of stress is considerably different from another based on how they perceive events and how their assessments of those events turn out. By extension, "cognitive evaluation" refers to the individual's assessment of a situation, which most significantly affects the degree to which that circumstance is stressful (Lazarus & Folkman, 1984). According to Lazarus and Folkman (1984), cognitive appraisal entails assessing if a circumstance or event threatens one's well-being, whether one has enough personal resources to handle the situation's demands, and whether one's approach to handling the issue is suitable.

Lazarus and Folkman's (1984) cognitive appraisal theory of stress and coping plays a vital role in shaping individuals' responses to stress and their coping mechanisms, influencing whether they experience positive or negative emotions. According to Lazarus and Folkman (1984), individuals constantly assess elements in their environment. When stimuli are perceived as dangerous,

challenging, or harmful, the resulting stress activates coping mechanisms to manage the distress caused by this evaluation and the related emotions. Consequently, the outcomes of these coping mechanisms can be either beneficial or detrimental. Successfully resolving a stressor leads to positive emotions, while failing to do so results in negative emotions, prompting the individual to explore alternative ways of addressing the stressor (Lazarus, 1991).

According to Boyd, Lewin, and Sager's (2009) transactional theory, the cognitive process of the appraisal—by which stress is assigned to events or stimuli—mediates the stress response. This is what Lazarus (1991) means when he says that evaluations of specific transactions take into account both internal (the buyer's values, aspirations, and beliefs) and external (the seller's needs and available resources) elements. It is important to note that different people will have different evaluations of the same situation due to internal differences in values and beliefs and external differences in circumstances (Lazarus, 1991). The theory's central idea is that people's assessments of how stressful an event would influence their use of coping mechanisms and whether or not the stress is alleviated due to the event itself (Lazarus, 1991).

According to Lazarus and Folkman (1984), the two most important types of evaluation are primary and secondary. An individual's primary evaluation considers the relevance of a particular action or event in their immediate surroundings to that individual's well-being (Lazarus & Folkman, 1984). In this context, a transaction may be seen as positive if it has a beneficial impact on the individual, neutral if it does not change anything for the person, or stressful if it poses some danger, threat, or challenge. The third stage, which

consists of stressful transactions, necessitates assessment, whereas the first two phases do not, as per the transactional theory of stress and coping. Secondary evaluation, as described by Lazarus and Folkman (1984), focuses on the actions that may be taken to deal with the stressor and the discomfort it causes, whereas primary assessment evaluates the meaning and importance of the transaction in terms of the individual's well-being.

When an interaction is perceived as stressful, the individual engages in secondary appraisal, a cognitive process in which they take stock of and assess their available coping resources, including things like self-efficacy, situational variables like job control, and coping styles like how they have dealt with similar situations in the past (Folkman, 1984). Primary and secondary assessments are neither mutually exclusive nor are they performed in any particular order. Yet, stress responses are affected by a multi-step, interactive process that includes primary and secondary evaluation (Dewe & Cooper, 2007).

The cognitive appraisal theory interprets the stressful situation of CoEs tutors as relevant to this current study. College tutors are faced with many stressful activities such as role overload, extensive hours worked, toxic work environments, difficult relationships among co-workers, and role ambiguity resulting from their teaching and learning activities and transactions that fall outside tutors' academic lives. Hence, it is important to critically evaluate whether or not the tutor's well-being is threatened by their academic and extracurricular activities and whether or not they have the resources to deal with the escalating demands of the situation. Because tutors' emotional intelligence might be negatively impacted by the unpleasant interactions they must endure

on the job, these are crucial and indispensable (Sample, 2017). Referring to this framework that seeks to examine the influence of stress, emotional intelligence, and creativity on the job performance of tutors in CoEs in Ghana, the theory of cognitive appraisal is relevant as it explains the concept of stressful transactions that are faced by individual tutors as well as the coping strategies they employ for controlling such stressful events.

Application of Cognitive Appraisal Theory of Stress

Many lines of evidence point to Cognitive Appraisal Theory as a useful theoretical framework for reducing the stress experienced by college-level teachers.

1. Cognitive Appraisal Theory offers a comprehensive framework for understanding the issue from the angles of cognitive appraisal and coping. Over the past years, it has become the predominant framework for describing how CoEs tutors respond to stressors.
2. Cognitive Appraisal Theory discusses the disparity between the expectations imposed on the individual instructors and their capacity to handle the issue.
3. Cognitive Appraisal Theory helps shape individual tutors' stress and coping in cases of either positive or negative emotions that may arise during teaching.
4. Cognitive Appraisal Theory is not confined to discrete categorical emotions and thus can explain a wide range of emotional experiences.
5. Cognitive Appraisal Theory explains why CoEs tutors may experience the same eliciting event but report different emotions.

6. Measuring the Cognitive Appraisal Theory dimensionally allows CoEs tutors to find clear differences between their emotions.

Criticism of Cognitive Appraisal Theory

There are a number of problems that have been pointed up with the cognitive appraisal theory. One relates to the existence of several cognitive assessment aspects. Scherer (1997), for instance, established eight dimensions for evaluation. Beyond Scherer's eight, other researchers have found more (Jones, 2020). Another shortcoming is the difficulty in evaluating spontaneous judgements made at the moment, and also, Cognitive Appraisal Theory does not answer whether CoEs tutors can experience emotion without any appraisal.

Goleman's Emotional Intelligence Theory

The study is also rooted in Emotional intelligence Theory. Emotional intelligence Theory was first introduced in 1990 and has been a series of developments to better shape the theory.

Salovey (1990) established the first formal definition of EI, arguing that it focuses on the capacity to monitor one's own and others' emotions and use such knowledge to guide one's thinking and behaviour. Goleman's (1995) work, which expanded on Salovey and Mayer's, mostly addressed the workplace. The five pillars of Emotional Intelligence Theory that Goleman identifies are self-awareness, self-management, intrinsic motivation, social awareness, and relational skills. Goleman (1995) states that EI as "the capacity to understand and regulate one's own emotions, to set and achieve positive personal goals, and to identify and understand the emotions of others," all of which are necessary for successfully navigating interpersonal relationships.

When properly applied, the five pillars of emotional intelligence theory can predict success or failure in any profession, both individually and organizationally (Goleman, 1995). In his second book, "Emotional Intelligence," Goleman presents a model for organizational effectiveness based on emotional intelligence (Goleman, 1995). According to psychologist Goleman, emotional intelligence (EI) includes self-awareness, social awareness, self-management, and relationship management (Goleman, 2001). Goleman (2001) defines self-awareness as recognizing and accepting one's emotions, being realistic about one's strengths and weaknesses, and having self-confidence. This indicates that emotional stability requires self-awareness, sufficient self-knowledge, and self-belief. Goleman also states that social awareness involves empathy, altruism, and organizational awareness, which relates to one's ability to understand others and their environment, facilitating peaceful coexistence at work or home. Self-management emphasizes self-control, reliability, diligence, adaptability, achievement drive, and initiative, while relationship management involves influencing others, effective communication, conflict resolution, leading change, building relationships, and teamwork.

The self-awareness domain serves as the foundation for the growth of learnt competencies, such as accurately self-evaluating the benefits and drawbacks of decision-making processes. Outstanding job performance is the consequence of emotional competence, a taught skill based on emotional intelligence (Goleman, 2001). Since it shows our capacity to control certain emotional talents, learnt competence is crucial to understanding Goleman's emotional intelligence theory. Relationship management gives leaders

motivation, the capacity to influence, and the chance to develop their EI and conflict management skills. According to Goleman (1995), EI enables us to comprehend and manage our emotions, developing strong and compelling leaders.

Application of Emotional Intelligence Theory

1. Emotional Intelligence Theory posits that Self-awareness, self-management, social awareness and managing relations as parameters of emotions are relevant to this study to ensure better performance or job performance of CoEs tutors.
2. Emotional Intelligence Theory helps CoEs tutors recognise and understand their moods and emotions as well as the emotions of others to ensure a better working environment to increase their job performance. Such tutors can manage themselves, including controlling emotions and feelings.
3. Emotional Intelligence Theory is relevant to CoEs tutors since it helps them develop their social skills to maintain good relationships and builds a network that ensures collaboration and better job performance. Tutors should be empathetic and able to perceive another person's subjective experience (Goleman, 1995).
4. Emotional Intelligence Theory improves self-awareness. One of the five components of emotional intelligence is self-awareness. Being emotionally mature allows you to find more insights into who you are and what you want by understanding your emotions and feelings. Self-awareness is viewing who you are and your personality: your strengths,

weaknesses, thoughts, beliefs, motivation, and emotions. It is, therefore, prudent that CoEs tutors become self-aware of themselves.

5. Emotional Intelligence Theory protects CoEs teachers against mental breakdowns. It has been discovered that emotions like despair, sorrow, anger, tension, and anxiety often precede psychiatric diseases or indicate their existence.

Criticism of Emotional Intelligence Theory

The Emotional Intelligence Theory proposed by Goleman (1995) has faced criticism from some scholars. Nevertheless, it remains highly relevant to the current study. One criticism involves Goleman's use of unpublished surveys and insufficient evidence to substantiate the importance of emotional intelligence in achieving occupational success (Matthews, Zeidner, & Roberts, 2003). As individuals work and live in a society, there is the need to have positive feelings that would help them live in harmony with one another, which applies to the workplace.

Secondly, a frequent criticism of the Emotional Intelligence Theory by Goleman (1995) concerns the terminology. Many contend that EI is not true intelligence in the same way that a high IQ may provide its possessor advantages in processing information or solving issues.

It is suggested that someone with a high EI is not always adept at reading people or self-motivation just because they comprehend some basic theory and have the intelligence to apply it in practical settings; they may be a lovely, friendly, conscientious person (Jones, 2020).

Therefore, assessing subjective attributes related to Emotional Intelligence Theory is challenging. When evaluating a leader's effectiveness in

inspiring his or her team, how do you objectively rank candidates? A person's degree of autonomy is difficult to quantify. This is according to a recent study (Grensing-Pophal, 2019). Critics claim that EI is inherently difficult to assess because although it is feasible to construct criteria for giving a mathematical value to the aspects of EI, they are largely arbitrary and subjective (Grensing-Pophal, 2019).

Critics argue that the Emotional Intelligence Theory may be easily faked (Murphy, 2014). Critics argue that it is simple for the person being assessed to fake a high EI, even if a suitable technique for evaluating EI could be developed (Murphy, 2014). Many traits are simple to understand, regardless of whether or not they are acted upon (Grensing-Pophal, 2019).

Last but not least, Emotional Intelligence Theory is seen as the value of the measurement**.** Like the above, one of EI's main detractors is the belief that the construct evaluates social compliance rather than innate talent or proficiency.

Conceptual Review

This review focuses on the various concepts that form the basis of the study.

The Concept Job Stress

Although there is no particular definition for stress, the concept has evolved from time immemorial and remains one of the important concepts in psychological literature. Genuine pain, whether from routine stresses or major life events, has been described using the term, making it very difficult to disregard. In Bashir and Ramay's (2010) opinion, stress is becoming a more serious workplace issue. According to the literature, stress is an "active condition" that occurs when an individual is presented with a choice, a demand,

or a lack of resources that are all directly relevant to attaining a goal that is both ambiguous and crucial to the person's well-being.

Selye offered the initial definition of stress in 1936, where the notion was described as the force, pressure or tension placed onto a person who opposes this force and seeks to maintain its actual condition. According to Bashir and Ramay (2010), stress is an unfavourable reaction to high-pressure levels or other forms of demand. This implies that it is generally accepted that stress, and by extension, job stress, arises when there is a discrepancy between the requirements of the position and the employee's skillset and resources. It is important to distinguish between stress and pressure. Pressure is described by Blaug, Kenyon, and Lekhi (2017) as an internal state of tension or alertness brought on by the anticipation of future rewards. Pressure is often seen favourably because of its beneficial effects on performance; hence, everyone needs some degree of pressure in order to thrive. Workplace stress arises when the sources of pressure are too frequent, leaving insufficient time to recover, or when the pressure itself is too intense for an individual to manage (Bashir and Ramay, 2010).

When a person recognises that the demands of a certain scenario or work are more than he or she can meet, the idea of job stress becomes clear. As a result, Bashir and Ramay (2010) concede that mental, physical, or behavioural issues are likely to arise if such demands are very large and persist without interruption over an extended length of time. According to Suldo, Shaunessy-Dedrick, and Dedrick (2015), the term "job stress" may refer to a person's internal condition, an outside incident, or the nuanced interplay between an individual and their workplace. As the experience of stress may differ from one

individual to the next, this definition implies that stress is not a universal phenomenon. Moreover, it may be claimed that an individual's interpretation of the potential danger posed by a stimulus ultimately triggers an adverse stress response.

When it comes to stress, Suldo, Minch, and Hearon (2015) combine medical, ecological, and psychological perspectives. According to the medical paradigm, stress is the body's natural reaction to any threatening stimulus, whether physical, biological, or psychological. With reference to the medical model of stress, it is clear that stress generally arises from the same pattern of reaction or adaptation in all people, and thus, studying the body's physiological responses to stress remains a frequent technique for understanding human stress. Common sources of stress for educators include dealing with personal issues outside the classroom and the profession's demands, like long hours and difficult students (Remoe, 2013; Sample, 2017).

According to the environmental stress model, emotional distress is unrelated to the presence or absence of any particular stressful event or situation (Wolmarans & Martins, 2001). Here, stress is caused by the needs of the system as a whole and the individual's capacity to adapt to change while maintaining homeostasis under pressure (Suldo et al., 2015). Repeated exposure to environmental stressors over an extended period may decrease production. According to Compas & Andreotti (2013), this individual will undergo increased physiological stress, which might disrupt both the body and the mind. Excessive workload, inadequate tutor preparation, and challenges overseeing students' research projects all contribute to a stressful working environment for CoEs tutors. Conditions including anxiety, depression, eating disorders,

aggressive behaviour issues, behavioural difficulties, and abuses may all be traced back to environmental stress (Compas & Andreotti, 2013).

The psychological model is the most well-known aspect of stress, which is the reciprocal link between stressful events and an individual's cognitive assessment and physiological reaction to those experiences. The term "psychological stress" was originally used by Lazarus in 1966, and he defines "the interaction between the individual and the environment that the person judges as straining or surpassing his or her resources and jeopardising his or her wellness" (Lazarus & Folkman, 1984, p 3). The model thoroughly describes the function of psychological processes in determining the emotional, physiological, and behavioural responses to stressful situations.

Researchers worldwide agree that job stress is an individual phenomenon stemming from workplace pressures or expectations, which impairs one's ability to handle specific situations. When employees feel overwhelmed by work demands and fear for their health and well-being, stress is likely to occur (Bashir & Ramay, 2010; Blaug, Kenyon & Lekhi, 2017). This study's findings indicate that workplace stress perception and response arise from comparing the demands placed on an individual with their coping ability, with imbalances leading to increased stress levels when effective coping is necessary. Stress occurs when pressure felt exceeds coping capacity, and it also arises from the emotional response to numerous demands at work.

When the requirements of a tutor are not met or available resources are insufficient, stress at work might result in the centre of excellence. Workplace tension stems from monotonous and underutilised duties, such as tutoring students who need more help than can be provided in the allotted time.

Workplace stress is described as an emotional, cognitive, behavioral, and physiological reaction to negative and harmful aspects of work, the work environment, and work organization. It is often marked by high arousal, discomfort, and the feeling of being unable to manage.

Levels and Determinants of Job Stress

The level of job stress an individual experiences, whether high or low, depends on their perception of their work demands. Suldo et al. (2015) state that various demographic and socioeconomic factors—including sex, race, age, location, housing, health, number of children, family structure, and social networks—affect this subjective evaluation. Additionally, mental factors such as past experiences and personality traits can influence a person's stress levels. According to Blaug et al. (2017), a person's stress level is determined by their perception of the threat or challenge posed by a situation and their confidence in managing it effectively. These social and psychological factors can significantly impact stress levels and need to be addressed.

The National Association for Mental Health (2005) suggested that a person's personality and coping mechanisms may directly influence the effects of stress that person experiences. For example, an extrovert may find it more stressful to work in an environment with little opportunity for social engagement, whereas an introvert may find it more challenging and stressful to work in an environment with frequent opportunities for social interaction. This provides conclusive evidence that their unique personalities influence employees' stress levels. In addition, it seems that a worker's prior experiences, traits, and personal resources impact how he or she understands and handles a particular circumstance and job demands. According to Blaug et al. (2017), an

individual's perception of their stress level is a key mediator between them. Several different elements might be considered possible causes of stress at work. According to research conducted by Bashir and Ramay (2010), the key causes of high-stress levels in persons are as follows: demands, control, relationships, change, role, and support.

Noise, temperature, lighting, ventilation, shift work, long or unsociable hours, and workload are only a few examples of fundamental employment requirements. How much control an employee has over the manner in which his or her work is performed is a key performance indicator. Insufficient say in one's working conditions is correlated with a stressful work environment. Interactions with superiors, subordinates, and co-workers can contribute to stress. For instance, when trust and support are low, tension, conflict, harassment, and bullying will likely rise in the workplace (Bashir & Ramay, 2010). Employees' stress levels may also be affected by how a change is brought, handled, and conveyed to them. The overburdening employee is a common effect of poorly managed change. Lack of clarity about one's place in the organisation and discord or ambiguity over one's position or authority over others may increase stress levels (Bashir & Ramay, 2010). Low-stress levels are also associated with other factors, such as colleagues and management providing support, job training, encouragement, sponsorship, and resources (Bashir & Ramay, 2010).

Work-life imbalance, as described by Blaug et al. (2017), is another factor that might contribute to occupational stress. Particularly if they have children or other dependents, those who work long, unpredictable, or unsocial hours may struggle to balance work obligations with those at home (Blaug et

al., 2017). If the pressure builds up in one area of life, it may seep into others, making them much more difficult to manage. Concerning the potential determinants of higher and/or low levels of job stress, Palmer and Thomas (2001) present a model depicted in Figure 1.

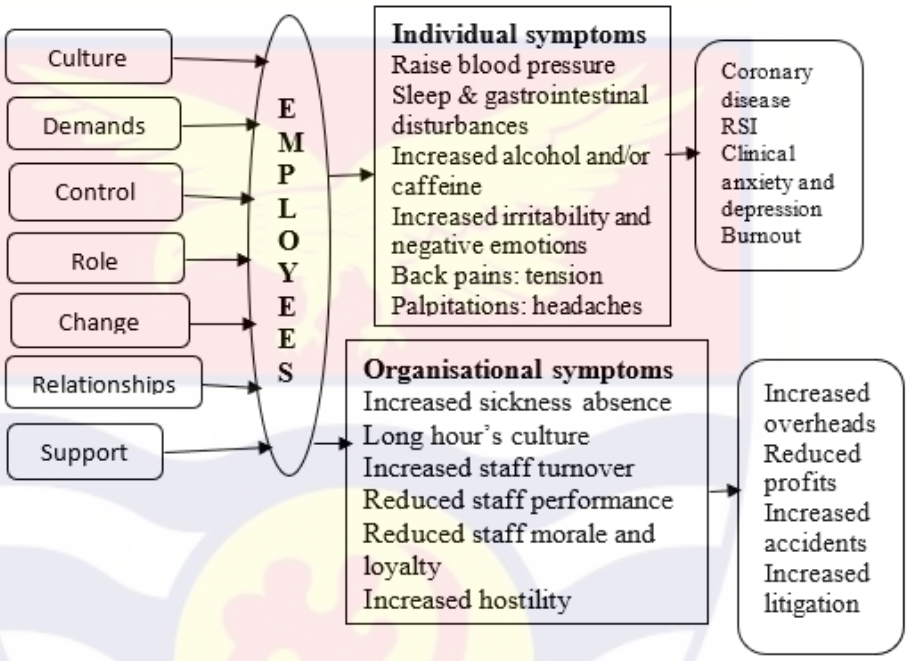

Figure 1: A model of work-related stress

From Figure 1, stress comes from numerous factors such the culture, demands, control, roles, change relationships and support regarding employment. It should be pointed out that as colleague tutors go about their work, they face work culture, demands, relationships, etc., which might cause stress to them. When these variables are present or absent in the workplace, they can lead to various individual and organizational symptoms of stress, such as elevated blood pressure, sleep and gastrointestinal disturbances, increased consumption of alcohol and/or caffeine, back pain and headaches, higher rates of sickness absence, a culture of long working hours, increased staff turnover, and reduced employee performance, among other effects (Palmer & Cooper,

2001). These factors can also result in serious consequences for both individuals and businesses, including cardiovascular disease, repetitive stress injuries, clinical anxiety, depression, burnout, increased costs, lower profitability, more accidents, and potential legal action.

The Concept of Emotional Intelligence (EI)

For over two decades, emotion has become very important in education because emotion is a significant factor in teachers' careers (Reio et al., 2003). Since the teaching job is stressful, there are challenges teachers face and prominent among them are emotional exhaustion and burnout (Chang, 2009). Shah et al. (2023) assert that to develop their emotional competencies, teachers need to understand students' emotions and recognise and regulate their emotions.

Goleman brought widespread attention to the concept of emotional intelligence, initially developed by Mayer and Salomey in 1990. According to Naseer, Chishti, Rahman, and Jumani (2011), emotional intelligence traces its origins back to Thorndike's 1920 discovery of social intelligence. In 1927, Thorndike categorized intelligence into three types: social intelligence (also referred to as emotional intelligence), concrete intelligence (related to forms and substances), and abstract intelligence (associated with linguistic concepts).

Emotional intelligence (Mayer & Salovey, 1990) refers to the ability to recognize and appropriately respond to one's feelings and those of others. Woolfolk, Hoy, Hughes, and Walkup (2008) define emotional intelligence as the ability to accurately and effectively interpret emotional information. According to Woolfolk et al. (2008), emotional intelligence involves recognizing and assessing one's own emotions and those of others, controlling

these emotions, and using them effectively. Goleman (2000) describes emotional intelligence as the ability to monitor one's own and others' emotional states to gain insights that can influence thoughts and behaviours. In 2005, Goleman refined his definition, emphasizing the ability to recognize one's emotions more accurately than others and to be self-motivated in managing one's emotions and interpersonal relationships.

Academics defined EI as the capacity to successfully deal with environmental demands via the use of one's sentiments and the management of those feelings to push oneself to get those chores done (Goleman, 1998 & Baron, 2000). Emotional intelligence is defined in this research as the capacity of tutors in CoE to monitor and control their own and others' emotional states.

Relevance of Emotional Intelligence (EI)

Emotions influence our behavior, including our decisions and judgments, as highlighted by various definitions of emotional intelligence (EI). Emotionally intelligent individuals manage their emotions instead of being controlled by them. EI concepts have become vital indicators of a person's knowledge, skills, and abilities in professional, academic, and personal contexts. According to Baron (2000), EI significantly impacts job performance, motivation, decision-making, and effective management and leadership. Consequently, EI enhances the efficiency of students and teachers in their respective fields, given that everyone experiences emotions daily.

Also, EI helps teachers to build a stronger relationships with their students and calls for healthy student - teacher relationships. More often than not, issues with students or the overall atmosphere of the classroom or school lead to a teacher's decision to quit the profession (Naseer et al., 2011). Empathy,

self-control, optimism, stress tolerance, self-respect, flexibility, emotional awareness, and so on are only some life skills that may benefit from being guided by a teacher with emotional intelligence. As EI is a set of skills crucial to a person's success, it is impossible to achieve the goal of providing a great education without instilling EI and its characteristics in students. The ability to regulate one's own emotions and behaviour is crucial for maintaining harmonious interpersonal relationships (Baron, 2000).

Dimensions of Emotional Intelligence

As indicated by Goleman and others, the definitions of EI carefully outline four principal dimensions or levels of EI: self-awareness, self-regulations, self-motivation and social skills or relationship management.

Self-awareness: According to Mohamad & Jais (2016), the primary aspect of Emotional Intelligence (EI) in the workplace involves the ability to introspect on one's actions. The concept of "self-awareness" pertains to an individual's understanding and management of their emotions, encompassing the ability to identify and differentiate between various emotions and to comprehend the origin and nature of current emotions. Akullo (2019) underscored that the ultimate goal of enhancing EI is to heighten awareness of one's emotions. Goleman (1998) further defined emotional self-awareness as the capability to recognize one's emotions and their impact. Mohamad and Jais (2016) likened developing EI to a journey, with self-awareness akin to learning to navigate using a map.

Self-regulation: Maintaining composure in the face of provocation or confrontation is central to self-regulation, as is reducing or eliminating defensive behaviours (Wolmarans & Martins, 2001). A person's capacity to

self-regulate develops first from a societal source, then shifting to an individual source over various stages. Schulk and Zimmerman (2003) highlight the importance of self-regulation in empowering individuals to control their minds, bodies, and actions. Students who can self-regulate (also called self-regulated learners) develop thoughts and actions that are purposefully directed toward meeting their needs.

Self-Motivation: Self-motivation, as defined by psychologist Daniel Goleman (1995), consists of the capacity to rein in one's emotional inclinations in a way that helps one progress toward a goal. The capacity for goal-setting, concentration, and optimism in one's daily activities is also a key component of self-motivation (Mohamad & Jais, 2016). Keeping this in consideration, Wolmrans and Martins (2001) suggest that self-motivation involves taking accountability for both successes and setbacks.

Social skills: Managing interpersonal connections is a subset of social skills. Jones (2020) states that respect, dedication, openness, tolerance, empathy, and communication are all part of this set of soft skills. It entails responding to one another's needs, building lasting relationships, and sharing emotions, thoughts, and ideas. According to Mohamad and Jais (2016), additional traits include effectively leading changes, persuading people, and establishing and leading teams. Tutors in the present research fields need to be emotionally stable and competent in their teaching profession, necessitating that they possess abilities and attitudes akin to those outlined in EI's four pillars: self-awareness, self-regulation, self-motivation, and social skills.

Concept of Creativity

Learning to think creatively is crucial in the classroom. Creativity involves engaging in novel or unusual mental or behavioural processes (Hills & Bird, 2019). It is a genre of fiction where innovative and transformative ideas play a crucial role in advancing human civilization and organizational frameworks (Hills & Bird, 2019). Creative thinking, as defined by Vasudevan (2013), involves generating ideas that can enhance situations or bring enjoyment to others. While originality is important for creative achievement, one does not necessarily need to create something entirely new to demonstrate creativity (Soori & Ferasat, 2016).

Creativity can be interpreted across cognitive, intellectual, social, economic, spiritual, and disciplinary dimensions. One definition involves producing original and valuable outcomes through processes originating in both conscious and unconscious thought. Soori and Ferasat (2016) define creativity as "divergent thinking," characterized by the capacity to rapidly generate multiple ideas, innovate across a broad spectrum of concepts, and creatively approach problem-solving by integrating disparate ideas.

Radan (2012) defines creativity as the ability to generate original and innovative concepts. This involves perceiving environments that facilitate the discovery of unseen patterns, drawing connections between seemingly disparate situations, and devising new solutions. According to Radan (2012), the creative process encompasses two stages: introspection and output. Merely imagining without taking action is described as fantasizing. Radan (2012) argues significantly that creativity does not necessarily correlate with intellectual ability, nor does higher intelligence guarantee greater creativity. It is noteworthy

that imagination plays a pivotal role in creating new ideas, repurposing familiar materials in innovative ways, and establishing connections between seemingly unrelated elements.

In particular, the concept of creativity has been rigorously defined by notable scholars such as Thurston (2004), Baron (1961), and Torrance (1965). According to Thurston, creativity involves innovative problem-solving across various activities. Torrance, on the other hand, describes creativity as the process of critically evaluating errors, unique elements, and ideas, connecting them visually, testing them, and sharing findings for refinement through collaborative scrutiny of ideas.

Creativity, according to the vast majority of studies conducted all over the globe, is defined as "the capacity to think differently from the norm, to learn from experience, and to integrate the past, present, and future" (Soori & Ferasat, 2016). Being creative is also seen as revealing something fresh and promising to us. Additionally, creativity is the process of developing an awareness of issues, deficiencies, knowledge gaps, missing pieces, and disharmonies; recognising the complexity; looking for solutions; making educated guesses or developing hypotheses about the deficiencies; testing the hypothesis; and, hopefully, coming up with a solution.

Creative Learning and Teaching

Connecting children's innate smarts with their innate ability to think beyond the box is crucial to their growth and learning. Students' ability to be creative should not be discounted because of their varying IQs (Vasudevan, 2013). Creativity is an innate quality that cannot be demonstrated, suggesting a democratic point of view that presupposes the presence of a minimum requisite

level of intellect for being creative but also makes clear that intelligence alone does not guarantee a creative output (Runco, 2007). Williamson and Payton (2009) state that contemporary educational discourses have made an effort to place students at the centre of the learning process, giving them a voice in the classroom via the democratic sharing of their knowledge, skills, and perspectives. Craft's (2005) definition of learning suggests that imagination plays a role in the process. Because of its link to innovation, creative education is seen as very effective. This demonstrates the importance of encouraging and fostering students' creative potential since its development depends on their active participation in learning and teaching and their ability to co-construct meaning (Vasudevan, 2013).

Creative education has two main definitions: creative teaching and teaching for creativity. Using one's imagination in the classroom is what we mean when discussing "creative teaching" or using novel methods to improve student engagement and retention. Contrarily, "teaching for creativity" refers to various pedagogical approaches that aim to foster students' innovative thinking and behaviour (Jones, 2020). Akullo (2019) argues that the traits of a good educator, such as self-motivation, high standards, communication skills, attentiveness, and the capacity to inspire students, all comprise teaching with and for creativity.

As a result, it is crucial that educators demonstrate expertise in their subject areas before they are trusted with students' educations. Techniques that pique students' curiosity and boost their sense of worth will help them succeed. That is to say that fostering students' creative abilities is a challenging, though ultimately rewarding endeavour.

Components of Creativity

Paul Torrance, the Father of Creativity, talked about four elements or components of creativity: Fluency/ Continuity (number of ideas), Flexibility (variety of ideas), Originality (uniqueness of ideas), and Elaboration/ expansion (details of ideas) Torrance (1968).

Continuity: Continuity or Fluency, according to Torrance (2003), is the number of ideas one has regarding creativity. According to Radan (2012), one of the hallmarks of a creative mind is the capacity to embrace and implement change. A creative individual is someone who is always coming up with new ideas.

Flexibility: Flexibility, according to Torrance (1970), is the variety of ideas one has regarding creativity. A creative individual is one who can restrain themselves, think ahead, and consider the preferences of others (Manoucheri, 2008). Someone like that is able to adapt their way of thinking to the needs of the moment.

Originality: According to Torrance, originality (1969) is the uniqueness of ideas in terms of creativity. No one who is innovative like relying on tried and true methods (Radan, 2012). Someone with an innovative mind is also hard-working, fearless, and determined. This person is constantly ready to get in and get things going independently. In particular, each person's choices will be unique from those of any other person.

Expansion: Expansion or elaboration, according to Torrance (1977), is the details of ideas a person possesses in terms of creativity. According to Radan (2012), a creative person can exaggerate anything, has a vast vocabulary, and is unusual and engaging in expressing ideas. Regarding creativity and its relevance in the teaching and learning process, there is the likelihood that tutors

of CoEs might exhibit one or more of the levels of creativity discussed here. There is, therefore, the need to determine the level of creativity among these tutors based on the aforementioned parameters; a question has been posed to ascertain the level of creativity among the CoEs.

Concept of Job Performance

Job performance may be referred to in a number of contexts. It often refers to the average projected worth of arranging a person's various behavioural experiences over time (Shah et al., 2023). Performance is the outcome of quality and quantity that every worker in a certain position is expected to achieve, demonstrating that an individual's performance is typically defined by their motivation, will, and ability to carry out the role in question (Motowildo, 2003). The term "job performance" refers to the actions taken while on the job and describes the methods used to accomplish certain objectives (Campbell, 1990). The consequences of work, such as success and performance, are not the same as the act of doing that job. Rather, performance is a complicated activity, purely a behaviour (Campbell, 1990).

Jones (2020) found that job performance is the most important element in personnel choices like raises, bonuses, and merit pay, all of which have a favourable impact on employees' work attitudes and team dynamics (Motoeildo, 2003). This implies that job performance is the employee's level of competence in carrying out the duties associated with their position (Jones, 2020). Job performance is a major indication of a successful organisation and one of the most important aspects of organisational behaviour study (Yusoff, Ali & Kahn, 2014). A company's success is tied to the efforts of its staff (Colquitt, LePine & Wesson, 2010). This view supports the claim that the

success of an educational institution is tied to the quality of its teaching staff because of the impact instructors have on students' learning outcomes. To this end, Yusoff et al. (2013) argue that a teacher's high performance on the job is crucial to the development of the educational system as a whole.

Borman (2004) argues that an employee's actions define a successful performance. These actions originally arose from doing one's work, but they have now been expanded to include behaviours not just connected to but also distinct from the job's main duties (Cai & Lin, 2006). This reasoning concludes that a complete understanding of work performance necessitates measuring the central and peripheral activities (such as contextual performance) (Motowidlo, 2003). Here, "core activities" refer to those necessary to perform one's job, including procedural and declarative knowledge, ability, experience, and technical tasks, while "contextual activities" refer to those that are unrelated to the technical core but important to the organisation and society at large, and which emphasise ethics, commitment to one's work, and teamwork (Cai and Lin, 2006).

Most researchers worldwide conceptualised job performance as the common way of measuring or evaluating performance through a supervisor, colleagues, subordinates and clients (Yusoff et al., 2012; Berk, 2006). In this study, job performance is measured or evaluated through a self-rating performance of CoEs tutors. Job performance is referred to as how CoEs tutors perform in their job duties. Thus, it is good for educators to have their performance assessed by their superiors and their charges, with input from peers and parents, solicited if deemed appropriate (Berk, 2006).

Levels of Job Performance

Generally, employees' performance level is categorised as high or low. The high or low performance levels are associated with employee accomplishment as job responsibilities, meeting goals and acquiring the right skills (Akullo, 2019). According to Akullo (2019), these are called the resulting axis, whereas an employee's possession of interpersonal skills, teamwork, tone, approach and collaboration are termed the behaviour axis. For a holistic view of employees' job performance levels, the following are specifically noted by Akullo (2019):

High performers are individuals who achieve exceptional results and exhibit exemplary behaviour. They serve as role models, are self-directed, and often act as informal mentors (Akullo, 2019). When engaging with such individuals, performance discussions should prioritize their aspirations, ensuring employees understand what motivates and adds value to their work.

Mid-level performers are dependable contributors who consistently meet the organization's high standards. When engaging with them, it is important to discuss their career growth and aspirations. Emphasize speeding up their progress by identifying factors that will enhance their dedication and impact (Akullo, 2019).

New and developing performers: Akullo (2019) claims they are enthused, willing to learn, and making consistent progress towards acquiring new abilities, carrying out work duties, and achieving objectives. As a result, they need constant oversight, guidance, and feedback. Here, additional time and experience in the position are needed for better or greater performance (Akullo, 2019).

Good interpersonal skills by low output performers: these employees mean well and have a sunny disposition, but their work results are below expectations. In situations like this, check that training, support and time on the job and explore various ways to boost the performance of the employees up to the needed expectations (Akullo, 2019).

High results but disruptive behaviour employees: these employees get high results, but they tend to exhibit a disruptive behaviour pattern toward others in the organisation (Akullo, 2019). Here, such employees' behaviour is destructive and impacts other workers in a disruptive manner; thus, the performance and engagement of others become minimal.

Low behaviours and low results employees: according to Akullo (2019), these employees retire voluntarily but fail to tell you. These employees are precisely failures in the organisation and tend to contribute nothing. Akullo (2019) finds that about 8% of employees fall into this quadrant. With reference to the current study area, there are a number of tutors who might exhibit such job performance levels. There is, therefore, the need to investigate the levels of job performance among such teachers, and it is in this regard that a question has been posed to determine the level of job performance among the tutors.

Specific Job Performance Measures

Contextual performance: Examples of this kind of performance include going above and beyond the call of duty to assist others or further the goals of the company, adhering to policies and procedures even when they are inconvenient, and working through obstacles to achieve a goal (Goodman & Svyantek, 1999). The organisational, social, and mental context in which task performance occurs is supported by contextual performance activities. Goodman and Svyantek

(1999) argue that such performances are less restricted to predetermined roles. Employees' preferences and free will account for the bulk of the variance in contextual performance. Volitional factors connected to individual variations in motivational qualities and propensity are likely stronger predictors of behaviours like assisting, volunteering, persistence, etc. (Goodman & Svyantek, 1999).

Task performance: The organisation's technological foundation benefits directly or indirectly from this performance. The actions that make up task performance vary across professions, even within the same company, with the prescribed role being the set of behaviours carried out by workers in return for compensation (Goodman & Svyantek, 1999). Knowledge, skills, and abilities (KSAs) are "essential human traits for accomplishing task activities," and they "typically covary with task performance" (Goodman & Svyantek, 1999, p.18).

Contentiousness performance: This is the employee's capacity for caution or diligence, which suggests a desire to do a job properly and a seriousness about commitments to others (Goodman & Svyantek, 1999). Such individuals tend to exercise self-discipline at work and are effective and organised rather than laid-back and disorganised. According to Goodman and Svyantek (1999), in contending job performance, there is the need to act dutifully and aim for achievement as well as display planned and spontaneous behaviour, which makes dependable employees.

Honing Theory of Creativity

According to the Honing Theory of creativity (Gabora, 1998), social interchange among self-organising, self-maintaining, and self-reproducing brains allows culture to grow. According to Gabora (1998), "creativity" is the

process through which original and suitable outputs are produced, and individuals who produce such outputs are considered creative. The fundamental principle of creative thinking encourages representations and ideas to be restructured, which may require recoding the issue such that new components are seen as significant (Wisberg, 1995). Yet, the honing hypothesis describes how engaging in the creative process has a transformational effect that goes beyond just identifying problems and affects fundamental psychological structures at the level of one's self-concept and worldview (Gabora, 1998).

The primary assumption of the honing theory is that creativity entails the creation and study of pre-inventive structures, but it also makes an effort to formalise the idea of a pre-inventive structure (Gabora, 1998). The theory primarily explains how ideas change over time and provides a framework for understanding that the human mind is a unit of cultural development and a sophisticated and adaptable system (Gabora, 2004). The idea contends that the individual mind contains the structure required to grow via a more basic assessment, including the self-organisation of components into a whole, as stated by Akullo (2019). The notion that minds develop via social interaction and self-organization, mediated by psychological entropy, is one crucial aspect of the honing theory. According to Hirsh, Max, and Peterson (2012), entropy measures how unpredictable and chaotic a system is. Thus, those who believe they are creative are confronted with environmental uncertainty, which may impair their capacity for creativity.

According to Gabora (2011), fostering new associations requires either strengthening or weakening existing ones. The mind, therefore, must actively seek or randomly explore creative associations to refine the theory that

creativity involves approaching tasks from diverse perspectives, potentially restructuring internal concepts and modifying external outcomes (Gabora, 2011). According to the honing concept, creativity is marked by diversity, originality, and reconfiguration. This suggests that creativity involves an individual's ability to introduce novelty, uniqueness, and reorganization of experiences in the workplace. It is advantageous to be able to think abstractly in order to be able to contribute to creativity that is different from what has come before. Abstract cognition is essential to creativity because it links concepts and makes them accessible to one another, explaining how a complex system of interdependent elements emerges in environments with creative minds.

In conclusion, creativity plays a vital part in Honing theory's identification of the driving forces behind the development of cumulative, sophisticated, and adaptable cultural practices. The two main tenets of this theory are community trade and self-organised reorganisation. The creative process is considered to have occurred when it leads to a personal transformation. As described by Gabora (1998), creativity emerges from a worldview's self-organizing, self-mending character and is usually thought to be encouraged by a supportive, caring, trustworthy environment favourable to self-actualization.

Application of Honing Theory

1. Honing Theory is relevant to the current study since it helps CoEs tutors develop the tendency to introduce creativity in their teaching activities to make their students creative.

2. Honing Theory of Creativity guides CoEs tutors to develop the habits of restructuring and self-organising themselves to come out with new experiences regarding their teaching activities.
3. In order to be creative, the theory posits that there is a need for CoEs tutors to forego their old ways, do things and think outside the box when faced with challenging tasks.
4. There is also the need for the organisations within which tutors work to provide the needed support and trust and a nurturing environment conducive to tutors developing their creative skills. As tutors go about their work, the concept of creativity and, for that matter, their creativity abilities need to be reinforced.
5. Honing Theory of Creativity addresses the need for CoEs tutors to reorganise and restructure their experiences in addition to the responsibility of their schools, creating a good environment to encourage their creative skills regarding their work.
6. Honing Theory of Creativity is significant to CoEs instructors' lives in planning, problem-solving, and narrative that give birth to art, science, and technology since creativity is fundamental to cognition and one of our human attributes.
7. Honing Theory of Creativity enables instructors in the CoEs to look backwards and forwards in time, reconstructing the past and imagining the future. Human inventiveness shines through in many aspects of education, including classroom instruction, student assessment, and project management. The human ability for innovation, to build on the

work of others, and to modify ideas to suit one's purposes and preferences has revolutionised the world.

Criticism of Honing Theory

The Honing Theory of Creativity has faced criticism in various contexts, yet it holds significant relevance to this present study. While it aligns with the concept that creativity involves generating and exploring 'pre-inventive structures,' it has been faulted for not proposing that creativity emerges from selection effects over generations on the distribution of inheritable variation within a population.

The Honing (1962) Theory faces criticism regarding the initial stages of creativity, which traditionally emphasize the generation or awareness of what Torrance terms as a spontaneous gap. Instead, this gap could be perceived as a chaotic cognitive state, often accompanied by a compelling urge to explore and express ideas. For creativity to commence, there must exist a broader conceptual framework known as the "problem domain." Additionally, solutions often originate from sources and individuals not directly connected to the issue (Feinstein, 2017; Shah et al., 2023).

According to Honing Theory, deviations are not uniformly distributed but exhibit a chaotic structure. But, according to Darwin's theory of creativity, ideas evolve through time, and Darwinian selection is the most well-known method. In order to prove that innovation is Darwinian, one must show that evolution is occurring as a result of selection acting on the distribution of naturally occurring heritable variation across generations (Shah et al., 2023).

The lack of discussion of the role of trial and error in developing creativity and uniqueness is another point of contention with the Honing Theory.

According to the Honing Hypothesis, cultural exchanges between people are essential to developing new ideas. Cultures evolve, build upon one another, and have infinite potential because of this (Mayor, 2015).

Empirical Review

Job Stress and Job Performance

There are a number of sources of stress in the workplace that have been linked to decreased performance on the job. Examples include inadequate resources, role conflict, role overload, and ambiguous roles. Based on their research, Bashir and Ramay (2010) concluded that stress in the workplace considerably impairs an employee's performance. This explains why a high degree of stress at work leads to poor performance: when workers have too much on their plates. Conversely, when a company's culture and environment are positive, workers can provide their best efforts at work.

Employees are a company's most valuable resource; thus, their work should be recognised and rewarded when outstanding. Workers' efforts directly affect the company's future prosperity. This claim was based on research showing a negative association between workplace stress and Pakistani workers' performance (Jones, 2020; Liang, Loon, Jun, Keat & Chin, 2017). In particular, it was shown that stress at work decreases performance and undermines a positive and supportive work environment.

Work performance significantly declines when individuals experience stress at work, indicating a negative correlation between workplace stress and

performance. Stress in the workplace diminishes performance and lowers morale among staff members. It adversely affects overall performance. Conversely, high emotional intelligence has been shown to enhance worker performance (Alkubaisi, 2015; Deng, Guo, Ma, Yang, & Tian, 2019; Yozgat, 2013).

According to Yobaoh-Kordee, Amponsah-Tawaih, Adu, and Ashie (2018), in the context of the Ghanaian banking sector, occupational stress is associated with decreased performance. They recommended that companies prioritize employee health and well-being by addressing workplace stress. Similarly, Asamoah-Appiah and Aggrey-Fynn (2017) observed a negative impact of workplace stress on productivity levels.

Many researchers worldwide have observed in the literature that work stress and job performance are negatively associated (Alkubaisi, 2015; Deng et al., 2019; Yozgat, 2013). Both national and international perspectives confirm that occupational stress adversely impacts employees' performance (Asamoah-Appiah & Aggrey-Fynn, 2017). Increased exposure to job pressures and demands correlates with higher stress levels, leading to decreased performance across various fields. Despite the established negative correlation between work stress and job performance, this study proposes and investigates the null hypothesis that there is no statistically significant association between job stress and the job performance of tutors at a college of education in Ghana. The findings will contribute to ongoing discussions about the relationship between job stress and job performance, particularly among tutors at Colleges of Education.

Emotional Intelligence and Job Performance

The literature reviewed provides a solid basis for linking emotional intelligence (EI) with job performance. Research indicates a notable correlation between emotional quotient and professional outcomes. For instance, Mayer and Cobb (2000) observed a positive correlation between EI and job performance, as well as interpersonal relationships, influencing employees' work-related achievements. This suggests that higher levels of emotional intelligence among employees may lead to improved job performance and vice versa. Asrar-ul-Haq, Anwar, and Hassan (2017) assert that teachers' job performance correlates positively and significantly with general EI traits such as emotional self-awareness, self-confidence, adaptability, and conflict management. This supports the notion that EI and performance are closely intertwined, particularly in educational settings.

As defined by Salovey and Mayer (1997), emotional intelligence (EI) involves the capacity to regulate both personal and others' emotions, discern differences among them, and apply this awareness to influence others' thinking. This suggests that educators with high EI adjust to students' needs, motivate them toward shared objectives, and collaborate with them to achieve success (Mohamed & Jais, 2015). According to Ivan (2016), individuals with high EI are better equipped to identify and control their emotions, enhancing their ability to recognize factors contributing to positive and negative emotional experiences, thereby potentially boosting their performance.

According to Lee and Panatik (2015), highly effective teachers possess strong emotional intelligence (EI). Conversely, instructors with low EI are often perceived as unprofessional and discouraged, as negativity tends to breed more

negativity (Lee & Panatik, 2015). To sustain the gains in performance and competitiveness, Mohamed and Jais (2015) proposed regular training for teachers to emphasize EI.

EI holds significant importance in service-oriented industries due to frequent and direct interactions among employees. Leaders with high emotional intelligence demonstrate emotional labor by maintaining positive attitudes and consistently engaging their teams. This aligns with the idea that self-aware individuals can better manage their emotions in social settings (Asrar-ul-Haq, Anwar & Hassan, 2017; Bono, Fokles, Vinson & Muros, 2007; Joseph & Newman, 2010; Sy, Tram & O'Hara, 2006).

According to Kportufe (2014), the banking business generally has low EI training. However, they agreed that this information would help them attract and retain customers and boost their and work satisfaction. Ackon (2012) also discovered a positive but weakly significant relationship between EI and work performance among university staff in Ghana, such that an increase in EI leads to an increase in job performance. It was suggested that the university's administration inform all employees, especially the human resources department, about the relevance of emotional intelligence to their employment success (Ackon, 2012).

Upon closer examination of the literature reviewed, it becomes evident that there is a significant and positive relationship between workers' emotional intelligence (EI) levels and their job performance. The research indicates that higher levels of job performance are achieved with increased levels of EI components, such as self-awareness, self-management, social awareness, and relationship management. This perspective supports the notion that job

performance suffers when individuals have low levels of emotional intelligence. To either validate or challenge the findings observed in the theoretical literature, which demonstrate a positive correlation between emotional intelligence and workers' job performance, this study reevaluates the issue of using tutors from schools of education in Ghana. Consequently, the study proposes and tests the null hypothesis that there is no relationship between employees' EI and their job performance among tutors at Colleges of Education in Ghana.

Creativity and Job Performance

Creativity is found to influence job performance. Creativity is important to education and its organisation. Businesses must provide supportive work environments and processes for their workers in order to encourage their creativity (Mayor, 2015). Employees feel driven and dedicated to contributing and introduce their thinking skills when they see the working environment as demanding, interactive, and trustworthy. Employees are less motivated and dedicated to contributing when they perceive the working environment as unpredictable, low-tolerance, confusing, and restricting their freedom.

Research shows a favourable and substantial correlation between workers' creativity and job accomplishment. For instance, Soori and Ferasat (2016) discovered "a positive and substantial but modest link between creativity and work success" in Iran from a sample of 590 respondents. This finding implies that high levels of originality among workers are associated with high job success. On the other hand, low levels of originality among workers are associated with poor performance. According to (Lee & Panatik, 2015), when people are creative at work, they develop fresh solutions that help them with the job.

A similar finding, that respondents' levels of creativity were positively and substantially associated with their work performance, was found from a sample of 70 respondents. The research found that fostering workers' creativity was crucial if businesses wanted to generate income with little effort. Because of this, workers should be given the freedom to take whatever novel action they see fit to boost their company's reputation. Hence, if workers are allowed the leeway they need, they will maximise the effectiveness of their abilities to benefit the organisation. Based on interviews with 180 full-time Australian workers, Ngo, Nguyen, Lee and Andonopoulos (2020) discovered that employees' levels of creativity had a substantial, beneficial impact on workplace performance. Recognising that the inclination to innovate at work might help explain the connection between mindfulness and improved job performance is important. Employees' interest in and pursuit of new ideas is a classic measure of their worth to the company and their potential to boost performance (Ngo et al., 2020). This supports the claim that a creative person can produce novel ideas regularly; workers capable of original thinking are better equipped to develop effective methods for completing their assigned responsibilities (Mayor, 2015).

The researched literature on the relationship between employee creativity and job performance revealed a positive and significant correlation between the variables. The positive correlation, as justified by researched literature, suggests that when efforts are made to ensure employees are allowed to sharpen their creative skills and abilities, their levels of job performance increase. Ironically, when employees are not creative in the organisational environment due to factors that result from the work environment or their

characteristics, there is a low employee and organisational performance. From the reviewed literature, the concept of employees' creativity has become critical because it gives employees a chance to be innovative and think outside the box to solve contingent and normal organisational problems, thereby increasing their chances of performance. In this study, tutors in the various CoEs in Ghana need to be assessed regarding their creative abilities and further ascertain whether or not a significant relationship exists between their creativity and job performance.

Job Stress, Emotional Intelligence, Creativity and Job Performance

Reviewed literature has shown that EI and creativity positively influence or impact employees' job performance. Unfortunately, stress has been linked to poor performance at work. This shows that an employee should have less stress, balanced emotions and think more creatively to solve organisational problems before performance can be increased. According to freshman and Rubino (2004), managers and executives with EI abilities are more likely to increase the organisation's production and performance effectiveness. Conversely, reducing stress while engaging in creative thought might improve one's critical thinking capacity and develop novel solutions to organisational problems.

EI is thinking critically and developing novel solutions to problems to advance the organisation's mission. While workers may learn or develop EI and reduce stress levels, they cannot teach you to be creative. Work performance is greatly impacted by one's EI "(levels of self-awareness, self-control/management, social awareness, and social skills)" and one's ability to be creative. This indicates that a rise in both workers' EI and their creative ability leads to a rise in their performance on the job. This is because it has been

shown that high levels of EI, including creativity, predict superior performance (Krejcie & Morgan, 1970; Poor & Siadat, 2007; Vasudevan, 2013).

Managers who scored higher on EI reported reduced stress, improved health, and overall happiness, according to research by Slaski and Cartwright (2002). So, it may be concluded that EI is inversely connected to stress and that the two together are associated with enhanced performance on the job. Singh and Singh (2008) found that EI was inversely related to role stress among doctors and other medical professionals. It has been observed that people who are better able to control their emotions are healthier overall. This is likely due to the fact that these people are better able to communicate their emotions and sentiments, maintain stable moods, and think clearly under pressure (Nikolaou & Tsaousis, 2002). Being aware of one's feelings and responses to pressure increases the likelihood that one will adopt measures to lessen the impact of stress on one's work and one's ability to do one's job, both of which are beneficial to the growth of the organisation in which one works (Krejcie & Morgan, 1970).

According to Lazarus (1999), where there is stress, there are emotions, and if management is effective, it leads to high creativity and high performance. For this reason, Chhabra and Mohanty (2013) found from a sample of 103 managers in India that there is a significant impact of EI in controlling work stress, as 24% of the variation in work stress could be explained by the variation in EI. Furthermore, Naseem (2017) discovered in a study involving 150 employees in Pakistan that those with higher emotional intelligence (EI) levels experience lower perceived stress and higher creativity, resulting in enhanced job performance. This underscores EI's role as a predictor of employee well-

being, particularly in reducing stress and facilitating effectiveness in their work (Naseem, 2017). Similarly, Karimi et al. (2014) supported this notion by highlighting EI's ability to manage job-related stress, thereby contributing to improved overall well-being and job effectiveness.

It is abundantly obvious from the examined literature that the predictor variables (job stress, EI, and creativity) have a strong interaction with respect to their effect on work performance. Because of the correlation between EI balance and stress levels, creativity, and performance at work, companies are increasingly investing in programmes to improve their employees' emotional intelligence. Nevertheless, the combined effect of the factors on the criterion variable is not addressed in the study literature on the variables individually (job performance). Examining the research carefully, it becomes clear that prior studies have not necessarily combined the three factors but have instead focused on the association between EI and creativity, EI and employee stress levels, or the effect of EI and creativity on work performance (job stress, EI and creativity on job performance). Referring to these variables by assessing their relevance in the work habits of employees in organisations, including tutors in the colleges of education in Ghana. The current study, therefore, postulates a null hypothesis to investigate whether or not there is a joint influence of job stress, EI and creativity on job performance among the tutors of the CoEs in Ghana.

Job Stress of Male and Female

It is appreciable that both males and females recognise stress's impact on their physical health and work habits. It should be acknowledged that there have been a series of sex differences regarding the stress levels of individuals. According to APA (2010), women report higher stress levels than men. The

APA (2010) noted that almost half of all women indicated that their stress levels have increased over the past five years compared to men. This indicates that the levels of stress are determined by sex. Not only do men and women experience and manage stress differently, but they also place a different level of the relevance of doing so. More women than males suffer from chronic stress, and they see it as more dangerous, as stated by Lazarus and Folkman (1984). Social roles, psychological and biological aspects, such as family roles, birth, sex roles, jobs, relationships, and work demands, explain the variation in stress levels between the sexes, as noted by Mayor (2015).

According to research conducted by Mataud (2004) with a sample size of 2,816, female respondents reported greater stress levels than male respondents. As compared to males, women are more susceptible to the harmful effects of chronic stress. In a study of 80 students, females reported greater stress levels than men, suggesting that male students may be better equipped to deal with stress. A number of factors, including sexual harassment at work, low income, and the burden of caring for children and elderly relatives, may contribute to the sex pay gap. It is possible that the sex difference in stress levels is the result of these demands, which lead to increased stress and depression in women (Anbumalar, Agines, Jaswanti, Priya & Reniangelin, 2017; Murphy, 2014; Schmaus, 2008).

Shih and Auerbach (2010) conducted a study on 206 college students and found that sex significantly predicts stress levels among students, as females tend to score higher on their stress levels than their male counterparts. Based on this finding, and in line with the aforementioned ones, it is obvious that there is a wide sex gap regarding individuals' stress levels. Studies have consistently

reported that females are at high risk of job-related stress, and their stress levels have been increasing over the years.

Emotional Intelligence of Male and Female

Several characteristics, including sex, have been identified as important in determining EI. Meshkat and Nejati (2017) state that societal and biological reasons are to blame for the lack of female authors in EI literature. According to Singh (2002), ladies are often seen as having higher EI than men in social situations. Petrides and Fumham (2000) propose that sex is a social process where certain behaviors are categorized as masculine or feminine, offering perspective on this matter. However, biologically, females are more prone than males to exhibit high levels of Emotional Intelligence (EI) (Fernandez-Berrocal et al., 2012). They support this assertion by referencing studies indicating that women possess larger brain regions involved in emotional processing compared to men.

According to many studies conducted on medical students in India, Sri Lanka, and Iran, females tended to have greater emotional intelligence than their male counterparts (Fernandez-Berrocal et al., 2012; Meshkat & Nejati, 2017; Petrides & Fumham, 2000). It was also shown that women topped men in all three categories of EI tested: interpersonal skills, flexibility, and pragmatism. To a greater extent, females were expected to express their emotions, while men were trained to suppress theirs. That is why it is often said that women are better at anticipating group emotions because of how well they communicate their own. The sex pay disparity at EI has a strong parental influence component. Females develop an emotional vocabulary earlier than males do because of the greater emphasis placed on emotional development by their parents, particularly

in the formative years (Chandra et al., 2017; Singh 2002; Domakani, Mirzaei & Zeraatpisheh, 2014; Fernández-Pinto; Naghavi & Redzuan, 2011; Ranasinghe, Wathurapatha, Mathangasingh & Ponnamperuma, 2017).

A study by Jakupcak, Salters, Gratz, and Roemer (2003) found that men are more uncomfortable and less likely to express their feelings than women. According to Brody, Hall, and Syokes (2016), men often show negative emotions, including anger, violence, and impatience. Females were found to have positive expressiveness, compassion, and empathy, while men had the advantage in managing their emotions as opposed to females, according to a paper by Gomez-Baya, Malesdoza, Paino and Matos (2017). Nevertheless, other research failed to find any significant sex variations in EI. In the United Kingdom, research by Arteche, Chamorro-Premuzic, Furnham and Crump (2008) and Nikoopour and Esfandiari (2017) could not identify any significant association between total EI and sex among employees. These results depict that males and females are prepared on similar EI levels.

The examined literature on the sex divide regarding EI shows that although some research has shown females to have higher EI levels, other studies have found the opposite true. It is also clear that there is no obvious difference in EI levels between the sexes, as stated by certain research. These findings reveal several discrepancies and contradictions in the existing research on EI and sex. In this study, the researcher proposed the null hypothesis to test whether or not sex differences exist regarding the EI levels of tutors in CoEs, Ghana.

Creativity of Male and Female

Most research studies have indicated that sex is one-factor determining creativity in organisations. The world has seen famous individuals with unique perspectives, a predisposition for unconventional problem-solving, and other characteristics contradicting conventional wisdom about creativity (Proudfoot, Kay & Koval, 2015). One might be forgiven for concluding that the conventional wisdom about those capable of original ideas promotes a rather male view of the creative process.

According to Proudfoot et al. (2015), creative thinking is often linked with qualities traditionally associated with men rather than women. This perceived association between creative thinking and stereotypically masculine traits creates a bias in the evaluation of creativity, which contributes to ongoing gender inequality.

Mayor (2015) reports that, compared to males, women are underrepresented in the creative industries. That is because, as Cuddy, Fiske, and Glick (2008) put it, males are more likely to think critically and possess more creative talents than women since they are smarter and more competent on average. It was also said that males are more inclined than women to indulge in argentic thinking. In addition, Proudfoot et al. (2015) used a sample of 80 students to demonstrate that creativity is substantially correlated with stereotypically masculine-argentic traits, suggesting that males are seen as more creative than women.

While some research suggests women might be more creative (Baer & Kaufman, 2008), this study investigates creativity levels in Ghanaian college tutors without assuming a gender difference (null hypothesis).

Job performance of Males and Females

The study of sex differences in job performance continues to receive attention in the research literature. A number of studies have confirmed disparities with regard to job performance and sex. According to Green, Tang and Jegadeesh (2007), job performance levels favour females as they tend to outperform their male counterparts, especially in client service jobs. As indicated by Roth, Purvis and Bobko (2012), there was evidence to support the point that there are sex differences in job performance. Based on a meta-analysis from 1969 to 2009, the authors pointed out that males and females differ in their job performance, favouring males.

On the contrary, Paustian-Underdahl, Walker and Woehr (2014) concluded in a study based on a meta-analysis from 1981 to 2011 that women leaders' effectiveness was significantly higher than men. This points to the view that women perform better than men in their job performance. Miao, Li and Bian (2017) shared a similar view and concluded from their findings that sex differences in job quality/performance exist and that female doctors were shown to have better job quality/performance than male doctors.

Furthermore, Stone et al. (2016) reported that there was no substantial difference between sexes in terms of job performance. Specifically, they observed that gender had minimal impact on ratings across a few specific dimensions of job performance. This finding held regardless of whether the job involved communal aspects, managerial responsibilities, or non-managerial roles and irrespective of the gender composition traditionally associated with those roles. Stone et al. (2016) found that various factors, including job type, position in the workplace, job demands, work-family balance, salary,

promotion, etc., significantly influenced the relationship between depression and burnout. These factors are critical because they inspire and energise employees to do their best work (Ibarra, Ely & Kolb, 2013). For instance, Joshi, Kale, Chandel and Kumar Pal (2015) found that sex disparities in educational sector pay, incentives, and promotions were associated with modest differences in worker performance. So, it follows that when these elements are lacking and/or not given in the proper and suitable course, it will generate a gap or variety in the performance levels of employees.

Just like the other study variables, such as EI and creativity, there appears to be no consensus on whether job performance is determined by sex. Based on a careful assessment of the conceptual literature, it is paramount to note that research on sex disparity and job performance lacks focus, as there are inconsistent reports. In this study, the researcher proposed the null hypothesis to test whether or not sex differences exist regarding the job performance levels of tutors in CoEs in Ghana.

Job Stress of Tutors based on Teaching Experience.

It is often agreed that teaching is a stressful, burnout-prone career. Stress is an important issue for all stakeholders in the teaching profession, and teachers' performance may suffer due to high stress levels (Ferguson, Mang & Frost, 2017). According to Naghieh, Montagomary, Bonell, Thompson and Aber (2015), teachers' stress levels impact their absenteeism, work-related illness, and teachers' attrition. From the views of McCarthy et al. (2009), being a first-year teacher compared to teachers with more teaching experience is a significant predictor of preschool and elementary school teachers' emotional exhaustion, including stress. The findings revealed that teachers' stress levels

increased with decreasing years of experience in the profession. This may explain why instructors of all levels report feeling stressed: the sources of this tension vary depending on whether they are in their first or twentieth year of service (Fisher, 2011). As a result, more seasoned educators are often tasked with extra responsibilities outside the classroom, such as serving on committees and coaching, while their less seasoned counterparts may find it harder to handle classroom management.

Russell, Almaier and Van-Veizen (2009) found a weak relation between teachers' features, such as their level of teaching experience and job-related stress. In another research, Malik, Mueller, and Meinke (1991) discovered no connection between experience and stress. This tells that teaching experience may not lead to job-related stresses. But what might have accounted for such variations? It should be pointed out that as young teachers, the natural zeal and demands of the job are required. Young teachers in this regard are often loaded with lots of workloads compared to those with more teaching years, which might have resulted in variations in the research findings. Fisher (2011) also reported that teaching experience is not a determinant of stress. According to Fisher, there was no significant difference between stress scores with respect to teaching experience. The literature reviewed brings inconsistent findings in that while others support the position that teachers' teaching experience determines their stress levels, other studies report otherwise. Hence, in this study, the researcher proposed the null hypothesis to test whether or not teaching experience difference exists regarding job stress levels of tutors in CoEs in Ghana.

Emotional Intelligence of Tutors based on Teaching Experience.

Some studies have examined how EI might improve workplace outcomes by decreasing unfavourable factors like burnout and elevating desirable ones like job satisfaction and performance (Merida-Lopez & Extremera, 2017; Yin et al., 2013). Experience in the classroom is an intriguing indicator of teachers' EI and general health. Certain areas of emotional and mental health may benefit from more classes, while others may suffer. According to Kini and Podoslky (2016), for example, a higher level of emotional effectiveness was connected with more years of teaching experience. Thus, teachers who have been in the profession for longer are more likely to have honed the emotional skills necessary to be more successful educators.

Nevertheless, Mishra and Lasker (2013) found the reverse true. They discovered no significant changes in instructors' EI based on their years of teaching experience. Singh (2015) argues that educators may develop a new connection with their feelings by developing a heart-based skill representing emotional intelligence. In order to serve their students, teachers require training in EI, which includes learning to control their own emotions and the emotions of others around them. This supports the findings of Singh (2015), who found no correlation between teacher educators' EI and their amount of teaching experience.

From the literature, there is a contradiction in research studies on the differences in teaching experiences of teachers and their EI levels. While others (Singh, 2015; Mishra & Lasker, 2013) found no differences in the EI levels with respect to their teaching experience, others (Kini & Podoslky, 2016; Mayer & Salovey, 1997; Merida-Lopez & Extremera, 2017; Yin et al., 2013) reported

differences in EI levels based on teacher's years of teaching experience. Due to these inconsistencies, the study seeks to use the case of tutors of CoEs to contribute to the discussion on the variables.

Creativity of Tutors based on Teaching Experience

The importance of encouraging students' imaginations in the classroom in the twenty-first century has been widely discussed. Education scholars and psychologists extol the social, emotional, cognitive, and professional advantages of having creative talents, and Pink (2005) agrees that such qualities are required to succeed in today's complicated, linked society (Murphy, 2014). Many seasoned teachers know the need to stimulate students' creative thinking in the classroom, yet research shows that many continue to use more traditional, teacher-centred methods (Cheng, 2010).

According to research by Coxwell (1995), the more years a teacher has spent in the classroom, the more creatively dynamic they tend to be. Al-Dababneh, Ihmeideh and Jones (2010), however, discovered no significant variations in boosting children's creativity in the classroom based on the amount of experience of the teachers. As a result, no correlation between instructors' years in the classroom and their ability to be creative was established. Al-Dababneh, Al-Zboon, and Ahmad (2017) went even further in developing this line of thinking when they discovered that teachers' judgements of the creativity domain varied significantly according to the years spent in the classroom. Al-Dababneh et al. (2017), for instance, found that tutors with less than five years of experience were more likely to be innovative than their more seasoned counterparts.

Although there are disparities in teaching experiences among teachers, several factors, such as school environment, teachers' perception, emotions, stress, attitudes and other psychological and social factors, affect creativity (Al-Dababneh et al., 2017). For instance, when there is unfavourable work environment coupled with stressful activities, irrespective of teaching experience, the likelihood of creativity among teachers will be minimal. This suggests there is a need to ensure an approachable level of less stress in the schools and a balance of work-home activities so that teachers will have enough tendencies to exhibit their creative skills. Although there are inconsistencies in the reports as to whether or not years of teaching experiences of teachers determine their levels of creativity, hypothesis xi in Chapter 1 was postulated to find a solution to this issue in colleges of education tutors.

Job Performance of Tutors based on Teaching Experience

Several companies place a premium on workers' years of experience when making HR decisions, including pay, benefits, and advancement (Rice, 2010). This is consistent with the belief that employees' knowledge, abilities, and output are proven with experience. According to Rice (2010), teachers' years of experience play a pivotal role in traditional single-salary structures, influence teacher transfer policies that prioritize seniority, and contribute significantly to disparities among schools. This factor is crucial in shaping personnel policies that impact current employees in the education sector.

Rice (2010) argues that although experience is important, more experience is not always better. It has been established that a teacher's experience is at its peak during the first few years of their career. Afterward, more investment yields diminishing marginal returns. Sass (2007) found that

first-year educators, on average, are less efficient and effective than their more seasoned counterparts. According to research from the Center for Analysis of Longitudinal Data in Education Research (CALDER), teachers typically experience their highest performance increases in the early years of their careers, which then stabilize over time. Studies indicate that teachers with over 25 years of experience are generally less effective or productive compared to younger colleagues (Ladd, 2008). This observation is further supported by Ladd's findings in 2008, which demonstrated that while teachers with more than 20 years of experience were more effective than those with less experience, their effectiveness was not significantly greater than those with five years of experience.

Research has indicated that teachers with more experience tend to perform better in certain subjects and grade levels. According to Harris and Sass (2007), elementary and middle school teachers generally benefit more consistently from their years of experience compared to high school teachers. Sass, Schneider, Wilmes, Korner, Tossi Novikova, Shamova, and Sahl (2010) found that teachers with fewer than three years of experience are more likely to teach in high-poverty schools. However, Oyewole (2005) discovered no significant correlation between a teacher's years of experience and their effectiveness in the classroom, suggesting that years of experience may not strongly predict professional success. Despite this debate, Oyewole (2005) suggests that the number of years a teacher has been teaching is a factor in hiring decisions. Nevertheless, hypothesis xi in Chapter 1 aims to address this issue within the context of college-level education tutors.

The findings appear contradictory in the empirical studies on differences regarding stress, EI, creativity and job performance with respect to teaching experiences. While some studies record a significant difference in the variables mentioned above concerning teaching experience, other studies take a counter view. Moreover, the majority of the studies were conducted outside Ghana and focused on senior high school teachers to the neglect of teachers in tertiary institutions such as colleges of education. Hence, the practical applications of the findings would be limited when extended to cover tutors in the CoEs in Ghana, especially with reference to geographical, social and economic differences.

Conceptual Framework

This section presents a conceptual framework for how this study will approach the idea of job performance. The model was chosen with the understanding that, in this example, work performance, the quality of input necessarily influences the quality of output (Murphy, 2014). The relationship between several characteristics and work success is shown in Figure 2. It demonstrates how the independent factors of work stress, emotional intelligence, creativity, and instructors' demographic characteristics, including sex and years of teaching experience, are connected to job performance as a dependent variable. Workplace stress and performance are connected, as seen in Figure 2. If the job stress of tutors is reduced, then the job performance of tutors is likely to increase, and job performance may be low if job stress is high.

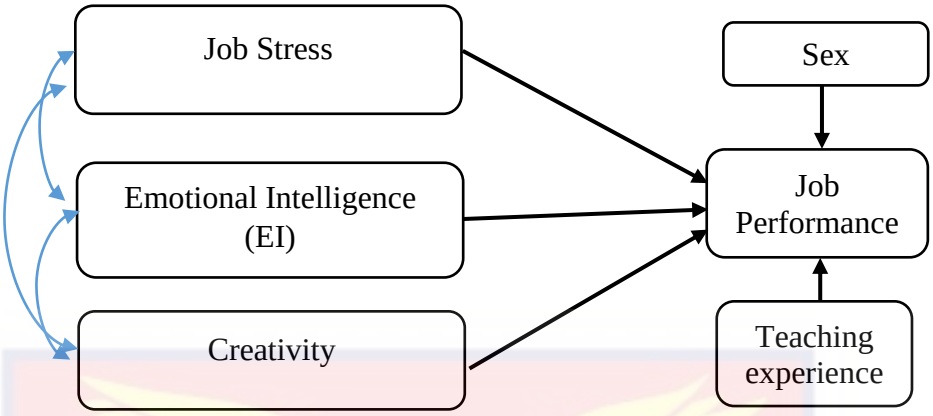

Figure 2: Influence of job stress, emotional intelligence (EI), creativity and job performance
Source: Author's construct, (2020).

This claim is backed up by (Rice, 2010), whose study has shown that past success influences present success. The ability of tutors in CoEs to understand and manage their own emotions, as well as those of others, was considered the second independent variable and was linked to work performance. Their emotional intelligence certainly influences the effectiveness of instructors at Ghanaian institutes of education.

Creativity, conceptualised as a CoEs tutors ability to generate, create, or discover new ideas, solutions and possibilities for teaching, is linked to job performance. Figure 2 shows that job performance is dependent on CoEs tutors' creativity. The "relationship between the dependent and independent variables" is depicted and illustrated in Figure 2. The independent variables (job stress, emotional intelligence and creativity) are directly related to the dependent variable (job performance of College of Education tutors). Demographic characteristics of tutors, such as "years of teaching experience" and "sex," are also related to their level of job performance.

From the ongoing literature, EI has been justified that, although there are conflicting findings, when teachers can achieve balanced emotional stability

and less stressful activities with more creativity in the workplace, they are likely to increase their job performance. Also, as indicated in Figure 1, teachers' demographic variables appear contradictory. While some studies are of the view that they determine teachers' stress, creativity and job performance, others take a counter position. The study then seeks to clarify the findings in the literature and adds to a better direction of the study variables.

Summary of Literature Review

This chapter evaluated works that were relevant to the current investigation before concluding. The examined works include workplace stress, EI, creativity, job performance, and the sex and teaching background of CoEs tutors. Many investigations on the variables have been undertaken both globally and locally, according to the conceptual and empirical literature that has been evaluated (job stress, emotional intelligence, creativity, job performance, sex and teaching experience). It may be shown from the empirical evaluation that results on the variables seem inconsistent and conflicting. Also, the review has illustrated that the empirical studies treated the study variables in isolation without ascertaining the combined impact of job stress, EI and creativity on CoEs tutors' job performance.

Principally, these inconsistencies and contradictions in the current study have introduced contextual, content and geographical gaps in the study variables. Looking at the relevance and critical nature of job stress, emotional intelligence creativity and job performance, as well as the current changes at the CoEs level in Ghana, the study is important as it seeks to address the gaps mentioned above to better contribute to the discussion on the current variables and also add to existing knowledge for policy formulation.

CHAPTER THREE

RESEARCH METHODS

Overview

This part of the study is about the foundations for the data used to answer questions and test hypotheses underpinning the study. This includes the design, the population, the sampling procedures, the data collection instruments, the data collection procedures, the pre-testing of the instruments, ethical issues and the data processing and analysis

Study Philosophy

The positivist paradigm served as the study's guide. The researcher may see and try to assess things objectively thanks to this paradigm, which is compatible with the study under consideration. In this study, the researcher's main role is to collect and assess data systematically to present quantitative problems. Therefore, the choice of paradigm is critical. Dudovskiy (2018) argues that positivist research involves the researcher limiting their involvement to objective data collection and analysis. This perspective strongly influenced the researcher's decision to adopt positivism for this study.

Creswell (2009) noted that positivists attempt to identify causes influencing outcomes. The results of such studies are often quantifiable and open to observation. Since positivism agrees with the empiricist view that we learn best from our experiences, it is compatible with the empiricist school of thought. In positivism, there is no room for human interests within the framework of the study, and the researcher is removed from the process entirely. According to Crowther and Lancaster (2008), the inductive research method is

more often associated with the relativist philosophical stance, whereas positivists use the deductive strategy.

In contrast to the positivist position that researchers should focus on facts, phenomenology is interested in meaning and makes room for the presence of people. Positivists hold the view that reality is constant and can be objectively observed and described without bias or preconceptions. In this research, a positivist approach was adopted to investigate how job stress, emotional intelligence, and creativity influence the job performance of tutors in colleges of education in Ghana.

Research Approach

Approaches from the quantitative school were used. As the study data were quantitative, the researcher agrees with this method. The researcher used a quantitative strategy because, according to positivism, such approaches emphasise the use of measurable variables and the statistical, mathematical, or numerical analysis of data collected via polls, questionnaires, and surveys. Quantitative methods may also use computing tools to modify existing statistical data. Quantitative studies focus on collecting and analysing large amounts of numerical data to draw conclusions about populations or explain phenomena of interest (Babbie, 2010).

Research Design

The researcher opted for a descriptive cross-sectional design. The study employed a descriptive research approach to identify and analyze variables—job stress, emotional intelligence, creativity, and job performance—that influence tutors' performance in Colleges of Education in Ghana. This design

was chosen for its ability to explore the relationships between these factors simultaneously (Murphy, 2014).

The study's descriptive cross-sectional design was also suitable because it allowed for collecting information from respondents about tutors at CoEs who shared similar characteristics, perceptions, beliefs, and behaviours by asking questions and eliciting answers about the tutors' current practices related to the study's focus.

Fraenkel and Wallen (2008) state that describing an already-existent link between variables is the goal of descriptive design. In addition, research that needs a big sample size is strongly urged to do so. In addition, the descriptive design focuses on information collecting rather than variable manipulation (Charles & Merton, 2002). In addition, the researcher is able to get first-hand experience with the phenomena under study, making the descriptive approach both efficient and economical (Zangirolami-Raimundo et al., 2018). Data were gathered at a single time point from many subgroups, each of which had unique information to contribute, making the descriptive design ideal for this research. To add, the design allowed for extrapolating information on the tutors' demographics, values, and professional history, as per the advice of Leedy and Omrod (2010).

Despite the merits of the descriptive cross-sectional design, some demerits were identified by Fraenkel, Wallen and Hyun (2012) as follows:

(1) Challenges in ensuring that questions asked are not intentionally deceptive,

(2) However, it might be difficult to get people to answer your questions thoroughly and truthfully.

(3) It is also challenging to collect enough completed surveys for reliable analysis. According to Osuola (2001), "designing a quality investigation requires particular attention to two central factors: appropriate sampling procedures, and precision in defining terms in eliciting information" (emphasis added). This helps to bolster the points on the limitations of the descriptive research. In addition, he said that although descriptive research is necessary for answering problems, it is not exhaustive enough to do so and cannot establish causal linkages.

Descriptive cross-sectional research was chosen because it seemed most suited for determining how work stress, emotional intelligence, and creativity affected tutors' performance at Ghanaian colleges of education.

Study Population

Every single tutor at Ghana's 46 public colleges of education was included in the research.

Table 1: Distribution of sample size

Region	Number Selected
Ashanti and Brong Ahafo	13
Northern	10
Volta	7
Eastern and Greater Accra	9
Central and Western	7

(Sample Distribution)

The colleges of education are grouped into clusters: ASHBA (n=13), NORTHERN (n=10), VOLTA (n=7), EGA (n=9), and CENWEST (n=7). According to Colleges of Education Ghana (2020), the total population of tutors

was estimated at 3,321, consisting of 1,993 male teachers and 1,328 female tutors. Tutors included in the study held at least a master's degree and had a minimum of one year of experience working in the colleges.

The accessible population was 1,234 tutors from twenty-five colleges selected from the five clusters of colleges of education in Ghana for the study. This group of people was selected for the study because they were convenient to reach by both foot and car, simplifying data collection. All the components of a functional community, including the essential character qualities of behaviour and attitude, could be discovered readily in these chosen instructors. Kothari (2004) states that a study's sample is drawn from the easily available population. The selected tutors from the cluster of schools became the accessible population of which the result was generalized to inform decisions and policy actions.

Sample and Sampling Procedures

There were 46 public CoEs in Ghana, and their respective tutoring staffs served as the study's sample frame. The research used a sample size of 292 tutors. The tutors comprised of (171) males and (121) females. The researcher relied on the sampling table developed by Krejcie and Morgan (1970) to figure out how many people to include in the investigation. Frankel and Wallen (2008) found that a one hundred (100) sample was enough to make valid generalisations. As a result, we can confidently generalise based on data from 292 instructors.

The public CoEs in Ghana have been grouped according to the geographical areas they have been located across the country. The distribution of public CoEs was not evenly distributed among the 16 political

administrations of the country. Based on their geographical location, the most recent grouping of the public CoEs in 2020 indicated that a minimum of seven colleges were in two of such geographical groupings. For even distribution of data collection, all 46 public CoEs have been placed in the regional distribution of the colleges as clusters.

Fowler (2009) argues that sampling is necessary in research because it allows researchers to pick a subset of the population that is most indicative of the whole. A systematic multi-stage sampling process chose the study's sample. This sampling technique was appropriate because it is cost-effective and time-effective. Also, it helped cut down the population of tutors into smaller groups. The various stages of the sampling procedures have been explained in two stages as indicated below:

Stage 1

The 46 institutions of education were purposively selected and divided into five groups. A cluster sampling technique was then used to put the 46 CoEs into five clusters for the study. Two of the clusters had a maximum of seven colleges, so, for fairness, a proportionate stratified sampling technique was used to sample twenty-five colleges from the five clusters into strata to get the accessible population of 1,234 tutors for the study. The 25 CoEs were then grouped into the already existing strata with the number of tutors in each zone; (EGA-9colleges) (5) =257 tutors, (ASHBA-13colleges) (7) = 349 tutors, (CENWEST-7colleges) (4) =196 tutors, (NORTH-10colleges) (5) = 253tutors and (VOLTA-7colleges) (4) =179 tutors (n=1,234 tutors).

Table 2: Sample Distribution of Teachers

Region (Number of Colleges)	Number Selected
Ashanti and Brong Ahafo (7)	349
Northern (5)	253
Volta (4)	179
Eastern and Greater Accra (5)	257
Central and Western (4)	196

Stage 2

After determining the accessible population for the study, the Table of sample determination by Krejcie and Morgan (1970) was applied to determine the sample size for the study. When the accessible population of 1,234 was matched against the Table for sample size determination at a confidence level of .05, the sample size arrived at 292 tutors.

Proportional sampling was employed to choose the necessary participants from each stratum of the population. To determine the number of tutors required from each stratum, the number of tutors in a specific college was divided by the total accessible population and then multiplied by the estimated sample size (number needed =). For instance, the number required for Abetifi CoEs tutors = 13

In determining the number required for the other 24 strata, the same approach was used to estimate the sample size needed from each stratum.

Data Collection Instrument

To gather data for the research, four questionnaires were modified and utilised. The surveys were created for the tutors and connected to elements that could have an impact on how well they execute their jobs in Ghana's CoEs. A, B, C, D, and E were the five parts that comprised the questionnaires (see Appendix A). The respondents' demographic profile was covered in Section A. Twenty elements in Section B related to the stress experienced by CoE tutors. Section C contained 34 items relating to CoE tutors' EI. Section D contained 20 items relating to CoE tutors' creativity. Section E contained 25 items relating to CoE tutors' job performance. The adaptation of questionnaires was done to change some of the wording on the questionnaire to preferably suit the Ghanaian culture or context, and in some cases, where necessary, a few of the items were ignored.

Workload Stress Inventory

The workload stress inventory questionnaire was adapted. This questionnaire was developed by Boyle et al. (1995) and named Stress Inventory. The scale was uni-dimensional with 20 items. The survey questions were designed so respondents could compare their preferred responses with other options. There were no open-ended questions on the survey. Each item was rated regarding tutors' responses to the question, "As a teacher, how great a source of stress are these factors to you?' All responses were scored on a five-point Likert-type ordinal scale, with response options ranging from 1 = No stress, 2 = Mild stress, 3 = Moderate stress, 4 = Much stress, to 5 = Extreme stress. On this scale, the highest mean score possible was 5, and the lowest mean score possible was 1".

Emotional Intelligence Scale

The Emotional Intelligence Scale underwent modifications. Initially developed by Hyde, Pethe, and Dhar (2002), it aimed to evaluate traits such as self-awareness, empathy, self-motivation, emotional stability, relationship management, integrity, self-development, value orientation, commitment, and altruism. The survey included structured questions, allowing respondents to compare their preferred responses with various alternatives without including open-ended questions.

The Emotional Intelligence Survey (EIS) comprised 34 statements categorized into 10 sections, assessed through instructors' feedback. Responses were evaluated using a five-point Likert scale: "1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree." Scores ranged from 1 (lowest possible mean score) to 5 (highest possible mean score). The survey items covered various aspects of emotional intelligence, such as self-awareness (8 items), empathy (8 items), self-motivation (6 items), managing relationships (6 items), and self-regulation (6 items).

Creativity Scale

This modified the Creativity Scale. Sharma and Sharma (2018). There were 20 elements on the one-dimensional scale. The questionnaire's items were designed so that respondents may choose other answers to go with their response preference. Only closed-ended items with a reliability value of 0.80 were included in the survey. With answer choices ranging from1 = Never, 2 = Seldom, 3 = Sometimes, 4 = frequently to 5 = Always. The maximum average score on this scale was 5, while the minimum was 1.

Job Performance Scale

The Job Performance Index has been modified. Task performance scale is the term given to a questionnaire created by Goodman and Svyantek (1999). There were two subcategories there: situational awareness and task proficiency. There were 16 questions for evaluating instructors' performance in their respective contexts and 9 items for evaluating their performance on specific tasks. The questionnaire's questions were designed so that respondents may choose other answers to go with their response preference. Only closed-ended questions were included in the survey. With answer choices ranging from 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = frequently to 5 = Always. The maximum average score on this scale was 5, while the minimum was 1.

Cohen et al. (2007) discovered that due to the anonymity of the questionnaire, it is generally considered more reliable than interviews. Despite some limitations, such as respondents not always accurately expressing their thoughts and attitudes and data being influenced by their knowledge, experience, and motivation, the questionnaire remains a valuable tool. According to Cohen et al. (2007), questionnaires provide a straightforward means of exploring attitudes, values, beliefs, and motivations. Additionally, they can be adapted to collect generalized data from various human populations. The authors also highlighted the substantial standardization of data that surveys offer. In light of these advantages, the researcher used questionnaires to get data from the CoE teachers in Ghana for the study.

Pre-testing of the Instrument

The instrument was initially tested to assess the necessity for question revisions at the OLA CoEs. In this preliminary study, 30 tutors who were not

part of the initial investigation were selected randomly. These participants were asked to complete the questionnaires and offer feedback or suggestions for clarifying any ambiguous questions. Based on this feedback, some questions on the preliminary instrument were rephrased, leading to the development of the final instruments for the study (see Appendix A).

According to Johanson and Brooks (2009), at least thirty participants are needed for a preliminary study. They included thirty additional tutors who shared similar socio-cultural characteristics to those in the main study but were not originally part of it. Initial testing was performed to ensure the accuracy of questionnaire results and to enhance the reliability and validity of the instruments. Creswell (2008) described a pre-test of a questionnaire survey as a process where researchers modify an instrument based on feedback from a small group of individuals who complete and evaluate it.

After the data collection for the pilot, "means" and "standard deviations" were estimated to judge how homogenous the responses and/or the items were. Also, a reliability coefficient using Cronbach's alpha was computed to check the consistency of the items in the instrument in measuring the various constructs.

Validity and Reliability of Instruments

The accuracy of a test relies on how effectively it measures the intended concepts. A study with high validity can be trusted for conclusions drawn from its data (Fraenkel & Wallen, 2008). In this research, test creation experts evaluated the questionnaires' construct validity to understand the influence of work stress, emotional intelligence (EI), and creativity on lecturers' performance in Ghanaian Colleges of Education (CoEs). Specialists in

measurement and evaluation reviewed the items to ensure they aligned with the study's objectives, research questions, and variables. The researchers' supervisors assessed the tools for their accuracy, specificity, and comprehensiveness, thereby enhancing the construct validity of the survey.

Test findings are considered reliable if they show high consistency, which "reliability" refers to. The reliability of a research instrument is defined as its ability to provide the same or similar outcomes or data across several tests (Mugenda & Mugenda, 2009). While gathering information, it is important to have an instrument you can rely on to give you the same answers every time as well as the reliabilities got after the adapted instruments were pretested.

The reliabilities from the pretest have been labelled new Cronbach and presented as follows:

Table 3: Cronbach's Reliability Statistic

Scale	Reliability Statistic
Stress Inventory Scale	0.86
Emotional Intelligence Scale	0.89
Creativity Scale	0.90
Job Performance	0.91

Stress Inventory: Boyle et al. (1995) Stress Inventory Scale had 20 items with a reliability statistic estimated by Cronbach's alpha of .93. The new reliability statistic estimated by Cronbach's alpha was .86. Hence, construct validity was enhanced.

Emotional Intelligence Scale: Hyde et al. (2002) developed an EI scale consisting of 34 items, achieving a composite reliability of .93 using Cronbach's

alpha. The new reliability estimates for the subscales were as follows: self-awareness originally had an alpha of .71, now .89; empathy originally had an alpha of .75, now .92; self-motivation originally had an alpha of .82, now .88; managing relationships originally had an alpha of .76, now .93; and self-regulation originally had an alpha of .91, now .89. Thus, construct validity was confirmed.

Creativity Scale: Sharma and Sharma (2018) Creativity Scale had 20 items with a reliability statistic estimated by Cronbach's alpha of .93 as the original and .90 as the new Cronbach's alpha. Hence, construct validity was enhanced.

Job performance: Goodman and Svyantek (1999) Job Performance Scale had 25 items with a composite reliability statistic estimated by Cronbach's alpha of .94 as the original and .90 as the new Cronbach's alpha. The subscales contextual performance, conscientiousness, and task performance had reliability statistics calculated by Cronbach's alpha of .74 as original and .73 as the new, 83 as original and .78 as the new and .89 as the original and .91 as the new, respectively.

It can be seen that all of the reliability scores given above are more than .70. This provided evidence that the instruments were trustworthy, lending credence to Pallant's (2010) contention that an alpha value of 0.70 or above indicates validity. Hence, construct validity was achieved.

Ethical Consideration

The University of Cape Coast's Institutional Review Board provided the necessary ethical clearance form (See Appendix D). The form explained the scope of the research, why each participant was essential and ensured the confidentiality and anonymity of their answers. Study participants were asked

to provide their agreement after having their intentions for participating in the research fully explained to them.

The confidentiality of the survey's respondents was carefully considered. Participants were able to maintain their anonymity in this way. No personally identifying data was collected from the respondents.

The respondents' anonymity was respected at all times. All respondents were guaranteed that their confidentiality and identities would be maintained.

Voluntary Participation

The study participants selected for the study were free to decide whether or not to participate in the study.

Informed Consent

Individuals would receive clear and understandable information about the study's purpose, procedures, risks, and benefits to make an informed decision to partake or not to partake in the study.

Opportunity to Withdraw

Participants have the right to withdraw from the study at any point without any negative consequences.

Data Management and Storage

The data from the study would be stored in a secured vault, and the data would be entered on a password-encrypted laptop, the password of which would be known only by the principal investigator and the supervisor. Again, the data would be stored for at least a year after completion before discarding.

Data Collection Procedures

Institutional Review Board approval for the study's ethical conduct was acquired before the primary data-gathering activity. A letter requesting permission to administer the instruments was sent to the Deans and Heads of each CoE to ensure the research could be carried out there. The chosen CoEs in Ghana were visited after an introduction letter was sent from the Head of the Department of Education and Psychology at the University of Cape Coast. College administration was briefed on the study's purpose upon researchers' arrival, and once permission to conduct the research was obtained from the college administration, respondents were randomly picked using various sampling techniques. Respondents were briefed on the study's goals and given questionnaires to fill out.

The researcher trained five research assistants to help with data collection. These assistants received training on how to describe the study's goals to participants, how to interact nicely with them, and how to clarify any queries that could be confusing.

Throughout a time frame of three to four months, the surveys were distributed and collected. I, together with my trained helpers, went from college to college, collecting data until we had gone through all of the institutions that had been chosen. The questionnaires were given to respondents, and they were asked to return in 10 working days, where a revisit was made to the colleges to retrieve the questionnaires.

Data Processing and Analysis Procedure

Research questions 1, 2, 3, and 4 sought to determine the levels of job stress, EI, creativity, and job performance among tutors in the CoEs in Ghana.

Descriptive statistics (means and standard deviations) were used to analyse the data gathered. In particular, an overall mean was estimated for each level and compared to the standard mean generated from the measurement of variables on the instrument. The mean and standard deviations would be calculated using STATA 14.6, the individual scores generated from the data collected (Bland, 2015).

The Pearson Product Moment Correlation Coefficient was used to test hypotheses 1, 2, and 3. The aim was to find relationships between the variables measured on continuous and interval scales.

Multiple Linear Regression was used to test hypothesis 4. An acceptable measure of the extent to which the independent variables accounted for the variation in the dependent variables was established; hence, the instrument met its aims.

Hypotheses 5 and 6 were tested using factorial MANOVA. This statistical method was used because it determined whether or not two or more categorical or grouping variables (in this case, sex and teaching experience) and their interaction significantly affected the combination of two or more normally distributed variables (job stress, EI creativity, and job performance).

Chapter Summary

The study examined the influence of job stress, emotional intelligence, and creativity on the job performance of tutors in CoEs in Ghana. The study participants were tutors of CoEs in Ghana. Data from job stress, emotional intelligence, and creativity on the job performance of tutors in CoEs in Ghana was obtained using a questionnaire. The positivist research paradigm, home to the quantitative, descriptive survey technique, best fits our investigation. The

drawbacks of this design include the huge sample size, the incapacity of the quantitative technique to provide a detailed account of respondents' experiences, and the impossibility of doing follow-ups on respondents' replies. It was determined, however, that this design was optimal because of the research's emphasis on quickly collecting data from a large sample on the study variables of interest.

Discussion and findings of the investigation were presented in the next chapter.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The study sought to examine the influence of job stress, EI, and creativity on the job performance of tutors in Ghana. Specifically, the study focused on the level of job stress of tutors, the level of EI of tutors, the level of creativity of tutors, the job performance level among tutors, the relationship between job stress and job performance of tutors, the relationship between EI and job performance of tutors; the relationship between creativity and job performance of tutors; the influence of job stress EI and creativity on job performance and differences in job stress, EI, creativity and job performance of college tutors based on sex and teaching experience

The analysis and interpretation of the study's results are presented in this section. The information was examined using both descriptive and inferential statistics. Statistics based on frequency and percentage were utilised to examine the demographics of the respondents. The study topic was analysed using measures of central tendency like mean and standard deviation. The study hypotheses were analysed via inferential statistics, particularly the Pearson product-moment correlation, multiple regression, and Multivariate Analysis of Variance (One-Way MANOVA).

Demographic Characteristics of the Respondents

This section provides the demographic information of the 292 college tutors selected for the study, including their gender and years of teaching experience. Table 4 presents the distribution of college tutors based on their sex.

Table 4: Sex Distribution of College Tutors

Sex	Frequency	Percent (%)
Male	171	58.6
Female	121	41.4
Total	**292**	**100.0**

Source: Fieldwork (2021)

Table 4 shows that more than half (n = 171, 58.6%) of the respondents are males, and the rest (n = 121, 41.4%) are females. The findings reveal that most college tutors involved in the study are male. This prevalence of male teachers in secondary and higher education institutions is not unusual in the Ghanaian context. For instance, Arthur (2021) found that male teachers in secondary cycle institutions were more than that of female teachers.

Table 5 presents the respondents' distribution in the study based on their teaching experience.

Table 5: Distribution of College Tutors Based on their Teaching Experience

Teaching Experience (in years)	Frequency	Percent (%)
Below 5	9	3.1
5 – 10	57	19.5
11 – 20	147	50.3
Above 20	79	27.1
Total	**292**	**100.0**

Source: Fieldwork (2021)

Table 5 shows that the majority (n = 147, 50.3%) of the respondents had taught for 11 to 20 years. On the contrary, the minority (n = 9, 3.1%) of the respondents had a teaching experience below 5 years. This result suggests that

more than half of the respondents had taught for 11 to 20 years. Hence, the college tutors that participated in the study were very experienced in teaching. Table 6 cross-tabulates the respondents' sex and years of teaching experience.

Table 6: A Cross tabulation of Gender and Years of Teaching Experience of College Tutors

	Years of Teaching Experience				
Gender	**Below 5**	**5-10**	**11-20**	**Above 20**	**Total**
Male	2	46	82	41	171
Female	7	11	65	38	121
Total	**9**	**57**	**147**	**79**	**292**

Source: Fieldwork (2021)

Table 6 indicates that the majority (n = 82, 47.95%) of the respondents are males who had taught for 11 to 20 years. Similarly, most (n = 65, 53.72%) female respondents had taught for 11 to 20 years. This result means that the teaching experience of both male and female college tutors was concentrated around 11-20 years.

Normality Test

Test statistics were chosen for data analysis after a normality test was run on the following variables: work stress, EI, creativity, and job performance. When the mean and median of a given variable are the same or very close to the same, we say that it follows a normal distribution. When the skewness magnitude of each construct is less than 1.96 ($p > 0.05$), as was also the opinion of Chua (2008) and Ghasemi and Zahediasl (2012), the data have a normal distribution. The evidence for all the constructs' means, medians, and skewness can be seen in Table 7.

Table 7: Test of Normality of Constructs

Construct	Mean	Median	Skewness Statistic	Std. Error
Job Stress	65.22	64.00	-.168	.143
Emotional Intelligence	135.29	140.00	-1.053	.143
Creativity	81.18	81.00	-.224	.143
Job Performance	100.74	99.50	.376	.143

Source: Fieldwork (2021)

According to Table 7, the data on job stress had a mean of 65.22 and a median of 64.00; emotional intelligence (EI) had a mean of 135.29 and a median of 140.00; creativity had a mean of 81.18 and a median of 81.00; and job performance had a mean of 100.74 and a median of 99.50. The similarity between the mean and median values for these four variables supports the assumption of normality. Additionally, Table 4 indicates that all skewness statistics are below 1.96. This supports the presumption that the data's normality would permit the use of parametric statistics in the hypothesis-testing process.

Pallant (2010) suggests using the Mahalanobis distance to check for multivariate normality alongside verifying univariate normality. Tabachnick and Fidell (cited in Pallant, 2010) state that if multivariate normality is assumed, the Mahalanobis distance should not exceed the chi-square critical value of 18.47 when there are four dependent variables. Table 8 shows the results for the Mahalanobis distance.

Table 8: Mahalanobis Distance Result

	Minimum	Maximum
Predicted Value	1.14	1.82
Std. Predicted Value	-1.92	2.79
Standard Error of Predicted Value	.03	.12
Adjusted Predicted Value	1.08	1.83
Residual	-.80	.86
Std. Residual	-1.69	1.82
Stud. Residual	-1.72	1.88
Deleted Residual	-.83	.92
Stud. Deleted Residual	-1.72	1.89
Mahalanobis Distance	.14	16.89
Cook's Distance	.00	.05
Centered Leverage Value	.00	.06

Source: Fieldwork (2021)

It can be observed from Table 8 that the obtained minimum value for the Mahalanobis distance is .14, and the maximum value for the Mahalanobis distance is 16.89. Hence, "multivariate normality" was assumed for the MANOVA test (Pallant, 2010).

Presentation of Main Results

The most important findings regarding the study's research questions and hypotheses are discussed below.

Research Question One: What is the level of job stress of tutors in the CoEs in Ghana?

The purpose of research question one was to examine the level of job stress of tutors in the CoEs in Ghana. The criteria for the interpretation of the mean values were: 0.00-0.49 (No Stress); 0.50-1.49 (mild stress); 1.50-2.49 (moderate stress); 2.50-3.49 (much stress); 3.50-4.00 (extreme stress). Table 9 presents the data analysis of the responses to items that helped measure the respondents' stress levels.

Table 9: Level of Job Stress of Tutors

Statement	Mean	SD	Rank	Remarks
Students' poor attitudes to work	3.81	.81	1st	Extreme stress
Inadequate salary	3.77	.83	2nd	Extreme stress
Having a large class (i.e., many students)	3.74	.89	3rd	Extreme stress
Too much work to do (lecture preparation and marking)	3.60	.94	4th	Extreme stress
Shortage of equipment and poor facilities	3.54	.96	5th	Extreme stress
Lack of recognition for good teaching	3.32	.91	6th	Much stress
Poor career structure or promotion prospects	3.29	.93	7th	Much stress
Difficult class	3.28	.98	8th	Much stress
Having extra students because of absent tutors	3.28	1.14	9th	Much stress
Students' impolite behaviour	3.27	1.02	10th	Much stress
Too short rest periods (mid-morning break, mid-day break)	3.17	.90	11th	Much stress
Administrative work (e.g. Filling in forms)	3.17	.91	12th	Much stress
Maintaining class discipline	3.15	1.01	13th	Much stress
Lack of time to spend with individual students	3.13	.88	14th	Much stress
Attitudes and behaviour of other tutors	3.12	.84	15th	Much stress
Pressure from principal and education officers	3.08	.99	16th	Much stress
Ill-defined curriculum (e.g., not detailed enough)	3.07	1.09	17th	Much stress
Noisy pupils and teaching environment	2.92	1.12	18th	Much stress
Responsibility for students (e.g., exam success)	2.80	1.01	19th	Much stress
Pressure from family	2.69	.90	20th	Much stress
Mean of Means/Average Standard Deviation	**3.26**	**.95**		**Much stress**

Source: Fieldwork (2021)

Table 9 shows that the respondents indicated that they experienced much stress (M = 3.26, SD = .95). This is due to the average standard deviation of.95 and the mean of means of 3.26 for the comments on the amount of work stress.

This finding shows that instructors at universities and colleges are under a great deal of stress.

The highest average value observed was (M = 3.81, SD = .81), related to students' negative attitudes towards work. This indicates that tutors reported experiencing significant stress when students display poor attitudes toward their work.

Also, in Table 9, the lowest mean value recorded was (*M* = 2.69, *SD* = .90) and is in relation to pressure from family. This result suggests that tutors indicated that they have much stress when it comes to pressure from family.

Research Question Two: What is the level of emotional intelligence of tutors in the CoEs in Ghana?

The second research was meant to investigate the level of EI of tutors in the CoEs in Ghana. The criteria for the interpretation of the mean of mean: 1.00-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.00 (Very High). Also, the scale mean values for the Likert scale are: 1.00-1.49 (Strongly Disagree); 1.50-2.49 (Disagree); 2.50-3.49 (Neutral); 3.50-4.49 (Agree); 4.50-5.00 (Strongly Agree). Table 10 displays the analysis of the responses to items used to assess the respondents' emotional intelligence levels.

Table 10: Level of Emotional Intelligence of Tutors

Statement	Mean	SD	Rank	Remarks
I can continue to do what I believe in even under severe criticism	4.16	.83	1st	Agree
I am able to maintain the standards of honesty and integrity	4.15	.91	2nd	Agree
I think feelings should be managed	4.15	.88	3rd	Agree
I am able to assess the situation and then behave	4.14	.82	4th	Agree
I am perceived as friendly and outgoing	4.14	.86	5th	Agree
I am able to stay composed in both good and bad situations	4.11	.76	6th	Agree
I feel that I must develop myself even when my job does not demand it	4.07	.93	7th	Agree
I can encourage others to work even when things are not favourable	4.07	.65	8th	Agree
I pay attention to the worries and concerns of others	4.07	.68	9th	Agree
I have built rapport and made and maintained personal friendships with work associates	4.04	.83	10th	Agree
I can handle conflicts around me	4.03	.92	11th	Agree
I am persistent in pursuing goals despite obstacles and setbacks	4.02	.74	12th	Agree
I try to see the other person's point of view	4.01	.81	13th	Agree
I am able to make intelligent decisions using a healthy balance of emotions and reason	4.00	1.01	14th	Agree
People tell me that I am an inspiration for them	3.98	.77	15th	Agree
I am able to encourage people to take initiative	3.98	.88	16th	Agree
I can concentrate on the task at hand in spite of disturbances	3.97	.85	17th	Agree
I do not mix unnecessary emotions with issues at hand	3.97	.74	18th	Agree
I believe that happiness is an Attitude	3.96	.94	19th	Agree
I believe in myself	3.95	.81	20th	Agree
I am organized and careful in my work	3.95	.79	21st	Agree

Table 10 continue

I am able to confront unethical actions in others	3.95	.75	22nd	Agree
I am able to identify and separate my emotions	3.94	.78	23rd	Agree
I am aware of my weaknesses	3.92	.96	24th	Agree
I have my priorities clear	3.90	.81	25th	Agree
I am able to handle multiple demands	3.89	.80	26th	Agree
I am able to make an intelligent decisions using a healthy balance of emotions and reason	3.88	.84	27th	Agree
I am able to meet commitments and keep promises	3.88	.75	28th	Agree
I pursue goals beyond what is required of me	3.88	.83	29th	Agree
I do not depend on others' encouragement to do my work well	3.84	.96	30th	Agree
I can stand up for my beliefs	3.80	.94	31st	Agree
I can see the brighter side of any situation	3.80	.73	32nd	Agree
I can stay focused under pressure	3.79	.98	33rd	Agree
I can listen to someone without the urge to say something	3.76	1.15	34th	Agree
Mean of Means/Average Standard Deviation	**3.98**	**.84**		**High**

Source: Fieldwork (2021)

In Table 10, the average mean of 3.98 indicates that the respondents possess a high level of emotional intelligence (M = 3.98, SD = .84). This finding suggests that the college of education tutors exhibit a high degree of emotional intelligence.

The assertion that college tutors may continue to do what they believe in despite harsh criticism had the highest mean value (M = 4.16, SD =.83). This implies that the tutors feel confident in sticking to their convictions despite harsh criticism. The tutors also reported maintaining honesty and integrity (M = 4.15, SD = .91).

Additionally, in Table 10, the statement regarding tutors' ability to listen without feeling the urge to intervene had the lowest mean value (M = 3.76, SD = 1.15). This result indicates that teachers generally agreed they could listen to students without interrupting.

Research Question Three: What is the level of creativity of tutors in the CoEs in Ghana?

The purpose of research question one was to examine the level of creativity of tutors in the CoEs in Ghana. The criteria for the interpretation of the mean values were: 1.00-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.00 (Very High). Also, the scale mean values for the Likert scale are 1.00-1.49 (Never); 1.50-2.49 (Seldom); 2.50-3.49 (Sometimes); 3.50-4.49 (Frequently); 4.50-5.00 (Always). Information gathered from respondents' answers to questions designed to gauge their inventiveness is shown in Table 11.

Table 11: Level of Creativity of Tutors

Statement	Mean	SD	Rank	Remarks
I regularly give group assignments as part of the pedagogy	4.25	.63	1st	Frequently
I support students to learn from their failures	4.22	.58	2nd	Frequently
The students are expected to work cooperatively in group	4.20	.60	3rd	Frequently
I provide opportunity to students to evaluate and judge themselves	4.19	.61	4th	Frequently
I reinforce the students' behaviour to apply their learning in different contexts	4.16	.56	5th	Frequently
The students have opportunity to share their ideas and suggestions during the class	4.13	.67	6th	Frequently

Table 11 continue

I lay emphasis on the proficient learning of essential knowledge and skills	4.13	.61	7th	Frequently
To develop critical thinking, I enquire students about their idea	4.13	.56	8th	Frequently
The students are motivated to apply their learning in different situations	4.10	.55	9th	Frequently
I keep track of the progress in the students' ideas	4.09	.66	10th	Frequently
I am open to listening to the distressed students	4.09	.65	11th	Frequently
I give students the opportunity to share their ideas and thoughts	4.07	.60	12th	Frequently
I counsel students who fail in the task, to boost their morale	4.06	.63	13th	Frequently
Before sharing my viewpoint on the student's idea, I urge them to explore it further	4.00	.60	14th	Frequently
I encourage students to learn the basics of the topic	3.97	.74	15th	Frequently
I don't react immediately to the suggestions of the students rather give them time	3.96	.65	16th	Frequently
I give heed to every student's query	3.93	.62	17th	Frequently
I question the students' ideas to ponder them to explore it further	3.92	.70	18th	Frequently
I motivate students to apply the teachings in different contexts	3.91	.68	19th	Frequently
I don't force students to strictly adhere to the directions	3.62	.80	20th	Frequently
Mean of Means/Average Standard Deviation	**4.06**	**.64**		**High**

Source: Fieldwork (2021)

Table 11 shows that the respondents indicated that they have high creativity levels (*M* = 4.06, *SD* = .64). This is due to the average standard deviation of 0.64 for claims on teachers' levels of inventiveness. Given these findings, it seems that college education instructors showed significant originality.

The assertion that teachers often use group work in their lessons had the highest average score (M = 4.25, SD =.63). Based on their responses, teachers seem to imply that they often use group projects.

Also, in Table 11, the lowest mean value recorded was (*M* = 3.62, *SD* = .80), with the statement that tutors do not force students to strictly adhere to their directions. This result means that tutors do not frequently force students to adhere strictly to their directions.

Research Question Four: What is the level of job performance of tutors in the CoEs in Ghana?

Research question four was meant to examine the level of the job performance of tutors in the CoEs in Ghana. The criteria for the interpretation of the mean of means values were: 1.00-1.49 (Very Low); 1.50-2.49 (Low); 2.50-3.49 (Moderate); 3.50-4.49 (High); 4.50-5.00 (Very High). Also, the scale mean values for the Likert scale are: 1.00-1.49 (Never); 1.50-2.49 (Seldom); 2.50-3.49 (Sometimes); 3.50-4.49 (Frequently); 4.50-5.00 (Always). Table 12 presents the data analysis.

Table 12: Level of Job Performance of Tutors

Statement	Mean	SD	Rank	Remarks
Does not take unnecessary time off work	4.73	.94	1st	Always
Meets criteria for performance	4.45	.54	2nd	Frequently
Plans and organizes to achieve objectives of the job and meet deadlines	4.43	.61	3rd	Frequently
Performs well in the overall job by carrying out tasks as expected	4.39	.57	4th	Frequently
Is competent in all areas of the job, handles tasks with proficiency	4.34	.66	5th	Frequently
Fulfills all the requirements of the job	4.30	.61	6th	Frequently
Demonstrates expertise in all job-related tasks	4.28	.64	7th	Frequently
Achieves the objectives of the job	4.26	.56	8th	Frequently
Exhibits punctuality arriving at work on time in the morning and after lunch breaks	4.25	.56	9th	Frequently
Appears suitable for a higher level role	4.23	.75	10th	Frequently
Helps other employees with their work when they have been absent	4.15	.70	11th	Frequently
Gives advance notice if unable to come to work	4.14	.68	12th	Frequently
Could manage more responsibility than typically assigned	4.12	.80	13th	Frequently
Coasts toward the end of the day	4.11	.69	14th	Frequently
Makes innovative suggestions to improve the overall quality of the department	4.02	.63	15th	Frequently
Volunteers to do things not formally required by the job	3.98	.69	16th	Frequently
Does not spend a great deal of time in idle conversation	3.94	1.10	17th	Frequently
Assists me with my duties	3.93	.92	18th	Frequently
Willingly attends functions not required by the organization, but helps in its overall image	3.92	.81	19th	Frequently
Helps others when their work load increases (assists others until they get over the hurdles)	3.89	.86	20th	Frequently
Does not take extra breaks	3.87	.94	21st	Frequently
Exhibits attendance at work beyond the norm, for example, takes fewer days off than most individuals or fewer than allowed	3.86	.90	22nd	Frequently
Takes initiative to orient new employees to the department even though not part of his/her job description	3.64	.87	23rd	Frequently
Spends a great deal of time in personal telephone conversations	2.86	1.39	24th	Sometimes
Takes undeserved work breaks	2.76	1.25	25th	Sometimes
Mean of Means/Average Standard Deviation	**4.03**	**.79**		**High**

Source: Fieldwork (2021)

In Table 12, the mean means of 4.03 shows that the job performance of the college tutors is high (*M* = 4.03, *SD* = .79). This is due to the fact that the average standard deviation for claims on work performance is.79, whereas the mean of means is 4.03. This finding suggests that the effectiveness of instructors was excellent.

Additionally, the highest average score observed was (M = 4.73, SD = .94), concerning the assertion that tutors refrain from taking unnecessary time off work. This suggests that tutors indicated a tendency not to take unnecessary time off work consistently. Furthermore, tutors affirmed that they often meet performance criteria (M = 4.45, SD = .54).

It can be observed in Table 12 that the lowest mean value recorded is (*M* = 2.76, *SD* = 1.25) and is with the statement that tutors take undeserved work breaks. This result suggests that tutors confirmed that they sometimes take undeserved work breaks. Buttressing this result, tutors indicated that they sometimes spend a great deal of time in personal telephone conversations (*M* = 2.86, *SD* = 1.39).

Research Hypothesis One

H_{01}: There is no statistically significant relationship between job stress and the job performance of tutors in the CoEs in Ghana.

H_{A1}: There is a statistically significant relationship between job stress and the job performance of tutors in the CoEs in Ghana.

Research hypothesis one sought to determine the relationship between job stress and the job performance of tutors in the CoEs in Ghana. Pearson's product-moment correlation was run; the results are shown in Table 13.

Table 13: Pearson Product-Moment Correlation between Job Stress

Variables	Job performance	
	Correlation Coefficient	Sig
Job stress	-.37.8*	.018

Source: Fieldwork (2021) (r = -.378, .330, .490, p < .05) (N=292)

Table 13 shows a statistically significant relationship between job stress and the job performance of tutors. The result in Table 13 indicates that there is a statistically significant negative medium relationship between job stress and job performance (r = -.378, p < .05). Cohen (as cited in Pallant, 2020) opines that when a correlation coefficient (r) is between .30 and .49, then it means that the strength of the correlation is medium. This result implies that an increase in the level of job stress of tutors will reduce their job performance.

Research Hypothesis Two

Table 14: Pearson Product-Moment Correlation between Emotional Intelligence

Variables	Job performance	
	Correlation Coefficient	Sig
Emotional intelligence	.330*	.024

H_{02}: There is no statistically significant relationship between EI and the job performance of tutors in CoEs in Ghana.

H_{A2}: There is a statistically significant relationship between EI and the job performance of tutors in CoEs in Ghana.

The second research hypothesis was meant to explore the relationship between EI and the job performance of tutors in the CoEs in Ghana. Table 14 presents the Pearson product-moment correlation on the relationship between EI and job performance.

From the findings in Table 14, it is evident that there exists a statistically significant correlation between Emotional Intelligence (EI) and the job performance of tutors. The data indicates a medium-strength positive correlation between EI and job performance ($r = .330$, $p < .05$), as defined by Cohen (cited in Pallant, 2020), who suggests that correlations falling between .30 and .49 denote a medium level of correlation strength. This result suggests that an increase in tutors' EI levels will increase their job performance.

Research Hypothesis Three

Table 15: Pearson Product-Moment Correlation between Creativity and Job Performance

	Job performance	
Variables	**Correlation Coefficient**	**Sig**
Creativity	.490*	.011

H_{03}: There is no statistically significant relationship between creativity and the job performance of tutors in the CoEs in Ghana.

H_{A3}: There is a statistically significant relationship between creativity and the job performance of tutors in the CoEs in Ghana.

This research hypothesis sought to determine the relationship between creativity and the job performance of tutors in the CoEs in Ghana. Table 15

presents the Pearson product-moment correlation on the relationship between creativity and job performance.

Table 15 demonstrates a significant correlation between creativity and tutors' job performance. Additionally, Table 15 reveals a medium, statistically significant positive correlation between creativity and job performance ($r = .490$, $p < .05$). According to Cohen (as cited in Pallant, 2020), a correlation coefficient (r) between .30 and .49 indicates a medium strength of correlation. Therefore, these findings suggest that enhancing tutors' creativity levels could lead to improved job performance.

Research Hypothesis Four

H_{04}: Job stress, EI, and do not influence the job performance of tutors in the CoEs in Ghana.

HA4: Job stress, EI, and creativity influence the job performance of tutors in the CoEs in Ghana.

Research hypothesis four was intended to investigate the relative influence of job stress, EI, and creativity on job performance in the CoEs in Ghana. Job performance is the dependent variable, with work stress, emotional intelligence and ingenuity as the independent factors. Multiple regression was used since it was thought to be the most suitable method for testing this hypothesis. Using multiple regression, we can see how work stress, emotional intelligence, and creativity affect the dependent variable and how much of an influence each independent factor has (job performance). Nonetheless, assumptions were validated before the multiple regression analysis was conducted. They were the existence of multicollinearity and the assumption of

normality (P-P plot). Figure 3 presents the P-P plot normality test of the study variables.

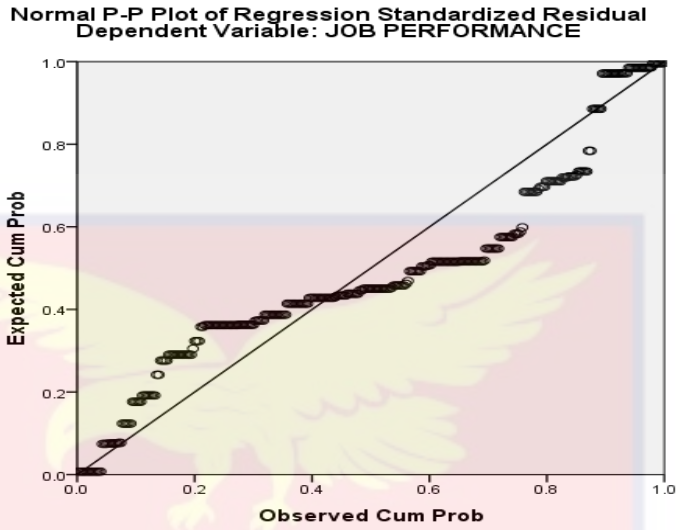

Figure 3: P-P plot of normality

In Figure 3, it can be seen that most of the points are around the central diagonal. When most of the points are on or around the central diagonal, the observation is considered normal (Pallant, 2020). The assumption of normality in the P-P plot was tested using multicollinearity (Tolerance and Variance Inflation Factor = VIF). In Table 16, we can see the outcomes of our multicollinearity analysis.

Table 16: Multicollinearity Test

Variable	Correlations	Multicollinearity	
	Job Performance	Tolerance	VIF
Job stress	-.378	.974	1.026
Emotional Intelligence	.330	.857	1.167
Creativity	.490	.874	1.144

Source: Fieldwork (2021)

It was found that the correlation between the independent and dependent variables exceeded 0.3, prompting a multicollinearity assessment. Consequently, a robust relationship was observed between the three independent variables (job stress, emotional intelligence, and creativity) and job performance. According to Pallant (2010), when an independent variable correlates with a dependent variable at 0.3 or higher, they are considered correlated.

Table 16 again reveals encouraging findings by showing that no tolerance values fell below the acceptable threshold.10 (Pallant, 2010). Also, VIF value 10, the threshold for acceptability, was achieved. Due to the fact that both the tolerance and variance inflation factor findings in Table 17 are within the allowable ranges, it is clear that multicollinearity is not an issue.

Table 17: ANOVA Results

Model	Sum of Squares	df	Mean Square	R Square Change	F	Sig.
Regression	682.781	3	227.594		1.639	.000
Residual	39989.438	288	138.852	.170		
Total	**40672.219**	**291**				

Source: Fieldwork (2021)

Table 17 shows that at $F(3, 288) = 1.639$, $p < 0.05$, the independent factors account for 17.0% of the variation in the dependent variable (job performance). These findings imply that factors including job stress, EI, and creativity significantly affect instructors' work performance. To isolate the effect of each independent variable, a linear multiple regression analysis was used. The result is shown in Table 18.

Table 18: Linear Multiple Regression Analysis of the Effect of Job Stress, Emotional Intelligence and Creativity on the Job Performance of Tutors

	Unstandardized Coefficients		Standardized Coefficients		
Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**
(Constant)	96.365	8.880		10.852	.000
Job Stress	-.079	.070	-.067	-11.286	.002
Emotional intelligence	.032	.034	.059	9.412	.024
Creativity	.071	.098	.109	7.245	.013

Source: Fieldwork (2021)

Based on Table 18, it is clear that job stress, emotional intelligence (EI), and creativity have a statistically significant impact on job performance at the .05 significance level. This conclusion arises because the significance values of these independent variables are below .05. In terms of standardized beta coefficients, the analysis revealed that job stress, EI, and creativity each exert a significant influence on job performance, with beta values of approximately -0.067 (or -6.7%), 0.059 (or 5.9%), and 0.109 (or 10.9%) respectively.

Job stress significantly reduces tutors' job performance ($\beta = -.079$, $p < .05$), indicating that each unit increase in job stress correlates with a decrease of 0.079 in job performance. Conversely, emotional intelligence (EI) significantly enhances tutors' job performance ($\beta = .032$, $p < .05$), suggesting that each unit increase in EI corresponds to a 0.032 increase in job performance.

Finally, the findings presented in Table 18 demonstrate that the creativity exhibited by tutors significantly enhances job performance ($\beta = .71$, $p < .05$). This suggests that for every unit increase in creativity, there is a corresponding increase of .71 in the level of job performance among tutors.

Importantly, creativity appears to explain a substantial portion of the variance in job performance.

Research Hypothesis Five

"H_{05}: There is no statistically significant difference in the job stress, emotional intelligence, creativity, and job performance of college tutors based on sex.

H_{A5}: There is a statistically significant difference in the job stress, EI, creativity, and job performance of college tutors based on sex".

This study aimed to test the hypothesis that male and female college tutors vary significantly in their levels of job stress, EI, creativity, and performance on the job. This study hypothesis was answered using Multivariate Analysis of Vace (MANOVA). The MANOVA test enabled us to examine how the sexes differed regarding work pressure, EI, and performance. After establishing a correlation between the dependent variable, ANOVA was formed (job stress, EI, creativity and job performance). The reason for establishing correlation was that, according to Tabachnick and Fidell (2007), MANOVA is wasteful when dependent variables are uncorrelated. This suggests that the dependent variables should be correlated moderately in either direction or highly negatively related. Likewise, the dependent variables should correlate from .3 to .7 (Warne, 2014). Hence, MANOVA was used to determine the differences in job stress, emotional intelligence, creativity, and job performance based on sex and teaching experience. Table 19 shows Levene's Test of Equality of Error Variances.

Table 19: Levene's Test of Equality of Error Variances

Construct/Variable	Levene Statistic	df1	df2	Sig.
Job Stress	.550	1	290	.459
Emotional Intelligence	.252	1	290	.616
Creativity	1.599	1	290	.207
Job Performance	.795	1	290	.373

Source: Fieldwork (2021)

From Table 19, the sig. values are greater than .05; thus, variances were assumed to be equal. Hence, MANOVA was used to determine whether there are any statistically significant differences in job stress, EI, creativity and job performance of college tutors based on sex and teaching experience. Table 20 shows the descriptive statistics for tutors' job stress, EI, creativity and job performance.

Table 20: Descriptive Statistics for Job Stress, Emotional Intelligence, Creativity and Job Performance based on Gender

Variables/Constructs	Gender of Tutors	M	SD
Job Stress	Female	65.36	10.47
	Male	65.02	9.48
Emotional Intelligence	Female	136.30	22.35
	Male	133.86	20.67
Creativity	Female	82.47	6.85
	Male	79.33	8.07
Job Performance	Female	102.96	10.67
	Male	97.60	12.67

Source: Fieldwork (2021)

In Table 20, it can be observed that male tutors have a higher level of job stress (*M* = 65.36, *SD* = 10.47) as compared to female tutors. Also, the results show that the emotional intelligence level of male tutors (*M* = 136.30, *SD* = 22.35) was higher than female tutors (*M* = 133.86, *SD* = 20.67). Additionally, it seems that male tutors had a higher level of creativity (*M* = 82.47, *SD* = 6.85) than female tutors (*M* = 79.33, *SD* = 8.07). Lastly, from Table 18, it appears that male tutors have a higher level of job performance (*M* = 102.96, *SD* = 10.67) than female tutors (*M* = 97.60, *SD* = 12.67).

Table 21 shows the MANOVA results for assessing the research hypothesis.

Table 21: MANOVA Results of Differences in Job Stress (JS), Emotional Intelligence (EI), Creativity (CT) and Job Performance (JP) based on their Sex

Effect		Value	F	Hypothesis df	Error df	Sig.	
Sex	Pillai's Trace	.086	6.785	4.000	287.000	<.001	.086
	Wilks' Lambda	.914	6.785	4.000	287.000	<.001	.086
	Hotelling's Trace	.095	6.785	4.000	287.000	<.001	.086
	Roy's Largest Root	.095	6.785	4.000	287.000	<.001	.086

Note: Box's M = 50.801, F (10, 313468.520) = 5.002, $p < .001$; = Wilk's Lambda, = Partial Eta Squared

Source: Fieldwork (2021)

The homogeneity test of variance-covariance matrices based on Box's M test was conducted. The results of the Box's M test are M = 50.801, F (10,

313468.520) = 5.002, p < .001. This result means that the assumption of variance-covariance matrices has not been met. According to Tabachnick and Fidell (2013), if the sig. value is less than .001, you have violated the assumption. Thus, Wilk's Lambda (test was used to test for statistical significance. In Table 21, it is obvious that there exists a statistically significant difference in college tutors' job stress, emotional intelligence, creativity and job performance based on their sex, F (4, 287) = 6.785, p < .001; = .916, = .086. This result means that there is a significant difference in job stress, emotional intelligence, creativity and job performance of college of education tutors based on their sex.

Table 22: Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	JS	8.201	1	8.201	.081	.776	.000
	EI	423.458	1	423.458	.902	.343	.003
	CT	697.427	1	697.427	12.803	<.001	.042
	JP	2043.273	1	2043.273	15.340	<.001	.050
Intercept	JS	1204413.571	1	1204413.571	11873.321	<.001	.976
	EI	5171925.869	1	5171925.869	11011.627	<.001	.974
	CT	1855013.838	1	1855013.838	34053.434	<.001	.992
	JP	2850277.012	1	2850277.012	21397.952	<.001	.987
Sex	JS	8.201	1	8.201	.081	.776	.000
	EI	423.458	1	423.458	.902	.343	.003
	CT	697.427	1	697.427	12.803	<.001	.042
	JP	2043.273	1	2043.273	15.340	<.001	.050
Error	JS	29417.207	290	101.439			
	EI	136206.799	290	469.679			
	CT	15797.350	290	54.474			
	JP	38628.946	290	133.203			
Total	JS	1271329.000	292				
	EI	5481305.000	292				
	CT	1940253.000	292				
	JP	3004032.000	292				
Corrected Total	JS	29425.408	291				
	EI	136630.257	291				
	CT	16494.777	291				
	JP	40672.219	291				

Source: Fieldwork (2021) *Bonferroni adjustment p < .0125
Note: JS = Job Stress, EI = Emotional Intelligence, CT = Creativity and JP = Job Performance.

The corrected models for job stress, F (1, 290) = .081, p = .776, and emotional intelligence, F (1, 290) = .902, p = .343, were not statistically significant. However, the corrected models for creativity, F (1, 290) = 12.803, p < .001, and job performance, F (1, 290) = 15.340, p < .001, were statistically significant. Therefore, male College of Education tutors had a higher level of creativity and job performance than female College of Education tutors.

Research Hypothesis Six

H_{06}: There is no statistically significant difference in the job stress, emotional intelligence, creativity and job performance of college tutors based on teaching experience.

H_{A6}: There is a statistically significant difference in the job stress, emotional intelligence, creativity and job performance of college tutors based on teaching experience.

This research hypothesis sought to determine whether there are any statistically significant differences in job stress, emotional intelligence, creativity and job performance of college tutors based on their teaching experience. Multivariate Analysis of Variance (MANOVA) was used to analyse this research hypothesis. Table 23 shows Levene's Test of Equality of Error Variances.

Table 23: Levene's Test of Equality of Error Variances

Construct/Variable	Levene Statistic	df1	df2	Sig.
Job Stress	2.745	3	288	.143
Emotional Intelligence	3.306	3	288	.211
Creativity	2.579	3	288	.054
Job Performance	3.349	3	288	.120

Source: Fieldwork (2021)

From Table 23, the sig. Values are greater than .05; thus, variances were assumed to be equal. Hence, MANOVA was used to determine whether there were any statistically significant differences in job stress, emotional intelligence, creativity and job performance of college tutors based on teaching experience. Table 24 shows the descriptive statistics for tutors' job stress, emotional intelligence, creativity and job performance.

Table 24: Descriptive Statistics for Job Stress, Emotional Intelligence, Creativity and Job Performance based on Teaching Experience

Variables/Constructs	Teaching Experience (in years)	M	SD
Job Stress	Below 5	51.33	9.84
	5-10	65.81	8.35
	11-20	64.62	11.03
	Above 20	67.48	7.81
Emotional Intelligence	Below 5	142.67	9.85
	5-10	130.21	23.20
	11-20	139.08	19.07
	Above 20	131.06	24.58
Creativity	Below 5	91.56	5.29
	5-10	79.18	6.67
	11-20	81.72	7.84
	Above 20	80.39	6.71
Job Performance	Below 5	91.67	9.92
	5-10	100.70	8.05
	11-20	102.35	10.83
	Above 20	98.80	15.06

Source: Fieldwork (2021)

In Table 24, it seems that College of Education tutors with over 20 years of teaching experience had a higher level of job stress than those with teaching experience below 5, 5-10 and 11-20 years. Surprisingly, tutors who had below 5 years of teaching experience had a higher level of emotional intelligence than those who had 11-20, 5-10 and above 20 years of teaching experience. Also, tutors with below 5 years of teaching experience had a higher level of creativity than those with 5-10, 11-20 and above 20 years of teaching experience. Moreover, college of education tutors who had taught for 11-20 years had a higher level of job performance than those with teaching experience of below 5, 5-10 and above 20 years.

Table 25 shows the MANOVA results for assessing the last research hypothesis.

Table 25: MANOVA Results of Differences in Job Stress (JS), Emotional Intelligence (EI), Creativity (CT) and Job Performance (JP) based on their Teaching Experience

Effect		Value	F	Hypothesis df	Error df	Sig.	
Teaching Experience	Pillai's Trace	.228	5.909	12.000	861.000	<.001	.076
	Wilks' Lambda	.782	6.107	12.000	754.331	<.001	.079
	Hotelling's Trace	.264	6.251	12.000	851.000	<.001	.081
	Roy's Largest Root	.198	14.222[c]	4.000	287.000	<.001	.165

Note: Box's M = 211.333, F (20, 119617.923) = 10.308, p < .001; = Wilk's Lambda, = Partial Eta Squared

Source: Fieldwork (2021)

The test for homogeneity of variance-covariance matrices using Box's M test was conducted, yielding a result of M = 211.333, F (20, 119617.923) = 10.308, p < .001. This indicates that the assumption of equal variance-covariance matrices has been violated. According to Tabachnick and Fidell (2013), a significance value below .001 indicates a violation of this assumption. Subsequently, Wilk's Lambda test was employed to assess statistical significance.

Table 25 clearly shows a statistically significant difference in college tutors' job stress, emotional intelligence, creativity, and job performance based on their teaching experience, F (12, 754.331) = 6.107, p < .001; η^2 = .782, ω^2 = .079. These results indicate a significant disparity in these factors between male and female college education tutors.

Moreover, the study examined differences in job stress, emotional intelligence, creativity, and job performance between sexes using univariate analysis. Pallant (2010) recommended applying the Bonferroni adjustment due to multiple comparisons at the univariate level. Thus, the original significance threshold of .05 was adjusted by dividing it by the number of dependent variables (four in this case), resulting in .05/4 = .0125. Consequently, results were deemed statistically significant only if the p-value was less than .0125. A summary of the findings is presented in Table 26.

Table 26: Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	JS	2212.142	3	737.381	7.804	<.001	.075
	EI	5485.079	3	1828.360	4.015	.008	.040
	CT	1289.909	3	429.970	8.144	<.001	.078
	JP	1421.924	3	473.975	3.478	.016	.035
Intercept	JS	419406.521	1	419406.521	4438.610	<.001	.939
	EI	1990825.969	1	1990825.969	4371.933	<.001	.938
	CT	747964.521	1	747964.521	14167.422	<.001	.980
	JP	1045516.918	1	1045516.918	7671.506	<.001	.964
Teaching Experience	JS	2212.142	3	737.381	7.804	<.001	.075
	EI	5485.079	3	1828.360	4.015	.008	.040
	CT	1289.909	3	429.970	8.144	<.001	.078
	JP	1421.924	3	473.975	3.478	.016	.035
Error	JS	27213.265	288	94.491			
	EI	131145.178	288	455.365			
	CT	15204.868	288	52.795			
	JP	39250.295	288	136.286			
Total	JS	1271329.000	292				
	EI	5481305.000	292				
	CT	1940253.000	292				
	JP	3004032.000	292				
Corrected Total	JS	29425.408	291				
	EI	136630.257	291				
	CT	16494.777	291				
	JP	40672.219	291				

Source: Fieldwork (2021) *Bonferroni adjustment $p < .0125$

Note: JS = Job Stress, EI = Emotional Intelligence, CT = Creativity and JP = Job Performance.

The corrected models for job stress, $F(3, 288) = 7.804$, $p < .001$; emotional intelligence, $F(3, 288) = 4.015$, $p = .008$; and creativity, $F(3, 288) = 8.144$, $p < .001$ were statistically significant. However, the corrected model for job performance, $F(3, 288) = 3.478$, $p = .016$, was not statistically significant. Hence, there were significant differences in the college of education tutors' job stress, emotional intelligence and creativity based on their teaching experience.

A post-hoc analysis was done to ascertain where the differences in tutors' job stress, emotional intelligence and creativity exist. Table 27 presents a summary of the post-hoc analysis.

Table 27: Multiple Comparison of Differences in Job Stress, Emotional Intelligence and Creativity based on Teaching Experience

Dependent Variable	(I) Teaching Experience	(J) Teaching Experience	Mean Difference (I-J)	Std. Error	Sig.
Job Stress	Below 5 years	5-10 years	-14.4737*	3.48664	<.001
		11-20 years	-13.2857*	3.33792	<.001
		Above 20 years	-16.1477*	3.41980	<.001
	5-10 years	Below 5 years	14.4737*	3.48664	<.001
		11-20 years	1.1880	1.51675	.862
		Above 20 years	-1.6740	1.68932	.755
	11-20 years	Below 5 years	13.2857*	3.33792	<.001
		5-10 years	-1.1880	1.51675	.862
		Above 20 years	-2.8620	1.35605	.152
	Above 20 years	Below 5 years	16.1477*	3.41980	<.001
		5-10 years	1.6740	1.68932	.755
		11-20 years	2.8620	1.35605	.152
Emotional Intelligence	Below 5 years	5-10 years	12.4561	7.65408	.365
		11-20 years	3.5850	7.32761	.961
		Above 20 years	11.6034	7.50735	.412
	5-10 years	Below 5 years	-12.4561	7.65408	.365
		11-20 years	-8.8711*	3.32965	.040
		Above 20 years	-.8528	3.70850	.996
	11-20 years	Below 5 years	-3.5850	7.32761	.961
		5-10 years	8.8711*	3.32965	.040
		Above 20 years	8.0183*	2.97688	.037
	Above 20 years	Below 5 years	-11.6034	7.50735	.412
		5-10 years	.8528	3.70850	.996
		11-20 years	-8.0183*	2.97688	.037

Table 27 continue

Creativity	Below 5 years	5-10 years	12.3801*	2.60620	<.001
		11-20 years	9.8345*	2.49504	<.001
		Above 20 years	11.1632*	2.55624	<.001
	5-10 years	Below 5 years	-12.3801*	2.60620	<.001
		11-20 years	-2.5456	1.13374	.114
		Above 20 years	-1.2170	1.26274	.770
	11-20 years	Below 5 years	-9.8345*	2.49504	<.001
		5-10 years	2.5456	1.13374	.114
		Above 20 years	1.3287	1.01362	.557
	Above 20 years	Below 5 years	-11.1632*	2.55624	<.001
		5-10 years	1.2170	1.26274	.770
		11-20 years	-1.3287	1.01362	.557
Job Performance	Below 5 years	5-10 years	-9.0351	4.18734	.138
		11-20 years	-10.6871*	4.00874	.040
		Above 20 years	-7.1308	4.10707	.307
	5-10 years	Below 5 years	9.0351	4.18734	.138
		11-20 years	-1.6520	1.82156	.801
		Above 20 years	1.9043	2.02882	.784
	11-20 years	Below 5 years	10.6871*	4.00874	.040
		5-10 years	1.6520	1.82156	.801
		Above 20 years	3.5563	1.62857	.130
	Above 20 years	Below 5 years	7.1308	4.10707	.307
		5-10 years	-1.9043	2.02882	.784
		11-20 years	-3.5563	1.62857	.130

Source: Fieldwork (2021) *Bonferroni adjustment $p < .0125$

Table 27 indicates that according to the post-hoc test, there is a significant difference in job stress levels among college of education tutors based on their teaching experience. Specifically, tutors with 5-10 years of experience reported higher job stress compared to those with less than 5 years of experience. Similarly, there was a significant difference in job stress between

tutors with less than 5 years of experience and those with 11-20 years of experience, with the latter experiencing higher stress levels. Furthermore, significant differences were observed in job stress between tutors with less than 5 years of experience and those with over 20 years of experience, indicating that tutors with over 20 years of experience reported higher levels of job stress than their less experienced counterparts.

According to Table 27, there were notable differences in emotional intelligence among college of education tutors based on their teaching experience. Specifically, tutors with 5-10 years of experience differed significantly from those with 11-20 years of experience in terms of emotional intelligence. Additionally, tutors with 11-20 years of experience showed distinct differences in emotional intelligence compared to those with over 20 years of experience. These findings suggest that tutors with 11-20 years of teaching experience generally exhibited higher emotional intelligence levels than their counterparts with 5-10 years or over 20 years of experience.

Moreover, Table 27 reveals a statistically significant disparity in the creativity levels of college of education tutors based on their teaching experience. Specifically, there were notable differences in creativity between tutors with less than 5 years of experience compared to those with 5-10 years, 11-20 years, and over 20 years of experience. These findings indicate that tutors with less than 5 years of teaching experience exhibited higher creativity levels than their counterparts with 5-10 years, 11-20 years, and over 20 years of experience.

Lastly, from the post-hoc analysis, there was no statistically significant difference in the college of education tutors' level of job performance based on

their teaching experience (below 5, 5-10, 11-20 and above 20 years). This result implies that college of education tutors had the same level of job performance irrespective of their years of teaching experience.

Discussion of Results

Level of Stress of Tutors in the Colleges of Education

The results of this study revealed that the College of Education tutors experienced stress. The finding implies that college education tutors may lack social support from their family and social networks, contributing to their stress levels. Also, it may be that tutors do not have adequate information or knowledge on coping strategies. The results support Mayor's (2015) findings that teachers face significant occupational stress. In contrast, Owusu (2021) reported low levels of occupational stress among senior high school teachers, conflicting with the current study's findings. These discrepancies may stem from differences in sample demographics; this study focused on the College of Education tutors, while Owusu examined senior high school teachers. Furthermore, Jones (2020) similarly observed moderate levels of job stress among high school teachers, suggesting persistent stress factors across different educational levels.

Level of Emotional Intelligence of Tutors in the Colleges of Education

The study's findings showed that college education tutors had high emotional intelligence. Akullo (2019) found that teachers showed high emotional intelligence. Rice (2010) discovered that teacher educators had an average level of emotional intelligence. Likewise, Singh (2015) found that teacher educators had average emotional intelligence. This finding suggests that college of education tutors are empathetic and fully understand their own

emotions; hence, they can also understand the emotions of their students, colleagues, family members and principals. It is assumed that when a person's emotional intelligence is high, he or she can manage his or her stress well, but this was not the case for college of education tutors since they had a high level of job stress.

Level of Creativity of Tutors in the Colleges of Education

The findings of the study indicated that the creativity level of college of education tutors was high. The finding of the study is in harmony with that of Alshehab (2003) who found that creative behaviour practice among public school teachers was high. Similarly, Warne (2014) found that the level of practicing creative behaviour among teachers was high.

Level of Job Performance of Tutors in the Colleges of Education

The study results revealed that the job performance level of college tutors was high. The study's findings align with those of Feinstein (2017), who found that teachers displayed high job performance. Also, the result of the study differs from that of Murphy (2014), who found that teachers' job performance was above average. The difference in the findings is because of the respondents' different demographic characteristics and the context in which these studies were conducted.

Relationship between Job Stress and the Job Performance of Tutors in the Colleges of Education

The findings revealed a moderate negative association between job-related stress and performance. This study suggests that the performance of college tutors is adversely affected by the stress they experience in their roles. These results are in line with Bashir and Ramay's (2010) findings, who similarly

observed a negative relationship between occupational stress and job performance. They are also consistent with other studies (Jones, 2020; Alkubaisi, 2015; Deng et al., 2019; Yobaoh-Kordee et al., 2018) conducted in high-stress industries such as banking, which also identified a negative correlation between work stress and performance. Despite demonstrating high levels of performance, college tutors were found to experience significant stress, potentially explaining the negative correlation between stress and performance observed in this study.

Furthermore, Yozgat et al. (2013) identified a reverse relationship between occupational stress and performance. Feinstein (2017) observed that stress among bank employees is associated with decreased performance. These results align with the findings of Asamoah-Appiah and Aggrey-Fynn (2017), who also noted an adverse correlation between job stress and performance.

The negative association between stress on the job and performance is not limited to the business and manufacturing sectors; the results of this study show that it also holds in the educational field. By implication, it has been established that occupational or job-related stress affects employees performance negatively, such that the more employees are exposed to various pressures and demands on the job, the more stressed they become, which consequently affects their level of performance in any field of work.

Relationship between Emotional Intelligence and the Job Performance of Tutors in the Colleges of Education

The research identified a statistically significant moderate association between emotional intelligence and job performance. These results indicate that providing training to college instructors on enhancing their emotional

intelligence could potentially enhance their effectiveness in their roles. The efficacy of teachers in their profession correlates significantly with emotional intelligence attributes such as self-awareness, confidence, achievement orientation, and conflict management. Asrar-ul-Haq et al. (2017) found a positive correlation between emotional intelligence and professional success, corroborating their previous findings. Similarly, Gontur and Dekom (2017) observed a positive relationship between emotional intelligence and job performance. Additionally, Ekpenyong et al. (2015) concluded that emotional intelligence is closely tied to job success.

However, the study's finding contradicts that of Ackon (2012), who found no statistically significant relationship between job performance and emotional intelligence. It is worth noting that Ackon found a positive relationship between job performance and emotional intelligence, but it was insignificant. This continues to affirm the relationship between the two variables under discussion.

Relationship between Creativity and the Job Performance of Tutors in the Colleges of Education

This result means that the level of creativity that college tutors exhibit will tend to affect their job performance. For example, if a college tutor is not creative, his/her job performance level will be reduced, and vice versa. This research lends credence to the claim made by Amabile et al. (as stated in (Lee & Panatik, 2015) that when workers engage their imagination and creativity on the job, they come up with fresh ideas that help them solve problems. Also, the findings align with those of Siddiqi and Qureshi (2016), who also found a strong correlation between creative capacity and performance on the job.

Furthermore, several studies indicate a significant positive correlation between employees' job performance and their creativity levels (Khalifh, 2014; Ngo et al., 2020; Soori and Ferasat, 2016). Soori and Ferasat (2016) specifically observed a noteworthy, albeit weak, positive relationship between creativity and job performance. Despite its weakness, this finding underscores the positive association between creativity and job performance.

Self-creative personnel may develop novel approaches to their work and are more likely to complete the assignments placed before them, as shown by the present study (Ho, 2011).

Influence of Job Stress, Emotional Intelligence and Creativity on Job Performance in the CoEs in Ghana

It was determined that job stress significantly diminishes the job performance of tutors. This suggests that an increase in stress levels among college tutors leads to a decrease in their job performance. This study's results support those of Akullo (2019), who similarly found that workplace stress adversely affects performance. Additionally, the research aligns with Bartels' (2020) findings, indicating that occupational stress negatively impacts academic professionals at Cape Coast Technical University, albeit to a modest degree. Nnuro and Acheampong (2012) also observed a significant decline in performance among workers at Koforidua Technical University following exposure to workplace stress. Similarly, Rice (2010) noted that job stress among academic staff members detrimentally affected their job performance. Together, these findings underscore work-related stress as a prominent factor contributing to suboptimal job performance.

Emotional intelligence has been found to significantly enhance instructors' workplace performance. Given these results, it seems reasonable to suggest that training college tutors to enhance their emotional intelligence could similarly boost their workplace effectiveness. Individuals who are adept at managing their emotions tend to foster good relationships with colleagues, communicate effectively, and thereby find their work fulfilling and timely. These findings align with Mayor's (2015) research, which established a positive link between emotional intelligence and job success, as well as Akullo's (2019) suggestion that emotional intelligence can predict job performance.

The research also found that instructors' creative output positively affects their performance on the job. According to the results, college tutors who are more imaginative are also better at their jobs. Results from this research agree with those from a study by Siddiqi and Qureshi (2016), who also showed that employee creativity significantly boosted business outcomes. Moreover, the results back with the theory put out by Akullo (2013), who believes that a company's performance may be boosted by encouraging its staff to think outside the box. Sample (2017) came to a similar conclusion, namely that employee creativity benefits project success.

Differences in the Job Stress, Emotional Intelligence, Creativity and Job Performance of College Tutors based on Sex

College education instructors were shown to exhibit statistically significant disparities in both inventiveness and performance depending on their sex. It was found that Men College of Education instructors were more innovative and productive than their female counterparts. Yet, neither occupational stress nor emotional quotient differed significantly by sex.

According to the research findings, there was no notable variation in occupational stress between genders. Therefore, both male and female college instructors encountered comparable stress in their roles. This study suggests that gender does not influence the stress experienced by college educators. This finding is consistent with Akullo's (2019) study, which found no significant difference in occupational stress between male and female educators. Similarly, Mayor (2015) concluded that there was no significant disparity in teacher stress levels based on gender, a result supported by Jones (2020), who also found no gender-based differences in teachers' stress.

However, this outcome supports Anbumalar et al.'s (2017) findings, which revealed higher stress levels among female students compared to males. Shi and Auerbach (2010) similarly reported that female students experienced greater stress than their male counterparts. In contrast, this study diverges from Anbumalar et al. and Shi and Auerbach's findings as it focuses on college education teachers rather than students. Aftab and Khatoon (2012) found that stress levels were higher among male instructors than female teachers in the workplace.

Furthermore, the research indicated that there was no statistically significant disparity in emotional intelligence based on gender among college tutors. This suggests that emotional intelligence levels among college tutors are not influenced by their gender. This finding aligns with previous studies by Arteche et al. (2008) and Nikoopour and Esfandiari (2017), which also found no significant gender-based differences in emotional intelligence. Similarly, Singh (2015) observed no notable gender differences in emotional intelligence among teacher educators. These findings contradict the assertion by Fernandez-

Berrocal et al. (2012) that women generally exhibit higher emotional intelligence than men. Conversely, another study (Cabello et al., 2016) reaffirmed that women tend to demonstrate stronger emotional intelligence compared to men. Chandra et al. (2017) found that female students exhibited higher emotional intelligence compared to male students, while Gomez-Baya and Malesdoza (2018) reported an unexpected finding: male students demonstrated greater emotional intelligence than their female counterparts.

The study revealed distinct differences in creativity levels between male and female college educators. It found that male instructors demonstrated greater inventiveness compared to their female colleagues, highlighting a gender disparity in creative approaches within academia. This finding contrasts with previous research by Baer and Kaufman (2008), which suggested that women tend to exhibit higher levels of creativity than men. However, other studies, such as Proudfoot et al. (2015), have noted that males generally display higher creativity levels than females. This perspective is supported by numerous research sources (Mayor, 2015; Cuddy et al., 2008).

Moreover, the research indicated a notable disparity in the job performance of college tutors depending on their gender. Specifically, male tutors demonstrated higher job performance compared to their female counterparts. This suggests that gender plays a significant role in the job performance of college tutors. Additionally, it implies that male tutors' job performance differs from that of female tutors. Joshi et al. (2015) noted that gender discrepancies in rewards such as salaries, bonuses, and promotions contribute to slight variations in employees' job performance within the

educational sector. Conversely, Stone et al. (2016) revealed no statistically significant difference in job performance based on sex.

Differences in the Job Stress, Emotional Intelligence, Creativity, and Job Performance of College Tutors based on Teaching Experience

The research indicated significant variations in job stress, emotional intelligence, and creativity among college tutors depending on their teaching experience. Specifically, college of education tutors with 5-10 years of teaching experience reported higher levels of job stress than those with less than 5 years of experience. This aligns with previous findings by Aftab and Khatoon (2012), who similarly observed that teachers with 6-10 years of experience encountered more stress than those with 0-5 years of experience.

Another discovery showed that teachers who had been teaching for 11-20 years experienced higher stress levels than those with less than 5 years of experience. Additionally, the survey revealed that college tutors who had more than 20 years of experience reported higher levels of work-related stress than their counterparts with less than 5 years of experience. These findings align with Kavita and Hassan's (2018) research, which also found a link between years of teaching experience and decreased workplace stress. In contrast, Jones (2020) found no association between instructors' years of experience and their stress levels, contradicting the results of this study.

The study also revealed that college tutors with 11-20 years of teaching experience exhibited higher emotional intelligence than those with 5-10 years or over 20 years of experience. These findings suggest that the emotional intelligence of tutors may be linked to their teaching tenure with college students. These results align with prior research by Kini and Podolsky (2016)

and Merida-Lopez and Extremera (2017), noting a connection between educators' years of classroom experience and student emotional intelligence. In contrast, Singh (2015) found no correlation between instructors' emotional intelligence and years of teaching experience, which is consistent with Mishra and Lasker's (2013) findings.

The survey also found that higher education educators with fewer than five years of experience demonstrated greater creativity compared to those with five to ten years, eleven to twenty years, or over twenty years of experience. Al-Dababneh et al. (2010) noted no differences in creativity levels among instructors based on their teaching experience, which contrasts with these results. Al-Dababneh et al. (2017) confirmed that educators with less than five years of experience are likelier to exhibit creativity than those with more than five years, supporting this study's findings.

In conclusion, the study revealed no statistically significant variation in tutors' performance in the college of education based on their teaching experience categorized as below 5 years, 5-10 years, 11-20 years, and above 20 years. This finding suggests that tutors in colleges of education perform similarly, irrespective of their years of experience. This outcome aligns with Mashhadlou and Izadpanah's (2021) findings, indicating no notable difference in teacher performance based on classroom experience. Conversely, Asnawati et al. (2021) observed that increased years of experience enhance instructors' effectiveness in the classroom.

An Observed Conceptual Framework

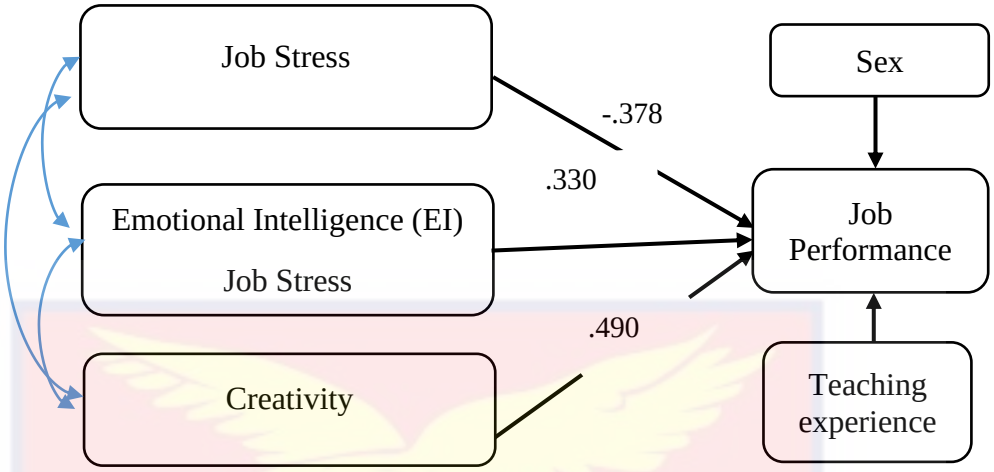

Figure 4: Influence of job stress, emotional intelligence (EI), creativity and job performance
Source: Author's construct, (2020).

This study reveals that stress adversely affects the performance of college tutors, mirroring findings from other sectors. Emotional intelligence and creativity were positively associated with performance, indicating that these abilities can enhance job effectiveness. Notably, the study observed that male tutors were perceived as more creative and productive than their female counterparts despite experiencing similar stress levels. Additionally, tutors with 5-10 years of experience reported the highest stress levels.

Chapter Summary

The present research investigated how job stress, emotional intelligence, and creativity affect the job performance of college education tutors in Ghana. The findings indicated that college education tutors experienced significant levels of stress. Additionally, the study revealed that these tutors demonstrated high emotional intelligence and creativity. Moreover, the research found that the job performance of college tutors was notably high. According to the results, there was a moderate negative correlation between job stress and job performance. Importantly, the study also identified a statistically significant

medium-positive relationship between emotional intelligence and job performance.

Moreover, the findings showed a notable correlation between creative thinking and job effectiveness. Statistical examination demonstrated that stress diminishes tutors' job performance. Furthermore, the research indicated that increased emotional intelligence and creativity notably improve instructors' job performance. Additionally, the study identified significant variations in originality and job performance among college educators based on gender. However, no gender differences were observed regarding occupational stress or emotional intelligence.

Finally, the research demonstrated notable variations in the levels of job stress, emotional intelligence, and creativity among college tutors depending on their teaching experience. However, the study found no significant differences in the job performance of college education tutors based on their teaching experience. A detailed overview of the findings and recommendations is outlined in the following chapter.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Overview

This chapter provides a brief overview of the study, focusing on the methodological approaches used to gather and analyse data to conclude the effect of work stress, emotional intelligence, and creativity on tutors' performance in colleges of education. Important inferences are taken from the data, and good policy and practice suggestions are made. Furthermore, the study's scholarly contributions and directions for future study are recorded.

Summary of the Study

The study examined the influence of job stress, emotional intelligence, and creativity on tutors' job performance in Ghana's education colleges. The rationale was to provide examination and clarification into the influence of job stress, emotional intelligence, and creativity on job performance and to look at the differences in the level of the college of education tutors' level of job stress, emotional intelligence, creativity, and job performance based on their sex and teaching experience.

The current study was grounded in positivist philosophy. It utilised a quantitative approach with a descriptive design to investigate how job stress, emotional intelligence, and creativity affect the job performance of tutors at colleges of education in Ghana. A proportionate sampling method was employed to gather data, and 292 tutors were selected from these colleges. For data collection, the study adapted several instruments, including a stress inventory, an emotional intelligence scale, a creativity scale, and a job performance scale.

Results from the four (4) research questions were analysed using "means" and "standard deviations," while "frequencies" and "percentages" were utilised to analyse the respondents' demographic characteristics. The Pearson Product Moment Correlation coefficient also analyzed relationships between work stress, emotional intelligence, creativity, and job performance. Again, multiple linear regression was used to analyse the influence of job stress, emotional intelligence, and creativity on job performance. College tutors' levels of work stress, emotional intelligence, creativity, and performance were examined to see whether there were any significant variations by sex and years of experience in the classroom.

Key Findings

"The study examined the influence of job stress, emotional intelligence and creativity on the job performance of tutors in colleges of education in Ghana. In this study, ten (10) objectives were formulated to guide the study. The findings of the study are:

1. The colleges of education tutors experienced much stress.
2. The colleges of education tutors had a high level of emotional intelligence.
3. The creativity level of college education tutors was high.
4. The job performance level of college tutors was high.
5. A statistically significant negative medium relationship existed between job stress and job performance.
6. That there was a statistically significant positive medium relationship between emotional intelligence and job performance".

7. "That there was a statistically significant positive medium relationship between creativity and job performance.
8. The study found that job stress significantly and negatively impacts the job performance of tutors. Conversely, it also demonstrated that both emotional intelligence and creativity have a significant positive effect on the job performance of tutors.
9. There were statistically significant differences in the college of education tutors' level of creativity and job performance based on their sex. On the contrary, there were no statistically significant differences in job stress and emotional intelligence based on sex.
10. The study revealed that college tutors showed statistically significant differences in job stress, emotional intelligence, and creativity levels based on their years of teaching experience. However, it also found that there was no statistically significant difference in their job performance levels when considered in relation to their teaching experience".

Conclusions

The results suggest that the high levels of job stress experienced by higher education tutors may be attributable to factors such as a high volume of work, pressure from loved ones, financial difficulties, and an absence of coping mechanisms.

Secondly, the fact that college of education tutors had a high level of emotional intelligence suggests that they fully understood their emotions; hence, they could understand the emotions of their students, colleagues, and college principals. Interestingly, one would think this high level of emotional

intelligence would help them manage their stress, but this was not the case. It may be that their job stress level overwhelmed their emotional intelligence.

Thirdly, it can be concluded that college of education tutors employed innovative ways of teaching since the level of their creativity was high. Also, it was not surprising that tutors' job performance level was high because of their emotional intelligence and creativity. One might conclude that instructors are more likely to do well in their jobs if they have optimistic attitudes, regardless of how stressful their situations may be.

In addition, it can be concluded that the stress level that tutors experienced had a significant role in their job performance. For instance, when college tutors face high job stress, it will reduce their job performance. This further consolidates the assertion that an organisation with too many job demands and loads, as well as stress on employees, will result in low levels of job performance.

Furthermore, it can be inferred that the correlations between emotional intelligence and job performance, as well as creativity and job performance, suggest that higher emotional intelligence and creativity among college of education tutors may result in improved job performance.

Moreover, the results of this investigation suggest that college education tutors levels of originality and performance are sex-specific. This means that tutors' creativity and job performance will differ for male and female tutors. Again, job stress and emotional intelligence were independent of the college of education tutors' sex.

Finally, job stress, emotional intelligence, and creativity level of the College of Education tutors were dependent on their teaching experience. This

suggests that years of experience are an influencing factor in determining tutors' level of job stress, emotional intelligence, and creativity. However, it can be concluded that tutors' level of job performance is independent of their teaching experience.

Recommendations

Based on the key findings and conclusions drawn from the study, the following recommendations have been made:

1. The study revealed that college education tutors experienced high job stress. It is therefore recommended that College of Education Counsellors should be informed about this phenomenon that negatively influences tutors' job performance, and hence organise guidance and counselling programmes and seminars that would help tutors to effectively manage their stress.
2. The study revealed that tutors had high levels of emotional intelligence. College of Education Counsellors should continue to educate tutors on how to improve their emotional intelligence to manage their stress well.
3. Also, it is recommended that in the organisation of seminars and training on how to deal with job-related stress, no special attention should be given to male or female tutors since they experienced the same level of stress.
4. The research showed that college of education instructors who had taught for more than 20 years experienced greater job stress compared to those with fewer than 5 years of teaching experience. As a result, it is suggested that Principals, with the assistance of counselors and the counseling units in various colleges of education, arrange specialised

seminars on stress management specifically for tutors who have been in the profession for more than 20 years.

5. Also, it is recommended to Principals of Colleges of Education that teaching experience should not be used as a yardstick in recruiting tutors since tutors' job performance is not dependent on their years of teaching experience.

Suggestions for Further Research

The current study focused on the influence of job stress, emotional intelligence, and creativity on tutors' job performance in Ghana's colleges of education. It is therefore suggested that future studies should be conducted on the moderating role of emotional intelligence in the influence of job stress on the college of education tutors' job performance. Further research should focus on the mediating function of creativity in the impact of emotional intelligence on the performance of college education tutors. Also, it is recommended that future research combine qualitative and quantitative methods in order to comprehend the study factors. This is due to the fact that the respondents were not given a chance to express their opinions in more depth when the quantitative research technique was used.

Contributions of the study to knowledge

The following Contributions are made based on the findings of the study;

The methodological contribution of this study was a quantitative study that employed the descriptive design to examine the influence of job stress, emotional intelligence, and creativity on the job performance of tutors in colleges of education in Ghana. This knowledge gained may be useful for other studies on the adoption of the variable job stress, emotional intelligence,

creativity, and job performance of tutors in the context of developing colleges of education in Ghana.

Secondly, the study will contribute to knowledge in terms of concepts and theories. This study employed the concepts of job stress, emotional intelligence, creativity, and job performance. The study used the Cognitive Appraisal Theory by Lazarus and Folkman (1984), Emotional Intelligence Theory by Goleman (1995), and Honing Theory of Creativity by Gabora (1998) to explain the concepts. The conceptual and theoretical contribution involves evaluating the suitability of applying concepts and theories originally developed in different contexts. The relevance of research theories and models formulated in developed countries to studies conducted in developing countries is often scrutinized due to the distinct social and cultural differences between these settings. This study's successful application of these theories offers valuable insights into how job stress, emotional intelligence, and creativity impact the job performance of tutors in Ghanaian colleges of education, thereby demonstrating their interpretive potential in a developing country context.

Additionally, this research offers valuable practical contributions through its in-depth insights. It highlighted that instructors' work performance improves notably when they possess higher levels of emotional intelligence and creativity. Furthermore, the study uncovered that tutors at colleges of education often encounter substantial stress in their job roles. Further, the level of creativity that college tutors exhibit tends to affect their job performance.

Contributions of the study to policy and practice

Additionally, this study will provide valuable insights that policymakers, particularly the Ghana Tertiary Education Commission, can utilize to advance and apply knowledge through educational initiatives, scholarly research, and partnerships with industry and the public sector. The findings will support the enhancement of teaching practices and foster collaborative efforts, contributing to the development of skilled human capital. This, in turn, will play a crucial role in the sustainable growth and progress of the national economy.

Contributions of the study to Educational Practice

- Implement training programs focused on stress management techniques tailored to the specific challenges faced by tutors in colleges of education.
- Offer workshops and seminars on emotional intelligence development to enhance tutors' ability to understand and manage their emotions effectively in professional settings.
- Promote a collaborative learning environment among tutors through peer support groups, collaborative projects, and knowledge-sharing initiatives.
- Recognize and reward tutors for their contributions to teaching excellence, creativity, and innovation in the classroom.
- Encourage research and knowledge sharing on the intersection of job stress, emotional intelligence, creativity, and job performance among tutors in colleges of education.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

QUESTIONNAIRE FOR RESPONDENTS

Dear Respondent,

I am a student of the University of Cape Coast conducting a research study on the influence of job stress, emotional intelligence and creativity on job performance of tutors in Colleges of Education in Ghana. I therefore seek for your co-operation and consent to participate in this study. The data shall be used for academic purpose only and they will be treated with all the confidentiality they deserve. You are encouraged to respond to the statements in this questionnaire in as truthful and objective way as possible.

There is no right or wrong response, so kindly feel free to **tick (√)** (where appropriate) the responses that express your views.

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender: Male [ ] Female [ ]

2. Years of teaching experience: Below 5 years [ ] 6 – 10 years [ ]
   11 - 20 years [ ] Above 21 years [ ]

SECTION B: STRESS

Using a scale of 1 – 5 ***[where 1=no stress, 2= mild stress, 3 = moderate stress, 4= much stress, 5=extreme stress],*** *indicate your response regarding your level of stress for the past 3 years.* **SL: Stress**

Statements			**Measures**		
	1	**2**	**3**	**4**	**5**
SL1. Poor career structure or promotion prospects	☐	☐	☐	☐	☐
SL 2. Difficult class	☐	☐	☐	☐	☐
SL3. Lack of recognition for good teaching	☐	☐	☐	☐	☐
SL4. Responsibility for students (e.g. exam success)	☐	☐	☐	☐	☐
SL5. Noisy classroom environment	☐	☐	☐	☐	☐
Too short rest periods (mid-morning break, mid- day break)	☐	☐	☐	☐	☐
SL7. Students' poor attitudes to work	☐	☐	☐	☐	☐
SL8. Inadequate salary	☐	☐	☐	☐	☐
Too much work to do (lecture preparation and marking).	☐	☐	☐	☐	☐
SL10. Having a large class (i.e. many student)	☐	☐	☐	☐	☐
SL11. Maintaining class discipline	☐	☐	☐	☐	☐
SL12. Administrative work (e.g. Filling in forms)	☐	☐	☐	☐	☐

SL13. Pressure from family	☐	☐	☐	☐	☐
SL14. Ill-defined curriculum (e.g. not detailed enough)	☐	☐	☐	☐	☐
SL15. Lack of time to spend with individual students	☐	☐	☐	☐	☐
SL16. Shortage of equipment and poor facilities	☐	☐	☐	☐	☐
SL17. Attitudes and behaviour of other tutors	☐	☐	☐	☐	☐
SL18. Students' impolite behaviour	☐	☐	☐	☐	☐
SL19. Pressure from the principal and education officers	☐	☐	☐	☐	☐
SL20. Having extra students because of absent tutors.	☐	☐	☐	☐	☐

Any final comments?.....

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SECTION C: EMOTIONAL INTELLIGENCE OF TUTORS

Using a scale of 1 – 5 ***[where 1=Strongly Disagree, 2= Disagrees, 3 = Neutral, 4= Agree, 5=Strongly Agree],*** *indicate your response regarding your level of Emotional Intelligence for the past 3 years.*

EI: Emotional Intelligence

Statements			**Measures**		
Self-awareness	**1**	**2**	**3**	**4**	**5**
EI1. I am aware of my weaknesses.	☐	☐	☐	☐	☐
EI2. I pursue goals beyond what is required of me.	☐	☐	☐	☐	☐
EI3. I can stand up for my beliefs.	☐	☐	☐	☐	☐
EI4. I am able to identify and separate my emotions.	☐	☐	☐	☐	☐
EI5. I am able to meet commitments and keep promises.	☐	☐	☐	☐	☐
EI6. I am organized and careful in my work.	☐	☐	☐	☐	☐
EI7. I have my priorities clear.	☐	☐	☐	☐	☐
EI8. I am able to make intelligent decisions using a healthy balance of emotions and reason.	☐	☐	☐	☐	☐
Self-regulation	**1**	**2**	**3**	**4**	**5**
EI9. I can listen to someone without the urge to say something.	☐	☐	☐	☐	☐
EI10. I can stay focused under pressure.	☐	☐	☐	☐	☐
EI11. I am able to handle multiple demands.	☐	☐	☐	☐	☐
EI12. I am able to maintain the standards of honesty and integrity.	☐	☐	☐	☐	☐
EI13. I can continue to do what I believe in even under severe criticism	☐	☐	☐	☐	☐

EI14. I am able to assess the situation and then behave.	☐	☐	☐	☐	☐
Self-motivation	**1**	**2**	**3**	**4**	**5**
EI15. I do not depend on others' encouragement to do my work well.	☐	☐	☐	☐	☐
EI16. I can see the brighter side of any situation	☐	☐	☐	☐	☐
EI17. I am able to make intelligent decisions using a healthy balance of emotions and reason.	☐	☐	☐	☐	☐
EI18. I feel that I must develop myself even when my job does not demand it.	☐	☐	☐	☐	☐
EI19. I am persistent in pursuing goals despite obstacles and setbacks.	☐	☐	☐	☐	☐
EI20. I believe in myself.	☐	☐	☐	☐	☐
Managing relations/social skills	**1**	**2**	**3**	**4**	**5**
EI21. I believe that happiness is an Attitude.	☐	☐	☐	☐	☐
EI22. I think feelings should be managed	☐	☐	☐	☐	☐
EI23. I can concentrate on the task at hand in spite of disturbances.	☐	☐	☐	☐	☐
EI24. I am friendly and outgoing.	☐	☐	☐	☐	☐
EI25. I have built rapport and made and maintained personal friendships with work associates.	☐	☐	☐	☐	☐
EI26. I can handle conflicts around me	☐	☐	☐	☐	☐
Empathy	**1**	**2**	**3**	**4**	**5**
EI27. I am able to confront unethical actions in others.	☐	☐	☐	☐	☐
EI28. I can encourage others to work even when things are not favourable.	☐	☐	☐	☐	☐
EI29. People tell me that I am an inspiration for them.	☐	☐	☐	☐	☐
EI30. I try to see the other person's point of view.	☐	☐	☐	☐	☐

EI31I am able to encourage people to take the initiative.	☐	☐	☐	☐	☐
EI32. I am able to stay composed in both good and bad situations.	☐	☐	☐	☐	☐
EI33. I do not mix unnecessary emotions with issues at hand.	☐	☐	☐	☐	☐
EI34. I pay attention to the worries and concerns of others.	☐	☐	☐	☐	☐

Any final comments?.....

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SECTION D: CREATIVITY

Using a scale of 1 – 5 ***[where 1=Never, 2= Seldom, 3 = Sometimes, 4= frequently, 5 =Always],*** *indicate your response regarding your level of creativity for the past 3 years.*

C: Creativity

Statements	1	2	3	4	5
I question the students' ideas to ponder them to explore it further	☐	☐	☐	☐	☐
To develop critical thinking, I enquire students about their idea.	☐	☐	☐	☐	☐
C3. I keep track of the progress of the student's ideas.	☐	☐	☐	☐	☐
C4. I give heed to every student's query.	☐	☐	☐	☐	☐
allow students to share their ideas and thoughts.	☐	☐	☐	☐	☐
regularly give group assignments as part of the pedagogy.	☐	☐	☐	☐	☐
The students have the opportunity to share their ideas and suggestions during the class.	☐	☐	☐	☐	☐
The students are expected to work cooperatively in a group.	☐	☐	☐	☐	☐
provide an opportunity for students to evaluate and judge themselves.	☐	☐	☐	☐	☐
I motivate students to apply the teachings in different contexts.	☐	☐	☐	☐	☐
I reinforce the students' behaviour to apply their learning in different contexts.	☐	☐	☐	☐	☐
The students are motivated to apply their learning in different situations.	☐	☐	☐	☐	☐
C13. I am open to listening to distressed students.	☐	☐	☐	☐	☐

I counsel students who fail in the task, to boost their morale.	☐	☐	☐	☐	☐
C15. I support students to learn from their failures.	☐	☐	☐	☐	☐
C16. I encourage students to learn the basics of the topic.	☐	☐	☐	☐	☐
I lay emphasis on the proficient learning of essential knowledge and skills.	☐	☐	☐	☐	☐
Before sharing my viewpoint on the student's idea, I urge them to explore it further.	☐	☐	☐	☐	☐
I don't react immediately to the suggestions of the students rather give them time.	☐	☐	☐	☐	☐
I don't force students to strictly adhere to the directions	☐	☐	☐	☐	☐

Any final comments?.....

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SECTION E: JOP PERFORMANCE

Using a scale of 1 – 5 ***[where 1=Never, 2= Seldom, 3 = Sometimes, 4= frequently, 5=Always],*** *indicate your response regarding your level of creativity for the past 3 years.*

JP: Job Performance

Statements	**1**	**2**	**3**	**4**	**5**
Contextual Performance					
JP1. Helps other employees with their work when they have been absent.	☐	☐	☐	☐	☐
JP2. Exhibits punctuality arriving at work on time in the morning and after lunch breaks	☐	☐	☐	☐	☐
JP3. Volunteers to do things not formally required by the job	☐	☐	☐	☐	☐
JP4. Takes undeserved work breaks	☐	☐	☐	☐	☐
JP5. Takes the initiative to orient new employees to the department even though not part of his/her job description	☐	☐	☐	☐	☐
JP6. Exhibits attendance at work beyond the norm, for example, takes fewer days off than most individuals or fewer than allowed	☐	☐	☐	☐	☐
JP7. Helps others when their workload increases (assists others until they get over the hurdles)	☐	☐	☐	☐	☐
Contentiousness Performance	**1**	**2**	**3**	**4**	**5**
JP8. Coasts toward the end of the day	☐	☐	☐	☐	☐
JP9. Gives advance notice if unable to come to work	☐	☐	☐	☐	☐
JP10. Spends a great deal of time in personal telephone conversations.	☐	☐	☐	☐	☐
JP11.Does not take unnecessary time off work	☐	☐	☐	☐	☐
JP12. Assists me with my duties.	☐	☐	☐	☐	☐

JP13.Makes innovative suggestions to improve the overall quality of the department	☐	☐	☐	☐	☐
JP14. Does not take extra breaks	☐	☐	☐	☐	☐
JP15. Willingly attends functions not required by the organisation but helps in its overall image.	☐	☐	☐	☐	☐
JP16. Does not spend a great deal of time in idle conversation	☐	☐	☐	☐	☐
Task Performance	**1**	**2**	**3**	**4**	**5**
JP17. Achieves the objectives of the job	☐	☐	☐	☐	☐
JP18. Meets criteria for performance	☐	☐	☐	☐	☐
JP19. Demonstrates expertise in all job-related tasks	☐	☐	☐	☐	☐
JP20. Fulfills all the requirements of the job	☐	☐	☐	☐	☐
JP21. Could manage more responsibility than typically assigned	☐	☐	☐	☐	☐
JP22. Appears suitable for a higher level role	☐	☐	☐	☐	☐
JP23. Is competent in all areas of the job, handles tasks with proficiency	☐	☐	☐	☐	☐
JP24. Performs well in the overall job by carrying out tasks as expected	☐	☐	☐	☐	☐
JP25. Plans and organizes to achieve objectives of the job and meet deadlines.	☐	☐	☐	☐	☐

Any final comments?.....

……

……

……

THANK YOU

APPENDIX B

NAMES OF COLLEGES

Table 1: Distribution of Colleges of Education as Clusters

S/N	Name of College	Regional Grouping	Cluster
1	Abetifi College of Education	EGA	1
2	Accra College of Education	EGA	1
3	Ada College of Education	EGA	1
4	Kibi College of Education	EGA	1
5	Mt. Mary College of Education	EGA	1
6	Presby College of Education	EGA	1
7	PWCE	EGA	1
8	SDA College of Education	EGA	1
9	MCE-Akim College	EGA	1
10	Agogo College of Education	ASHBA	2
11	Akrokerri College of Education	ASHBA	2
12	Atebubu College of Education	ASHBA	2
13	Berekum College of Education	ASHBA	2
14	Mamtee College of Education	ASHBA	2
15	Offinso College of Education	ASHBA	2
16	St. Jospeh College of Education	ASHBA	2
17	St. Louis College of Education	ASHBA	2
18	St. Monica's College of Education	ASHBA	2
19	WESCO	ASHBA	2
20	Al-Faruq College of Education	ASHBA	2
21	SDA College of Education	ASHBA	2
22	St.Ambrose College of Education	ASHBA	2
23	Enchi College of Education	CENWEST	3
24	Foso College of Education	CENWEST	3
25	Holy Child College of Education	CENWEST	3
26	Komenda College of Education	CENWEST	3
27	OLA College of Education	CENWEST	3

28	Wiawso College of Education	CENWEST	3
29	Bia Lamlighter College	CENWEST	3
30	Bagabaga College of Education	NORTH	4
31	Tamale College of Education	NORTH	4
32	E.P. Bimbilla College of Educ.	NORTH	4
33	Gbewaa College of Education	NORTH	4
34	BOSCO	NORTH	4
35	NJA	NORTH	4
36	Tumu College of Education	NORTH	4
37	Gambaga College of Education	NORTH	4
38	St. Vincent College of Education	NORTH	4
39	MC.COY	NORTH	4
40	Akatsti College of Education	VOLTA	5
41	Dambai College of Education	VOLTA	5
42	E.P. AMECO	VOLTA	5
43	Jasikan College of Education	VOLTA	5
44	Peki College of Education	VOLTA	5
45	TERESCO	VOLTA	5
46	St. Francis College of Education	VOLTA	5

Source: Colleges of Education in Ghana (2020)

Table 2: Distribution of Tutors in Colleges of Education Based on Strata

S/N	Name of College	Regional Grouping	Cluster	Strata	No. of Tutors	Sample Size
1	Abetifi College of Education	EGA	1	Abetifi College	55	13
2	Accra College of Education	EGA	1			
3	Ada College of Education	EGA	1			
4	Kibi College of Education	EGA	1	Kibi College	50	12
5	Mt. Mary College of Education	EGA	1	Mt. Mary College	55	13
6	Presby College of Education	EGA	1			
7	PWCE	EGA	1	PWCE	50	12
8	SDA College of Education	EGA	1			
9	MCE-Akim College	EGA	1	MCE-Akim	47	11
	Sub-Total				**257**	**61**
10	Agogo College of Education	ASHBA	2			
11	Akrokerri College of Education	ASHBA	2	Akrokerri College	53	12
12	Atebubu College of Education	ASHBA	2	Atebubu College	54	13
13	Berekum College of Education	ASHBA	2			
14	Mamtee College of Education	ASHBA	2			
15	"Offinso College of Education	ASHBA	2	Offinso College	70	17
16	St. Jospeh College of Education	ASHBA	2			
17	St. Louis College of Education	ASHBA	2			
18	St. Monica's College of Education	ASHBA	2	St. Monica's College	37	9
19	WESCO	ASHBA	2			
20	Al-Faruq College of Education	ASHBA	2			
21	SDA College of Education	ASHBA	2	SDA College	50	12
22	St. Ambrose College of Education	ASHBA	2			
	Sub-Total				**264**	**63**

23	Enchi College of Education	CENWEST	3	Enchi College	45	11
24	Foso College of Education	CENWEST	3	Foso College	38	9
25	Holy Child College of Education	CENWEST	3			
26	Komenda College of Education	CENWEST	3	Komenda College	50	12
27	OLA College of Education	CENWEST	3	OLA College	63	15
28	Wiawso College of Education	CENWEST	3			
29	Bia Lamlighter College	CENWEST	3	Bia Lamlighter	40	9
	Sub-Total				**236**	**56**
30	Bagabaga College of Education	NORTH	4			
31	Tamale College of Education	NORTH	4	Tamale Col.	60	14
32	E.P. Bimbilla College of Educ.	NORTH	4			
33	Gbewaa College of Education	NORTH	4	Gbewaa College	50	12
34	BOSCO	NORTH	4	BOSCO	55	13
35	NJA	NORTH	4			
36	Tumu College of Education	NORTH	4	Tumu Col.	48	11
37	Gambaga College of Education	NORTH	4			
38	St. Vincent College of Education	NORTH	4	St. Vincent Col.	40	9”
39	MC.COY	NORTH	4			
	Sub-Total				**253**	**59**
40	Akatsti College of Education	VOLTA	5	Akatsti College	41	9
41	Dambai College of Education	VOLTA	5	Dambai Col.	54	13
42	E.P. AMECO	VOLTA	5	AMECO	50	12
43	Jasikan College of Education	VOLTA	5			
44	Peki College of Education	VOLTA	5	Jasikan College	34	8
45	TERESCO	VOLTA	5	Peki College	45	11
46	St. Francis College of Education	VOLTA	5			
	Sub-Total				**224**	**53**
	Grand Total				**1,234**	**292**

Source: Colleges of Education in Ghana (2020)

Table 3: Distribution of Sample size Based on Strata

S/N	Name of College	Regional Grouping	Cluster	Strata	No. of Tutors	Sample Size
1	Abetifi College of Education	EGA	1	Abetifi College	55	13
2	Accra College of Education	EGA	1			
3	Ada College of Education	EGA	1			
4	Kibi College of Education	EGA	1	Kibi College	50	12
5	Mt. Mary College of Education	EGA	1	Mt. Mary College	55	13
6	Presby College of Education	EGA	1			
7	PWCE	EGA	1	PWCE	50	12
8	SDA College of Education	EGA	1			
9	MCE-Akim College	EGA	1	MCE-Akim	47	11
	Sub-Total				**257**	**61**
10	Agogo College of Education	ASHBA	2			
11	Akrokerri College of Education	ASHBA	2	Akrokerri College	53	12
12	Atebubu College of Education	ASHBA	2	Atebubu College	54	13
13	Berekum College of Education	ASHBA	2			
14	Mamtee College of Education	ASHBA	2			
15	Offinso College of Education	ASHBA	2	Offinso College	70	17

16	St. Jospeh College of Education	ASHBA	2			
17	St. Louis College of Education	ASHBA	2			
18	St. Monica's College of Education	ASHBA	2	St. Monica's College	37	9
19	WESCO	ASHBA	2			
20	Al-Faruq College of Education	ASHBA	2			
21	SDA College of Education	ASHBA	2	SDA College	50	12
22	St. Ambrose College of Education	ASHBA	2			
	Sub-Total				**264**	**63**
23	"Enchi College of Education	CENWEST	3	Enchi College	45	11
24	Foso College of Education	CENWEST	3	Foso College	38	9
25	Holy Child College of Education	CENWEST	3			
26	Komenda College of Education	CENWEST	3	Komenda College	50	12
27	OLA College of Education	CENWEST	3	OLA College	63	15
28	Wiawso College of Education	CENWEST	3			
29	Bia Lamlighter College	CENWEST	3	Bia Lamlighter	40	9
	Sub-Total				**236**	**56**
30	Bagabaga College of Education	NORTH	4			

31	Tamale College of Education	NORTH	4	Tamale Col.	60	14
32	E.P. Bimbilla College of Educ.	NORTH	4			
33	Gbewaa College of Education	NORTH	4	Gbewaa College	50	12
34	BOSCO	NORTH	4	BOSCO	55	13
35	NJA	NORTH	4			
36	Tumu College of Education	NORTH	4	Tumu Col.	48	11
37	Gambaga College of Education	NORTH	4			
38	St. Vincent College of Education	NORTH	4	St. Vincent Col.	40	9
39	MC.COY	NORTH	4			
	Sub-Total				**253**	**59**
40	Akatsti College of Education	VOLTA	5	Akatsti College	41	9
41	Dambai College of Education	VOLTA	5	Dambai Col.	54	13
42	E.P. AMECO	VOLTA	5	AMECO	50	12
43	Jasikan College of Education	VOLTA	5			
44	Peki College of Education	VOLTA	5	Jasikan College	34	8”
45	TERESCO	VOLTA	5	Peki College	45	11
46	St. Francis College of Education	VOLTA	5			
	Sub-Total				**224**	**53**
	Grand Total				**1,234**	**292**

Source: Colleges of Education in Ghana (2020)

APPENDIC C

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Telephone: 0332091697
Email: dep@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref:

Your Ref:

1st February, 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION
MS. ESTHER ABA QUANSAH

We introduce to you Ms. Quansah, a student from the University of Cape Coast, Department of Education and Psychology. She is pursuing Doctor of Philosophy Degree in Educational Psychology and she is currently at the thesis stage.

Ms. Quansah is researching on the topic: **INFLUENCE OF JOB STRESS, EMOTIONAL INTELLIGENCE AND CREATIVITY ON JOB PERFORMANCE OF TUTORS OF COLLEGES OF EDUCATION IN GHANA."**

She has opted to collect or gather data at your institution/establishment for her Thesis work. We would be most grateful if you could provide her the opportunity and assistance for the study. Any information provided would be treated strictly as confidential.

We sincerely appreciate your co-operation and assistance in this direction.

Thank you.

Yours faithfully,

Anita A. Ocran (Ms.)
Principal Administrative Assistant
For: **HEAD**

APPENDIC D

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES/ERB/UCC/Edu/vol.10-80
Your Ref: .....
Date: 14th September 2022

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer, Esther Aba Quansah Reg. No EF/HEP/18/0004 is M.Phil./ Ph.D. student in the Department of .... in the College of Education Studi University of Cape Coast, Cape Coast, Ghana. He / She wishes to undertake a research study on the topic:

Influence of stress, emotional intelligence (EI) and creativity on job performance of tutors in Colleges of education, Ghana.

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/her study. The ERB would be grateful if you would give him/her the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
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Secretary, CES-ERB
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