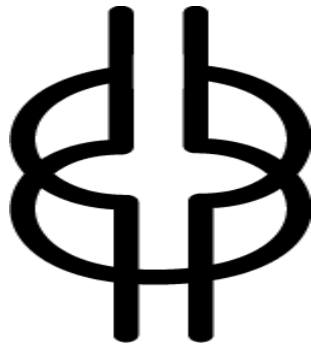


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# **Tutor Management Support Services in Colleges of Education in Ashanti Region, Ghana**

Phyllis Agyeman Nyarko

Akrokkerri College of Education

email: *phyllisagyemannyarko@gmail.com*

## **Abstract**

The availability of tutor management support services provide the needed guidance, direction and assistance to tutors in the performance of their duties and help overcome diverse challenges they face – professional, personal, material and emotional that can potentially affect their work. The study explored management support services in public colleges of education in the Ashanti Region of Ghana. Four research questions and a hypothesis guided the study. Using the census sampling technique all tutors and all principals were used for the study. Data were collected using the questionnaire, and analysed using means and standard deviations, and chi square. Findings include existence of orientation for new tutors and performance appraisal. It was concluded that in-service programmes help tutors to improve upon their skills, and study leave is the preferred incentive for tutors. It is recommended that principals in colleges of education in the Ashanti Region should ensure that orientation programmes are organised for newly recruited tutors. Again, principals of the colleges should be encouraged to continually ensure that tutors are appraised on their performance.

**Key words:** Management support services, colleges of education, induction/orientation, performance appraisal, in-service training, incentives (motivation).

## **Introduction**

The human resource in every organisation serves as the lifeblood that keeps the organization moving. It provides the knowledge, skills and drive that create, maintain and advance

organizations towards the achievement of set goals and objectives. It needs considerable attention from the organization's management if they are to realise their full potential in their work. To be successful, therefore, organizations make every effort to attract, develop and retain individual employees they need. The school, as an organization, has teachers as the core of its human resource. They are the greatest aid to teaching and every educational system at every level depends heavily on teachers for the execution of its programmes (Musaazi, 1982). In educational institutions, it is largely the work of the teacher that determines the degree of success or failure in the institution's efforts to achieving its goals and objectives. From 1848 when catechists and teachers were trained to support the system of education (Macwilliam & Kwamena-Poh, 1975), various education reforms have called for quality teachers (Ministry of Education, 1974; Educational Reform Programme, 1987).

According to Owolabi and Edzii (2000), teacher management support services include systems and structures put in place to direct, guide and assist the teacher in playing his role so that the primary objective of promoting teaching and learning can be achieved. These support services aim at showing concern for and assisting the teacher to overcome life challenges that confront him. Musaazi (1982) adds that teacher management support services deal with the establishment of procedures and arrangement of conditions that make possible greater self-direction by staff in the performance of their duties. These according to Musaazi, include the provision of opportunities for the teacher to develop professionally and academically, monitoring and supervising teachers' output, performing staff appraisal, induction and orientation of new teachers and improving staff motivation. Others include the supply of teaching and learning materials, providing financial and health support services, incentive packages, teacher resource centres and staff development. In addition, they involve promoting good relationship between the teacher and the community and showing concern for and assisting the teacher to overcome the life challenges that confront him.

Management support services are therefore an important function in the context of an administrative responsibility. All these are structures and forms of teacher management and support services, which are in line with Musaazi's view on teacher management and support services. Such management support services notwithstanding,

Avalos (1991) contends that a set of factors which affects the supply, retention and performance of teachers are those related to status and conditions of service, including salaries, housing, student/teacher ratios and working environment. Low salaries and few opportunities for professional advancement affect both teacher morale and their status amongst other professionals as well as their teaching performance. Lockhead and Verspoor (1990) allude to the fact that these factors contribute to the relatively high rate of teacher attrition, which in some countries reaches 9% or 10%. Harbison (1973) also observes that teachers tend to leave the teaching profession as and when more attractive jobs become available in government, politics, or in the private sector resulting in shortage of teachers especially in developing countries.

Yong (1984), reports that there has been a serious downward trend of the appeal of the teaching profession and few people are choosing to teach. This according to him is due to the fact that, even though the teacher is expected to perform his duties and is expected to help his students, he is rewarded with relatively low pay, minimal social prestige and generally poor conditions of service. He continues that if a teacher feels cared for or has his needs met, or given the chance to improve, he will be anxious to give off his best. Also if adequate resources and facilities in the school are available, teachers are encouraged to put up their maximum best.

The International Institute for Educational Planning (IIEP, 1998) also observes that considering the imbalances in teacher provision, that is, overstaffing and concentration of qualified teachers in privileged areas, long term vacancies in some schools and colleges and the shortage of experienced staff in schools in remote areas, together with the high rate of teacher absenteeism in some areas, are at least partially induced by problems of teacher management and support services. Darling-Hammond (1984) observes that career satisfaction is a major contributing factor that determines teachers' commitment to teaching. She is of the view that if teachers are satisfied at their work place, they are more likely to be successful and so it is very important that teachers are managed and supported to perform effectively and also make them stay on the job.

Induction as one of the very important stages in the staffing process of any institution or organisation, is identified as one of the

management support services needed for the college tutor. As a process, induction involves preparing, supporting and retaining new teachers (Wong & Wong, 2003). The purpose of induction, according to Rebores (2007), includes making the employees feel welcome and secure, helping the employee become a member of the “team”, and inspiring the employee towards excellence in performance. It involves helping the employee adjust to the work environment, providing information about the community, school systems, school building, faculty, and students, acquainting the individual with other employees with whom he or she will be associated, and, facilitating the opening of the school each year.

The inductee(s), in the view of Castetter (1981) should therefore be furnished with whatever information is necessary to facilitate their adjustment. They should be fully informed about the community, about duties, relationships and responsibilities of the position, about characteristics of the system, purpose, policies, procedures, personnel, customs, missions, and about the building unit he or she is assigned. Rebores (2007) observes however that, induction is an administrative function that is often neglected or loosely organised in many schools. Stuart, Kunje and Lefoka (2000) found out in their study in Malawi and Lesotho that no formal induction was offered to new tutors. In the National Teachers Training College in Lesotho for example, Stuart et al., found that tutors had not been specifically prepared for their role as teacher educators.

Performance appraisal also serves as a support for tutors as it helps determine the effectiveness of the tutors in the teaching and learning process. Performance appraisal helps to identify the tutors' current level of performance, strengths and weaknesses, improve their performance, motivate them, identify training and development needs, identify potential performance and information for succession planning (Cole, 1993). Pasiardis (2002) suggests that the appraisal should include professional training and performance/teaching ability in teaching techniques, teaching organisation, presentation of teaching materials, organisation and management of the classroom and school climate. He adds that the appraisal reports (feedback) must be known and signed by the teachers who should declare that they are aware of, without necessarily agreeing with the content and the report should be discussed with the teacher. Stembridge (1983) indicates that the provision of feedback to the teachers regarding their performance is

critical as far as appraisal is concerned. This is because to him it forms the basis of any corrective action on professional development and the growth of the individual. Stembridge continues that the quality as perceived by the teachers of the feedback they receive in the course of the appraisal process is likely to substantially affect their perception of the effectiveness of the appraisal process. Musaaazi (1982) adds that appraisal (evaluation) like learning should be a continuous process. He continues that at the end of the year, the school head is required to report to the Ministry of Education or its agency on the performance of each teacher. Donnelly, Gibson and Ivancevich (1992) conclude that heads must be able to take the corrective action based on discussions on appraisal outcomes, to restore any imbalances between actual performance of the appraisees and the set standards.

Provision of in-service training to teachers has also been identified as one of the support services for teachers. It involves an ongoing process of education, training, learning and supporting activities and is concerned with helping people to grow within the organisation in which they are employed (Marriss, 2010). Musaaazi (1982) adds that in-service training programmes may include workshops, seminars, refresher courses, exchange teaching, professional writing, visits to other schools to observe teaching methods in those schools, staff meetings, courses of study at colleges of education, post-graduate work at university, and participation in the evaluation of the school programmes, which are organised by the employing authorities, tertiary institutions, teachers' subject associations and other individuals and groups. Rebores (2007) outlines opportunities in-service training programmes can offer teachers. They include: upgrading of skills and knowledge in a subject area, keeping abreast with societal demands, becoming acquainted with the advances in instructional materials and equipment becoming acquainted with research on the instructional process and on new methods of teaching.

Another support service worth noting is the availability of teacher incentives (motivation). Pasiardis (2002) emphasises the availability of a variety of reward systems but makes a classification between intrinsic and extrinsic rewards. He explains that intrinsic rewards refer to the feelings of job satisfaction that is derived from a range of activities in the work place. He goes on to say that though intrinsic rewards are desired, extrinsic rewards seem more important

nowadays because, like any worker, a teacher has to pay electricity and telephone bills, buy a car, cloth and educate his or her children. Consequently, extrinsic and other tangible and material rewards are indispensable. Chapman and Carrier (1990) add that teachers are not different from workers in other occupations where money and other forms of rewards are effectively used as incentives. They continue that when incentive packages are adequately provided there is high morale and job commitment among teachers.

Musaazi (1982) reports that under their conditions of services, teachers in Nigeria are entitled to certain allowances and benefits. These include among others, responsibility allowance and subsidised rented houses. He indicates that responsibility allowance includes housemaster and housemistress allowance, head of department allowance, games master's and science master's allowance. He continues that secondary school teachers are provided with subsidised rented houses so that they do not have accommodation problems. Stenbridge (1983) adds that motivators may differ from one teacher to the other. Some will be intrinsically motivated by feedback which indicates improved or superior performance, whiles, others may be equally or more effectively motivated by extrinsic rewards like promotion, or salary increment, subsidised accommodation, free meals and access to transportation. To this end, Stenbridge is of the view that the role, then, of the college administrator is to pay attention to extrinsic factors in order to create an environment in which teachers' intrinsic motivation may be released and then to guide and sustain that motivation.

The nature of the college of education programme makes greater demand on tutors. Teacher trainees now study on campus for two years for their content course after which they go for a year's teaching practice in basic schools in communities around the college; and return to the college for some time before finally completing the three-year programme. Tutors are therefore expected to go for off-campus teaching practice observation at least twice in a week, teach their normal classes which are usually a minimum of 25 periods a week, mark quizzes, assignments, exercises and examinations, and supervise project work of third year students. They also vet lesson notes and observe on-campus teaching practice for second year students preparing for their "out" teaching practice; among the co-curricular activities in the college which the teacher is expected to be a part. With

the upgrading of Teacher Training Colleges to Diploma Awarding Institutions (The Colleges of Education Act 2012, Act 847), tutors are expected to take up new roles and additional responsibilities. All these issues raise questions regarding the management support services provided for tutors in colleges of education.

### **Statement of the Problem**

It is obvious that the teacher stands at a focal point, delivering the teaching services without which the school will be non-existent. To enhance the effectiveness of teachers, structures need to be put in place to guide and assist them. New teaching strategies now make new and extra demands on teachers, which necessitate an improvement in their basic philosophy, to stimulate as well as release the energies of teachers to achieve the present aims of education. This has become necessary because teachers face diverse forms and levels of challenges bordering on personal, material, emotional and professional needs. Lack of management support services could make it difficult to maintain and attract the best teachers in education. All these, call for teacher management support services to be put in place to give the needed guidance, direction and assistance to the teacher in the performance of his or her duties.

There is the need to know the management support services available for tutors in the colleges of education in the Ashanti Region in particular and Ghana in general. For instance, what opportunities are there for the tutors' professional and academic development and how often are the tutors' work appraised. Are newly recruited tutors properly inducted and orientated to help them fully adjust in the work environment, and are the tutors given other responsibilities to enable them develop their full potentials. Also, what are the available incentives for the tutors in the colleges of education?

There have been researches on the management support systems for teachers in schools. However, research in this area has typically concentrated mostly at the junior and senior high school levels (Somuah & Agyenim- Boateng, 2014; Owolabi & Edzii, 2000). Little is known about management support services for tutors at the college of education level. Indeed, Stuart, Kunje and Lefoka (2000) comment that "from an academic point of view, little research has been carried out in this field, and available literature even in the West is sparse" (p.2). In a



similar vein, evidence of management support services for tutors in colleges of education in Ghana and in the Ashanti Region in particular is scanty. First, there is the need to know what management support services currently exist for the tutors in colleges of education in the Ashanti Region of Ghana. Second, to what extent are these management support services being provided to assist the tutors in their professional work? To fill the void in research in this area, this study sought to find out the issues pertaining to tutor management support services in colleges of education in Ashanti Region of Ghana.

### **Research Questions**

The following research questions were raised to guide the study:

1. How do tutors and principals in Colleges of Education in the Ashanti Region view management support services in terms of induction/orientation for new tutors?
2. What are the views of tutors and principals in Colleges of Education in the Ashanti Region about performance appraisal of tutors as a management support services tool?
3. How do tutors and principals in Colleges of Education in the Ashanti Region view the impact of in-service training programmes available on tutors' work?
4. What are the views of tutors and principals in Colleges of Education in the Ashanti Region on tutors' preferred incentives (motivation) as a management support services tool?

### **Hypothesis**

The following hypothesis was tested in the study.

H<sub>0</sub>: There are no significant differences in management support services available to the tutors in the colleges of education in the Ashanti Region of Ghana.

H<sub>1</sub>: There are significant differences in management support services available to the tutors in the colleges of education in the Ashanti Region of Ghana.

### **Methodology**

#### **Research Design**

The design for the study was descriptive survey. This design involves collecting data through questionnaire to test hypotheses or answer research questions concerning the current status of the subjects

of study. In descriptive surveys, the events or conditions either already exist or have occurred and the researcher merely selects the relevant variables for an analysis of their relationships and reports the way things are (Bartels, 1997; Gay, 1992). The research design was therefore appropriate for the study since the researcher also collected data through questionnaire and interviews to test hypothesis and address research questions concerning the current status of teacher management support services in colleges of education in Ashanti Region. It explained the extent to which these services are being provided to assist tutors of colleges of education in their work.

### **Population and Sampling**

The population for the study comprised all tutors and principals in the seven public colleges of education in the Ashanti Region of Ghana. This was made up of 250 tutors and seven principals. Using the census sampling technique, all 250 tutors and seven principals were involved in the study. This was also to enable the researcher get the views of everybody in the population for clearer conclusions to be made on tutor management support services in colleges of education in the Ashanti Region of Ghana.

### **Instrument**

The instrument used for the study was a questionnaire. The researcher used this instrument because it is the one mostly used in similar studies (Owolabi & Edzii, 2000; Stuart, Kunje & Lefoka, 2000). The questionnaire had five main sections; A, B, C, D, and E. Section A elicited demographic information on respondents; Section B sought teachers' views about induction/orientation programmes organized for new tutors; whilst Section C elicited information on tutors' views about performance appraisal of tutors in college of education in Ashanti Region. Section D sought respondents' views on in-service training programmes available to them in the tutors in college of education in Ashanti Region, and their level of satisfaction with these in-service programmes. Section E elicited views on preferred incentives (motivation) for tutors in college of education in Ashanti Region. Content validity was established for the questionnaire, whilst reliability was established through a test-retest with an overall Cronbach alpha coefficient of 0.75.

## Data Analysis

Descriptive statistics such as frequencies, percentages, means, standard deviations and cross-tabulations were used to analyse the data with the use of the Statistical Package for the Social Sciences (SPSS). These were presented in tables for the description of the data which were used in answering the research questions. The chi-square was used to test the hypothesis.

## Results and Discussions

### Research question 1: How do tutors and principals in Colleges of Education in the Ashanti Region view management support services in terms of induction/orientation for new tutors?

Research question one sought to explore the views of tutors and the principals with regard to management support services in terms of induction /orientation for new tutors in the colleges. The results, in means and standard deviations of the views of the tutors and the principals, are presented in Table 1.

**Table 1: Means and Standard Deviations of Respondents' Opinions about Orientation Organized for New Tutors**

Statement	Tutors		Principals	
	M	SD	M	SD
The orientation makes tutors feel welcomed and secured	4.15	0.58	4.29	0.43
The orientation helps tutors to become members of the team.	4.05	0.60	4.00	0.01
It inspires tutors towards excellence in performance	3.90	0.68	3.86	0.38
It helps tutors adjust to the work environment	4.08	0.60	4.29	0.49
It provides tutors with information on the compound.	4.14	0.75	4.29	0.49
It provides tutors with information on college policies and procedures.	4.05	0.66	4.14	0.38
The orientation provides tutors with information on students.	3.63	0.93	3.86	0.90
The orientation provides tutors with information about community.	3.56	0.88	4.29	0.49

It acquaints new tutors with other tutors in the college. 3.91 0.72 4.14 0.38

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Key to the Table: M- Mean SD - Standard Deviation

Table 1 reveals that with the highest mean value of 4.15, the tutors agree that the orientation they received indeed made them feel welcome and secured. The corresponding standard deviation of 0.58 shows a consensus in the responses. The data from the table show that generally respondents are of the opinion that the orientation also helped them among other things to become members of the team, inspired them towards excellent performance, helped them to adjust to the environment and also acquainted them with other teachers in the college. These have mean values ranging from 3.90 to 4.08. The standard deviations also show that respondents are unanimous in their opinions, with figures ranging from 0.58 to 0.93.

On the part of the principals, the mean values of four out of the nine items listed that is, orientation makes tutors feel welcome and secured, helps tutors adjust to the work environment, provides teachers with information on the compound and, provides tutors with information about the community are incidentally the same (4.29). These are the highest among the means. Generally there are high mean scores in all the responses, meaning they are of the opinion that the orientation organized for the tutors help them (tutors) in a number of ways. With regard to the standard deviations, there is a general agreement among the principals in their responses, with figures ranging from 0.01 to 0.90.

This finding confirms Castetter’s (1981) assertion that the new comer is generally unaware of “the way things are done here” (p.190) and is ordinarily uninformed about school objectives, specific duties and responsibilities, school and community traditions, taboos and personal standards to which members are expected to adhere. This finding also supports the views of Stuart, Kunje and Lefoka (2000) who found out that it was clear that many new teachers in the National Teacher Training College (NTTC) in Lesotho had not known what to do. The findings here indicate that generally, the principals share similar views with the tutors on the importance or benefits of orientation on new tutors.

**Research question 2: What are the views of tutors and principals in Colleges of Education in the Ashanti Region about performance appraisal of tutors as a management support services tool?**

Research question 2 sought tutors' views on the impact of the appraisal on tutors' work. Respondents' views are presented in Table 2.

**Table 2: Means and Standard Deviations of Respondents' Views on Tutors' Appraisal**

Statement	Tutors		Principals	
	M	SD	M	SD
Help to identify tutors' current level of performance	3.94	0.66	4.00	1.00
Help to identify tutors' strengths and weaknesses	3.92	0.59	4.43	0.53
Help to enhance tutors' performance	3.87	0.75	4.43	0.53
Help to identify training and development needs of tutors	3.76	0.73	4.29	0.49
Help to identify tutors' potential performance	3.63	0.80	4.29	0.49
Assessor sits down with tutors to discuss outcome of appraisals (feedback)	3.27	1.05	4.00	1.15

Key to the Table: M – Mean      SD – Standard Deviation

Table 2 shows that with means values ranging from 3.63 to 3.94, the tutors agree that appraisal helps them to identify their current level of performance, helps to identify their strengths and weaknesses, helps to identify their training and development needs, help to identify their potential performance and also help to enhance their performance. Figures for the corresponding standard deviations which are below 1.0 (0.59-0.80), indicate that tutors are unanimous in their responses on the impact of performance appraisal.

This finding is in line with Cole's (1993) assertion that performance appraisal helps, among other things, to identify individual's current level of performance, strengths and weaknesses, improve their performance and identify training and development needs. The finding in Table 2 also supports Musaazi's (1982) view that if properly carried out, teacher appraisal helps improve performance

and provides a means of identifying not only what teachers' performance levels are but in which areas those levels need to be improved for maximum use to be made of tutors.

The data further indicate that with a mean value of 3.27 the tutors indicate that appraisers (principals) also sit down with them to discuss the outcome of appraisals as feedback for them. This finding supports Pasiardis' (2002) view that performance appraisal should include feedback to teachers to enable them become as effective as possible in the teaching learning process and also to meet their needs towards professional development. This finding also agrees with Cole's suggestion that in the appraisal process, both the appraiser and appraisee should jointly discuss the progress of the appraisal and arrive at a form of agreed action, which generally materializes in the form of a job improvement plan or promotion to another job. A standard deviation of 1.05 however, suggests higher dispersion in their responses to that item. From the analyses, it is observed that appraisal help the tutors in a number of ways, providing feedback to them to help improve upon their performance. The data in Table 2 also reveal that the principals' opinions on the teaching effectiveness of the tutors who have been appraised are not very different from that of the tutors.

Table 2 further indicates the principals agree with the tutors that performance appraisal has helped among other things to identify tutors' strengths and weaknesses, enhanced their performance and identified their training and development needs. This is seen in the high mean values ranging from 4.00 to 4.43. The standard deviations show homogeneity in four of the responses which are: "identifying tutors' strengths and weaknesses", "enhancing tutors' performance", "identifying training and development needs of tutors" and "identifying potential performance" with standard deviations of 0.53, 0.53, 0.49 and 0.49 respectively. They also confirm the tutors' observation that assessors do sit down with them to discuss the outcome of their appraisals. This has a high mean value of 4.00.

This finding supports the views of Donnelly, Gibson and Ivancevich (1992), that heads must be able to take the corrective action based on discussions on appraisal outcomes, to restore any imbalances between actual performance of the appraisees and the set standards. The finding is also in line with Stenbridge's (1983) assertion that the provision of feedback to teachers regarding their performance is critical

as far as appraisal is concerned since feedback forms the basis of any corrective action on performance, development and growth of the individual. The analyses indicate that the tutors and the principals share similar views on the effectiveness of the appraisal of tutors' work in the colleges of education.

**Research question 3: How do tutors and principals in Colleges of Education in the Ashanti Region view the impact of in-service training programmes available on tutors' work?**

Research question 3 elicited views on the impact of in-service training on tutors work. Respondents' views are presented in Table 3.

**Table 3: Means and Standard Deviations of Respondents' Views on Impact of In-service Training Programmes on Tutors Work**

Statement	Tutors		Principals	
	M	SD	M	SD
Update of knowledge in subject area	4.00	0.76	4.43	0.53
Improve skills in teaching	4.04	0.71	4.29	0.49
Keep abreast with new developments in GES	3.89	0.76	4.14	0.38
Exposure to new teaching methods	3.90	0.67	4.43	0.53
Do effective evaluation of students performance	3.71	0.74	4.29	0.49
Acquaint tutors with research findings on instructional process	3.55	0.89	4.00	0.82

Key to the Table: M- Mean SD- Standard Deviation

Data in Table 3 show that both tutors and principals agree that in-service training programmes tutors attended have helped them to improve their skills in teaching, updated their knowledge in their subject areas, exposed them to new methods of teaching, kept them abreast with new developments in tertiary education, and acquainted them with research findings on instructional issues. This can be seen in the high mean values ranging from 4.43 to 3.55. The corresponding standard deviations, which range from 0.38 to 0.89, also indicate that respondents are unanimous in their responses. This finding supports Rebores' (2007) assertion that in-service training programmes help tutors upgrade their skills and knowledge in a subject area, keep abreast of societal demands, become acquainted with the advances in instructional materials and equipment, and become acquainted with

research on the instructional process and on new methods of teaching. It is consistent with Musaazi’s (1982) views that professional development aims at helping teachers improve and update their techniques appropriate for different teaching learning situations and to strengthen their capacity to apply teaching techniques effectively. It also improves teachers’ abilities and skills to teach, manage, and effectively participate in classroom and school activities. It increases teachers’ self-esteem and credibility, improves their professional ethics and enables them to develop professional qualities based on their own current levels. It can therefore be observed that tutors and principals agree that in-service training programmes help tutors them in their work.

**Research question 4: What are the views of tutors and principals in Colleges of Education in the Ashanti Region on tutors’ preferred incentives (motivation) as a management support services tool?**

Research question 4 sought the views of respondents on what tutors in colleges of education in the Ashanti Region prefer as motivation (incentives). The results are presented in Table 4.

**Table 4: Means and Standard Deviations of Preferred Incentives (Motivation) to Tutors**

Statement	Tutors		Principals	
	M	SD	M	SD
Study leave with pay	5.33	1.73	5.86	1.68
Provision of accommodation	5.06	1.78	5.00	2.45
Payment of hospital bills	5.00	1.82	5.29	2.21
Payment of responsibility allowances	4.53	1.69	5.29	1.89
Free meals (breakfast &lunch)	3.45	1.86	4.43	2.07
Vehicle maintenance allowance	3.39	2.42	4.14	2.19
Free transportation to and from college for tutors living outside the college	3.35	2.03	3.29	2.14

Key to the Table: M – Mean                      SD – Standard Deviation

Table 4 shows that tutors consider free transportation for tutors living outside the college highest. This has a mean value of 3.35. The implication is that free transportation for tutors living outside the college is the most preferred incentive among a lot of the tutors. However, with a standard deviation of 2.03, there is higher dispersion



in respondents' responses. With a mean value of 5.00, payment of hospital bills is ranked fifth by the tutors, with a standard deviation of 1.78 indicating unanimity in their responses. With an earlier finding that the teachers are not satisfied with the provision of this incentive, one would assume that it would be ranked high. However, the reason for this stand may be that, with the introduction of the National Health Insurance Scheme, medical bills of the tutors would be catered for by the scheme and hence it will no longer be a concern for the tutors. Table 4 also reveals that with a mean value of 5.33 the teachers rank study leave with pay seventh. This suggests that it is the least preferred incentive and probably pre-supposes that the incentive is already available and the teachers do enjoy it. A standard deviation of 1.73 however shows higher dispersions in their responses. The rankings of the other incentives are: vehicle maintenance allowance, second with a mean value of 3.39; free meals, third with a mean value of 3.45; payment of responsibility allowances, fourth with a mean value of 4.53; and, provision of accommodation, sixth with a mean value of 5.06. A closer look at figures from the table indicates corresponding standard deviations of more than 1.00, showing higher dispersions in their responses.

The data from the table indicate that the principals also considered free transportation for tutors living outside the college highest. This recorded a mean value of 3.29. Payment of hospital bills and payment of responsibility allowances have the same mean value of 5.29, ranking fifth. Study leave with pay, with a mean value of 5.86 ranks seventh. The corresponding standard deviations, which are all above 1.00, show dispersions in the principals' responses. The others rankings by the principals are; vehicle maintenance allowance, second; free meals, third; and, provision of accommodation, fourth, with respective mean values of 4.14, 4.34 and, 5.00. The table also shows corresponding standard deviations of more than 1.00 indicating higher dispersions in their responses.

This supports the views of Chapman and Carrier (1990) that teachers are not different from workers in other occupations where money and other forms of rewards are effectively used as incentives. They continue that when incentive packages are adequately provided there is high morale and job commitment among teachers. The findings also support Pasiardis' (2002) assertion that extrinsic rewards seem more important nowadays because, like any other worker, a teacher has

to pay electricity and telephone bills, buy a car, cloth and educate his or her children. Consequently, he considers extrinsic and other tangible rewards to be indispensable. From the analysis, it could be observed that the tutors as well as the principals agree that other incentives like car and housing loans, scholarship for teachers’ wards in school, risk allowances and end- of-service benefits should be provided for the teachers to motivate them in their work.

**Hypothesis Testing**

**H<sub>0</sub>: There are no significant differences in management support services available to the tutors in colleges of education in the Ashanti Region of Ghana.**

The chi–square test for independence was performed to determine whether there are any differences in management support services available to the training colleges. Results of the test are presented in Table 5.

**Table 5: Results of the hypothesis testing of management support services available to the tutors in colleges of education**

Management support services	$\chi^2$ value	$\chi^2$ critical	df	Significance (2-tailed)	Decision	Conclusion
Participation in induction	12.24	21.03	12	.426	Fail to reject H <sub>0</sub>	No Significant Differences
Performance appraisal	18.55	21.03	12	.100	Fail to reject H <sub>0</sub>	No Significant Differences
Impact of training programmes on tutors	18.52	21.03	12	.101	Fail to reject H <sub>0</sub>	No Significant Differences
Incentives preferred	41.19	21.03	12	.000	Reject H <sub>0</sub> in favour of H <sub>1</sub>	Significant Differences

Table 5 shows that even though there are variations in the data, the  $\chi^2$  test suggests that the variations or differences are not significant for the following management support services available to the tutors in the colleges of education in the Ashanti Region: “participation in induction”, “non-participation in induction”, “performance appraisal”

and “impact of training programmes on tutors”. The chi-square values for these are:  $\chi^2$  (12, N=232) = 12.24,  $p > 0.05$ ;  $\chi^2$  (12, N=232) = 9.62,  $p > 0.05$ ;  $\chi^2$  (12, N=232) = 18.55,  $p > 0.05$ ;  $\chi^2$  (12, N=232) = 18.52,  $p > 0.05$  respectively. The aspects where significant differences are observed are satisfaction with in-service training programmes and incentives preferred. The data in the table indicate that there is a statistically significant difference in management support services in terms of satisfaction with in-service training programmes,  $\chi^2$  (12, N=232) = 52.14,  $p < 0.05$ . The results of the hypothesis testing also indicate that there is a statistically significant difference in management support services in terms of incentives tutors prefer,  $\chi^2$  (12, N=232) = 41.19,  $p < 0.05$ .

The differences indicated in the incentives preferred might be the result of the fact that some of the incentives are provided by the colleges and this may differ from college to college, based on the colleges’ ability to provide them. Provision of free breakfast and lunch, free transportation to and from college for tutors living outside the college and provision of accommodation, for example, are mostly college based and may differ from college to college. It is also possible that the differences might have come about as a result of the fact that some conditions must be met before tutors can enjoy some of these incentives. For example, one must own a vehicle before one can enjoy the vehicle maintenance allowance. One must also hold an additional responsibility like being a hall master or mistress, head of department, and guidance and counselling coordinator among, others, to enjoy responsibility allowances. The approval of study leave with pay for tutors who qualify for further studies depends on whether the individual tutor qualifies, in terms of entry requirements of the institution he or she plans to attend, or the programme one plans to pursue, and also whether one meets the minimum number of years after completion of previous course to qualify for the incentive. Presently, study leave with pay is approved for selected courses. If one’s course of study falls outside the selected courses, it is obvious that one cannot enjoy the incentive.

With regard to the level of satisfaction with in-service training programmes, the differences may be as a result of the fact that in-service training programmes are not equally organized for the tutors. An earlier finding indicates that with the exception of workshops and refresher courses which are often organized for the tutors in the

colleges, the others which are seminars and conferences are not often organized. The study therefore rejects the null hypothesis that there are no differences in management support services available to tutors in colleges of education in the Ashanti Region of Ghana.

## **Conclusions**

Based on the findings of the study the following conclusions are made:

1. Orientation organized for the tutors help them (tutors) in a number of ways.
2. Tutors had a positive view of performance appraisal, as helping them to improve upon themselves and their skills. These include “identifying tutors’ strengths and weaknesses”, “enhancing tutors’ performance”, “identifying training and development needs of tutors” and “identifying potential performance”
3. In-service training programmes help tutors to improve upon their skills in teaching, updated their knowledge in their subject areas, exposed them to new methods of teaching, kept them abreast with new developments in tertiary education, and acquainted them with research findings on instructional issues.
4. Tutors’ most preferred incentive (motivation) is study leave with pay. Others include free transportation for tutors living outside the college, vehicle maintenance allowance, free meals, payment of responsibility allowances, and, provision of accommodation.

## **Recommendations**

From the conclusions, it is recommended that

1. Principals in colleges of education in the Ashanti Region should ensure that orientation programmes are organised for newly recruited tutors.
2. The Principals of the colleges of education in the Ashanti Region should be encouraged to continually ensure that tutors are appraised to serve as a form of feedback on the tutors’ performance.
3. Principals of colleges of education in the Ashanti Region should design detailed and well laid out college-based in-service training programmes to help tutors to improve upon their skills

- in teaching, and encourage them to attend continuous professional development courses to update their knowledge in their subject areas.
4. The National Council for Tertiary Education (NCTE) in the Ashanti Region and other stakeholders in the education system should also take a closer look at the other incentives the teachers have indicated should be provided for them, and make every effort to provide these incentives to further motivate the teachers in their work.

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