UNIVERSITY OF CAPE COAST

THE EFFECT OF WORK PLACE ENVIRONMENT ON THE PERFORMANCE

OF TUTORS OF TAMALE AND BAGABAGA COLLEGES OF EDUCATION

NORTHERN REGION OF GHANA

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2012

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OF EDUCATION

BY

MOHAMMED ABDUL-RASHID

Dissertation submitted to the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast in partial fulfilment of the requirements for award of Master of Education Degree in Educational Administration

OCTOBER 2012

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation 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: Mohammed Abdul-Rashid

Supervisor's Declaration

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

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

Name: Stephen K. Atakpa

ABSTRACT

This study investigated the effect of work place environment on the performance of tutors of Tamale College of Education and the tutors of Bagabaga College of Education. The environment that people are required to work in can have a significant impact on their ability to undertake the tasks that they have been asked to do. Louise further stated that work environment could also have an impact on an individual's ability to work safely, competently and in compliance with operational performance targets.

The descriptive design survey was used as research design and the population was made up of tutors of Tamale College of Education and tutors of Bagabaga College of Education. There were 32 tutors in Tamale College of Education and 40 tutors of Bagabaga College of Education with a total population of 72 tutors. The study found that there are key elements of the work environment enhance the performance of tutors of the two colleges of education.

The key elements of work environment that enhance performance in the two colleges are leadership style of the principals, staff motivation, conditions of service, supervision of instruction and infrastructure. Based on the findings, it was recommended that leadership, motivation, supervision and conditions of service are elements of work environment that must be strengthened for high staff performance in the colleges.

ACKNOWLEDGEMENTS

DEDICATION

To my parents who have spent their resources to educate me.

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CHAPTER ONE

INTRODUCTION

Background of the Study

For almost a decade, there have been frequent general remarks about teaching and learning in educational institutions in Ghana. Various commentators, ranging from educationists, politicians to social commentators have remarked in one way or the other on the quality of education, with particular reference to quality teaching and learning. These statements and comments of concerned people and stakeholders have brought into sharp focus the need to formulate policies that could raise the standards of education in Ghana. The work place environment is one of the factors that can affect the delivery of quality education in Ghana. There are several variables that make up the work place environment. These include the condition of service, the climate of the school, the leadership style of the head teacher or principal of the school.

Schneider (1982), also acknowledge the importance of organisational climate when he pointed out that; climate is one of the predictors of a series of attitudinal and behavioural variables. In their view, these include performance, turnover, job satisfaction, and active or passive participation in decision making. In a large measure the behaviour and attitude of the head of a school is very vital in the creation of school climate (Bray, 1984).

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The topic under study is the effect of work place environment on the performance of tutors of Tamale and Bagabaga Colleges of Education in the Northern Region of Ghana. It is aimed at finding out what elements of the work place environment positively affect the performance of tutors of these colleges. Teaching involves much more than the guidance of learning activities. It involves relationships with students, parents, administrators, fellow teachers and the community. These relationships can enhance or limit the success of any teaching method and ultimately, the level of student achievement. It is a difficult task to clearly indicate which teaching methods or teaching styles are the most successful or effective. The difficulty in part is due to lack of consensus on the precise definition of "effectiveness" or "efficiency".

Historically, two criteria have commonly been used to assess teacher effectiveness, efficiency ratings of teachers and measured student performance or gains. Unfortunately, some researchers have questioned the reliability of these criteria (Schulman, 1986). Assessments which have been employed to evaluate teacher performance often report effects; however, from these effects one could necessarily imply cause. Additionally, it is difficult to define teacher effectiveness because the factors involved in successful teaching are intricately interwoven with student variables and environmental factors of the specific school system in which the teaching activity takes place.

Many managers and supervisors labour under the mistaken impression that the level of employee performance on the job is proportional to the size of the employee's pay packet. Although this may be true in a number of cases,

numerous employee surveys have shown by and large that this is untrue. In fact, salary increases and bonuses for performance, in many instances, have a very limited, short-term effect. The extra money soon comes to be regarded not as an incentive but as an 'entitlement' of their employment.

There are other factors that, when combined provide a more powerful determinant of employee performance. When these other factors are missing or diluted, the employee does come to work only for a pay check. In this case, employees are present at work in body only, leaving their minds outside the gate. So, what are the workplace environment factors that affect the performance of the tutors of Tamale and Bagabaga Colleges of Education? Tamale and Bagabaga Colleges of Education are two of the 38 colleges of education in Ghana, whose goal is training effective, dedicated and competent teachers for the basic schools. The colleges are located in Tamale, the northern regional capital of Ghana. In Tamale, they can be found at the Education Ridge. Tamale College of Education has a student population of over seven hundred and a teaching staff of 38 while Bagabaga College of Education has a student population of 852, with a teaching staff population of 45.

In the new Educational Reform of 2007, the two Colleges have been selected to train science and mathematics teachers (at Tamale), and French, technical skills, and general arts (at Bagabaga), for the basic schools of Ghana. Each college is headed by a principal, assisted by two vice-principals, one in charge of administration and the other in charge of academic affairs. There are other supporting staffs including the clerical officer, the college bursar, the store

keeper, the college matron and her cooks, the college drivers, labourers and watchmen.

Statement of the Problem

One of the factors that can be combined with the employee's salary to impact on his or her performance is the workplace environment. This research intends to find out the effect of workplace environment on the performance of tutors of Tamale and Bagabaga Colleges of Education in the Northern Region of Ghana.

For some time now there have been improved academic performances of the students of both colleges. This improvement has been attributed to the performance of the tutors of both colleges. One wonders whether the workplace environment has impacted on the performance of tutors of these colleges that brought about the improved academic performance of their students.

The workplace environment ideally should be one in which the dignity and input of employees is respected and acknowledged. Providing all the instructional inputs that teachers need for effective teaching in the classroom, undoubtedly, is one of the major pre-requisites for instructional success. What therefore is the work place environment that brought the achievement?

Objectives of the Study

These are the objectives of the study;

1. To examine the extent to which infrastructure influence performance of

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tutors of Tamale and Bagabaga Colleges of Education

2. How leadership style of the administrator influence performance of teaching of the colleges

3. To examine the extent to which information flow affect performance of teaching staff of the two colleges

Research Questions

The research is based on the following questions.

1. What is the effect of the leadership style of the principals on the performance of tutors?

2. To what extent does the infrastructure influence the performance of tutors?

3. To what extent do the qualification and experience of the tutors affect their performance?

4. In what ways do interpersonal relations affect the tutors' performance?

5. To what extent does the learning environment influence the performance of the tutors of the two colleges?

Significance of the Study

This study will be a significant endeavor in promoting good work environment in the college and performance of its tutors. This study will also be beneficial to the Principals and heads of other institutions as well as teachers when they employ effective learning in their classroom setting particularly in different concepts related to the use of effective work environment and human

resources management. By understanding the needs of the teachers and benefits of quality education, the Heads of institutions and students are assured of a competitive advantage. Moreover, this research will provide recommendations on how to evaluate the performance of a certain institution in accordance with human resource management in relation to the workplace environment.

Moreover, this study will be helpful to educational establishments in training and informing them in the area of human resources management, objectives, and strategies. It will also serve as a future reference for researchers on the subject of workplace environment and educational administration. In addition, this research will educate educational administrators in deciding on whether an institution e.g. schools and colleges are really fulfilling their responsibility to the community or is just showing off to promote the school or college.

Delimitation of the Study

The study has been limited to only tutors of Tamale College of Education and Bagabaga College of Education to enable the researcher to effectively carry out his work. The study is also limited to workplace environment, even though there are other areas of the college which could have been looked into. The topic is considered by the researcher to be very important since the findings will go along way to improve upon the performance of the tutors as well as the growth of the college

Limitations of the study

Even though the study was limited to two colleges in the northern region of Ghana it has been carried out with so many challenges and constraints. These include the combination of work with study. The researcher had to combine his official work as a tutor and a head of department to carry out the research. This has not been an easy work.

Also the collection of data from the two colleges came with its problems. Some the tutors were not willing to give out some information on the questionnaire and this has to some extent affected the quality of the information in the sense that it would have been good for the response of all the tutors to be captured.

Organization of the Rest of the Study

The rest of the study is divided into four chapters. The second chapter deals sole with literature review. In this chapter, related literature to the study is reviewed. The third chapter deal with the methodology was used in the study. In this chapter, the research design is indicated. Also the population for the study is explained, the sampling technique, and the instruments to be used in collecting data. In chapter four, the research findings are analysed. These are represented as diagrams, tables, and graphs. The last chapter is chapter five this is where the summary of the study is indicated as well as suggestions to some of the findings and the conclusion of the study.

CHAPTER TWO

REVIEW OF LITERATURE

A research of this nature will be incomplete if it is not related to other literature. This will give the work a more factual and reliable material.

The environment that people are required to work in can have a significant impact on their ability to undertake the tasks that they have been asked to do. (Manning, 2007). This can affect productivity and employee health and well-being. The key factors fall into two categories: those that are driven by procedures, protocols and management requirements and the factors that arise from premises, office or factory design.

Louis (2006) enumerates the following as management driven factors, which include the development of:

1. Organizational plans such as the allocation of responsibilities at all levels of the organisation, definition of job descriptions and the degree of access to the management and administrative support needed to complete their tasks;

2. Working patterns, shift-working, break times, absence or holiday cover

3. Health and safety policies including the provision of training, development of safe working practices and the adequate supply of protective clothing and equipment.

According to Louis, work environment can also have an impact on an individual's ability to work safely, competently and in compliance with operational performance targets. It is important to address the following:

1. Work space availability: Have you determined whether there is adequate space available for the tasks the individual is required to undertake? Are desks/computer terminals being shared and is this affecting productivity or causing stress? If the individual is working in a manufacturing area and they need to complete documentation or carry out inspection is there a workstation available in their work environment close to where they work.

2. Light intensity: The requirements for light intensity and type of light should be determined, as insufficient light will affect visual inspection activities.

3. Weather/Temperature: Is the area where the individual is required to work too hot or too cold, open to the weather/elements? If there is a requirement to work outside or in adverse temperatures, does the company provide adequate controls, clothing or equipment?

4. Ventilation/Humidity: Does the work environment contain poor quality air that could cause fatigue or a reduction in performance?

5. Noise/Vibration: Can vibration affect an individual's performance or safety? Is it a requirement to wear ear protection? Could this adversely affect performance?

6. Odour/Dust or other Emissions: How is this assessed and if required controlled to ensure personnel safety?

7. Premises Hygiene/Welfare Facilities: Is the area the individual is expected to work in hygienic, clean and tidy? Does the level of clutter affect performance? Is the area so filthy, unhygienic or infested with pests that it causes stress to those individuals working there? Are staff facilities, toilets, washrooms, canteens, coffee making facilities appropriate and maintained in a hygienic state?

8. How often do you as a senior manager take a site walk? What do you look for? Do you know what effect current employee dissatisfaction has on organisational productivity and profitability? Remember that, it is your responsibility to ensure the health, safety and welfare of those who work for you!

In reviewing the literature, the following subheadings were considered to be some of the elements of school workplace environment.

1. Leadership Style of the Head

2. Motivation of Staff

3. Condition of Service of Teachers

4. Supervision of Instruction

5. College infrastructure

Leadership Style of the College Administrator

The role of leadership in management is largely determined by the organisational   culture of the organization. It has been argued that managers' beliefs, values and assumptions are of critical importance to the overall style of

leadership that they adopt. Bass, (1982) defines Leadership as an interaction between members of a group. He explains that Leaders are agents of change, persons whose acts affect other people more than other people's acts affect them. Leadership, he says, occurs when one group member modifies the motivation or competencies of others in the group.

This definition implies that leadership involves the use of influence and that all relationships can involve leadership. A second element in the definition involves the importance of being a change agent – able to affect the behaviour and performance of followers. It also focuses on the accomplishment of goals. Gibson (1991) argues that an effective leader may have to deal with individual, group, and organizational goals. They went on to explain that leader effectiveness is typically measured by the accomplishment of one or a combination of these goals. In addition, that, individuals may view the leader as effective or ineffective according to the satisfactions they derive from the total work experience.

Musaazi (1984) on his part defines leadership as the process of influencing the activities and behaviour of an individual or a group in efforts towards goal achievement in a given situation. In addition, that the nature of leadership is largely determined by the nature of the followers and that of the society or situation in which the leader is operating. Leadership is simply the ability to influence individuals to work toward attaining organizational objectives (Mescon, Albert & Kheduouri, 1988). Different writers because of the varying perspectives from which they view the concept define leadership differently.

Leadership Styles

Mankoe (2007) defines leadership style as the general ways in which a leader behaves toward subordinates in order to attain organizational objectives. Another way of classifying leaders is by designating leaders as positive or negative. Three main types of leadership styles have been recognized. These are autocratic, democratic, and laissez-faire styles.

Autocratic Style

Musaazi (1984) describes the autocratic leader as one who determines policy and assigns tasks to members without consulting with them. That, they have to carry out his directives without question and any grumbling about the leader's actions or orders is met with force. The autocratic managerial leader is authoritarian (Mescon, et al., 1998). He or she asserts his or her authority over subordinates. Kosson (1991) refers to autocratic leaders as *tellers*. The autocrat deliberately appeals to the lower-level needs of subordinates on the assumption that this is the level on which they operate.

According to Douglas McGregor, a renowned scholar on leadership theory, the autocrat's view of subordinate is mainly negative. The benevolent autocrat assumptions about people at work fall under what he called theory X. Based on the theory X assumptions, the autocratic leader characteristically;

1. tends to centralize authority; no power is shared with the group;

2. Structures the subordinates' work to the greatest possible degree;

3. Allows subordinates little latitude in making decisions;

4. Determines all policies of the group;

5. Closely supervises all work under his or her jurisdiction;

6. Exerts psychological pressure, often by threat of punishment, to ensure performance;

7. Enforces a large body of roles strictly and tightly controls employee behaviour;

8. Expects workers to merely do what they are told. i.e., follow orders.

It is agreed by many authorities that autocratic leadership can result in a greater quantity of work than democratic leadership. This achievement may, however, be offset by less work motivation originality, friendliness in a group, group-mindedness, greater amount of aggressiveness expressed towards the leader and other group members, more suppressed discontent, and more dependent submissive behaviour (Mankoe, 2007).

Democratic Style

Musaazi (1982) describes democratic leadership as one that rests on the idea that members of the group or their representatives shall be involved in the making of policies. This type of leadership emphasizes group and leader participation in the formulation of the policies that serve as guidelines for organizational operations. Power sharing and participative decision-making characterizes democratic or participative style of leadership (Mankoe, 2007). Responsibility is not centralized it is spread. Organizations in which the democratic style prevails are highly characterized by decentralized authority. Mankoe explains that the democratic leader prefers to adopt influence

mechanisms that appeal to higher-level needs for belongingness, challenge, autonomy, and self-actualization.

According to McGregor (1960), as cited by Mankoe (2007), the democratic leader's assumptions about people at work fall under what he called theory Y. Based on the theory Y assumptions, the democratic leader characteristically;

1. Avoids imposing his or her will on subordinates;

2. Shares decision making actively with subordinates who enjoy a wide latitude in execution tasks;

3. Allows subordinates to define their own objectives that are consistent with those of the manager, after he/she has explained the organization's objectives to them.

4. Usually waits until the task has been competed before making an evaluation.

5. Spends a relatively high percentage of time acting as a liaison between the groups' objectives and those of the organization;

6. Ensures that the group receives adequate resources;

7. Tries to make the subordinates' duties challenging because of his/her belief in social interaction, achievement, and self actualization;

8. Makes subordinates understand that they are to solve most problems without seeking approval or assistance;

9. Creates a climate of openness and trust so that if subordinates do need help, they will not be afraid to approach him/her

10. Practices a two-way communication and plays developmental and guidance role;

11. Try to give subordinates insight into organizational problems.

Laissez–faire Leadership

Laisser-faire is a French expression, which literally means 'let people do what they wish.' Laissez-faire leadership according to Mussazi is the kind of leadership where there are practically no rules in the organization. He explains that leadership grants complete freedom to group or individual decisions without the leader's participation or direction. This he said means that subordinates are free to do what they want. In addition, the school head just watches what is going on in the school. Kosson (1991) on his part observes that the leader acts principally as a liaison between outside sources and the group and ascertains what necessary resources are available to them. Hargreaves (1984) maintains that organisational literature has shown that leadership style affect the behaviour of the organization. The variations he said depend on the emotions, styles, structure, and ethics.

Leadership Based on Emotion

Studies pertaining to management and leadership emphasized significance of stability of the emotions of managers. In the article of Avery (2004) he indicated the significance of emotion in organisational theories as it alters element in terms of leadership and management. It pointed out that the manner in which a person tends to his or her emotions will reveal the type of leader he/she will

develop into. For instance, inspirational, visionary and charismatic leaders frequently show a certain appeal to the feelings of their assistants to draw out actions that will meet their planned objectives. Hence, the proper use of emotion, specifically with the combination of emotional intelligence and charisma, a manager will be capable in acquiring good graces of his/her employees.

On the other hand, Hargreaves (1994) mentioned that the subject of emotion is frequently connected with the kind of environment to which the person is placed. He pointed out that the attendance of guilt traps has a tendency to activate both positive and negative feelings from teachers. Hargreaves mentions that the generalisability with reference to the issue of guilt in the teaching profession is doubtful. He implies that the female teaching personnel are placed to an environment which is "guilt ridden" and "guilt inducing," then manifestations like individual commitment to care, open-ended nature of the job, presence of unrealistic expectations, and the ;pursuit of perfection will, in due course, appear.

Leadership Based on Leadership Styles

The study of Shakeshaft (1995) presented that female managers have been exceptionally making a mark in their respective areas of expertise with reference to their level of performance. Moreover, the female administrators, principals, and school managers has the tendency to present a more efficient job than that of their male equivalents. Hence, the study mentioned that the outstanding ability of these female managers regarding their administrative communication has the tendency to be the crucial element of this feature.

Motivation of Staff

Educators are aware that reformers of education may establish new schools, effect changes in structure and curriculum, recommend and prescribe teaching methods and aids, in the end, the teacher will be solely responsible for applying them. Unfortunately, despite the obvious leading role teachers' play in school towards attaining educational objectives several authors including Ndu (1998), Ala-Adeyemi and Afolabi (1990) and the International Labour Organization (ILO, 1990) report lamented that the motivation of teachers had reached an intolerable low point. Rosa Mafia Torres, the Senior Education Adviser in UNICEF, declared that the condition of teachers had for too long become the most critical "Achilles heels" of educational development in our era.

Berelson (1964) as cited by Tracy (2000) defined motivation as "all those inner striving conditions, described as wishes, desires, and urges to stimulate the interest of a person in an activity". Therefore, an inner state stimulates and triggers behaviour. The relative incidence of specific behaviours, such as teaching and learning, discipline and control in schools could be undermined if teachers were not motivated. According to Cole (2002) 'motivation is a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behavior' (p. 24). Robins (2001) describes motivation as "the willingness to exert high levels of efforts towards organizational goals conditioned by the efforts ability to satisfy some individual needs" (p. 79).

In other words, motivation is a management function that stimulates individuals to accomplish laid down institutional goals. It is purposive, designated and goal-oriented behavior that involves certain forces acting on or within the individual in order to initiate, sustain and direct behaviour (Olochukwu, 1990). Motivation could therefore be viewed as any force that would reduce tension, stress, worries and frustration arising from a problematic situation in a person's life. Where such incidence of tension, stress and worries are traceable to a work situation, it might be referred to as negative organizational motivation. This latter aspect may be recalled easily with the acronym NORM.

Teacher motivation could therefore be referred to as those factors that operate within the school system which if not made available to the teacher could hamper performance, cause stress, discontentment and frustration all of which would subsequently reduce classroom effectiveness and student quality output. This implies that teacher motivation includes factors that cause, channel, sustain and influence teachers' behaviour towards high management and academic achievement standards in schools.

According to Sims (2002), motivation is the process of satisfying internal needs through actions and behaviors. It is concerned with a composite of mental and physical drives, combined with the environment that makes people behave the way they do. According to Adair (2004) "motivation is about something within you impelling you to move forwards, to achieve a goal, to make progress in a task" (p. 58). The 'something' is the driving force may be a need, or desire, or an emotion but it leads you to act in a certain way. Signs of motivation in a person

are an energy and determination to achieve (p. 58). Typical qualities of a motivated person include:

1. A willingness to work

2. Dedication to the project or common cause

3. Alignment of the person with the organizational goals

4. Commitment

5. An appetite to achieve

6. An energy

7. Drive and determination

8. Persistence

9. Strength of purpose

10. Orientation to work (Adair, 2004, p. 58)

Motivation is the concept used when we describe the forces acting on or within an individual to initiate and direct behaviour (Gibson, 1991). Herbert (1979) also describes motivation as an explanatory concept that we use to make sense out of the behaviours we observe. In addition, he explains that the changes we observe we improve our understanding of the underlying motivation. Motivating employees was an important topic as far back as 1789 (Gibson, 1991).

Mescon (1988) point out that in the scientific management school from the late 18th century to the 20th century, motivation was thought to be a simple matter of offering suitable monetary rewards in exchange for effort. The behavioral sciences, however, demonstrated the inadequacy of a purely economic approach. Management learned that motivation, energizing inward drive to act, is the result

of an extremely complex set of needs that are in flux. To day, it is crucial for a manager of any organization to determine what the needs of workers actually are satisfy them through performance. According to Mankoe (2007) need theories try to specify the kind of need workers have and the conditions under which they will be motivated to satisfy those needs in a manner that is useful to their organization. These needs are physiological or psychological wants or that can be satisfied by acquiring certain incentives or achieving particular goals. One major theory that explain workers' wants or desires is that of Maslow's hierarchy of needs.

Most managers of organizations are faced with the task of motivating a diverse and in many respects unpredictable group of people (Herbert, 1979, p. 4). The diversity he said results in different behavioural patterns that in some manner are related to needs and goals. Herbert describes needs as deficiencies that an individual experiences at a particular point in time. The deficiencies he said may be physiological (e.g., a need for food), psychological (e.g., a need for self-esteem), sociological (e.g., a need for social interaction). Needs are said to be energizers or triggers of behavioural responses. The implication is that when needs (deficiencies) are present, the individual is more susceptible to managers' motivational efforts.

Gibson (1991) maintain that goals are apparent in the discussion of motivation. That the motivational process as interpreted by most theorists is goal directed. The goals, or outcomes, an employee seeks are viewed as forces that attract the person. They added that accomplishing desired goals can result in a significant reduction in need deficiencies.

In organizational psychology, it is frequently expressed that job performance is a function of ability and motivation. Performance can be regarded as almost any behaviour, which is directed toward task or goal accomplishment. The importance of motivation and its impact on employee performance and retention is recognized by many human resource practitioners and companies today. Good performance among employees in an organization has many implications such as high motivation among employees, outstanding ability, good organizational climate and infrastructure, excellent leadership that can sustain rapport and productivity and good relationship among staff.

Job motivation is important to the effectiveness of an organization. In an educational organization job motivation would produce a teacher with high vitality. This refers to the positive quality of producing good products and in this case, it is good student performance. An individual who is highly achievement motivated would tend to be very conscientious in his or her work and tend to be more responsible. Achievement motivation becomes the driving factor for future understanding and can be defined as a predisposition to strive for success.

Motivation suggests that the concerned people should be move and act in different circumstances. People are motivated based on their need and sometimes based on the pressure they receive from the working environment. Often, people commit to do a certain task because they want to excel in their field and their interest and values that they place on their work. Most of the time, the actions or the practice of the employees might be the representation of the culture (Ryan & Deci, 2000).

Motivations can deliver the control, interest, excitement, and confidence, which in return manifested in enhanced performance, persistence and creativity. If the approach of the motivation is applied continuously, there is no doubt that every tutor or employee will reach their best potential in their respectful field. Motivation is mostly applied in the workplace that can drive the performance of the employees. The interaction of the employees with the other people and their working environment is a great advantage to apply the motivation. In the long-term use of the motivation and its principles, there is a positive result in meeting a quality job performance. Firstly, satisfaction must first be met to realize that there is an improvement in their job.

The Physical Environment

Research to date indicates productive, high performance schools manifest common traits. A high performance school seeks and provides adequate space and opportunities for students and teachers to spread out, reflect, interact, exchange information, examine and test ideas (Darling-Hammond, 1987). The appearance of the school is inviting. Students, teachers, and the local community want it to be there.

1. The school has adequate natural lighting that enhances productivity.
2. The school strives for student-friendly conditions throughout the building.
3. The school is inviting to good teachers and supports their retention.
4. The school is designed to reduce stress.
5. It is comfortable, has a consistent temperature, and manages noise.

6. The school is clean and sanitary.

7. The risk of an adverse health effect is very small.

Student and teacher comfort is indicated as the most important aspect of any school environment. If students are comfortable, then learning becomes much easier. Being comfortable is a combination of several different factors; adequate usable space, noise control, lighting, temperature and climate control, and sanitation. The classroom is the most important area of a school because it is where students and teachers spend most of their time and where the learning process takes place. The following conditions help make the classroom a better place in which to learn.

Lighting in classrooms must focus on the front of the classroom and over the students' desks. Glare from hard surfaces is distracting and should be avoided wherever possible. The effective lighting of schools has been related to high performance test scores repeatedly. Classes should be designed to accommodate students so that the number of students does not exceed 20. A lower density of students per classroom will increase teacher and student interaction and communication.

Classrooms must be designed with effective communication and interaction in mind. Students should be able to easily see and hear the instructor and other students. Noise must be controlled to levels that do not exceed 68db. At about the 68 or 69 db noise level, students begin to have difficulty understanding what is being said and are distracted by noise in other classrooms. A number of authors argue that an obvious critical component of work-environment is the

classroom. Several different dimensions may be considered when examining the classroom, as a work environment. The first most obvious is the class size. Teachers often feel that large classes prevent them from performing as professionals (Bruner, 1960; Darling-Hammond, 1987).

According to Lanier (cited in Hoy and Miskel, 1987) one most discouraging condition of the teaching career that denies many, if not most teachers, the right to excel in teaching without undue hardship and personal sacrifice is workload. She illustrated this point by saying that secondary school teachers and Twelve(12) hours to their work per week if for example, they give only five minute to reviewing and correcting each student's work assuming one hundred and fifty (150) students on the average .

Lanier goes on to say that although most teachers are deeply concerned about the growth and welfare of their students, prolonged interaction with a large number of pupils is done at the expense of interaction with other professional issues of educational significance. These conditions she claims dampen both the intellectual and emotional health of teachers. She further point out that these conditions make only the most dedicated ,self sacrificing teachers able to maintain their inspiration for continued professional growth .The work load of teachers can therefore cause them to be dissatisfied with their teaching.

The second critical component of schoolwork environment is the nature of the students. Blase; and Good lord (cited in Conley et al, 1989) posit that teachers may view students with problem are unruly as obstacles rather than challenges to their professional goals. They further point out that when these conditions prevail

in the classroom teachers see them selves as policing students rather than instructing them. Lasley (1988) comments that studies of the first year teachers ,and indeed of all teachers ,have consistently shown that discipline and classroom management are perceived to be the most difficult and problematic dimensions of classroom teaching.

Teachers would like to have well-behaved students in their classrooms to have little or no problem with discipline in the classroom. This peaceful atmosphere in the classroom, is much needed for effective teaching and learning.. Conley et al. (1989), therefore conclude that when classroom environmental factors such as class size, student learning problems and discipline problems are absent, teacher's career dissatisfaction may reduce.

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Classrooms must be designed with effective communication and interaction in mind. Students should be able to easily see and hear the instructor and other students. Noise must be controlled to levels that do exceed 68db. At about the 68 or 69 db noise level, students begin to have difficulty understanding what is being said and are distracted by noise in other classrooms.

Condition of Service of Teachers

The conditions of service of teachers world wide has improved at varying degrees since the International Labour Organization Inter-governmental meeting of Experts was held in Manila within October and November, 1963 (ILO,1990). A report, issued after the meeting pointed out that, the basic principles underlying all of the International Labour Organizations (110) efforts on behalf of teachers is that good people will not be attracted to the profession unless they are assured a social status, a financial position corresponding to the importance of their duties and responsibilities, and the level of their professional attainment. The statement represented the overall decisions taken by experts from both developed and developing nations at Manila.

The final document produced after the Manila meeting recommended its governments to address teachers conditions of service especially in the areas of adequate salaries, housing, and health facilities, recruitment procedures, teachers

participation in policy making and end of service benefits. The International Labour Organisation (ILO) further suggested that individual countries may decide to add other conditions that they think can improve the lot of teachers in whose absence quality education cannot be guaranteed.

The Ghana National Association of Teachers (GNAT) publication titled Conditions and Scheme of Service and Code of Professional Conduct for members of the Ghana Education Service (1988) highlights most of the Manila Recommendations. The GNAT has effective machinery that keeps teachers informed about any new development within the teaching service in addition to its Newsletter 'The Teacher' that is published quarterly

Supervision of Instruction

According to the BBC English Dictionary (1992) supervision is an art of supervising people, activities or places to make sure that things are done properly. Austin (1949) cited in Mankoe (2007) says that supervision of instruction is the process of bringing about improvement in instruction by working with people who work with pupils. It is a process of stimulating professional growth and a means of helping teachers to help them.

Supervision as an administrative action is "what school personnel do with adults and things for purpose of maintaining or changing the operation of school in order to directly influence major instructional goals of the school" (Harris and Bessent, cited in Wiles and Bondi; 1986, p. 8). From the various definitions quoted above, one can say that supervisory programme is in fact aimed at

instructional improvement. In other words, supervision is done to facilitate teaching and learning in schools .It is therefore concerned with making adequate provision for all the conditions, which are essential to effective learning through effective teaching.

The concept of 'supervision of instruction' dates back to 1800 in America where school committee members and members of school board visited schools for the purpose of inspection or evaluation. So these early supervisory concept were characterized by inspection. During that when an educator becomes the supervisor or director of instruction he was popularly called the 'inspector'. Their function was more judicial than executive in nature. The supervisor or inspector made judgment about the teachers rather than the teaching or the pupils learning outcome and such decisions were mostly based on what they saw during their visits.

It is important to point out that the period of professional supervision marked the beginning of waning of the seeming autocratic relationship that characterized supervision in the succeeding period .modern supervision as we have now is more dynamic and democratic in nature, and aims at achieving quality teaching and learning in particular, and improvement in education as a whole.

Through the effective supervision of instruction, administrators can reinforce and enhance teaching practices that will contribute to improve student learning. By skillfully analyzing performance and appropriate data, administrators can provide meaningful feedback and direction to teachers that can have a

profound effect on the learning that occurs in each classroom. Because student learning is the primarily function of school, therefore effective supervision of instruction is one of the most critical functions of the administrator. If schools are to provide equal access to quality educational programmes for all students, administrators must hold teachers accountable for providing an appropriate and well-planned programme. These programmes include a variety of teaching strategies designed to meet the diverse needs of students in complex society.

Persistence of Effect $\longrightarrow$ Motivation $\longrightarrow$ Performance

Direction of Effect $\longrightarrow$ Task Understanding $\longrightarrow$ Chance or Luck
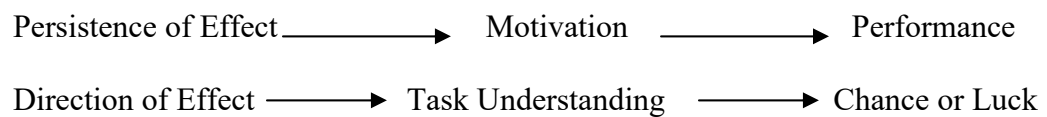
Adapted from Owens (1987, p. 93)

Summary

In the review of the literature, it had been noted that the workplace environment must not concern itself with only the pay packet of tutors but also the other variables such as the welfare, which may include recreation, professional development and retraining of the tutors. It has also been noted that all forms of motivation as indicated in the motivational theories highlighted in the literature review are important ingredients that are needed in the workplace environment of the tutors of Tamale College of Education. The classroom size is another element that has been identified as an element of the workplace environment of the College. In addition, the condition of service of the Ghana Education Service is another element that is an element of the workplace environment of the College.

CHAPTER THREE

METHODOLOGY

This chapter describes the methods used to obtain the relevant data on the effect of the workplace environment on the performance of Tutors of Tamale College of Education and Bagabaga College of Education. The chapter includes a description of the research design, the population, the sample and sampling procedures and the method of data analysis.

Research Design

This research made use of descriptive research design. Descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collected (Glass & Hopkins, 1984).

It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution. Because the human mind cannot extract the

full import of a large mass of raw data, descriptive statistics are very important in reducing the data to manageable form. When in-depth, narrative descriptions of small numbers of cases are involved, the research uses description as a tool to organize data into patterns that emerge during analysis. Those patterns aid the mind in comprehending a qualitative study and its implications.

Population

The population for the study constitutes Tutors of Tamale College of Education and Bagabaga College of Education. There are thirty-two tutors in Tamale College of Education and forty-five tutors at Bagabaga College of Education.

Sample and Sampling Procedure

The rationale of every research is to make generalizations or draw inferences based on samples about the parameters of the population from which the samples are taken (Yin, 1999). Miller (1991) therefore contends that there is a challenge to select only few items from the universe for his study purposes. He further argued that a study based on a representative sample is better than one based on a large sample or the whole population for there is no need interviewing large number of people saying the same thing.

The size of the sample should be neither excessively large, nor too small. It should be optimal. Whiles deciding on the size of the sample, the researcher must determine the desired precision and an acceptable confidence level for the

estimates (Saunders 1997). In line with the above, I adopted census survey (since n is small) and this takes into consideration all the variables in the population. Hence, all the tutors were used for the study. The Principal and the two Vice-Principals were left out of the study because they were considered part of the administration of the college.

Instruments

It is important to note that the selection of a particular approach to data collection must be decided upon in the light of one's problem, the purpose of the study, the resources available and the skills of the researcher. In selecting a method for data collection, the socio-economic and demographic characteristics of the study population play an important role. Some people for a number of reasons may not feel at ease at a particular method of data collection. Therefore, in making a decision on the type of data collection method, I am informed about the concerns raised above and hence adopts the instruments used in carrying out the study on Factors Affecting Teacher Morale in Volta School for the Deaf and Mentally Challenged Unit in Hohoe. This study adopted Smith (1988) Staff Morale Questionnaire (SMQ-72).

This instrument was found to be useful to this study, hence I used it with some modification, since the current study is carried out in a Teacher Training Colleges as well as a regular school whereas the previous study was in a basic school as well as a special school. The questionnaire consisted of two broad sections, A and B. Since personality difference could cause variations in the level

of performance of individual tutors, section A consists of three items on demographic variables. Factors that were considered included; rank, department and teaching experience in the college. Section B of the instrument comprised 30 items used to assess the effect of the workplace environment on the performance of the tutors.

Pilot Testing

A Pre-test was conducted to test the validity of the questionnaire to be used in the study. Ten tutors of the Bagabaga College of Education were used. I sought permission from the Principal of the college before the ten tutors were selected. A table of random numbers was used to get any ten tutors from the college. Two tutors were selected from five departments. These were the Mathematics Department, English Department, Education Department, Science Department and Environmental Studies Department. This was done to have a heterogeneous response from the college. Tutors of Tamale College of Education were not used for the pre-testing. This was to ensure that there were no influences of the final study.

Data Collection Procedure

Data were collected from both documentary sources as well as the administration of questionnaire. To forestall delays, arrangements were made to administer copies of the questionnaire. With the permission of the Principals of the two colleges, the tutors were given the questionnaire. The tutors were given

time to respond to the questionnaire and these were collected later.

Data Analysis Plan

The data collected were statistically analyzed using descriptive statistics. Percentages were calculated and tables were used to simplify the analysis for the following: the age of the tutors; the teaching experience of the tutors; the department of the tutors; motivational level of the tutors; leadership style of the Principals; the role of administration to the performance of the tutors and socialization of the tutors.

CHAPTER FOUR

RESULTS AND DISCUSSION

This part of the study shall be discussing the findings based on the self-administered questionnaire provided by the researcher. The primary objective of this study is to know the effect of workplace environment on the performance of tutors of Tamale and Bagabaga Colleges of Education. Its focus is on investigating how the climate of the workplace can be improved, to enhance the performance of tutors of these colleges. It also aims to determine which among the variables of workplace environment can enhance the performance of the tutors.

I will be analysing the responses given in the questionnaire administered to tutors of the two colleges. Out of 75 questionnaires distributed to the tutors, 39 responded and returned their questionnaires, the reason for this was that some of the respondents have moved to other organizations outside Tamale, while others kept on giving excuses on why they could not return the responded questionnaire early.

The analyses will take into consideration the research questions raised earlier, in Chapter one, with a view to finding out the elements of the workplace environment that positively affect the performance of tutors of these colleges. The under listed elements were taken into consideration in the research questions.

1. Leadership Style in the college

2. Assessment of Infrastructure

3. Academic Qualification of Tutors

4. Learning environment

5. Interpersonal relationship

The leadership style at the workplace environment has a tremendous effect on the performance of tutors. A number of indicators, including: the information flow from the Principals to tutors, the motivation of tutors, and professional judgment of the Principals and delegation of responsibilities by the Principals, were of prime concern in the questionnaire. The strongest variable in the leadership style of the tutors is information flow from the principals to the tutors, this is followed by the motivation of the tutors by the principals, professional judgment by the principals and followed by delegation of responsibilities.

Research Question One

What is the effect of the leadership style of principals on the performance of tutors of the colleges?

On information, flow from the Principals the tutors gave as responses as presented in Table 1. The responses to the extent to which information flow from Principals in enhancing Tutors' performance have been presented in Table 1

Table 1: Information flow from Principals in enhancing Tutors' Performance

Information flow from Principals	Frequency	Percentage
highest extent	6	15.4
higher extent	27	69.2
low extent	6	15.4
Total	**39**	**100.0**

Table 1 above indicates that 27 tutors, representing majority 69.2% responded that information flow from the Principals to other members of staff affect their performance to the higher extent, while 6 tutors, representing 15.4% responded that information flow enhance their performance to the highest extent and 6 tutors, representing 15.4% thinks that information flow affect their performance to the low extent. The results show that information flow in the two colleges affect the performance of the tutors this is because 69.2% of the respondents think information flow from the principal affects their performance to the higher extent. Information flow is the strongest variable in the leadership style of the principals. On the effect of motivation on the performance of tutors of both colleges, the responses given by the tutors are presented in Table 2.

Table 2: Effect of Motivation on Tutors' Performance

Effect of Motivation	Frequency	Percentage
highest extent	6	15.4
higher extent	15	38.5
low extent	18	46.1
Total	**39**	**100.0**

Table 2 shows that 18 tutors representing 46 % responded that motivation affect their performance to a low extent, while 15 tutors, representing 38 % of the response responded that motivation affect their performance to the higher extent and 6 tutors responded that motivation affect their performance to the highest extent. The response of 21 tutors indicate that motivation by their Principals affect their performance to a higher extent. This response is however lower in effect as compared to the information flow from the principals.

On the professional judgment of the principals, the following responses obtained from the tutors on the extent to which the Professional Judgment by Principals has on the performance of Tutors have been presented in Table 3.

Table 3: Professional Judgment by Principals on the performance of Tutors

Professional judgment by Principals	Frequency	Percentage
highest extent	10	25.6
higher extent	22	56.4
low extent	6	15.4
Missing system	1	2.6
Total	**39**	**100.0**

Table 3 above indicates that, 22 tutors representing 56% responded that, the professional judgment of their Principals affect their performance to a higher extent. In addition, 10 tutors representing 25.6 % responded that the professional judgment of their Principals affect their performance to the highest extent, and 6

tutors, representing 15.4 % responded that the professional judgment of their Principals affect their performance to the low extent.

The analysis indicate that 32 out of the 39 tutors attest that, the professional judgment of their Principals affect their performance in their colleges. This response is also lower in ranking since less than 60% of the respondents think the professional judgment of their principal has some effect on their performance, as compared to the information flow from the principals. It is however higher in effect than the motivation by the principals. On the delegation of responsibilities by principals, the following analysis indicate the responses of the tutors as presented in Table 4.

Table 4: Delegation of Responsibility by Principals

Delegation of responsibility by Principals	Frequency	Percentage
highest extent	8	20.5
higher extent	23	59.0
low extent	8	20.5
Total	**39**	**100.0**

Table 4 above indicates that 23 tutors, representing 59% of the responses, said that delegation of responsibilities affects their performance to a higher extent, while 8 tutors, representing 20.5 % of the responses asserted that, delegation of responsibilities by their Principals affect their performance to the highest extent. 8 tutors also responded that it affects their performance to a low extent. 31 tutors

indicate that delegation of responsibilities by Principals affect the performance of tutors to a higher extent.

These analyses indicates that on the leadership style of the principals, the variable that affects the performance of the tutors in both colleges to the highest extent is the information flow from the principals; followed by the professional judgment of the principals and then delegation of responsibilities. The motivation of tutors by the principals has the lowest in effect on the performance of the tutors. The research also intended to find out the extent to which the infrastructure of the colleges influences the performance of tutors of both colleges.

In looking at the infrastructure, some indicators were used in seeking the response of the tutors. These included the classroom furniture, the lighting system in the classrooms, the computer laboratory, the college library and the residential status of the tutors. On the classroom furniture, the tutors gave the following response.

Research Question Two

To what extent does the infrastructure influence the performance of tutors?

The responses on the effect of classroom furniture on tutors performance has been presented in Table 5.

Table 5: Effect of Classroom Furniture on Tutors' Performance

Effect of classroom furniture	Frequency	Percentage
very high extent	5	12.8
high extent	31	79.5
low extent	3	7.7
Total	**39**	**100.0**

Table 5 indicates that, 31 tutors representing 79.5 % responded that, the arrangement of furniture in the classroom affect their performance to the high extent, while 5 tutors representing 12.8 % responded that, the arrangement of furniture in the classroom affect their performance to a more high extent and 3 tutors representing 7.7 % responded that, the arrangement of furniture in the classroom affect their performance to a low extent. The result of the analysis shows that the arrangement of classroom furniture affects the performance of tutors in the colleges. On the classroom lighting system the following response was obtained from the tutors.

Table 6: Effect of Classroom Lighting on Tutors' Performance

Effect of classroom lighting	Frequency	Percentage
more high extent	3	7.7
high extent	34	87.2
low extent	2	5.1
Total	**39**	**100.0**

The analysis in Table 6 indicates that 34 tutors representing 87.2 % responded that classroom lighting affect their performance to the high extent, while 3 tutors representing 7.7 % responded that classroom lighting affect their performance to a more high extent and 2 tutors representing 5.1 % responded that classroom lighting affect their performance to a low extent. The analysis shows that 37 tutors out of the 39 tutors who responded agreed that classroom lighting system affect their performance to a high extent. The next information was to find out the effect of the computer laboratory in the colleges on the performance of the tutors. Their responses have been presented in Table 7.

Table 7: Effect of Computers on Tutors' Performance

Effect of computers	Frequency	Percentage
more high extend	9	23.1
high extent	21	53.8
low extent	5	12.8
Four	1	2.6
Missing system	3	7.7
Total	**39**	**100.0**

The analysis in Table 7 above indicates that, 21 tutors representing 53.8% responded that, the small number of computers in their computer laboratory affect their performance to a high extent, while 9 tutors representing 23.1% responded that, the small number of computers in their computer laboratory affect their performance to a more high extent and 5 tutors representing 12.8 responded that, the small number of computers in their computer laboratory affect their

performance to a low extent. The result of the analysis is that the small number of computers in the colleges' laboratory affects the performance of tutors to a high extent.

Table 8: Effect of Well-Furnished Staff Common Room on the Performance of Tutors

Effect of a well furnish staff common room	Frequency	Percentage
Low extent	12	30.8
High extend	22	56.4
No effect	2	5.1
More High extent	-	-
Missing System	3	7.7
Total	**39**	**100.0**

The analysis in Table 8 indicate that 22 tutors representing 56.4% responded that the availability of a comfortable staff common room for the tutors affect their performance. In addition, 12 tutors representing 30.8% responded that the availability of a comfortable staff common room for the tutors affect their performance. In addition, 2 tutors representing 5.1% responded that the availability of a comfortable staff common room for the tutors affect their performance. Finally, 3 tutors representing 7.7% did not respond to the item. The results of the analyses confirms that the availability of a comfortable staff common room affect positively the performance of the tutors.

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Table 9: Effect of Classroom Arrangement on Tutors' Performance

Effect of classroom arrangement	Frequency	Percentage
more high extent	5	12.8
high extent	25	64.1
low extent	6	15.4
Missing system	3	7.7
Total	**39**	**100.0**

The analysis in the Table 9 indicate that 25 tutors representing 64.1% responded that the classroom arrangement affects their performance to the high extent, while 5 tutors representing 12.8% responded that the classroom arrangement affects their performance to a more high extent and 6 tutors representing 15.4% responded that the classroom arrangement affect their performance to a low extent. The analysis therefore indicates that classroom arrangement affect the performance of tutors in their colleges. The above analysis of the research have established that the infrastructure of the two colleges affect the performance of the tutors.

Research Question Three

Do the qualification and experience of the tutors affect their performance?

On the effect of the teaching experience of the tutors on their performance, the following results were obtained.

Table 10: Effect of Teaching Experience of Tutors' on their performance

Teaching Experience of the tutors	Frequency	Percentage
1-5	6	15.4
6-10	7	17.9
11-15	11	28.2
16 and above	15	38.5
Total	**39**	**100.0**

Table 10 shows that 15 tutors representing 38.5% of the majority have been teaching for 16 years and above while 6 tutors representing 15.4% have less than 6 years experience in teaching. The data indicates that the tutors of both colleges have lot of teaching experience that can affect their performance in their various colleges. The research questions raised also intended to find out the extent to which the interpersonal relationship of tutors affect their performance and this result was obtained.

Table 11: Extent of Tutor's Number of Teaching years on performance

No. of yrs tutors have been teaching in their respective colleges	Frequency	Percentage
1-5	21	53.8
6-10	13	33.3
11-15	4	10.3
16 and above	1	2.6
Total	**39**	**100.0**

Number of years tutors have been teaching in their respective colleges (Qualification and experience factor) Table 11 shows that 21 tutors, representing 53% have been teaching in their various colleges for less than 6 years, while 13 tutors representing 33.3% have been teaching in their various colleges for less than 11 years. Also 4 tutors, representing 10.3% have been teaching in their various colleges between 11 and 15 years, while 1 tutor, representing 2,6% have been teaching in the college for 16 years. The data shows that the colleges have tutors who are likely to stay longer in the colleges.

The longer a tutor stays in the college the more experience that tutor will gather and it will go a long way to impact on his or her performance. In conclusion, section A of the questionnaire has indicated that the personal and academic status of the tutors largely affect their performance in their respective colleges.

Table 12: Extent of In-service Training on Performance of tutors

Extent to which in-service training affect the tutors' performance	Frequency	Percentage
To a large extent	28	1.8
To a small extent	4	10.2
To a very large extent	32	82.1
Missing system	7	7.9
Total	**39**	**100.0**

Table 12 indicates that 28 tutors representing 71.8% responded that in-service training affect their performance positively to a very large extent. While 4

tutors representing 10.3% responded that in-service training affect their performance positively to a large extent. In addition, 7 tutors representing 17.9% did not respond to the item. The results of the analyses of the table are that in-service training affects the performance of tutors positively to a large extent.

Table 13: Number of Tutors who have Pursued Further Studies

Tutors who have pursued further studies	Frequency	Percentage
Yes	26	66.7
No	13	33.3
Total	**39**	**100.0**

Table 13 indicates that 26 tutors of the 39 tutors who responded have pursued further studies, while 13 tutors of the 39 tutors who responded are yet to pursue further studies. The results of these analyses are that tutors of both colleges are making efforts to upgrade themselves. Therefore, there is high potential for both colleges to meet the requirements of a tertiary institution.

Table 14: Number of Tutors who have received Training in I.C.T.

Tutors who have received ICT training	Frequency	Percentage
Yes	32	82.1
No	5	12.8
Missing system	2	5.1
Total	**39**	**100.0**

The table above indicates that 32 tutors representing 82.1% received training in I.C.T, while 5 tutors representing 12.8% have not received training in

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I.C.T. Out of the total number, 2 tutors representing 5.1% did not respond to the item. The results of the analyses is that both colleges have the potential of have many tutors using I.C.T. to improve upon the teaching and learning in both colleges.

Research Question Four

In what ways does an interpersonal relation affect the tutors' performance?

The responses to the extent to which the Interpersonal Relationship of Tutors (Interpersonal Relations factor) affect their performance have been presented in Table 15.

Table 15: Effect of Interpersonal Relationship of Tutors on Performance

Item	Large Extent	Some Extent	Low Extent	Any Reason
Information flow	35 %	4 %	-	
Attendance of functions (wedding, funerals, etc.)	36 %	3 %	-	
Respect for one another	35 %	2 %	2 %	
Discipline	30 %	5 %	4 %	
Staff meetings	35 %	4 %	-	
Durbar of workers and students	25 %	10 %	4 %	
Welfare Fund	30 %	5 %	4 %	

Table 15 indicates the level at which the tutors of both colleges value interpersonal relationship in their respective colleges. Majority of the tutors acknowledged to a large extent the importance of attending the wedding ceremonies, naming ceremonies, funerals, staff meetings and as well as respect for one another. All these are elements of togetherness that promote a good interpersonal relationship. From this analysis interpersonal relationship is a factor that can impact on the performance of tutors at their respective college. The following information was obtained on the effect of the college library on tutors' performance.

Research Question Five

To what extent does the learning environment influence the performance of the tutors of the two colleges?

Table 16: Extent of Relevant Books in the Library on Performance of Tutors

Relevance of books in the library	Frequency	Percentage
more high extent	2	5.1
high Extent	19	48.7
low extent	16	41.0
System	2	5.1
Total	**39**	**100.0**

Table 16 indicates that 19 tutors, representing 48.7 % responded that relevant library books affect their performance to a high extent, while 16 tutors representing 41 % responded that relevant library books affect their performance

to a low extent and 2 tutors representing 5.1 % responded that relevant library books affect their performance to a more high extent. In the analysis, 2 tutors representing 5.1 % did not respond to the item. In the analysis in Table 16, 35 tutors agreed that relevant library books affect their performance to a high extent, which shows the impact of library books on the performance of tutors.

Table 17: Extent of Internet Connectivity on Tutors' Performance

Effect of internet connectivity	Frequency	Percentage
More high extent	5	12.8
High extent	22	56.4
Low extent	8	20.5
Missing system	4	10.3
Total	**39**	**100.0**

The analysis in Table 17 indicates that 22 tutors representing 56.4 % are of the view that the connectivity of the computer laboratory to the internet affects their performance to a high extent. The response also indicates that 5 tutors representing 12.8 % are of the view that the connectivity of the computer laboratory to the internet affect their performance to a more high extent. In addition, 8 tutors representing 20.5 % are of the view that the connectivity of the computer laboratory to the internet laboratory to the internet affect their performance to a low extent. On classroom size the following response was obtained.

Table 18: Extent of Large Class Size on Tutors' Performance

Effect of large class size	Frequency	Percentage
Very high extent	5	12.8
high extent	27	69.2
low extent	4	10.3
Missing System	3	7.7
Total	**39**	**100.0**

Table 18 indicates that, 26 tutors representing 66.7 % responded that the large number of students in their classroom affect their performance to a high extent, while 5 tutors representing 12.8 % responded that the large number of students in their classroom affect their performance to a more high extent and 4 tutors representing 10.3 % responded that the large number of students in their classroom affect their performance to a low extent. The response of the tutors indicates that the large number of students in the classroom affect their performance in the college. On the academic qualification of the tutors, the following results were obtained.

The analyses Table 19 indicate that 22 tutors representing 56.4 % responded that the opening and closing time for the computer laboratory affect the performance of tutors to a high extent. In addition, the analysis indicates that 6 tutors representing 15.4 % responded that the opening and closing time for the computer laboratory affect the performance of tutors to a more high extent.

Table 19: Extent of Opening and Closing Time of the Computer Laboratory on tutors' performance

Effect of opening and closing of computer lab.	Frequency	Percentage
Very high extent	6	15.4
High extend	22	56.4
Low extend	6	15.4
Missing system	4	10.2
Total	**39**	**100.0**

Also, 6 tutors representing 15.4 % responded that the closing and opening time for the computer laboratory affect the performance of tutors to a low extent. The result of the analysis is that the opening and closing time of the computer laboratory is not adequate and therefore affects the performance of the tutors.

Table 20: Extent of Qualified Person in the Computer Laboratory on Performance

Effect of unqualified person in the computer Laboratory	Frequency	Percentage
High extent	22	56.4
Low extent	4	10.3
No effect	2	5.1
More High extent	6	15.4
Missing system	5	12.8
Total	**39**	**100.0**

The analyses in Table 20 indicate that, 22 tutors representing 56.4 % responded that the non-availability of permanent resource person in the computer laboratory affect their performance to the high extent. While 6 tutors representing 15.4 % responded that the non availability of a permanent resource person in the computer laboratory affect their performance to a more high extent. In addition, 4 tutors representing 5.1 % responded that the non availability of a permanent resource person in the computer laboratory affect their performance to a low extent. Moreover, 2 tutors representing 5.1 % responded that the non availability of a permanent resource person in the computer laboratory has no effect on their performance. Finally, 5 tutors representing 12.8 % did not respond to the item.

The results of the analyses indicate that, the non-availability of a permanent resource person in the computer laboratory has some effect on their performance. The next analysis is on the effect of the staff common room on the performance of the tutors. There is no doubt the tutors need a place to relax and prepare for their lectures and indeed the staff common room serves this purpose. The research also intended to find out the extent to which the qualification and experience of the tutors affect their performance. The following results were obtained from the response of the tutors.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study intend to found out the extent to which workplace environment affect the performance of Tutors of Tamale College of Education and Bagabaga College of Education both in Tamale, the regional capital of Northern Region of Ghana. The research found out the extent to which the following variables of workplace environment affect the performance of the tutors of the two colleges:

1. The effect of the leadership styles of the Principles of both colleges on the performance of tutors of both colleges

2. The extent to which the infrastructures in both colleges influence the performance of the tutors

3. Do the qualification of the tutors of both colleges affect their performance?

4. In what ways do the interpersonal relations affect the performance of tutors in both colleges?

5. The extent to which the teaching and learning environment in both colleges affect the performance of the tutors.

Results of the responses from the questionnaire were collected and analyzed as presented in chapter four. Literature has revealed that workplace

environment provide a work environment that respects the dignity and work of employees. It has also been established that providing all the instructional inputs that teachers need for effective teaching in the classroom, undoubtedly is one of the major pre-requisites for instructional success.

Findings

The research has been able to establish that:

1. Information flow from the principals to the tutors ranked highest, followed by their professional judgment and then delegation of responsibilities as variables in the leadership style of the principals of the two colleges. Motivation of tutors ranked low in the leadership style of the two principals.

2. On infrastructure of the two colleges, the effect of classroom furniture ranked high on the performance of teachers, followed by the number of computers in the computer laboratory and then a well-furnished staff common room. The tutors were however not satisfied with the non availability of bungalows to accommodate them.

3. On the academic qualification of tutors of both colleges, it has been established that, all the tutors in both schools holds a first degree and making efforts to obtain their second degree. This, tutor's claim will affect their performance in their various colleges. The next variable ranked in the academic qualification is the teaching experience of the tutors. Most of the

tutors have over ten years experience as professional teachers. This, tutors

confirm that it has an effect on their performance.

4. On the learning environment, classroom arrangement ranked high among

    the variables that affect the performance of the tutors. Relevant books in

    the library followed. It was however noted that the large class size affected

    negatively the performance of the tutors.

Conclusions

The findings have been able to establish that, the variable that impact most

on the performance of the Tutors in both Colleges is the information flow from

the Principals. The findings have also been able to establish the importance of

good school infrastructure, High Qualification of Tutors and Relevant Text Books

on the performance of the Tutors in both Colleges.

Recommendations

1. it is fruitful to conceptualize social environment of a school from a

    multiple perspective, including the instructional, structural, human

    resource, political, and cultural aspects, and to study its relations with the

    performance of teachers and students.

2. An implication of the study to policy makers is that they should not be

    mainly concerned with education inputs of schooling (finance, curriculum,

    and student allocation), but should also pay attention to the internal

    processes of the school, such as instructional approaches, motivation of

staff and school structure. This is because tutors of the two colleges have indicated in their response to the questionnaire of this research that variables such as information flow impact on their performance to a high extent

3. The research findings have established that the professional judgment and the delegation of responsibilities in the leadership style of the principals are very important and affect the performance of the tutors to a high extent

4. An implication of this to school administrators is that, workplace environment may be related to the contextual factors of the schools, such as age, size of the class, experience of the teachers, etc., which are not under the control of the school administrators, but they have the authority to plan and implement suitable policies which can reduce the negative effects of the school contextual factor through sound professional judgment and delegation of responsibilities to subordinates

5. Another implication is for the school administrators to keep in mind that although the workplace environment is complicated, the different aspects of the workplace environment are inter-related, they need to take a holistic view about school environment, and that school management should not be conducted in a piecemeal fashion. This assertion is base on the research which established the importance of good inter relationship on the performance of the tutors.

6. There is also the need for educational administrators to consider a manageable class size in their schools since a large class size impact negatively on the performance of teachers.

7. Since Principals are in a key role in the creation of a good school environment, which would be beneficial to the learning of the students and the success of the teachers, it implies that selection and training of principals should be given prominent attention by the policy makers and Ministry of Education.

Suggestions for Further Studies

It is recommended that a similar study should be conducted on the impact of work place environment on the performance of tutors of colleges of education in the Southern Sector of Ghana.

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APPENDICES

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

TOPIC: THE EFFECTS OF WORK PLACE ENVIRONMENT ON THE PERFORMANCE OF TUTORS OF TAMALE COLLEGE OF EDUCATION AND BAGABAGA COLLEGE OF EDUCATION

QUESTIONNAIRE FOR TUTORS

SECTION A

1. Department ………………………………………………………………………

2. What subject do you teach in the college? ....

3. Sex: Male ☐   Female ☐

4 Which of these age range do you belong? 20 – 25 [ ] 26- 30 [ ] 31 – 35 [ ]

36 – 40 [ ] 41 and above [ ]

5. Marital Status: Married ☐   Unmarried ☐

6. What is the level of your educational qualification? First Degree, [ ]

Second Degree, [ ] others, {specify}…………………………..

7. How many years have you been teaching? 1 – 5 [ ] 6 – 10 [ ] 11 – 15 [ ]

16 and above [ ]

8. How many years have you been teaching in this college? 1 – 5 [ ] 6 – 10 [ ]

11 – 15 [ ]   16 and above [ ]

9. Are you a trained teacher? Yes [ ]   No [ ]

10 If yes, to what extend does it influence your performance in the college?

i) To a large extent [ ]

ii) To a small extent [ ]

iii) No effect [ ]

 11. If no, how does it influence your performance in the college?

i) To a large extent [ ]

ii) To a small extent [ ]

iii) No effect [ ]

SECTION B

LEADERSHIP STYLE IN THE COLLEGE

13 To what extent does the leadership style of the college in the following areas

influence your performance?

Tick where appropriate

ITEMS	Highest Extent	Higher Extent	Low Extent	REASON
a) Information flow				
b) Motivation				
c) Delegation of responsibilities				
d) Professional judgement of the Head				

SECTION C

Assessment of Infrastructure

14 To what extend do the following facilities in the college influence your

performance.

ITEM	More High Extent	High Extent	Low Extent	REASON
a) Library				
i) Relevant books				
ii) Furniture				
iii) Ventilation				
iv) Opening and Closing time				
v) Lightening				
b. **Classrooms**				
i) Furniture				
ii) Ventilation				
iii) Lightening				
iv} Number of students				

v} General arrangement

c **I.C.T Facility**

i) Number of computers

ii) Furniture

iii) Ventilation

iv) Internet Connection

v} Time of opening and
closing

vi) Availability of
resource persons

d **Staff Common room**

i) furniture

ii) television

iii) refrigeration

iv) ventilation

v) washroom facility

SECTION D

 Staff Accommodation: Indicate the extend to which the items listed under

accommodation influence your performance

15. Do you reside on campus? Yes [ ]   No [ ]

16. If yes to what extent does it influence your performance?

i) To a large extent [ ]

ii) To a small extent [ ]

iii) No effect [ ]

17. If no to what extent does it affect your work in the college?

i) To a large extent　☐

ii) To a small extent　☐

iii) No effect　☐

SECTION E

Transportation

18. What is your mode of transport to work?

i) On foot　☐

ii) By bicycle　☐

iii) By motor bike　☐

iv)　By car　☐

19. To what extent does your mode of transport influence your performance?

i) To a large extent　☐

ii) To a small extent ☐

iii) No effect ☐

20 Did you receive any support from the college to acquire your means of transport? Yes [ ]   No [ ]

SECTION F

Professional Development of tutors:

To what extend do the under listed Professional development components influence your performance?

21 Are you teaching a course of your area of specialization? Yes [ ]   No [ ]

22 If yes, to what extent does it influence your performance?

i) To a large extent ☐

ii) To a small extent ☐

iii) No effect ☐

23 If no, to what extend does it affect your performance?

i) To a large extent ☐

ii) To a small extent ☐

iii) No effect ☐

24 Have you ever had an in-service training related to your subject area?

Yes [ ]   No [ ]

25 If yes to what extent does it influence your performance in the college?

i) To a large extent ☐

ii) To a small extent ☐

iii) No effect ☐

26 If no, to what extent does it affect your performance in the college?

i) To a large extent [ ]

ii) To a small extent [ ]

iii) No effect [ ]

27 Have you ever gone for further studies to upgrade your self? Yes [ ]   No [ ]

☐   ☐

28   If yes, were you sponsored by the College?   Yes   No

29   If Yes? Partly sponsored ☐ fully sponsored ☐ Never sponsored ☐

30. Do have any training in I. C. T? Yes [ ]   No [ ]

31. If yes do you use the knowledge in preparing and presenting your lessons?

Yes ☐ No ☐

32 Have you ever been promoted? Yes [ ]   No [ ]

33. If yes did you find it difficult?   Yes [ ]   No [ ]

SECTION G

34 To what extend do interaction with both teaching and non-teaching staff as

well as students affect your performance in the college?

Tick where appropriate

ITEM	Large Extend	Some Extent	Low Extent	ANY REASON
i)Information flow				
ii)Attendance of functions (wedding, funerals, etc.)				
iii) Respect for one another				
iv) Discipline				
v) Staff meetings				
vi) Durbar of workers and students				
vii) Welfare fund				

SECTION H

35 To what extend do you agree to the following areas that they influence your performance in the college?

ITEM	Strongly Agreed	Agreed	Strongly Disagreed	Disagreed
i) Scholarship				
ii) Acquisition of an asset (car, house, electronic appliance)				
iii) Short term/ long term loan, I.O.U.				
iv) Guarantee for a loan				
v) Payment for hospital bills				
vi) Payment for utility bills				

SECTION I

36 In your view, what do you think are the constraints to teaching and learning in the college that influence your performance/

i) Inadequate relevant textbooks ☐

ii) Teaching load ☐

iii) Indiscipline of tutors ☐

iv) Indiscipline of students ☐

   vi)   Inadequate Administrative support ☐

   vii)   Others. (specify) ☐

SECTION J

Remuneration and other allowances

37 Are you satisfied with your salary? Yes [ ]   No [ ]

38 If no does it affect your performance in the college negatively? Yes [ ]

No [ ]

39 Are you paid responsibility allowance?   Yes [ ]   No [ ]

40 If yes is it regular?   Yes □   No □

41 If no does that affect your performance in the college negatively? Yes [ ]

No [ ]

SECTION K

42 General Environments

Indicate the level at which the following items influence your performance

ITEM	Very large extend	Large extent	Low extent	REASONS
i) Serenity of the college ii) Walk ways				
iii) Vegetation (trees, flowers, grassing)				

43. If you have the opportunity, will you change a job apart from teaching?

Yes [ ]   No [ ]

44 If yes why?...

45 If no why?..

46. Suggest ways of improving upon the work place environment

…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………....

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43. If you have the opportunity, will you change a job apart from teaching?

Yes [ ]   No [ ]

44 If yes why?..

45 If no why?..

46. Suggest ways of improving upon the work place environment
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