

Assessing Tutor Commitment in the Colleges of Education in Ghana Using the Myers Three-Factor Model of Assessment

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Abstract

Tutors are considered the key players in the effort to uphold school culture and school excellence. Given this, tutors' commitment is an important component towards schools' success and students' academic achievement, and it has to be emphasised that effective leadership will result in high level of tutors' commitment. Moreover, schools' performance is also closely associated with the leadership approach of the administrators or in this case the principal and the level of staff commitment. Without school leadership and commitment to the organisation, it would be quite difficult to achieve organisational goals. The success of educational institutions depends strongly on the effectiveness of the principals' leadership. Thus leadership is that which moves a school forward or otherwise. Unfortunately, however, not all tutors earnestly educate the students. There are still employees who show a low level of commitment in their work and refuse to accept advises, changes, or ideas (Richardson, 2011). This impedes the school principals' effort to develop their schools. Lack of commitment among tutors such as disobeying rules and regulations, late to class, showing boredom and uncreative in teaching, refusing to teach in rural areas, lazy to check students' work, focusing more on giving tuition for extra income and doing side business, are occasionally being reported in the mass media and also well accentuated to college authorities. In this view, failure to attain tutors' commitment will result in problems to school administrations and leaders. This lack of commitment manifestation has brought about negative behaviours among tutors such as losing temper and imposing abuse on students, physically and mentally; for example, scolding, slapping, using harsh words, and embarrassing the students in front of other college students. The principals have the responsibility to motivate and direct their followers (tutors) to work for the betterment of the colleges. Therefore, is there any specific principals' leadership style that can change the tutors' low level of commitment? Previous studies showed that principals' leadership style has a significant correlation with tutors' commitment. There is, therefore, the need to examine principals' transformational leadership and tutors' commitment in the colleges of education in Ghana.

Keywords: Tutor Commitment, Transformational Leadership, Leadership Qualities, Leadership Style in Colleges, Myers Three-Factor Model

1.0 INTRODUCTION

Quality education is fundamental to national development. Education is revered as the foundational ground upon which the development of every nation's human resource relies. The literature has argued that a sound education structure provides the substratum for an enlightened society, community and nation, as well as the human development, are ingredients for economic and social transformation (Brenya & Asare, 2011). A developed human resource or capital can champion societal advancement through the application of skills learned to better a lot of other individuals. It is however worthy of note tutors are central to the educational enterprise. Failure to recognise tutors comes with many cost and sacrifices. According to Asare and Nti (2014), education is a condition for developing an individual's capability, and in order to achieve this reality, the tutor is the ultimate decider. Given the attached importance of tutor to education, Ghana has over the past decades put forth mechanisms and formulate policies to train, develop and motivate tutors to serve the needs of Ghana's growth agenda. The Presidential Committee on Education (PCE) (2002) which was mandated to undertake Ghanaian education reforms suggested proactive measures, review and approach in colleges of education to make tutor education relevant to the development of the country. Emphasizing what tutor education must contain, Boateng (2012) and Nketsia and Saloviita (2013) strongly argued that the mission of Ghana's tutor education is to provide a comprehensive tutor education program through pre- and in-service training that would produce committed, competent and dedicated tutors to improve upon the quality of teaching and learning in the country.

In order to achieve the mission above, certain fundamentals should be in place within the environment of colleges of education in Ghana. In Ghana, one needs not look any further than the colleges of education as the primary environment for training tutors. Such environments should have pragmatic and well-thought policies, programmes and procedures in shaping the minds, interest and attitude of tutors in charge of the teacher trainees in order to effectively and efficiently champion their mandate. One of the fundamentals or antecedents of the quality of education is the level of commitment of tutors. In the context of this study, the tutors refer to the trainers or tutors in the colleges of education who are mandated to work within the colleges to train teacher trainees to feed the basic schools in Ghana. However, tutors' commitment cited as essential fundamental cannot be achieved without such factors as organisational support and tutor job satisfaction. Thus the discussion to follow explores the interrelation of organisational support, tutors' job satisfaction and how these two important concepts invariably affect tutors' commitment to the colleges of education in Ghana. This interrelationship would help find out how effective impact of institutional knowledge would be enhanced and its replicate effect downstream to aid human capital development.

Colleges of teacher education institutions in the country have been given the responsibility to prepare primary and junior school tutors and educational leaders who will be able to attain the objectives of the Education and Training Policy and the strategies contained within the National Tutors Development program. The existence and proper functioning of the colleges are very critical as they are an integral part of grooming children (Asare & Nti, 2014). Lockheed and Verspoor (1991) indicated that the aim of teacher education is not to indoctrinate teacher to behave in a rigid, prescribed way, but to encourage teacher to think about how they teach and why they are teaching that particular way. The process of becoming and being a tutor is increasingly acknowledged as a multifaceted endeavour, which involves the person's intellectual being, moral being, social being, emotions and aesthetics which require flexibility. Teacher are trained in such a way that they are not only good classroom operators but also community leaders. They must be trained not only in the techniques of teaching young people but also in adult education and group dynamics. Teacher need to have a broad conception of the nature of society and of their role in influencing the shaping of social goals (Chireshe & Shumba, 2011). The implication is that any policy or managerial decision taken in the colleges should be of prime importance to leaders of colleges of educations and government in general.

2.0 LITERATURE REVIEW

The concept of leadership naturally focuses on the relationship between leaders and followers. Transformational leaders are therefore considered to have high ethical and moral standards and are those who influence, motivate and encourage people to work together. In literature, some examples of most revered or extraordinary transformational leaders may include the likes of Martin Luther King Jr., Nelson Mandela, Gandhi, Mother Theresa, and Franklin D. Roosevelt (Alsaleh, 2014). These great people represent only a small percentage of leaders who fall under the classification of transformational leadership. It is worthy of note that many characteristics of a transformational leadership stem from a combination of theories discussed in later subsections. For instance, Lewin's participative leadership theory (1946) emphasise that the minds of many make better decisions than the judgment of a single mind alone, and therefore, supports an authentic collaborative style of leadership.

Transformational leadership in an educational setting would incorporate leadership that is visionary and authentic and also aimed at transforming not only the school but also the tutors who work in the school. It is against this backdrop that Bogler and Nir (2015) define transformational leadership as the process of influencing significant changes in the attitudes and assumptions of organisational members and building commitment for the organisation's mission, objectives and strategies. This style of leadership considers the behaviours, traits and qualities of school principals and includes situational and contingency factors. The relationship between principal and tutor is of utmost importance, whereby predominantly democratic/participative leadership styles would be practised. In an educational setting, this style of leadership would build relationships between tutors and principals, as well as building trust and collegiality amongst staff. Moreover, according to Abdul Wahab, Fuad, Fuzlina, Ismail and Majid (2014), such leadership style would stimulate the tutors into remaining committed to the school and helping in the achievement of its goals and targets.

Furthermore, Dartoet al. (2014) indicate that transformational leader offers a purpose that transcends short-term goals, whereby the leader stimulates, influences, inspires, and mentors their followers, and thus have a more significant impact on attitudinal change. In accordance, followers are inclined to trust, admire, respect and identify with the needs of the leader. This assertion of Dartoet al. which extended the work of Burns (1978) was influenced by Maslow's Hierarchy of Needs Theory (1943), which includes three factors of transformational behaviour: intellectual stimulation, idealised influence, and individualised consideration. A later revision of the theory added attributed and behaviour forms of idealised influence as well as inspirational motivation. Each factor is based on behavioural measures that determine a leader's level of influence, stimulation, consideration, inspiration and motivation as perceived by those rating them. For this study idealised influence and inspirational motivation are discussed about tutors' commitment.

The first factor of transformational leadership is the idealised influence. Idealized influence is a style of leadership that influences subordinates to view their leaders in an idealised way (Leithwood & Sun, 2012). These leaders behave admirably, which usually causes followers to be idealised and identify with them. In the case of colleges of education, such leaders take stands for their teaching colleagues and appeal to them on an emotional level. The relationship requires genuine trust, and a solid moral and ethical foundation between the two parties (Cemaloğlu et al. 2012). Under this circumstance of idealised influence, principals of colleges of education can control the commitment level of tutors by coming up with ideologies which are compatible with the career path and ideologies tutors

In fact, in the vein of Goddard, Goddard, Sook and Miller, (2015), principals who are idealised leaders enhances tutor's commitment if they can envisage a desirable future, articulate how it can be reached, provide examples to be followed, show determination and confidence, and set high standards of performance. In this way, these leaders use their outstanding influence in order to move and motivate others to accomplish tasks beyond personal and organisational norms.

Early researchers found that by strengthening others, one can build trust and a leader's influence becomes more effective (Kouzes and Posner, 1987). Thus if a college principal is seen to be going out of the way to help subordinates, their credit is increased. The credit becomes a vital antidote which may be used when extraordinary efforts are required (Kouzes and Posner, 1987). Contributing to this, Sergiovanni, (1991) pointed out that leaders create a sense of covenant when they help others to grow and develop. Thus once principals have been able to help tutors to grow and develop themselves through transformational leadership means, the tutors would, in turn, have an affective commitment towards the school. When the leader is viewed as helpful and appearing to be making decisions in the best interest of each member of staff, then they are more likely to be committed to the leader and the organisation's goals. It is when these characteristics are absent, and then tutors are more likely to consider their commitment as being a fair day's work for a fair day's pay instead of exceeding minimums and giving their best.

2.1 Myers Three-Factor Model of Assessment

The Myers-Briggs Type Indicator (MBTI) assessment is a questionnaire designed to measure the psychological preferences that shape how people perceive the world and make decisions. The original developers of the personality inventory were Katharine Cook Briggs and her daughter, Isabel Briggs Myers. They began work on a questionnaire during World War II to help women who were entering the industrial workforce as part of the war effort to understand their own personality preferences and use that knowledge to identify the jobs that would be best for them. That initial questionnaire grew into the Myers-Briggs Type Indicator, which was first published in 1962. The MBTI focuses on normal populations and emphasizes the value of naturally occurring differences between people.

The MBTI sorts psychological differences into four opposite pairs, or dichotomies, resulting in 16 possible psychological personality types. None of these types are good or bad; however, Briggs and Myers theorized that societies as a whole naturally prefer one overall type. In the same way that writing with the left hand is hard work for a right-handed person, people find that using their opposite psychological preferences is difficult, even if they can become proficient by practicing and developing those different ways of thinking and behaving. The 16 personality types are typically referred to by an abbreviation of four letters—the initial letters of each of their four type preferences. The four type preferences are: Extraversion vs. Introversion, Sensing vs. Intuition, Thinking vs. Feeling, and Judgment vs. Perception.

One possible classification of a personality type is ESTJ: extraversion (E), sensing (S), thinking (T), judgment (J). Another example is INFP: introversion (I), intuition (N), feeling (F), perception (P); and so on for all 16 possible type combinations. In this situation, extroversion means “outward turning” and introversion means “inward turning.” People who prefer judgment over perception are not necessarily more judgmental or less perceptive; they simply prefer one over the other. The most common combination from the Myers-Briggs test is ISFJ or Introvert, Sensing, Feeling, and Judgment. The current North American English version of the Myers-Briggs test includes 93 forced-choice questions. Forced-choice means that the individual has to choose only one of two possible answers to each question. Myers-Briggs tests are frequently used in the areas of career counseling, team building, group dynamics, professional development, marketing, leadership training, executive coaching, life coaching, personal development, marriage counseling, and workers’ compensation claims.

One of the most common contexts for using the MBTI is team-building and employee personality identification. Managers are tasked with creating work groups and teams with a variety of human resources, which is a complicated social process of intuitively estimating who would complement who in group dynamics. The MBTI test is an excellent tool to measure and more accurately predict how individuals will interact in a group and what types of skills they may bring to the table. One particularly good example is in the IE relationship. Understanding which employees in a team are naturally introverted is a useful way to ensure that a manager doesn’t miss out on these employees’ opinions just because they are naturally quiet. The manager could meet with them privately and informally—over coffee, for instance—and get their opinions. Similarly, knowing which members tend to be intuitive thinkers (NT) and which tend to understand emotions and be observant (SF) can lead the manager to give them very different tasks, though the two might work well together in a group setting since they balance each other. Management can use this tool to minimize conflict and optimize performance.

**The Myers-Briggs™
Type Indicator**
(The Keirsey Temperament Sorter)

E Extroverted (Expressive)	S Sensing (Observant)	T Thinking (Tough-Minded)	J Judging (Scheduling)
I Introverted (Reserved)	N Intuitive (Introspective)	F Feeling (Friendly)	P Perceiving (Probing)

3.0 RESEARCH METHODOLOGY

The methodology aims to provide the various steps that this study adopts in investigating the research problems and the underlying logistics behind them. The chapter discusses the research design, the sources of data used in the study. Additionally, it presents the model adopted in analysing and discussing the results of the study. The study used a total sample size of sixty, and will apply quantitative and qualitative methods of sampling.

3.1 Research Design

The research design is a process wherein the trial methodology and statistical analysis are organised to ensure that the null hypothesis is either accepted or rejected and the concluding reflect as

the truth. According to Trochim (2006) research design is the overall strategy that is chosen to integrate the different components of the study coherently and logically to address the research problem effectively. Rani (2004) state that research design constitutes the blueprint for the collection, measurement and analysis of data. The study design is a specific plan or protocol for conducting the study, which allows the investigator to translate the conceptual hypothesis into an operational one (Kirumbi, 2018). The study design also reflects the historical preferences for the ways of doing research.

There are many different research designs; however, a researcher is expected to choose one that is more appropriate and suitable for the study. Given the focus of this study, coupled with the specific objectives and research questions, the study employs survey design. The survey design is a method for collecting information or data as reported by individuals. Surveys are questionnaires or a series of questions that are administered to research participants who answer the questions themselves (Tabachnick & Fidell, 2007). The survey design is a sound research strategy, affording researchers more control over the research process. Borrowing from Saunders, Lewis and Thornhill (2007), the use of survey design provides an avenue to employ descriptive and inferential statistics to explain findings and answer research questions. The features as explained are consistent with the focus of this study. Another reason for choosing the survey design is its consistent with prior empirical evidence similar to this study.

The study applies this design through the use of an instrument capable of handling both numerical and numerical data and relevant statistical tools for the investigation. Specifically, the study develops and administers questionnaires followed by standard multiple regression to support this design. This process does not only merit the consistency with the survey design but also consistent with the needs of the study, data requirement and measurement of the study variables. Following the systematic application of the research design would also enhance the consistency required between the research approach and the research design.

3.2 Ethical Considerations

Another critical stage in research is ethical considerations. Ethical issues have always been unavoidable in research. Research ethics require the research to differentiate between right and wrong conducts and procedures in research. This study also follows ethical issues while engaging the target population in the study. The study followed the research guidelines recommended by Saunders et al., (2000; 130). The researcher explained to the participants in clear terms the purpose of the study. The study further sought the consent of the participants. It also makes it clear that participation is voluntary and participants also have the right to opt out from continuing the research process.

3.3 Research Methods

The research method underscores the research paradigm, approach or philosophy used in this study. The research paradigm or approach involves the worldview of a whole framework of beliefs, values and methods within which research takes place. The three main research approaches for conducting a study includes a qualitative, a quantitative and a mixed approach (Creswell, 2009; Yates, 2004). The qualitative approach follows systematic protocols. According to Creswell (2004), a qualitative study is an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. According to Gorsuch (2009), qualitative research is multi-method in focus, which involves an interpretive, naturalistic approach to its subject matter.

The implication is that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena regarding the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials case study, personal experience, introspective, life story interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meaning in individuals' lives. This approach gives results either in non-quantitative or in the form of narration. Generally, in qualitative research approach data for the study are collected through open-ended questions or interviews which give direct acknowledgements (Bryman and Bell, 2007, p.11).

On the other hand, Babbie (2010), explained that quantitative methods emphasise the objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls,

questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. The quantitative approach generates numerical data which often seek to determine the relationship between the variables which are the independent variable and dependent variable. Quantitative research designs are either descriptive or experimental, (Crotty, 2004).

This study uses both qualitative and quantitative approach. Although the study uses both qualitative and quantitative approaches, the primary approach is quantitative. The quantitative approach is the main focus given the purpose of this study which requires numerical analyses, a test of hypotheses, and interactions required between the study variables. This choice would aid the study to draw inferences and conclusions that exist in the relationships between and among the study variables under consideration. The text data from a qualitative approach would validate the inferential statistics

3.6 Results

This study focuses on examining the transformational leadership qualities of principals in the colleges of education in Ghana. The results or findings from the study are beneficial to the theoretical literature, policy, and practice. At the theoretical level, the study proposes a model for constructing tutor commitment profile within the framework of transformational leadership. The extended model through the incorporation of the interaction terms provides a basis for assessing the role of age and gender in the transformational leadership-commitment nexus. At the policy level, significant relationships found between the two main constructs would prove useful in the formulation and development of policy in educational management in respect of building tutor commitment and role of transformational leadership of principals in this course. The results from this research may be used by educational managers, principals, and administrators in educational institutions particularly the Ghanaian colleges of education to review existing tutors' commitment policies and strategies. The underlying potential contribution that this study put forth is that tutors' commitment policies and strategies need to incorporate colleges of education.

4.0 DATA ANALYSIS

This is concerned about the second objective of the study. This objective involves assessing the level of tutors' commitment to the colleges of education of Ghana. Similar to the first objective, the study uses mean scores as the basis for the assessment. Therefore, descriptive analysis is the main statistical technique. The research question for this objective is as follows: The study adopts Myers three-factor model to operationalize tutor commitment and assessed them accordingly. These are affective commitment, continuance commitment and normative commitment. The results are displayed in Table bellows:

Table 4.1 Descriptive Statistics on affective commitment

Constructs	N	Min	Max	Mean	±SD
I would be delighted to spend the rest of my career with this college	64	2.00	3.00	2.7656	.42696
I enjoy discussing my college with people outside it.	64	3.00	4.00	3.5781	.49776
I really feel as if this college's problems are my own.	64	3.00	4.00	3.5781	.49776
I think that I could easily become as attached to this college as myself	64	3.00	4.00	3.4219	.49776
I do feel like 'part of the family' in this college	64	2.00	4.00	3.1719	.74652
I do feel 'emotionally attached' to this college	64	3.00	4.00	3.1719	.38025
This college has a great deal of personal meaning for me.	64	3.00	4.00	3.3750	.48795
I do feel a 'strong' sense of belonging to my college	64	3.00	4.00	3.6875	.46718
Valid N (listwise)	64			3.3437	.50026

Source: Field Survey (2021)

The participants were further asked to rate the level of staff commitment in the institution. Analyses of the ratings have been presented in the descriptive statistics Table 4.1. Summary of the results shows that all the questions attained a mean statistic above the 3.0 threshold except one, indicating that

participants agreed that there is an active staff commitment. The commitment that obtained the lowest mean score of ($m=2.76$, $\pm SD=.426$) implying that tutor's emotional attachment is weak. However, it is worth mentioning that the overall mean score for the construct measuring the affective commitment of the tutors is ($m=3.34$, $\pm SD=.500$) indicated a strong agreement among the participants.

Table 4.2 Descriptive Statistics on Continuance Commitment

Constructs	N	Min	Maxi	Mean	$\pm SD$
I am afraid of what might happen if I quit my job without having another one lined up	64	3.00	5.00	3.6250	.80672
It would be very hard for me to leave my college right now, even if I wanted to	64	3.00	4.00	3.2188	.41667
Too much in my life would be disrupted if I decided to leave this college right now	64	3.00	4.00	3.2188	.41667
It would be too costly for me to leave my college now.	64	3.00	4.00	3.0156	.12500
Right now, staying with this college is a matter of necessity as much as desired	64	3.00	4.00	3.2031	.40551
I feel that I have very few options to consider leaving this college	64	3.00	4.00	3.3594	.48361
One of the few serious consequences of leaving this college would be the scarcity of available alternatives	64	3.00	4.00	3.5781	.49776
One of the major reasons I continue to work for this college is that leaving would require considerable personal sacrifice—another organisation may not match the overall benefits I have here	64	3.00	4.00	3.4219	.49776
Valid N (listwise)	64			3.3300	.45621

Source: Field Survey (2021)

Furthermore, Table 4.2 also presents the descriptive statistics on the continuance commitment of the participants. From the table it could be observed that the degree for a tutor to quit the college without having another one lined up obtained the highest mean score of ($m=3.62$, $\pm SD=0.80$) whereas all the other variables obtained mean scores above the 3.0 mean threshold giving the impression that most of the responses were geared towards the agreement end of the rating scale. However, none of the variables obtained a mean score close to 4.0 which indicates that the majority of the responses centred around the midpoint of the rating scale. More so, a reference to the overall mean score ($m=3.33$, $\pm SD=0.45$) it can, therefore, be concluded that on the whole, the respondents have high continuance commitment towards their institution.

Table 4.3 Descriptive Statistics on Normative Commitment

Constructs	N	Min	Max	Mean	±SD
I think that people these days move from company to company too often.	63	3.00	4.00	3.5079	.50395
I do believe that a person must always be loyal to his or her college	63	1.00	5.00	4.4762	.94795
Jumping from institution to institution seems unethical to me	63	3.00	5.00	3.4603	.83907
One of the major reasons I continue to work in this college is that I believe loyalty is important and therefore feel a sense of moral obligation to this college	63	3.00	5.00	3.6032	.83356
I was taught to believe in the value of remaining loyal to one organisation.	63	3.00	5.00	3.6508	.82616
If I got another offer for a better job elsewhere, I would not feel it was right to leave this college	63	2.00	5.00	3.2381	.61472
I do think that it is still worthy to remain in this college	63	3.00	5.00	3.0317	.25198
Valid N (listwise)	63			3.1210	.42068

Source: Field Survey (2021)

Regarding normative commitment which refers to how much employees feel they should stay their organisation hence the participants were asked to give their ratings on a set of variables which measured their obligation to the organisation. In Table 4.3 it could be seen that most of the ratings were above the 3.0 threshold and the rating scale around the midpoint. This is further evidenced by the overall mean statistic of 3.12 (\pm SD=0.42) all showing that the respondents remain ambivalent regarding their obligations to the institution. From this, it can be concluded that the tutors at the college of education remain uncertain about their obligations to the college.

4.2 Inferential Analysis for Principals' Transformational Leadership and Tutors' Commitment Nexus

This focuses on the third objective of the study and the associated research question and hypothesis. This objective seeks to investigate the relationship between principals' transformational leadership and the level of tutors' commitment to the colleges of education in Ghana. The study employs inferential statistics from hypothesis testing to answer this research question. The study first tests the relevant assumptions and subsequently the principal inferential analysis.

4.2.1 Multiple Regression Assumption

The inferential analysis follows multiple regressions. This type of statistical analysis requires some underlying assumptions. These assumptions include the following:

1. Normality of the distribution
2. Linearity of the relationship
3. No multicollinearity problem

4.2.1.1 Normality and Linearity

The standard normal probability plots also called 'Normal Q-Q Plot' was used to test normality and linearity assumptions. Figure 4.2, Figure 4.3 and Figure 4.4 present the results of these assumptions in respect of affective commitment model, continuance commitment model and normative commitment model.

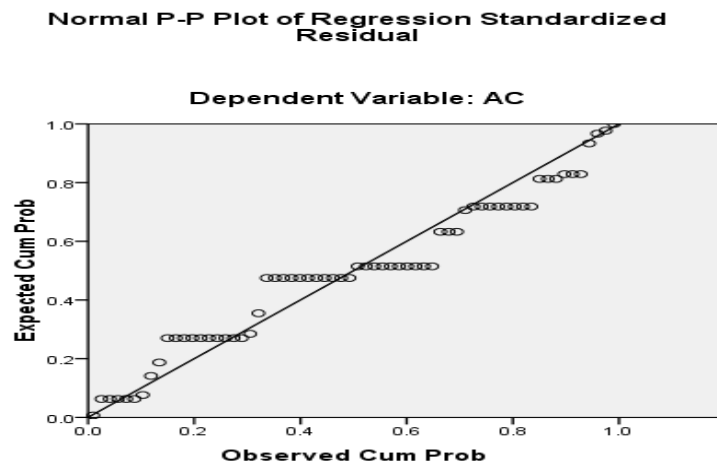


Figure 4.2: Diagnostic test of normality and linearity for Affective Commitment Model
Source: Field Survey (2021)

It can be observed from Figure 4.2 that the line passes through a number of points indicating a reasonable straight line. This means that the normality and linearity in the study variables as assumed by regression have been met in the affective commitment model.

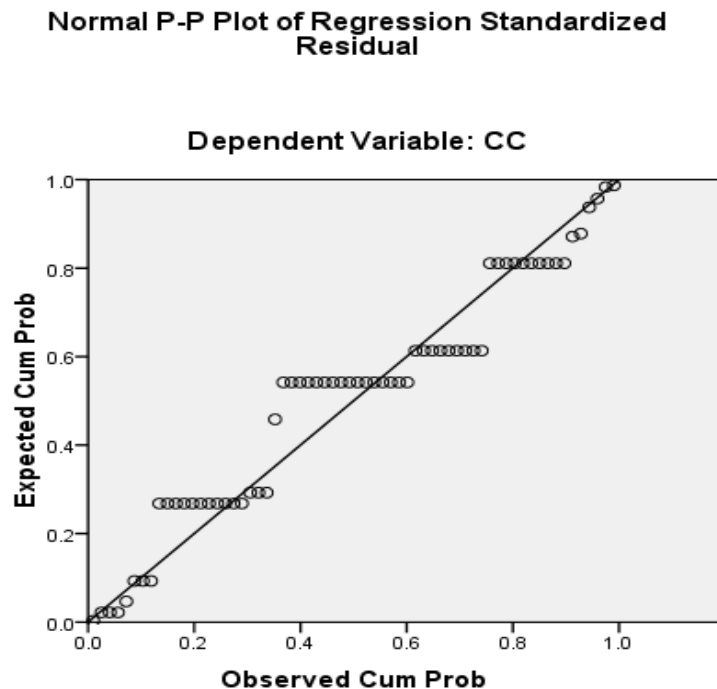


Figure 4.3: Diagnostic test of normality and linearity for Continuance Commitment Model
Source: Field Survey (2021)

Figure 4.3 shows that there are lots of points on the straight-line. Thus, the diagonal straight line passes through more point on a reasonable straight line. This suggests that the continuance commitment model meets normality and linearity assumption in the study variables as assumed by regression.

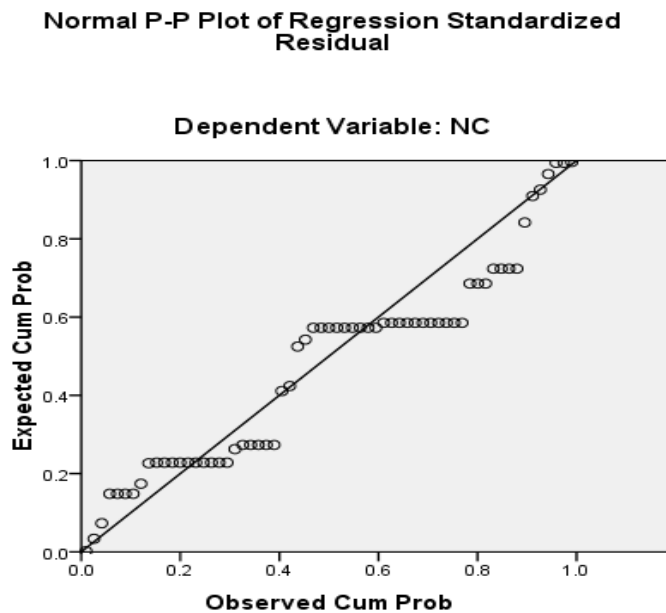


Figure 4.4: Diagnostic test of normality and linearity for Normative Commitment Model
Source: Field Survey (2021)

It can be seen from Figure 4.4 that the line passes through a number of points in the diagonal shape. Thus, the diagonal straight line passes through more points on a reasonable straight line. This means that the normality and linearity in the study variables as assumed by regression have been met.

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4.2.1.2 Multicollinearity Diagnostic Analysis

Another underlying assumption for standard multiple regression to generate reliable results is the absence of multicollinearity problem. Using SPSS, the study used 'Tolerance Value and Variance Inflation Factor (VIF)' as the bases for testing this assumption. Tolerance value is the inverse of VIF. The norm is that when tolerance value is very small (i.e. less than 0.1) and VIF greater than 10, then there is multicollinearity problem. The results are captured in Table 4.13

Table 4.4 Multicollinearity Analysis

Study Variables	Tolerance Value	VIF	Decision
II*	.359	2.784	No
IM*	.110	9.066	No
IS*	.107	9.349	No
IC*	.317	3.157	No

*Note: II denotes Idealised Influence, IM denotes Inspirational Motivation, IS represents Intellectual Stimulation, and IC is Individual Consideration

Source: Field Survey (2021)

It can be observed from Table 4.4 that all the variables have tolerance values of greater than 0.1 and VIF values less than 10. This suggests that the model has not violated the multicollinearity assumption.

4.2.2 Influence of Principal Transformational Leadership on Tutor Commitment

Following the statistical assumptions tested above, the study proceeded to conduct the statistical analysis for the multiple regression models to determine the extent of influence of principal's transformational leadership on tutor commitment. Table 4.14 captures the results of this analysis. The statistical results have been presented based on three main models of tutor commitment constructs:

affective commitment model (AC model), continuance commitment model (CC model) and normative commitment model (NC model).

Table 4.5 reports the diagnostics statistics in respect of R^2 , adjusted of R^2 and the f-statistics. These are used to assess the fitness of the model. It could be observed from the table that R^2 and adjusted R^2 for AC model, CC model are 0.916(0.910), 0.981(0.980) and 0.883(0.875) respectively. The statistics in the parentheses are the adjusted R^2 while the estimates outside the parentheses are the R^2 . This means that principal transformational leadership constructs account for about 91.60 % (91.00%), 98.10% (98.00%) and 88.30% (87.50%) of changes in the level of Tutor Affective Commitment, Continuance Commitment and Normative Commitment in Ola College of Education. These estimates are very high indicating that principal's transformational leadership constructs used are critical in modelling tutor commitment in the college. The results also show that the models estimated are sound and fit for their purposes.

Furthermore, Table 4.14 shows f-statistic of 160.612(.000) for AC model, 780.769 (.000) for CC model and 109.050(.000) for NC model. The f-stat seeks to estimate the extent to which the individual principals' transformational leadership constructs are collectively significant in explaining variations in tutor commitment. These f-stats found in the estimation mean that even if the individual constructs are not significant, they are jointly significant when employed collectively in explaining the level of tutor commitment. All the f-statistics are significant (sig less than 1%). Since the significant level is 0.000, it suggests that the f-stat is significant at 1%. Thus, all the constructs of principals' transformational leadership used are jointly significant. The implication is that the four constructs of principals' transformational leadership, namely, Idealised Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS) and Individual Consideration (IC) are important determinants of tutor commitment in Ola College of Education in Ghana.

Table 4.5: Estimation of Principal's Transformational Leadership and Tutor Commitment Nexus

	Beta	t-stat	Sig.	R^2	Adj. R^2	f-stat
AC Model	Diagnostics			0.916	0.910	160.612(.000)
II	.324	4.411	.000			
IM	.668	10.560	.000			
IS	-1.051	-13.478	.000			
IC	.173	2.715	.009			
CC Model	Diagnostics			0.981	0.980	780.769(.000)
II	-.260	-6.626	.000			
IM	.094	2.766	.008			
IS	.493	11.820	.000			
IC	-.193	-5.685	.000			
NC Model	Diagnostics			0.883	0.875	109.050(.000)
II	.858	5.659	.000			
IM	-.054	-.410	.683			
IS	1.274	7.915	.000			
IC	.806	6.141	.000			

Source: Field Survey (2021)

Subsequent to the diagnostics and the preliminary statistics, Table 4.14 also reports the coefficient or beta (β) of the individual constructs of principals' transformational leadership. The results indicate that for the affective commitment model (AC model), all the principals' transformational leadership showed significant influence on the level of affective commitment. Specifically, idealised influence had significant contribution ($\beta = 0.324$; $p = .000$). It also emerged that inspirational motivation had significant influence on the level of affective commitment ($\beta = 0.668$; $p = .000$). Similarly, intellectual stimulation also showed significant effect on affective commitment ($\beta = -1.051$; Sig. = .000) and individual consideration also had significant coefficient ($\beta = 0.173$; $p = .009$).

It is found from the results that three of the principals' transformational leadership constructs (idealised influence, inspirational motivation and individual consideration) have a significant positive influence on the level of tutor affective commitment. However, the level of intellectual stimulation has a significant negative influence on the level of tutor affective commitment. The significant coefficients or betas mean that the study rejects all the null hypotheses that principals' transformational leadership constructs do not have a significant influence on the level of affective commitment. The conclusion is therefore that all the transformational leadership constructs have a significant effect on the level of affective commitment. The implication is that an increase in the level of idealised influence, inspirational motivation and individual consideration would lead to 0.324, 0.668 and 0.173 points increase in the level of tutor affective commitment respectively and vice-versa. Thus, the level of idealised influence, inspirational motivation and individual consideration are desirable antecedents of affective tutors' commitment in OLA colleges of education. However, an increase in the level of intellectual stimulation would lead to 1.051 decreases in the level of affective commitment.

It emerged from the results from the continuance commitment model; all the transformational leadership had a significant influence on the level of continuance commitment. Unlike the affective commitment, the continuance commitment model revealed that intellectual stimulation is not only the most significant contributor commitment ($\beta = .493$; $p = .000$) but also exhibit positive effect, followed by idealised influence ($\beta = -.260$; $p = .000$) though negative coefficient unlike the AC model, followed by individual consideration ($\beta = -.193$; $p = .000$), then inspirational motivation ($\beta = .094$; $p = .008$). Since all the coefficients have p-values less than 1%, then, these coefficients are significant at 1%. The study, therefore, rejects the null hypothesis that transformational leadership constructs do not have a significant influence on the level of continuance commitment. It means that an increase in the level of intellectual stimulation and inspirational motivation would lead to 0.493 and 0.094 points increase in the level of tutor continuance commitment respectively and vice-versa. Thus, the level of level of intellectual stimulation and inspirational motivation are desirable antecedents of continuance tutor's commitment in OLA colleges of education. However, an increase in the level of idealised influence and individual consideration would lead to 0.260 and 0.193 decreases in the level of affective commitment and vice-versa.

From Table 4.5, it can be observed that estimates are also provided about the relationship between transformational leadership and tutor normative commitment. The results indicate that only inspirational motivation exhibits negative influence on tutor normative commitment. It is also only inspirational motivation that showed insignificant influence ($\beta = -0.054$; $p = .683$). The estimates revealed that the most important contributor is intellectual stimulation ($\beta = 1.274$; $p = .000$), followed by idealised influence ($\beta = 0.858$; $p = .000$) and then individual consideration ($\beta = 0.806$; $p = .000$). It can be found that all the three constructs with a positive effect (intellectual stimulation, idealised influence and individual consideration) from these estimates have coefficients with p-values less than 1%. This means that they are significant at 1%. A critical evaluation of the findings reveals a mismatch between the mean scale score for the constructs of transformational leadership and tutor commitment affecting the nature and direction of their relationship. Nevertheless, overall, based on '2-1' decision, all the four transformational constructs have a positive effect on the level of tutor commitment. Thus, transformational leadership qualities are important leadership qualities required from principals in developing tutors' commitment to the colleges of education in Ghana (OLA colleges of education). The findings are consistent with the study expectation that transformational leadership could drive tutor commitment. The findings contribute to the behaviourism leadership theory contrasted that of the trait theories and introduced the concept that great leaders are rather made and not born. According to this theory, the focus is on the behaviour of the leader. The understanding and implications of this theory would mean that school tutors in educational settings could 'learn' to become principals' through the teaching and observation, knowledge and understanding of good leadership practice. The findings in this study affirm this. The results imply that principals' in colleges of education could be good leaders if they understand and learn from the four transformational leadership behaviours as operationalised in this study.

Thus, evidence from this study disaffirm the great man theory which assumes that leadership is inherent and that great leaders are born, not made. Contrary to this theoretical postulation, the present study has revealed that leadership is learnt and good leaders could be made by learning and following good leadership practice such as transformational leadership style. At the empirical level, the findings

support some earlier studies between transformational leadership and commitment. Thus, transformational leadership provides significant influence to changes in the attitudes and assumptions of organisational members and building commitment for the organisation's mission, objectives and strategies. Moreover, transformational leadership style could stimulate the tutors into remaining committed to the school and helping in the achievement of its goals and targets.

5.0 CONCLUSION

The discoveries of the current study suggest that tutors were fairly concerned about their engagement to the school and moderately desired to continue teaching in the institution. Alkahtani, (2016) and Aydin et al. (2013) are of the view that tutors' commitment level is contingent on factors such as students' behaviours, collegial and administrative support as well as education policies. This is supported by Alsiewi et al. (2016) who affirm that the level of a tutor's commitment is influenced by the kind of duty allotted to them. This might be due to the workload handled by tutors in the colleges. It is, however, noteworthy that when a college is awarded excellence status, tutors will have more paperwork to complete in accordance with their pedagogy as well as activities conducted in the college. Ali et al. (2014) emphasise that the quality of education, as well as students' academic performance, may be improved when tutors have a high level of organisational commitment. Thus, it is imperative that more attention is given to working towards uplifting tutors' commitment level. The findings also signify tutors remain ambivalent regarding their obligations to the institution. Thus, it can be concluded that the tutors at the college of education remain uncertain about their obligations to the college.

Leadership plays an essential role in the outcome of the organisations, such as commitment as affirmed by Ali et al., (2016) and transformations that can lead to the success or failure of the organisation. Yu (2013), is of the view that the behaviour of a leader has a consequence on the tutors' positivity and initiative and consequently brings about the transformation of tutor organisational commitment. College leadership denotes rallying and influencing tutors to articulate and attain the college's shared intentions and goals. Since principals are responsible for interpreting the changes in the college, they are expected to apply suitable leadership styles in varied circumstances competently, be able to inspire tutors, staff and students to be more involved and committed to the affairs and activities of the college.

Awang and Hasani (2016) uphold that the development of the current education system has initiated an innovative educational leadership style, which is the transformational leadership. The influence of transformational leadership is again demonstrated through literature reviews conducted by Keskes (2014) and Osman and Siti Fatimah (2014) who inferred that transformational leadership has a positive effect on organisational commitment. Yu (2013) further confirmed that transformational leaders could inspire and motivate for achievement. Besides, studies have discovered that organisational commitment plays an essential role in determining whether a tutor will stay with the organisation and work towards its goals (Luthans, 2010).

Consequently, the findings of the study suggest that three of the principals' transformational leadership constructs (idealised influence, inspirational motivation and individual consideration) have a significant positive influence on the level of tutor affective commitment. However, the level of intellectual stimulation has a significant negative influence on the level of tutor affective commitment. Thus, the level of idealised influence, inspirational motivation and individual consideration are desirable antecedents of affective tutors' commitment to the colleges of education surveyed. However, an increase in the level of intellectual stimulation could lead to decreases in the level of affective commitment. Nonetheless, the findings revealed a mismatch between the mean scale score for the constructs of transformational leadership and tutor commitment affecting the nature and direction of their relationship. Nevertheless, overall, all the four transformational constructs have a positive effect on the level of tutor commitment. Thus, transformational leadership qualities are essential leadership qualities required from principals in developing tutors' commitment to the colleges of education in Ghana. The findings are consistent with the study expectation that transformational leadership could drive tutor commitment. These findings contribute to the behaviourism leadership theory contrasted that of the trait theories and introduced the concept that great leaders are rather made and not born. According to this theory, the focus is on the behaviour of the leader. The understanding and implications of this theory would mean that college tutors in educational settings could 'learn' to become principals' through the teaching and observation,

knowledge and understanding of good leadership practice (Lussier and Achua, 2015). The findings in this study affirm this. The results imply that principals' in colleges of education could be good leaders if they understand and learn from the four transformational leadership behaviours as operationalised in this study. Thus, evidence from this study disaffirms the great man theory which assumes that leadership is inherent and that great leaders are born, not made (Brobbe, 2016; Shatzer et al. 2014). Contrary to this theoretical postulation, the present study has revealed that leadership is learnt and good leaders could be made by learning and following good leadership practice such as transformational leadership style. At the empirical level, the findings support some earlier studies between transformational leadership and commitment (Abdul et al., 2014; Alsaleh, 2014; Bogler and Nir, 2015). Similar to the results from this study, Bogler and Nir (2015) also found that transformational leadership provides significant influence to changes in the attitudes and assumptions of organisational members and building commitment for the organisation's mission, objectives and strategies. Moreover, Abdul et al. (2014) also revealed that transformational leadership style could stimulate the tutors into remaining committed to the school and helping in the achievement of its goals and targets.

The findings of the study suggest that by introducing age and gender as moderators, principals' transformational leadership constructs explain a greater percentage of variations in the level of tutor commitment. This signifies the moderators have shrunk the predictive powers of the principal's transformational leadership constructs. Nonetheless, these estimates are very high indicating that the principal's transformational leadership constructs used are critical in modelling tutor commitment in the college. The results also show that the models estimated are sound and fit for their purpose. The findings further confirm that for the age moderating mode, all the principals' transformational leadership exhibited a significant influence on the level of tutor commitment. Regarding the gender moderating role, the findings suggest that all the transformational leadership constructs moderated by gender had a significant influence on the level of tutor commitment. Thus, gender is an important moderator in the relationship between the principal's transformational leadership and level of tutor commitment. However, moderating individual consideration by gender showed an increase in the level of individual consideration and gender would decrease the level of affective commitment. Overall, the findings suggest that age and gender are relevant moderators for transformational leadership-tutor commitment nexus. The findings support the study expectation. The significant interaction effect of gender seems to support the great man theory of leadership. The great man theory assumes that leadership is inherent and sometimes is male dominant (Brobbe, 2016; Shatzer et al., 2014). Thus, finding significant interaction effect from gender is consistent with the great man theory of leadership. Similarly, the significant moderating effect of age found in this study also supports the behaviourism leadership theory. Effective leadership is acquired through a learning process which may be enhanced with time making the age of principals' important for developing effective leadership (Lussier and Achua, 2015).

5.2 RECOMMENDATIONS

A high level of tutor commitment is reported when tutors are led by principals who practice the transformational leadership style. This supports the literature that transformational leadership has a positive influence on the employees' commitment level and also produces and maintain a positive college culture. Committed employees would work towards the improvement of the organization. Consequently, it is essential for tutors in the colleges of education in Ghana to develop their commitment towards their colleges. They must effectively contribute to the success of college even though occasionally they may be fraught with excessive workload.

Besides, any complexity that transpires in the colleges must be tackled proactively so that tutors' commitment towards the college is not affected. The discoveries of the current study will hopefully lead to a transformation of philosophies, perceptions and innovative evidence, novel insights and responses to the discretion of tutors in determining that their instruction contents are apt to the capability level of their learners. When tutors are committed, they work unitedly towards the mission of the college, afforded opportunities to improve their professional growth, and practices collective leadership. The features of such commitment encourage feelings of obligation among tutors, particularly when there is supportive leadership. College principals must take the time to identify areas that require enhancement keeping in mind the college's mission as well as tutors' feelings.

The commitment of tutors in the colleges may be unproductive when other factors such the college's leadership are not considered. Literature has revealed that leaders who practice transformational behaviour are able to enhance the commitment of the tutors. Furthermore, comprehending the combined effects of transformational leadership and tutors' commitment will help college administrators as well policymakers to appreciate better areas of focus for optimum institution outcomes.

Overall, the findings suggest that age and gender are relevant moderators for transformational leadership-tutor commitment nexus. Tutors' demographics shape their views, opinions, and evaluations; thus demographic characteristics such as age and gender have an influence on individuals' perceptions, evaluations, attitudes and behaviours at the workplace. Therefore, it is recommended the age and gender of tutors be examined to determine their level commitment. These must be carried out since the roles of females and males are different at work and in life in general. Males generally have agentic behaviour patterns that lead them to behave in a competitive and achievement-oriented manner. However, females generally tend to have common behaviour patterns that lead them to behave in a nurturing and socially oriented manner.

Hence, through communal behaviour patterns, females tend to engage in interpersonal and cooperative behaviours more frequently to nurture their close relationships with others, to get social support and to contribute to their feelings of belongingness. Again, females are more sensitive to their environments and more vulnerable to the social and emotional cues of other persons in their social relationships. Consequently, female tutors may be more sensitive to the verbal and nonverbal cues of their principals both positively or negatively. They may easily develop commitment if their principals behave in a more supportive, fair and ethical manner. When females' relationships become troubled, they are more easily distressed than males do since they have higher levels of expectations from their social relationships. Thus, female tutors' commitment levels may more easily be decreased to a lower level because of unsupportive, unfair, and unethical behaviours of their principals. Since, females are more sensitive, have a higher level of expectations, and may be in need of more help due to the outside work burdens there is the tendency these may reduce their levels of commitment to various focuses at the workplace.



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