



The Role of Tutors and Students' in Promoting Effectiveness in Colleges of Education in the Upper East Region, Ghana

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ABSTRACT

This study investigated how tutors and students are involved in school effectiveness of teacher education colleges in the Upper East administrative region of Ghana. The study was guided by the goal setting theory of Edwin Locke. Employing a descriptive survey design, the study had a target population of one thousand three hundred and eighty- one (1381) respondents that comprised tutors, second and third-year students of the two colleges of education. A sample size of two hundred and ninety-eight (298) respondents was obtained from the targeted population using the simple random sampling technique. A self-developed questionnaire was the sole data collection instrument. Descriptive statistical tools such as means and standard deviations were employed in the data analyses. The study revealed that tutors' role in promoting the effectiveness of their colleges include showing commitment to teaching, serving as academic counsellors and role models as well as instilling discipline in students. Students, promote school effectiveness by attending lectures regularly, meeting assignments deadlines, actively participating in the decision-making process of the colleges, and resorting to laid-down communication channels for the redress of their grievances. Based on the data that has been analysed, it can be concluded that internal publics play crucial roles in making and sustaining the effectiveness of their respective institutions so that they continue to deliver on their core mandate. Tutors through the learner-centred approach to teaching or facilitation, activate students' mood for knowledge acquisition and professional training. The study recommends that college authorities should continue to support these internal publics to continue to contribute their quota to further expand the frontiers of school effectiveness of the colleges. Paying regard to this, authorities are encouraged to make use of an open-door policy and participatory decision among all internal publics in the college system especially, in areas that fall within their zone of interest.

Keywords: Colleges of Education, Promoting, Students, School Effectiveness, Tutors

I. INTRODUCTION

School effectiveness is a concept that educational authorities use to describe schools that can meet their set objectives, aims, and goals. The concept "school effectiveness" suffers a definitional quagmire (Botha, 2010; Mortimore, 2000). Educational institutions like all other formal organisations, are established to achieve specific purposes and to conduct their desired visions and missions. Educational leadership plays a crucial role in the promotion of school effectiveness. Spillane et al. (2003), indicate that leadership is central in the improvement of educational outcomes. Admittedly, there is a positive impact of leadership on school effectiveness (Herrera, 2010). However, it is also worthy to indicate that teachers, students, non-teaching staff, governments, non-governmental organisations operating in the field of education as well as community members play crucial roles in adding to the efforts of school leaders to ensure the effectiveness of educational institutions. For instance, effective teaching conducted by teachers engenders school effectiveness. As a driver of school effectiveness, teacher quality is crucial for students' academic achievement (Minca, 2015). Ruzek et al. (2015) in their study conducted in California, intimate that in the global arena, value-added models are used in measuring teacher contributions to student learning. Students' learning outcomes are also a good measure towards making educational institutions effective. Value-added models can also orient teachers, schools, and districts in enhancing students' motivation to learn.

In conducting a preliminary search on studies carried out on school effectiveness, the researcher noticed a lacuna in this area. It is pertinent to indicate that following the transition of the education colleges to tertiary status, much is expected of internal stakeholders in the various colleges in terms of their roles and responsibilities. Notwithstanding this, there has been a dearth of studies in this field. Similar to this study, Newman (2013) explored the issues and prospects of the upgrading of teacher training institutions to Colleges of Education in Ghana.

1.1 Statement of the Problem

Javornik et al. (2023), postulate that school effectiveness depends much on teachers level of participation in decision making, professionalism and experience, collaboration with colleagues in the discharge of duty, treating students with decency as well as the ability to provide a positive school climate. Unfortunately, in the discourse of school effectiveness, the spotlight has always been focused on the educational leadership of educational institutions than the other relevant internal stakeholders' contributions. Studies on school effectiveness from various countries and school contexts consistently highlight principals instructional as having positive effect on school effectiveness (Kilag et al., 2024). However, it is worth indicating that besides school heads, contributions from other players within the schools towards creating effective schools are enormous.

In Ghana, Colleges of Education (CoE) have been upgraded to tertiary educational status with the mandate to award diplomas and degrees to students upon the completion of their programmes of study. Tutors now teach and conduct research of national relevance. They are also engaged in community extension services and as academic counsellors to their students. This has resulted in an increase in their responsibilities. Students are also expected to complement the efforts of tutors and school leadership to ensure school effectiveness. This notwithstanding, there is a paucity of empirical studies highlighting the contributions of tutors and students in this regard. The dominant educational research conducted in Ghana at the basic, secondary and tertiary levels include educational access, participation and equity as well as studies on school leadership relative to school improvement. Even though access and participation in education are germane, efforts in that direction alone do not necessarily produce effective schools. Considering supra, this study sought to explore the role of tutors and students in promoting school effectiveness of CoE in the Upper East Region of Ghana.

1.2 Research Objectives

The general objective of this study is to explore the internal publics' involvement in promoting school effectiveness of the CoE in the Upper East Region of Ghana. Specifically, the study seeks to;

- i. Establish the nature of involvement of tutors in promoting school effectiveness in the colleges.
- ii. Ascertain how students participate in promoting school effectiveness in the colleges.

1.3 Research Questions

In directing the focus of this study based on the objectives stated supra, these two research questions have been posed.

- i. How are tutors involved in promoting school effectiveness at the level of CoE?
- ii. How do students participate in promoting school effectiveness at the CoE level?

II. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Goal Setting Theory

The goal-setting theory was developed over 25 years based on laboratory and field studies (Locke & Latham, 1990; 2002). Locke together with Latham published the ground-breaking work in 1990 in a book titled "A Theory of Goal – Setting and Task Performance" the theory has gained global recognition among researchers, academics and business administrators (Locke & Latham, 2002). The basic principles of the theory are summarised below:

Goals need to be specific: Specific goals produce a higher level of output than the generalised goal of "do your best". The specificity of the goal acts as an internal stimulus. Such goals let organisational members know what to reach for and to allow them to measure their progress.

Goals must be difficult but attainable: When goals are difficult, people persist in trying to attain them. These challenging goals get the attention of employees and they tend to focus more on such goals. Such goals, therefore, tend to energise employees to move on.

Feedback on goal attainment: Feedback is necessary for goals to remain effective and retain commitment. Without feedback, organisational members become unaware of their progress or otherwise. It then becomes difficult to gauge the level of effort required to pursue the goal.

Acceptability and commitment to goals: A powerful way organisation members accept goals is when they are allowed to participate in the setting of the goals. In other words, taking part in the goal-setting process tends to enhance goal commitment. If, on the other hand, there is no participation of members in the process, managers assigning the goals must clearly explain the importance of such goals to the employees to motivate them to work towards achieving same.

The evaluation of performance and deadlines to achieve set goals: when employees know from the outset that their performance will be evaluated in terms of how well they have worked to attain the set goals, their impact will be much more felt. Furthermore, most employees will work harder when deadlines are attached for completion.



In conclusion, to the extent that tutors would usually set specific, measurable, achievable, realistic and time bound (SMART) objectives in the line of duty, this theory serves as a guide to the study. Furthermore, both tutors and students would usually require feedback by way of performance appraisals and assessments from authorities. These activities enable them identify weaknesses and strengths so that they find remedies to their weaknesses and at the same time build on their strengths. This eventually culminates into school improvement and effectiveness. Finally, the issue of acceptability and commitment to goals can only find space in participatory decision making as has been highlighted in this study. Hence, the bases of the study being anchored on the theory.

2.1.2 School Publics Involvement in Promoting School Effectiveness

Studies have long argued for leadership that capitalises on knowledge, experiences, and perspectives from across the school (MacBeath, 1999; Rudduck & McIntyre, 2007; Crick et al., 2016). Participation by all players in a school system ensures that school development reflects local values, needs, aspirations, and priorities of the school and community at large and thus an indication of the school being effective in discharging its functions (Rose, 2003). Many studies hold the view that members of the school community are a valuable asset and part of the school's intellectual capital.

Indeed, studies suggest the importance of teacher involvement in teaching and learning, instructional practice, and differences among schools in academic achievement (Goddard et al., 2007; Seashore-Louis et al., 2009). When school leadership especially principals engage in instructional leadership, monitor classroom instruction, and share leadership with teachers, it brings about productive teacher participation and school effectiveness. The more leadership works closely with teachers on instructional improvement, the more they share best practices and keep teachers connected to the core of their work (Marks & Printy, 2003). Principals foster teacher participation by providing instructional leadership and sharing leadership with teachers. Thus, teachers' involvement in playing leadership roles in their respective schools correlates positively with students' academic achievement. Accordingly, school leaders are expected to provide teachers with the necessary assistance to take up leadership roles in the schools (Leithwood Seashore-Louis et al., 2004; Seashore-Louis, et al., 2009). Moreover, Taiwo and Ade- Ajayi (2015) also submit that the poor academic performance of students is blamed on teachers. Therefore, teachers are leaders who should have the zeal to initiate ideas, organise and manage classrooms to increase students' skills and knowledge.

Because of global educational reforms that have led to massive educational reforms, the role of teachers has changed. Hansson and Gamage (2008) intimate that studies support the claim of teachers' involvement in decision-making. Teachers now make decisions about the school curriculum and resource allocation that hitherto was the preserve of school administrators. Furthermore, their participation in decision-making also presents information that helps address the challenges the school faces (Lin, 2014). Based on this positive development, teachers enjoy some amount of job satisfaction. Thus, an indication of how employees in general feel about their jobs and a predictor of the work behaviours and attitudes such as absenteeism, turnover, lateness, and job commitment (Vatsa, 2003).

Brasof and Mansfield (2018) have detailed the ways students contribute to the system change via the school board. Students use their voices to implement more democratic school discipline reforms such as youth courts, action research, service-learning, and student appointments to school committees (Lunenburg, 2010). It is worth asserting that programmes that are student-led, focus on improving school climate and culture; reducing disciplinary incidents; evaluating the presence of student participation in schools; and addressing structural inequities in higher education.

2.2 Empirical Review

Studies conducted globally on school effectiveness are mostly centred on school leadership styles and their impact on the performance of educational institutions whether positively or negatively. Tatlah and Iqbal (2012), in their study titled "leadership styles and school effectiveness: Empirical evidence from secondary level" which was conducted in Pakistan showed that the achievement of a school in terms of its effectiveness was largely contingent upon the extent to which school heads exhibited styles that were participative and selling in nature. They further contended that differences existed between the leadership styles of school heads in terms of gender and such schools regarding ownership. The study utilised the correlational research design of the survey method, employed two sets of questionnaires, and drew a sample size of 300 male and female teachers, deputy heads, senior teachers, and students through the convenient and stratified sampling techniques. Data were analysed using Pearson's correlation coefficient. In another study by Bada et al. (2020) on the impact of principals' instructional leadership practices on secondary school teacher effectiveness, the results revealed that the practices of leadership, for example, defining school mission, managing instructional programmes, and developing a positive climate had the potential to positively influence teacher effectiveness in the classroom. This study which was conducted in the North Central parts of Nigeria used 389 teachers from 18 public schools. The Principal Instructional Management Scale (PIMS) was used in the data collection process. Similarly, a study by Sirisookship et al. (2015), which occurred in Thailand, concluded that two types of

leadership styles of school administrators thus, supportive and participatory significantly affected teacher performance positively. They so advocated such styles to be used by leadership.

Machumu and Kaltila (2014) in their study, sought to investigate the leadership styles that promoted teachers' job satisfaction. The study sampled 200 teachers from 20 selected schools in the Songea and Morogoro district of Tanzania. Using a questionnaire as the sole data collection, its major finding revealed that the democratic leadership style was considered the most effective and was dominantly used in the best-performing schools.

Muijs and Reynolds (2010) also undertook a study in the United Kingdom that sought to establish the effect of teacher behaviour and classroom organisations on the academic achievements of mathematics at the primary education level. Data were gathered from 78 teachers and 2,128 primary school pupils using observation as the data collection instrument. Findings of the study indicated that teacher behaviours accounted for about 60-100% of students' progress in class. However, the amount of time spent teaching in a class did not necessarily correlate with the progress made by students.

Based on the reviews of the above empirical studies, it is evident that studies have not been conducted to ascertain the holistic contributions of various stakeholders in the school system towards the promotion of school effectiveness.

2.3 The Mandate of CoE in Ghana

The overarching objective of teacher education in Ghana is to train and develop the right type of teacher with attributes of competence, commitment, and dedication to duty. Such a teacher should apply, extend and synthesise the various forms of knowledge, develop attitudes, values, and dispositions for quality teaching and learning in schools (Government of Ghana, 2002). In this respect, the government's critical policy on the production of competent and quality teachers for the nation resulted in a decision to upgrade Teacher Training Colleges (TTCs) to diploma-awarding institutions was so implemented.

Before the upgrade, the then TTCs numbering thirty-eight (38) offered 3-year post-secondary education to graduands upon completion to become professional teachers with Teacher Certificate "A". They were thus mandated to teach at the basic level where their services would be most needed. The Teacher Education Division (TED) of GES supervised the activities of the then colleges. TED then collaborated with the Institute of Education of the University of Cape Coast (UCC) to conduct examinations and certification for teacher trainees.

In 2008, the thirty-eight (38) TTCs were elevated and redesigned with a new nomenclature called CoE. In effect, they have become Diploma Awarding Institutions of tertiary status and affiliated with education-oriented universities in the country (Government of Ghana, 2004; Newman, 2013; Nyarkoh, 2016). The legal document supporting this policy change is Ghana's Colleges of Education Act, 847 of 2012. It is the most current legal framework regarding teacher education in the country. It explicitly states among other things that CoE have the responsibility to;

Decide on the subject to be taught based on their special relevance to the needs of the educational system of the country for national development.

Expose students to modern and innovative techniques of teaching and learning to promote critical thinking and problem-solving skills in the class and to ensure that basic research and action research form part of teacher education to promote quality teaching and learning (Ghana Colleges of Education, 2012).

According to Odoom et al. (2016), for the CoE to effectively perform their roles as tertiary institutions, there is a need to support academic staff with professional development programmes and further studies so that they will constantly improve their skills and competence. In buttressing this assertion, Osei and Adu (2016) require CoE to maintain high academic standards and exhibit best practices that will lead to educating every student to the best of his or her ability.

It is worth indicating that the attributions made by the various studies in the above paragraph are well-placed. As a follow-up, the current political administration of the country as a matter of policy has directed all the forty-five (45) CoE to be upgraded into university colleges and to now offer Bachelor of Education (B.ED) degrees in General Arts (with specialization in primary and Junior High School), Science, Mathematics, Early Childhood Education, French, and Technical/Vocational Education for admissions in the 2018/2019 academic year.

III. METHODOLOGY

3.1 Research Design

A descriptive survey design was utilised in this present study. Hirose and Creswell (2023) posit that a descriptive survey design identifies and defines the problem, chooses the instruments for data collection, and then describes, examines, and evaluates the results. Accordingly, a survey design is the greatest approach accessible to social scientists interested in gathering original data to describe a population firsthand (Tashakkori & Teddlie, 2010).

According to Creswell (2003), this design allows for the natural assessment of widely held opinions. Based on the above, the study did describe the situations as pertained in their natural settings.

3.2 Study Area

The study encompassed the only two CoE located in the region.

St John Bosco's College of Education

This college is a teacher education institution located in Navrongo in the Kassena-Nankana East Municipality of the Upper East Region of Ghana. The Catholic Church established the college in January 1946 in honour of a patron saint in the person of John Bosco who was referred to as a friend to the youth. Ten (10) male students were initially enrolled to pursue a 2-year post-middle Teacher's Certificate 'B' course.

However, following changes in teacher education policies in Ghana, the college was upgraded to run a 3-year programme and award a Teacher's Certificate 'A' to teachers upon completion of their studies. Before the 2018/2019 academic year, the college run a 3-year Basic Education Programme in the areas of General Arts, Mathematics, and Technical Education. However, because of the recent upgrade of education colleges in the country to university colleges, the institution has secured accreditation to run a 4-year Bachelor of Education Programmes in Mathematics and Science, Mathematics and Information, Communication and Technology (ICT), Home Economics, Agricultural Science, and General Arts.

The college is envisioned to be a centre of excellence in the training of teachers in Ghana and beyond. In line with its Catholic principles and doctrines, it has the mission of seeking to create a conducive environment for quality training of teacher trainees in relevant skills, adequate knowledge, and positive attitudes to promote the moral, spiritual, and social values for teaching at the basic level of education. According to the staff and students, the institution is one of the best public education colleges in the country. It has produced prominent personalities who are in academia, politics, industry, and the Ministry of Education agencies.

Gbewaa College of Education

This college is a co-educational teacher training institution located in Pusiga, in the Pusiga District of the Upper East Region of Ghana. The then Government of Gold Coast founded the college in 1953. It opened with fourteen (14) male students and seven (7) teachers, including the principal. Its mandate was to train people to become professional teachers who would upon completion, be awarded a 2-year Post Middle Teacher's Certificate 'B' and were to be posted to teach in elementary schools.

The institution has gone through different names. It first started as Pusiga Training College, then changed to Pusiga Government Training College, Gbewaa Training College, and now Gbewaa College of Education. Before the 2018/2019 school year, the colleges did run programmes in a 3-year Diploma in Basic Education (General) as well as Diploma in French. However, following the transition of colleges to university colleges with the core mandate of producing first-degree graduates, the college is now mandated to run a 4-year Bachelor of Education Programmes in General Arts, Home Economics, and French Education among others.

The college has the vision to provide excellence in research and training of pre-tertiary education teachers in the country. As a corollary, its mission is to serve as a centre of excellence, producing morally sound, professionally, and academically competent teachers for the basic education level. The college has produced professionals who have served as teachers, politicians, academics, sportsmen and women for the country.

3.3 The Population of the Study

The targeted population for the study comprised tutors, second and third-year students of the two education colleges. The first-year students and the final-year students were excluded from the study. The former were yet to settle down and experience college governance. The latter were in the field for their off-campus teaching practice activity. Together, the two colleges produced a student population of one thousand three hundred students (1300) for levels 200 and 300 and eighty-one (81) tutors. The breakdown of the population is depicted in Table 1.

Table 1

Population of the Study

Institutions	STUDENTS			TUTORS
	Level 200	Level 300	Total	
St. John Boscos' College of Education	351	340	691	43
Gbewaa College of Education	310	299	609	38
Total	661	639	1300	81

3.4 Sampling Techniques and Sample Size

The entire population as identified for a study will normally make the findings command generalizability. However, utopian conditions are difficult to achieve. More so, studies on samples produce quick results (Sarantakos, 2005; Teddlie & Tashakkori, 2009). Against this backdrop, this study used a sample of the larger population. The probability sampling procedure of the simple random sampling technique was employed to select tutors as well as students. Accordingly, this sampling technique afforded the opportunity to assign objects to the population of tutors and students in such a way that every member of the population had an equal chance of being chosen. One major problem with this technique is that it normally requires a complete list of the population (Sarantakos, 2005; Osuala, 2007). Fraenkel and Wallen (2006) intimate the advantages of this technique to include the fact that it produces a representative sample. It can also be used to eliminate bias introduced in the study while selecting a sample.

The present study weighed the merits and demerits of simple random sampling beforehand and overcame the challenges of this sampling technique. Sixty-five (65) second-year students, sixty-five (65) third-year students, and twenty (20) tutors were drawn from each college through the lottery method as applicable in the simple random sampling technique.

It is also worthy to indicate that though the study initially targeted twenty (20) tutors who were expected to be selected from each college, twenty-one (21) tutors were inadvertently selected in one of the colleges. The total number of respondents and or questionnaires retrieved from the field stood at two hundred and fifty-seven (257), a little below the anticipated figure of two hundred and sixty (260) and forty-one (41) questionnaires inadvertently retrieved from tutors.

The two hundred and fifty-seven (257) college students who returned their answered questionnaires, made up of males and females, the second and third years, and forty-one (41) tutors that provided data for the study were adequate. This postulation hinged on the fact that the populations of the respondents were homogenous. To buttress this position, Creswell (2014) intimates that if a population is homogenous regarding a study object, a small sample would suffice. It is worth indicating that the researcher resorted to the use of the online electric sample size calculator in the determination of the sample size estimates. Therefore, the researcher keyed in the total population onto the calculator and setting the calculator at a 95% confidence level, it produced the estimated sample size which results corroborated the table for determining sample size from a given population cited in Sarantakos (2005, p.163) and that of Badu-Nyarko (2019,p.151).

3.5 Data Collection Instrument

The questionnaire consisted of three sections for which section A of the instrument elicited the biographical data of respondents. Section B covered tutors' involvement in the promotion of school effectiveness and Section C highlighted students' role or participation in school effectiveness. The instrument was made up of closed-ended items. The responses to the items were put on a five-point Likert scale in a continuum ranging from strongly agree to strongly disagree.

Using questionnaires as a data-gathering tool has become widely accepted in research arenas because of their advantages. For instance, they are relatively easy to use for an average large sample size, additionally, responses can easily be coded. They are replicable and can be used for future studies. However, questionnaires have the possibility of a low response rate if not administered face-to-face. They cannot also provide information about the context and meaning behind a response (Sarantakos, 2005; Kreuger & Newman, 2016). Given these, the study resorted to on-the-spot collection of the questionnaires after an hour, checked the responses to the items, and drew the attention of respondents to complete portions that were not filled.

3.6 Testing for Validity and Reliability

The questionnaire was pre-tested at Bagabaga College of Education, Tamale, in the Northern Region of Ghana. The said college shares similar characteristics with the study areas in terms of student numbers, staff population, academic programmes, governance, and school infrastructure among others. These attributes informed the decision for the choice. As a consequence, thirty (30) respondents comprising tutors and students were used. Relying on the experiences of senior colleagues in the subject area, the questionnaires were scrutinised before the pre-testing activity. Exactly a week was used to administer and retrieve the questionnaires from the respondents. The questionnaires were then subjected to a reliability analysis test which yielded an overall alpha coefficient or Cronbach alpha of 0.8061.

3.7 Data Collection Procedures

First, the researcher officially applied for clearance from C. K. Tedam University of Technology and Applied Sciences Humanities Ethics Committee and also got introductory letters from the Dean of the School of Science, Mathematics and Technology Education of the University introducing me as a researcher to the principals of the



colleges. Upon showing them the clearance and introduction letters, the researcher then observed the needed courtesies and protocols in line with ethical standards and considerations and took the opportunity to brief potential respondents about the object of study. Assurances were given to them in connection with the utmost confidentiality of their responses. Sample frames of those who were selected to respond to the questionnaires were checked and identification numbers were assigned to every respondent. A period of an hour was allowed for respondents to respond to the items after which questionnaires were retrieved.

3.8 Data Analysis Procedures

Data analysis deals with working with data, breaking and synthesising in search of patterns, and attempting to discover what the important issues are (Badu-Nyarko, 2019). First, non-response items were identified during the data collection stage and were returned to respondents for completion in preparation for the analyses. This first stage was performed to clean the data and make it ready for further analyses. Second, the data was coded, fed into a computer and analysed using the SPSS software, Version 22.0. Descriptive statistical analysis of the data was done to generate means and standard deviations. The data analysed were presented on statistical tables for discussions and interpretation.

IV. FINDINGS & DISCUSSION

4.1 Tutors' Involvement in the Promotion of School Effectiveness

Six statements of the questionnaire were utilised in drawing responses from both students and tutors relative to the above. Table 2 displays the mean and standard deviation values of the response set of respondents. Scale: Strongly Agree =5, Agree = 4, Uncertain = 3, Disagree = 2, Strongly Disagree=1.

Table 2

Tutors' Involvement in Promotion of School Effectiveness

Statement	Student			Tutor			Mean of means (\bar{X}) and mean of SD	
	N	\bar{X}	SD	N	\bar{X}	SD	\bar{X}	SD
Tutors highly commit themselves to effective teaching	257	3.89	1.19	41	4.56	0.67	4.225	0.93
Tutors instill discipline in students when they fall foul of school rules	257	4.12	0.98	41	4.24	0.58	4.18	0.78
Tutors serve as role models to students, thereby making students live exemplary lives	257	3.65	1.31	41	4.27	0.74	3.96	1.025
Tutors work with school authorities, parents, and community members to achieve the developmental agenda of the school.	257	3.38	1.34	41	4.12	0.84	3.75	1.09
Tutors' role in the promotion of school effectiveness is significant.	257	4.04	1.09	41	4.46	0.55	4.25	0.82
The role that tutors play in the promotion of school effectiveness includes co-curricular activities.	257	4.05	1.03	41	4.51	0.60	4.28	0.815
Total		3.855	1.157	41	4.360	0.663	4.108	0.910

First, about the statement, that tutors commit themselves to effective teaching, students with a mean score of 3.89 and standard deviation of 1.19 settled on the agreed response set whereas tutors with a mean value 4.56 and standard deviation of 0.67 settled on strongly agree as their response category. According to their standard deviations, tutors were again more unanimous in their responses. Students with a mean score of 4.12 and a standard deviation of 0.92 and tutors with a mean score of 4.24 and a standard deviation of 0.58 both agreed with the assertion that tutors instill discipline in students when students fall foul of school rules. Tutors however registered a relatively smaller standard deviation. Table 2 further reveals that both students and tutors consented to the statement that tutors serve as role models to students. Students thus obtained a mean rating and standard deviation of 3.65 and 1.31, respectively and tutors also registered 4.27 and 0.74 in terms of mean and standard deviation. Students were uncertain of the view that tutors work with school authorities, parents, and community members to achieve the developmental agenda of the school while tutors answered in the affirmative. A mean rating of 3.38 and a standard deviation of 1.34 was obtained while tutors also obtained a mean of 4.12 and a standard deviation of 0.84. In terms of the spread or variability of the respondents' responses, students' responses were more dispersed and covered a relatively wider area around their mean. The assertion that tutors' role in the promotion of school effectiveness is significant was answered positively.



Table 2 reveals students' summary statistics in terms of mean and standard deviation stood at 4.04 and 1.09 respectively and tutors also with a mean score of 4.46 and a standard deviation of 0.55. It is instructive to note that students' standard deviation value of 1.09 implies a wider coverage area of students' responses around the mean. Lastly, both students and tutors submitted that the role that tutors play in the promotion of school effectiveness includes co-curricular activities. The results show that students concurred with the statement with a mean score of 4.05 and a standard deviation value of 1.03. Tutors also strongly agreed with the statement with 4.5 and 0.60 mean and standard deviation values, respectively. Again, tutors' standard deviation value indicates the fact that they did not in relative terms differ much in their responses. This means that their responses clustered around their mean.

Additionally, the table further demonstrates that the mean of means and the standard deviation values of the merged responses of students and tutors pointed to the case that they agreed with the issues raised under this subject. Statistics are that tutors highly commit to effective teaching (Mean of Means=4.225, SD=0.93), tutors instill discipline in students when they fall foul of school rules and regulations (Mean of Means=4.18, SD=0.78), tutors role in school effectiveness are significant (Mean of Means=4.25, SD=0.82) and finally, the role that tutors play in the promotion of school effectiveness include co-curricular activities (Mean of means=4.28, SD=0.815). Interestingly, all the standard deviation values are less than 1. Hence, portrayed the extent to which the responses highly congregated around the means.

In conclusion, all six statements attracted (Mean of Means=3.855, SD=1.57) from students. Tutors, on the other hand, registered (Mean of Means=4.360, SD=0.663). Thus, tutors agreed more with their involvement in school effectiveness as opposed to the students.

4.2 Students' Participation in School Effectiveness

Regarding students' participation in school effectiveness, all six statements that constituted Section C of the questionnaire were used to assess their perspectives on the subject. Table 3 captures the responses. Scale: Strongly Agree =5, Agree = 4, Uncertain = 3, Disagree = 2, Strongly Disagree =1.

Table 3
Students' Participation in School Effectiveness

Statement	Student			Tutor			Mean of means (\bar{X}) and mean of SD	
	N	\bar{X}	SD	N	\bar{X}	SD	\bar{X}	SD
Students readily attend classes and take their studies seriously.	257	4.28	1.063	41	4.1	0.625	4.19	0.844
Students report other students who engage in indiscipline act to school authorities for disciplinary actions to be taken against them.	257	3.19	1.35	41	2.98	1.15	3.085	1.25
Students take proper care of school properties at their disposal.	257	3.5	1.31	41	3.22	1.15	3.36	1.23
Students keep the school compound clean by properly disposing of garbage that is generated.	257	3.35	1.36	41	3.2	1.1	3.275	1.23
Students resort to the official and formal channels of communication for the address of their grievances.	257	4.08	1.04	41	3.9	0.63	3.99	0.835
Students actively participate and cooperate with school authorities in the making of school decisions.	257	3.36	1.38	41	3.85	0.82	3.605	1.1
Total		3.627	1.251	41	3.542	0.912	3.584	1.082

As can be seen in Table 3, the mean ratings of both students and tutors were 4.28 and 4.10, respectively. The scores recorded thus indicate that both students and tutors agreed with the statement that students readily attend classes and take their studies seriously. However, the standard deviation values were 1.06 for students and 0.63 for tutors, an indication that students' responses do not converge to their mean as that of the tutors. Both students and tutors were uncertain about the assertion that students report other students who engage in indiscipline acts to school authorities for disciplinary actions to be taken against them. The respective mean values for both students and tutors are 3.19 and 2.98. The corresponding standard deviation values were not substantially different from each other in terms of variability relative to their means scores of 1.35 and 1.15. Again, on the statement that students take proper care of school property. Table 3 indicates that the students with a mean score of 3.5 and a standard deviation of 1.31 answered in the affirmative by agreeing to the statement. In contrast, the tutors' mean value of 3.22 and standard deviation of 1.10 point to their uncertainty about the statement. Also, the students agreed that students keep the school

compound clean by properly disposing of garbage that is generated, did assume mean and standard deviation scores of 3.35 and 1.36 respectively. Alternatively, the tutors were uncertain about the statement. Again, the table displays the mean value of the tutors 3.2. A standard deviation of 1.10, marginally larger than that of the students was obtained from the tutors. Moreover, the statement that students resort to the official and formal channels of communication for the address of their grievances, did attract a response set of agreed by both respondents. As shown in Table 3, the students' mean scores and those of the tutors have corresponding figures of 4.08 and 3.9. Their standard deviation values, however, differ substantially, with students having a value of 1.04 and tutors with a score of 0.63. Finally, while the students with a mean score of 3.36 were uncertain of the statement, students actively participated and cooperated with school authorities in the making of school decisions, tutors on the other hand with a mean score of 3.85, agreed with the assertion. Also, the standard deviations of both respondents differed markedly. The table captures a standard deviation value of 1.38 regarding students and a value of 0.82 in the case of tutors.

Again, table 3 revealed that, together, both students' and tutors responses on students readily attend lectures and take their academics seriously attracted (Mean of Means=4.19, SD=0.884), students resort to official channels of communication for the redress of their grievances (Mean of Means=3.99, SD=0.835). Also, students participate and cooperate with authorities in arriving at decisions for school governance (Mean of Means=3.605, SD=1.1). The two mean scores indicate that the respondents disagreed with the assertions. But, in another breadth, respondents collectively indicated their uncertainty regarding some statements made. For example, on students reporting their colleagues who engage in miscreant activities, the results were (Mean of Means=3.085, SD=1.25). In sum, students' responses on the issues as a whole attracted (Mean of Means=3.627, SD=1.251). In the case of tutors, the results were (Mean of Means= 3.542, SD=0.912). Though both respondents reluctantly agreed with the issues, tutors' responses were more unifying as the standard deviation values show.

4.3 Discussions

4.3.1 How are Tutors Involved in Promoting School Effectiveness at the Level of Colleges of Education?

This question sought to elicit responses from both students and tutors regarding tutors' involvement or participation in engendering the effectiveness of their colleges. Analysis of the data revealed that both students and tutors agreed on the issue that tutors instill discipline in students thus contributing to school effectiveness. Students were uncertain about the statements that tutors; high commitment to duty and participation in decision-making, serving as role models, and working with school authorities and community members constituted their involvement in school effectiveness. However, tutors' results disconfirmed that of the students to the extent that they answered in the affirmative. Accordingly, Marks and Printy (2003), intimate that teachers' involvement with leadership in the process of shared leadership culminates in a positive correlation in the academic achievements of students. Also, Hansson and Gamage (2008) intimate that one way teachers contribute to the effectiveness of educational institutions is through decision-making.

Both sets of respondents thus students and tutors agreed that tutors' involvement in the promotion of effectiveness at the colleges cannot be downplayed. Following this assertion, Goddard et al. (2007) and Seashore-Louis et al. (2009) posit that teacher involvement in teaching and learning is relevant to the academic achievements of schools. On the flip side, Taiwo and Ade-Ajayi (2015) also state that poor academic performance in schools is put at the doorsteps of teachers. Teachers' ought to at all times, come out with novel ideas to enable them to manage classrooms effectively to increase students' cognitive abilities, psychomotor skills, and affective domains.

In a nutshell, regarding the collective responses made by students and tutors to the six statements raised, the statistics revealed that students (Mean of Means=3.855, SD=1.157) and tutors (Mean of Means=4.360, SD=0.663). This situation points to the fact that they all agree and recognise the contributions of tutors to school effectiveness though the responses from tutors are more echoing.

4.3.2 How do Students Participate in Promoting School Effectiveness at the Level of Colleges of Education?

The reason for posing this question was to elicit the perspectives of students and tutors regarding how students participated in promoting effectiveness in their various colleges. The results indicate the following;

First, tutors and students confirmed that most students readily attend classes and are active in their academic work in college. As a corollary, students' positive attitude towards studies has resulted in producing excellent examination results at the end of every academic year. Brasof and Mansfield (2018) have intimated that when students lead school-approved programmes through their active involvement in the same, it leads to improved academic performance, school culture, and climate as well as a reduction in students' untoward behaviours.

Second, students expressed uncertainty to the effect that students report their colleagues to college authorities for disciplinary action to be taken against them when such students break school rules and regulations. Tutors on the other hand, clearly disagreed with the statement. Third, the results indicate that both students and staff were uncertain



about students taking good care of school properties and the proper disposal of garbage on campus as contributions to school effectiveness.

Finally, it has been revealed that both students and tutors indicated uncertainty to the assertion that students actively participate in decision-making in their institutions, thus a way of promoting effectiveness. This position is inconsistent with Wadesango (2011) who intimates that active participation in decision-making by all and sundry in the school system promotes a good sense of ownership. As a follow-up, Wadesango and Bayaga (2013) also submit that group or participatory decision-making promotes a deeper understanding of the course of action chosen among various alternatives.

In conclusion, the responses to all six statements on the subject attracted (Mean of Means=3.627, SD=1.251) from students and (Mean of Means=3.542, SD=0.912). The values obtained, imply that there is some agreement by both respondents to the effect that students help foster effectiveness in the colleges.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

This study aimed to explore the involvement of the internal public in the quest to promote school effectiveness of Ghana's educational institutions in the Upper East Region that train teachers for basic schools. Based on the data that has been analysed, it can be concluded that internal publics play crucial roles in making and sustaining the effectiveness of their respective institutions so that they continue to deliver on their core mandate. Tutors through the learner-centred approach to teaching or facilitation, activate students' mood for knowledge acquisition and professional training. Additionally, tutors engage in activities outside teaching that endear the institutions to have a positive image in the eyes of the general public. On the other hand, students pay particular attention to their studies, thereby leading to good academic performance. They also highly involve themselves in maintaining discipline that engenders a good school climate. Moreover, they actively contribute to the decision-making processes of the colleges through their representatives.

5.2 Recommendations

This study therefore recommends that tutors and other employees should also have the opportunity to make inputs on major decisions of the college. Issues about students' admissions, discipline, school infrastructure, recruitment and training of staff, and others, should be done in a participatory and all-encompassing manner by all internal stakeholders or their representatives.

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