Technical Administrative Handling of Ghanaian Colleges of Education Tutors in Tutor Professional Status Change: 2018 Case in Point

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Abstract

This administrative write-up digeststopical issues on technical administrative handling of professional transitional Tutors of Ghanaian Colleges of Education with the 2018 regulator call for further studies of tutors as a reference case.Four key theories: change; learning; motivation; and teacher professionalism formed the basis for the content analysis in relation to their application to the case of the then NationalCouncil for TertiaryEducation now known as Ghana Tertiary Education Commission call for further studies of tutors who did not possess researched masters. The analysis concluded that in such transitional periods, many challenges are encountered especially by the affected staff and thus there is the need for systemic robust support services to be provided for such affected staff by stakeholders to ensure success. Recommendations include staff support systems to be implemented by administrators of Colleges of Education and all tertiary institutions to enhance motivation of staff; recruitment and staff continuous development policies be implemented clearly by all Councils of Colleges of Education; clear staff orientation programmes be incorporated in recruitment processes; mentoring universities implementing co-operative education; Ghana Government making adequate bursary / scholarship allocation to support such staff; administrators of Colleges of Education to assume more caregiver role and allocate part of their Internally Generate Fund (IGF) to support and cushion such staff on their programme; and affected tutors and staff in issues of transitional professional status studies to make proactive preparations psychologically, physically, mentally and socially towards development of themselves professionally to ensure their personal professional development form part of the blue print of their professional welfare planning to help them make a more robust plan to accommodate such transition in their their professional life.

Keywords: Learning, Administrative, Theories, Motivation, Tutor

1.0 Background

Change is inevitable and must always be supported to achieve the needed positive impact for societal improvement. If growth would be experienced, then change must happen to individuals as well as institutions in which they work to increase productivity. Tertiary education as noted to be the engine of growth cannot be static. This universal truth manifested in the life of Colleges of Education in Ghana through the passage of Colleges of Education Act, 2012, Act 847 in elevating the Colleges to tertiary status. This change in Colleges of Education status brought quality demand on the workers to upgrade themselves to higher professional status befitting tertiary institutions. Thus, tutors who did not have research masters were demanded to enrol on at least Master of Philosophy programmes of their fields of expertise of bachelor's degree. Likewise, the non-teaching staffalso must upgrade themselves.

The demand placed much pressure on the staff as they faced many challenges in obedience to the upgrading call, from time and financial constraints to social relationship stress, as revealed by Atiku (2021). As discovered, this administrative write-up aims at equipping administrators of Colleges of Education and analogous tertiary institutions worldwide with relevant information in managing such transitional staff to ensure frustration-free experience for such adult students to realise the dream of their further studies as it is a whole game changer in improving the outlook of the institutions and general quality improvement. The write-up dwells on specific theories of change, learning, motivation and teacher professionalism to delve into the plights of these transitional tutors and related matters for unique lessons and suggested solutions.

1.2 Change theory

Change means making something different from the way it was originally (Ngozi, 2015). Thus, it is making something or someone pass from one state or form into another. For instance, if what one desires is a cone and not a cube which he/she now has, he/she must melt the cube into ice water as a process of getting the shape needed (cone). The melted ice must be moulded to get it ready for change into the desired cone.

Comparatively, master's degree holders (cone) are needed to lecture in the Colleges of Education and not first degree holders (cube). NationalCouncil for TertiaryEducation (2015)was of the view that the standard of basic education in Ghana was too low and should be raised through improvement in tutor education and learning as they are the trainers of the basic education teachers. To achieve this, the qualifications of basic education teachers must be enhanced in higher education through the introduction of Bachelor's Degree to replace the Diploma in Basic Education which the Colleges of Education were offering. The tutors of the Colleges of Education in the country are mandated to train teachers for all basic schools in Ghana. This orientation demands that the qualifications of the tutors offering the Diploma in Basic Education should equally be enhanced through further education to enable the tutors teach the students pursing the bachelor's degrees successfully. NCTE therefore demanded that the tutors should all be holders of at least researched master's degrees. Meanwhile, some of the tutors were holders of first degrees which were undesired with the transition of the colleges to tertiary. These first degree holders (cube) therefore must improve themselves (unfreeze) in qualification status to master's degree status (cone) through pursuance of further education and training. This process of change could take some years to actualise in the production of master's degree holders. The master's degree became the least qualification to lecture in the Colleges of Education (Refreeze).

Mind Tools Club (2018) used this analogy to explain Kurt Lewin's 3-stage change process in organisations as depicted in Figure 1.
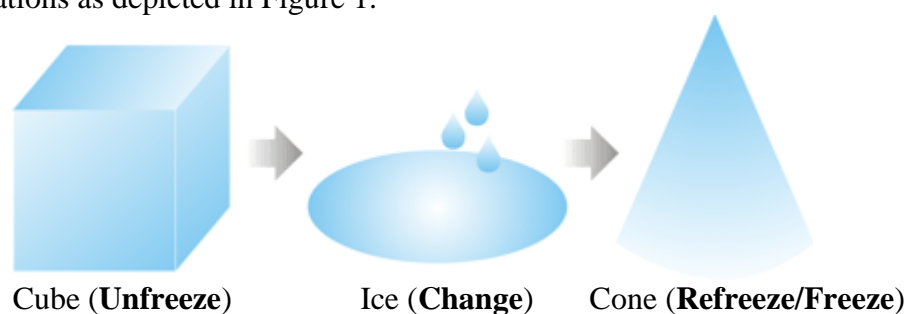

Cube (**Unfreeze**)   Ice (**Change**)   Cone (**Refreeze/Freeze**)

Figure 1: Three-stage change process in organisations

Kritsonis (2005) asserted that Kurt Lewin (1890 - 1947) propounded a three-stage model of change theory which is known as the **unfreezing-change-refreeze model** which describes the process of change in human systems. According to him, Lewin's theory considers behaviour as a dynamic

balance of forces working in opposing directionsand noted that one's behaviour is related both to one's personal characteristics and to the social situation in which one finds him/herself.

Lewin explained the theory by defining concepts such as **driving forces, restraining forces** and **equilibrium**. He explained the **driving forces** as forces that push in a direction which causes change to occur. He explained further that driving forces facilitate change because they push the person in the desired direction, and these cause a shift in the equilibrium towards change. Driving forces in relation to the topic under study mean the transition to tertiary status with its new qualification demands (master's degrees in relevant subject fields). Lewin defined the **restraining forces** as forces that counter driving forces, and declared that restraining forces hinder change because they push the person introducing the change in the opposite direction. The restraining forces, for instance, could refer to the unwillingness of tutors to go for further studies due to financial challenges, nearness to retirement age and other factors. He concluded that restraining forces cause a shift in the equilibrium which opposes change. Lewin said **equilibrium** is a state of being where driving forces are equal to restraining forces, and with this state, no change occurs. He ended by saying that equilibrium can be raised or lowered by changes that occur between the driving and restraining forces.

Based on the observation of the 3 concepts, Lewin (1947) came out with his 3 distinct and vital stages of how change should occur to ensure success as follow:

1. *Unfreezing (ready to change)*

This stage represents the first step in stimulating people to feel and recognize the need for change. He described unfreezing as the process which involves finding a method of making it possible for people to let go an old pattern that was counterproductive in some way. This could take the form of effective publicity to create awareness on the need for the change. Such a method in relation to the study was NCTE sending the transition to tertiary policy documents (Acts 847 of 2012 and policy directives) to the principals of the Colleges to make tutors aware of the need for status change in their qualifications to meet tertiary standards; doing radio and televisions discussions, etc. as channels of communicating the need for change in tutor professionalism due to the transition to tertiary by colleges of education where first degree was no more a basic qualification for lectureship. This approach would make the tutors understand why there should be a change in their current professional qualifications. Lewin (1947) said this is necessary for overcoming the strains of individual resistance and group conformity. He noted that unfreezing can be achieved by the use of three methods such as:

i. Increasing the driving forces that direct behaviour away from the existing situation or status quo, for example, backing the need for change with strict legislations involving threat of withdrawal from College of Education if one does not get the required degree by a given time. This was stated in the Harmonised Conditions of Service by NCTE (2015) when it said tutors must upgrade within 5 years. An instance of increasing the driving force for change to occur was demonstrated by the Executive Secretary for National Council for Tertiary Education, Prof. Mohammed Salifu, on 2[nd]February, 2018 in a letter to all Principals of Colleges of Education in Ghana. The letter originated from the decisions of the Technical Committee on Migration and was headed 'Removal of first degree holder tutors from the Colleges of Education.' Mohammed (2018) directed that all new appointments made in 2015 or later without recourse to the Harmonised Scheme of Service for Staff of Colleges of Education and other relevant documents would not be considered and that the affected staff would not be migrated. He added that the appointment of such staff should be revoked.

Mohammed (2018) ordered further that all appointments of teaching staff made in 2015 or later with only first degrees as qualifications, or those who otherwise would have been placed in Colleges of Education as Assistant Tutors, should be advised to remain with the Ghana Education Service (GES) or the Principals should make the necessary arrangements for their posting to GES. He reiterated that all other persons would not be considered for appointment if they do not meet the minimum criterion which is having at least a master's degree in a relevant subject field. The directive enjoined all

Principals to ensure that all staff possess first degrees in the same field as master's degrees, and concluded that teaching staff without master's degree qualifications cannot teach in Colleges of Education. It is important to note that decrees of this sort would encourage all in the Colleges of Education to respond to the call for change in professional qualifications to suit tertiary standards.

ii. Decreasing the restraining forces that negatively affect the movement from the existing equilibrium. Thishas to do with motivating the tutors to go for further studies by instituting scholarship schemes and ensuring prompt release of their scholarship grants.
iii. Having a combination of the two methods (i and ii).

2. Change (moving/implementation)
The moving stage involves the introduction and application of new methods and guidelines to change (Burns, 2004). Lewin asserted that this stage involves a process of change in behaviour, thoughts, and feelings or in all these. This makes the change process more liberating and productive. For example, Principals must begin to recruit only people who have master's degrees as tutors and this should be communicated to the general public. It further means that the affected tutors should make up their minds that they have to go for further studies in order to meet the requirements of tertiary institutions since the oClleges have become tertiary. Thus, they should get enrolled in the teaching universities to get master's degrees in related fields and resolve their mismatch.

1. ***Refreezing (freeze/making it stick)***
It involves stabilizing the change process by implementing control measures and instituting corrective measures (Schein, 1996). This has to do with establishing the change as a new habit, in order that it now becomes the standard operating procedure for everybody. This means that Principals should mandatorily maintain tutors who hold master's degrees only and recruit only people who have master's degrees as tutors in the Colleges of Education. If this is not done, it is easy for the people to go back to the old ways. From this discussion, it is necessary that the driving and restraining forces be analysed before implementing a planned change in a system to avoid failure.

It is very important to understand some theories of learning as relate to tutors of the Colleges of Education as the whole issue of professional status change brings into focus learning by these tutors on their further studies programmes.

2.0 Some theories of learning

A number of theories have evolved explaining how people learn. Prominent among them are behaviourism theory, cognitivist theory, constructivism theory, humanism theory and social learning theory. This script takes a look at such theories and how they feature in the further studies issues of tutors of the Colleges of Education.

2.1   Behaviourism learning theory
Speaks (2019) noted that behaviourism theory surmises that human and animal behaviour can only be explained by conditioning. Thus, behaviourists believe that psychology should focus on measurable and observable physical behaviours and how these behaviours can be manipulated by changes in the external environment. Behaviourist theory has no room for thoughts or emotions but focuses on observable behaviour.

The behaviourist theory holds the view that how a student behaves is based on his/her interaction with the environment (Western Governors University, 2020). It noted that behaviours are influenced and learned from external forces rather than internal forces. The effects of these external forces on behaviour can be observed and quantified. Positive reinforcement is a popular element of behaviourism which believes that behaviours are directly motivated by the reward that can be obtained.

To the behaviourists, learning represents a process of 'stimulus-response' - S-R learning (Warwick Institute for Employment Research, 2014). This is referred to as 'conditioning' and there are two types of it: i. **classical** and ii. **operant conditioning**.

i. *Classical conditioning* is the association of one event with another desired event resulting in a behaviour (Sinha, 2015). Ivan Pavlov, a Russian psychologist, explained this concept in an experiment on dogs and tried to establish a Stimulus-Response (S-R) connection. He tried to relate the dog's salivation and the ringing of a bell. In these experiments, Pavlov put some meat in front of dogs. The dogs responded to this stimulus by salivating. The dogs' response could be described as instinctive or unconditioned. He went ahead to ring a bell at the same time that he presented the meat. When he rang the bell alone without the presentation of meat, he observed that it was not connected to any responses from the dogs. But by ringing the bell at the same time with presentation of meat, he established a relationship between the two stimuli (the bell and the meat) in the mind of the dogs. When he continued this process, the ringing of bell alone was a sufficient stimulus to elicit a response of salivating, even when no meat was presented. In this case, the bell became a conditioned stimulus, resulting in conditioned or learned response. The Figure 3 explains the classical conditioning process.
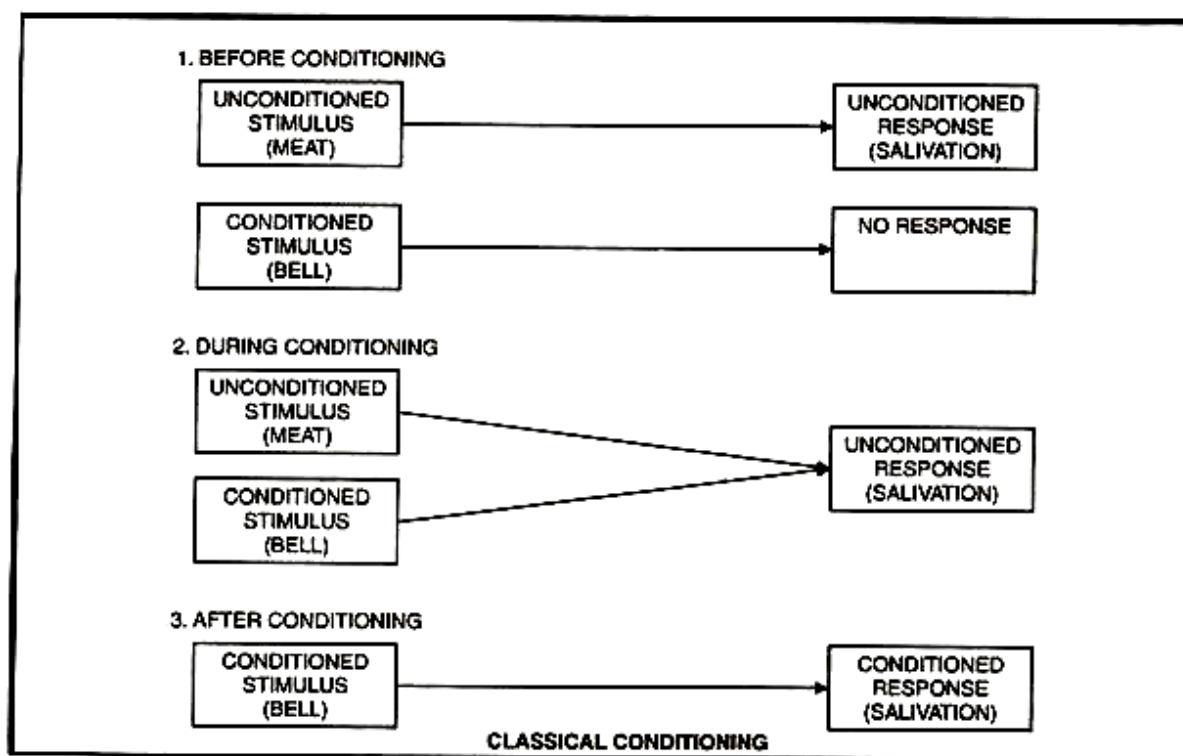

Figure 2: Classical conditioning process (Sinha, 2015)

Figure three (3) explains that the meat was an unconditioned stimulus. It caused the dog to react in a certain way (observable increase in salivation). The salivation reaction of the dog is called the unconditioned response. The bell was an artificial stimulus or conditioned stimulus. However, when the bell was paired with the meat (an unconditioned stimulus), it ended up produced a response. After conditioning, the dog started salivating in response to the ringing of the bell alone. This means, a conditioned stimulus led to conditioned response. Classical conditioning therefore, occurs when a learner is conditioned to give the same response to a particular stimulus.

Classical conditioning operates in organisational settings of today. For instance, in a an educational institution where officers from regional office come on inspection visits every week, the staff of the institution will always clean their environment in anticipation of such visits.

Once this happens for some time, the staff would be used to clearing their environment weekly even though the officers from the regional office may no longer be paying them such visits.

Relating this theory to the NCTE qualification demand from tutors of the colleges of education most of whom were holders of first degrees, once NCTE is on the principals to ensure that all their tutors were holders of at least master's degrees within 5 years by giving them supports, the principals after sending their tutors on further studies for a while would no longer regard first degrees as qualifications to lecture at the colleges of education. Everyone who has an intention of teaching in the colleges of education would work hard to hold at least a master's degree.

It is to be noted however that classical conditioning represents only a very small part of total human learning. In this regard, it has a limited value in the study of organisational behaviour. It plays only a passive role - humans will react in a particular way only if something happens. However in reality, the behaviour of people in organisations is voluntary rather than being reflexive. Some tutors have intentions to pursue postgraduate degrees on their own without being pushed by NCTE. Their behaviour is not elicited in response to a specific, identifiable event but it is generally emitted. Tutors were naturally pursuing postgraduate studies before the Act 847 was passed demanding they should upgrade within 5 years. The learning of complex behaviour can be better understood by looking at operant conditioning.

ii. *Operant conditioning (instrumental conditioning)* occurs when the learner is conditioned to give a different response to the same stimulus presented to him/her. B. F. Skinner regarded the learner as more of an active participant than Pavlov did. Operant is defined as behaviour that produces effect (Sinha, 2015). Operant conditioning is based on the work of B.F. Skinner who advocated that individuals emit responses that are rewarded and will not emit responses that are either not rewarded or are punished. Operant conditioning contends that behaviour is a function of its consequences. Thus, behaviour is likely to be repeated if the consequences are favourable. Behaviour is not likely to be repeated if the consequences are unfavourable. Based upon this direct relationship between the consequences and the behaviour, management can study and identify this relationship and try to modify and control behaviour. As a result, certain types of consequences can be used to increase the occurrence of a desired behaviour and other types of consequences can be used to decrease the occurrence of undesired behaviour.

In operant conditioning expectations are much less certain. Behaviour arises from humans or animals rather than resulting from external stimulus and is regarded as voluntary. Therefore, new behaviour (learning) does not occur instantly, but has to be shaped by using positive and negative reinforcement. This shaping occurs all the time in verbal or non-verbal communication. For instance, smiling to encourage someone to smile back or nodding/shaking the head in agreement or disagreement of what someone is doing. Praising or rewarding or punishing someone for an action put up is shaping using positive or negative reinforcement – operant conditioning learning theory. Operant conditioning is a method of learning where the consequences of a behaviour will determine the probability of the behaviour being repeated (McLeod, 2018). Through operant conditioning a behaviour which is rewarded is likely be repeated, and a behaviour which is punished will occur less frequently – Thorndike's law of effect. Skinner therefore introduced a new term into the law of effect called reinforcement – strengthening or weakening the occurrence of a behaviour through rewards. A behaviour which is reinforced tends to be repeated (strengthened) but a behaviour which is not reinforced tends to die out – gets extinguished (becomes weakened).

Skinner (1948) studied operant conditioning by conducting experiments using animals which he placed in a 'Skinner Box' which was similar to Thorndike's puzzle box.
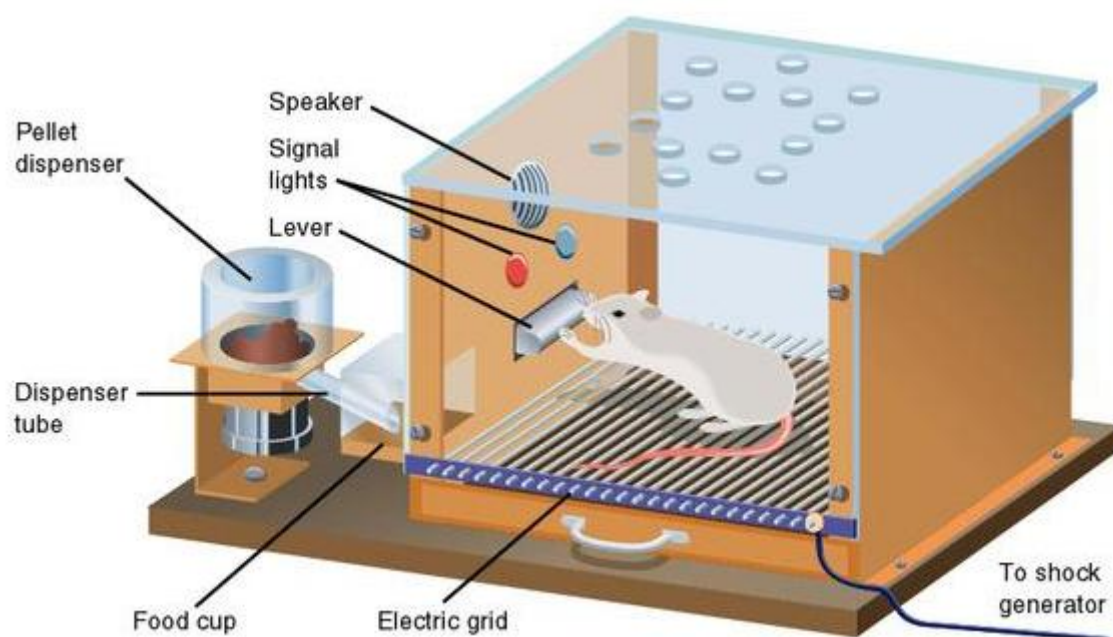
This is depicted in Figure 4.

Figure 3: Skinner box explaining operant conditioning (Skinner, 1948)

A Skinner box, also known as an operant conditioning chamber, is a device used to objectively record an animal's behaviour in a compressed time frame. An animal can be rewarded or punished for engaging in certain behaviours, such as lever pressing (for rats) or key pecking (for pigeons).

In this experiment, Skinner identified three types of responses which can follow a behaviour:

i. **Neutral operants**: Responses from the environment that neither increase nor decrease the probability of a behaviour being repeated.

ii. **Reinforcers**: Responses from the environment that increase the probability of a behaviour being repeated. Reinforcers can either be positive or negative.

iii. **Punishers**: Responses from the environment that decrease the likelihood of a behaviour being repeated. Punishment weakens behaviour. These three concepts brought about the theory of reinforcement in learning processes namely positive reinforcement, negative reinforcement and punishment.

i. *Positive reinforcement*

According to B. F. Skinner, in positive reinforcement, a response or behaviour is strengthened by rewards, leading to the repetition of desired behaviour or response. Thus, the reward is a reinforcing stimulus.

Skinner demonstrated how positive reinforcement works by placing a hungry rat in his Skinner box. The box contained a lever on the side, and as the rat moved about the box, it would accidentally knock the lever. Immediately it did so a food pellet would drop into a container next to the lever.

The rats quickly learned to go straight to the lever after a few times of being put in the box. The result of receiving food if the rats pressed the lever ensured that they would repeat the action again and again.

Positive reinforcement strengthens a behaviour by providing a consequence an individual finds rewarding. For example, if tutors who embark on postgraduate studies receive Faculty Development grant from NCTE during their first semester of responding to the upgrading call, this would encourage them to remain on the programme until they graduate since they hope to receive the grant every semester.

ii.   *Negative reinforcement*

Negative reinforcement is the termination of an unpleasant state following a response. This is known as negative reinforcement because it aims at removing an adverse stimulus which is 'rewarding' to an animal or a person. It is important to note that negative reinforcement weakens behaviour because it stops or removes an unpleasant experience.For example, NCTE policy that all firstdegree holding tutors should upgrade within 5 years to avoid being withdrawn from the colleges of education is regarded as a negative reinforcement to discourage the tutors from being satisfied with first degree status in order to improve the quality of educational delivery and outcomes.

Skinner demonstrated how negative reinforcement works by placing a rat in his skinner box and then subjecting it to an unpleasant electric current shock which caused it some discomfort. As the rat moved about in the box, it would accidentally knock the lever. As soon as the rat did so the electric current would be switched off. The rats quickly learned to go straight to the lever after a few times of being put in the box. The consequence of escaping the electric current ensured that they would repeat the action over and over.

iii.   *Punishment*

Punishment is defined as the opposite of reinforcement since it is designed to weaken or eliminate a response rather than increase it. It is an aversive event that decreases the behaviour that it follows (Sinha, 2015).

Just like reinforcement described earlier, punishment works either by directly applying an unpleasant stimulus like a shock after a response or by removing a potentially rewarding stimulus, for example, deducting a child's pocket money to punish an undesirable behaviour he/she put up.Using punishment has many problems such as:

i. Punished behaviour is not forgotten, but suppressed. The behaviour returns when punishment is no longer present.
ii. It causes increased aggression. It shows that aggression is a way to cope with problems.
iii. It creates fear that can generalize to undesirable behaviours such as fear of school.
iv. It does not necessarily guide towards desired behaviour. Whilst reinforcement tells you what to do, punishment only tells you what not to do.

Operant conditioning occurs in organisations. For instance, working hard and getting the promotion will probably cause a staff to keep working hard in the future. A manager may assure his a junior staff that he would be suitably compensated on condition that the employee works hard over time. However, if the manager does not fulfil his promise to his subordinate, even though he had worked overtime, next time, the subordinate would coolly decline to work overtime when the manager makes such requests to him.

2.2.*Cognitivism approach to learning*

Jean Piaget is the originator of cognitive approach to learning. This model of learning suggests that the thought processes of the child develop through four distinct stages (Western Governors University, 2020):
i. **Sensorimotor stage (birth to 2 years)**: At this stage, babies start to distinguish between themselves and objects outside their bodies.
ii. **Pre-operational stage (2 years to 7 years)**: Children at this stage learn to classify objects using single features (leg, black, white, etc.). For example, any four-legged animal they see could be taken as a dog they saw some time ago, and will call a goat 'dog'.
iii. **Concrete operational stage (7 - 11 years)**: At this stage, children can classify objects by several features and can think logically about objects and events. However, they need practical examples to understand the differences in the objects and events they observe.

iv. **Formal operations stage (11 years and upwards)**: Here, children can think logically about abstract propositions. They become concerned with the future, together with conceptual and ideological problems.

This theory of learning believes that thought processes depend on the ability to create, hold and modify internal representations of things that are experienced in the environment. The internal representations are called 'schemas' and can be complex. Learning in this regard, is defined as the acquisition and modification of new schemas in response to new needs.

A very significant component of this model is the emphasis on what the learner already knows as a basis for new and complex learning. It emphasises that the leaner should be active if restructuring (new learning) is to take place. It is only when genuine cognitive transformation takes place that learning can be regarded as having taken place.

It is important to know that the cognitive theory recognizes the role of an organism in receiving, memorizing, retrieving and interpreting a stimulus and reacting to it. The cognitive theory of learning assumes that the organism learns the meaning of various objects and events and learned responses depend upon the meaning assigned to the stimuli.

It argues that the learner forms a cognitive structure in memory, which preserves and organizes information about the various events that occur in a learning situation. if a test is conducted by a teacher to determine how much has been learned by a student, the subject must encode the test stimulus and scan it against his memory to determine an appropriate action. What is done will depend upon the cognitive structure retrieved from memory.
In organisations of today, the cognitive theory is very much alive and relevant. In organisational behaviour the cognitive approach has been applied mainly to motivation theories. Therefore, expectations, attributions and locus of control and goal setting are all cognitive concepts and represent the purposefulness of organisational behaviour.

2.3 Constructivism learning theory
The constructivism learning theory is based on the idea that students actually create their own learning based on their previous experiences (Western Governors University, 2020). Learners take what they are being taught and add it to their previous knowledge and experiences, and this creates a unique reality which is just for them. The theory focuses on learning as an active process, personal and unique for each learner.

Teachers utilize constructivism approach to learning to help their students bring their own past experiences to the classroom every day. Thus, teachers in constructivist classrooms act as guides to students in creating their own learning and understanding. The teachers help them create their own process and reality based on their own past. This is important in helping students take their own experiences and include them in their daily learning.

2.4 Humanism learning theory
This theory is very closely related to constructivism. Humanism focuses directly on the idea of self-actualization (Western Governors University, 2020). It believes that everyone functions under a hierarchy of needs and self-actualization is at the top of this hierarchy of needs. It represents the stage in life where you feel all your needs are met and that you are the best possible version of yourself. It is significant to note that everyone is striving for this, and your learning environment may either move you towards meeting your needs or draw you away from meeting them.

Thus, teachers (educators) must create classroom environments that help students get closer to their self-actualization. They are to help students fulfill their emotional and physical needs by giving them a safe and comfortable place to learn, plenty of food, and other supports to enable them succeed. A conducive environment of this sort helps students to learn effectively.

The theory therefore requires that NCTE and college administrators provide the tutors with the needed support in their postgraduate studies in order to enable them achieve their master's degree goals.

2.5 Social learning theory

It is the view that we can learn through both observation and direct experiences. It holds the view that individuals also learn by observing what happens to other people and just by being told about something, as well as by having direct experiences (Cotton, 1995). The truth is that much of what we have learned comes from observing and imitating models - parents, teachers, peers, superiors, film stars, etc.

The social learning theory which was proposed by Albert Bandura (1977), emphasizes the importance of observing, modelling, and imitating the behaviours, attitudes, and emotional reactions of others. It considers how both environmental and cognitive factors interact to influence human learning and behaviour. It assumes that learning is not only a case of environmental determinism (classical and operant views) or of individual determinism (the cognitive view), but rather, it is the combination of both. To this end, the social learning theory emphasizes the interactive nature of cognitive, behavioural and environmental determinants.

Four processes determine the influence that a model will have on an individual (McLeod, 2018).
i. **Attention process**: Individuals learn from a model only when they recognize and pay attention to its critical features. They tend to be most influenced by models that are attractive, repeatedly available, important to them or similar to use in their estimation.
ii. **Retention processes**: The influence of a model will depend upon how well the individual remembers its action after it is no longer readily available.
iii. **Motor reproduction processes**: After an individual has seen a new behaviour by observing its model, he/she must convert the watching to doing. This process demonstrates that the individual can perform the modelled behaviour/activity observed.
iv.   **Reinforcement processes**: An individual will be motivated to exhibit a modelled behaviour if positive incentives or rewards are given him/her. He/she will give more attention, learn better and perform more often his/her behaviours which are positively reinforced.

3.0 Theory of motivation

KnowledgeHut (2021) defines motivation as a state-of-mind, filled with energy and enthusiasm, which drives a person to work in a certain way to achieve desired goals. Motivation is therefore a force which pushes a person to work with high level of commitment and focus even if things are against him.

It is necessary to ensure that every member in an organization is motivated to work to achieve organizational goals. Psychologists have studied human behaviour and have formalized their findings in the form of various motivation theories which provide great understanding on how people behave and what motivates them. Significant among them according to KnowledgeHut (2021) is the hierarchy of needs theory propounded by Abraham Maslow in 1943.

Maslow's hierarchy of needs theory

In 1943, Abraham Maslow postulated that a person will be motivated to work or act when his needs are fulfilled. The need begins from the lowest level basic needs, and keeps moving up as a lower level need is fulfilled. Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. The most basic need is for physical survival, and this will be the first thing that motivates our behaviour. As that level is fulfilled, the next level up is what motivates us, and so on. He therefore proposed a five-tier model of human needs in a pyramid form as follows:

i. **Physiological needs**:   These are the basic biological requirements for human survival (basic necessities of life) like food, water, shelter, air, clothing, warmth, sleep, sex (reproduction), excretion, and homeostasis. If these needs are not satisfied according to Maslow (1943), the human body cannot function optimally. He considered physiological needs the most important as all the other needs become secondary until they are met.

ii. **Safety and security needs**:   It comprises protection from threats, deprivation, and other dangers. It means security of the body, morality, income, salary, employment, health, family, property, etc. As an individual's physiological needs are satisfied, the needs for security and safety become paramount. Individuals want to experience order, predictability and control in their lives. The security and safety needs can be provided by the family and society (e.g. police, schools, business and medical care). Individuals desire having emotional and financial security which is to be given by employment and social welfare. They desire law and order, freedom from fear, social stability, safety of property, good health and general wellbeing - safety against accidents and injury. Maslow considers the physiological and safety needs as basic needs.

iii. **Social needs – Need for belongingness and love**:   It consists of the need for association, family, affiliation, relationship, friendship, sexual intimacy, trust, acceptance, receiving and giving affection, love and so on. The third level of human needs is social and involves feelings of belongingness. It refers to a human emotional need for interpersonal relationships, affiliating, connectedness, and being part of a group (McLeod, 2020).

iv. **Self-esteem needs**:   This is the need for respect, confidence, earning of status, achievement, promotion, prestige, dignity and gaining recognition from others. This is the fourth level in Maslow's hierarchy and it includes self-worth, accomplishment and respect. He classified the esteem needs into two categories: (i) esteem for oneself - dignity, mastery, achievement, independence -, and (ii) the desire for reputation or respect from others (e.g., status, prestige).
Maslow indicated that the need for respect or reputation is most important for children and adolescents and precedes real self-esteem or dignity.Maslow regarded social and self-esteem needs as psychological needs.

v. **Self-actualization**: It is the highest level of needs. Maslow (1943) describes this level as the desire to accomplish everything that one can, to become the most that one can be. It is seeking personal growth and peak experiences. It is the desire to become everything you are capable of becoming. Individuals may desire being politicians, lecturers, medical practitioners, rich business men and women, great architects, etc. It merely involves achieving your potentials in life. It is the realization of one's potentials, self-fulfilment, and the stage marked by personal growth (Towns, 2016). This is the level of full self-fulfilment where an individual reaches his potentials and abilities in life. It demands that there is opportunity for personal development, learning, and fun/creative/challenging work.Maslow considers self-actualization needs as self-fulfilment needs. Abraham Maslow's hierarchy of needs is shown in Figure 5.

Figure 4: Abraham Maslow's hierarchy of human needs (KnowledgeHut, 2021)

With regard to the structure of his hierarchy, Maslow (1987) emphasized that the order in the hierarchy is not nearly as rigid as he might have implied in his earlier description. He noted that the order of needs might be flexible based on external circumstances or individual differences. For instance, he notes that for some individuals, the need for self-esteem is more important than the need for love. For others, the need for political achievement may supersede even the most basic needs. Maslow also pointed out that most behaviour is multi-motivated and stressed that any behaviour tends to be determined by several or all of the basic needs simultaneously rather than by only one of them.

4.0 Teacher professionalism theory

Professionalism being expertness characteristic of a professional person demands that all workers undergo professional development in order to be knowledgeable, skilful, effective and efficient on the job. Professional development is considered as the development of a person in his or her professional role. Institute of Continuing Professional Development (2017) defined it as a process by which a professional person maintains the quality relevance of professional services throughout his/her life. This means it is a process which is not a one-time activity, but something that takes place throughout a person's professional life. This is corroborated by UK Centre for Professional Development (2012) which regards Professional Development as the process by which a person maintains the quality and relevance of professional services throughout his/her working life. It explains further that it needs a mind-set, and a habit to acquire, and that it covers a wide range of learning situations such as:

1. Private study and reading
2. Attending conferences and seminars
3. Preparing papers and presentations
4. Committee work
5. Collaborative work with colleagues
6. Conversation and discussions with others
7. Undertaking courses and distance learning
8. Researching the solution to problems
9. Working with others outside the organisation

It stressed that for professional development to be effective, it requires being self-directed, and readiness to do independent learning. Additionally, it demands an active rather than passive approach to learning.

Glattenhorn (1987) defined teacher professional development as a growth that occurs through the professional cycle of a teacher. Professional development is an on-going process throughout a teacher's career which prepares him/her for the changing classroom, and provides rich opportunities for teachers to continue to develop their teaching skills and subject matter knowledge. This ensures quality of teaching, enhances student learning, and ensures that high quality teachers are placed in all classrooms. Centre for Media Literacy (2002) affirms this by saying that good teaching comes from good teachers who seek out continuing opportunities to explore new methods and expand their repertoire of strategies to engage students in their own learning. It further adds that teaching takes practice and that good teachers develop their skills by becoming lifelong learners and by reflecting regularly with their peers on the effectiveness of their classroom practice. This takes the form of studying together in teams in order to plan and organise how best to implement new ideas when they return to the classroom.

Centre for Media Literacy (2002) postulates that teacher professional development occurs at two levels – pre-service and in-service. At the pre-service level, undergraduate, graduate and certificate programmes are available in colleges, universities and graduate schools of education for teachers to develop themselves before becoming full-time teachers. At the in-service level, formal and informal educational opportunities exist for practising full-time teachers to participate in and develop themselves. They include summer study programmes, enrichment seminars, district or school-sponsored workshops. It concludes that these formal and informal educational opportunities may be tied to accredited graduate degree programmes or specialist certifications that teachers may be working towards. This pre-supposes they could be in the form of sandwich, distance and regular campus-based studies.Brookfield (2005) said professional development occurs through in-service training in the form of workshops or short-term courses that offer teachers new information on specific aspects of their work. Ganzer (2000) asserted that professional workshops and other formally related meetings are a part of the professional development experience of teachers. Thus, professional development and other organized in-service programs are designed to foster the growth of teachers to ensure further development.

Teacher professional development theories believe that good teachers form the foundation of good schools, and improving teachers' skills and knowledge is one of the most important investments of time and money that local, state, and national leaders make in education (Ganzer, 2000).This writer contends that policy makers set ambitious goals for student achievement which depend heavily on the work of teachers in and outside the classroom. He contends that to revolutionize education and achieve learning goals for students, teachers require a great deal of learning, support and guidance. He noted that effective professional learning begins with the commitment from administrators to provide opportunities for all teachers to grow in their careers, and customizing professional learning to teacher needs. He observed that professional development is more effective when schools do not approach it in isolation as in the traditional one-shot workshop but rather as a coherent part of a school reform effort.

Effective professional development highlights the importance of collaborative and collegial learning environments that help develop communities of practice and this promotes school change beyond individual classrooms. Many researchers highlight the effectiveness of sustained, job-embedded, collaborative teacher learning strategies. A model that meets these criteria is the professional learning community model where teachers work together and engage in continual dialogue to examine their practice and student performance and to develop and implement more effective instructional practices.

The professional development of teachers should be refocused on the building of learning communities (institutions). Ganzer (2000) noted that a research by Stein, Smith, and Silver in 1999 defined a new paradigm for professional development which is the one that rejects the ineffective "drive-by" workshop model of the past in favour of more powerful opportunities like going for further studies in school and sitting as members of a department to discuss effective and efficient means of improving teaching and learning in your field. Emphasis must be on professional development which focuses on student learning and helps teachers to develop the pedagogical skills to teach specific kinds of content and this would have strong positive effects on practice. Teaching Commission (2004) released a report on the theme: "Teaching at Risk: A Call to Action" and reminded everyone about the important role played by the teachers and called for provision of "on-going and target professional development" to help teachers meet new demands. Amy (2011) expressed a similar sentiment when he said the process of professional learning should provide teachers the opportunity to expand their skills, develop new teaching strategies, and deepen their understanding of subject content. He said it is vital for teachers to find time to participate in professional learning, because technology is continuously changing demanding that subject knowledge be updated. To ensure the update of subject knowledge, experienced teachers need access to professional learning opportunities to be refreshed on these subject areas, because what teachers know is a major influence on how students learn. Marzano (2003) noted that the professional development activities experienced by teachers have a similar impact on student achievement.

Saxe, Gearheart, and Nasir (2001) emphasized on the provision of three types of support for teacher learning consisting of (1) traditional professional development workshops, (2) a professional community-based activity that offered support to teachers using new curriculum units, and (3) the Integrated Mathematics Assessment (IMA) approach, which directly engaged teachers in learning the mathematics in the new curriculum and developing pedagogical content knowledge necessary to teach the curriculum. Amy (2011) on the other hand thinks that professional development of teachers should focus on:

1. Teaching skills (generic teaching skills) such as allocating class time, providing clear classroom demonstrations, assessing student comprehension during lectures, maintaining attention, and grouping students. As professional development is based on the professional skills to be used by teachers, it makes positive impacts on their performances in the classroom.
2. Subject matter and student learning. Thus, it should focus on (1) how students learn a particular subject matter; (2) instructional practices that are specifically related to the subject matter and how students understand it; and (3) strengthening teachers' knowledge of specific subject-matter content as well as actual classroom conditions.
3. Teacher's real work. Professional development must provide teachers with a way to directly apply what they learn to their teaching. Research shows that professional development leads to better instruction and improved student learning when it connects to the curriculum materials that teachers use, the district and state academic standards that guide their work, and the assessment and accountability measures that evaluate their success. He affirmed this by saying that David Cohen and Heather Hill conducted study on this and found that teachers whose learning focused directly on the curriculum they would be teaching were the ones who adopted the practices taught in their professional development. These teachers embraced new curriculum materials when they were supported by training in school and, in some cases, workshops about the new state-required student assessment. The study also revealed that students of teachers who participated in this type of curriculum-focused professional development did well on assessments.

Significantly, these theories have recommended the need for tutors of colleges of education to embark on continuous professional development in order to be effective and efficient in the performance of their duties.

This was further emphasized by Osei and Adu (2016) who said that the transition stage of teacher training colleges to colleges of education with tertiary status calls for the need to constantly improve the skills and competencies of the academic staff to enable them to meet the challenges at workplace, technological and global trends of development in the contemporary societies. They are of the view that this should be in the form of academic staff development. There are various means to develop academic staff such as through supervisions, workshops, conferences, further studies in recognized institutions and others. The emphasis now should be on academic staff development which is acquired through further studies in relevant subject areas at recognized universities. Centre for Media Literacy (2002) recommends that staff professional development in the colleges of education should be a major responsibility of college administration and management since any educational institution that wants the best teachers to do the best job should invest greatly in staff professional development.

5.0 Summary of key issues

Four key theories: change theory, learning theories, motivation theory and teacher professionalism theory have been delved into in relation to their application to the case of NCTE call for further studies of tutors who did not possess researched masters. The theories also looked into key factors that all stakeholders needed to have employed supporting tutors to successfully enrol on further studies for professional status change. These did not leave out the basics of learning, intrinsic and extrinsic motivations as well as effective capacity building of in-service staff for improved quality delivery in the Colleges of Education and beyond.

6.0 Conclusion

The analysis concluded that in such transitional periods, many challenges are encountered especially by the affected staff and thus there is the need for systemic robust support services to be provided for such affected staff by stakeholders ensure success and these services could be deduced from the foundations of the various theories that have been discussed and analysed in connection with the topic of tutor professional status change.

7.0 Recommendations

Generally, it is recommended that:

1. Staff support systems should be implemented in the Colleges of Education and all tertiary institutions to enhance the motivation of staff to actively commit to continuous professional development for continuous quality improvement at the colleges.
2. Recruitment and staff continuous development policies should be implemented clearly in all Colleges of Education to curtail the uncertainty of staff in transitional periods of the Colleges.
3. Clear staff orientation programmes should be incorporated in recruitment processes to enable staff discover more practical oriented staff transitioning factors and prepare themselves in such manners in order not to experience shocks when the call comes for compulsory upgrading by the staff.
4. Co-operative education could be factored into the existing mentorship relationship between the Colleges and their mentoring Universities to quicken the implementation of staff further studies with the mentoring Universities as they combine work with studies.

5. Colleges should engage staff who are likely to experience transitional professional cases in vigorous counselling sessions as an additional support to prepare them well psychologically to welcome and go through such challenging moments as they may face.

6. Ghana Government should include adequate bursary / scholarship budgetary allocation in ensuing fiscal year's budget in connections with staff who may suffer under such wholistic transition as associated with repeal of an act as a result of enactment of a new Act.

7. Administrators of Colleges of Education become morecaregivers to such staff in transitional professional status change variously knowing that such staff are asset to their system and would add value to their colleges on their successful completion of their further studies programmes. In this, Colleges of Education Administrators could allocate part of their Internally Generate Fund (IGF) to see to some parts of their staff further studies financial support to cushion such staff on their programme. This would also increase motivation of the staff to commit more to their further studies and complete them on time.

8. Affected tutors and staff in issues of transitional professional status studies should be more proactive in preparing themselves well ahead psychologically, physically, mentally and socially towards development of themselves professionally and not sit till such time of call for urgent further studies.

Thus, Colleges of Education Staff should generally ensure their personal professional development form part of the blue print of their professional welfare planning to help them make a more robust plan to accommodate such engagement.

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