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Original Article

### College of Education: Tutors' Perceived Professional Practice and their Well-Being

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The well-being of tutors is a multifaceted concept encompassing various dimensions of their physical, emotional, and social health. The study examines the tutor's perceived professional practice and their well-being. A descriptive research design was used for the study. The accessible population was four out of the seven colleges of education with a sample size of 202 tutors'. A standardized instrument was adapted with an alpha value of .869. From the findings, it was evident that some of the variables in the well-being factors predicted higher than others. The environmental well-being factors revealed that 7 out of 9 items of respondents believe that their College of Education environment was conducive to effective professional practice. However, 2 out of the 9 items, the respondents were in disagreement with because they were of the opinion that their college of education environment affects their effectiveness and efficiency in their professional practice in 21st-century tertiary education. To this, it was recommended that educational managers, administrators, quality assurance officers and other stakeholders of the colleges should formulate policies that will enable tutors' to continuously develop themselves professionally and also improve their professional practice. it is also recommended that tutors' personal well-being factors should be factored into their condition of service by stakeholders to enhance their self-esteem to perform their professional practice.

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## INTRODUCTION

Tutors' professional practice in colleges of education is a challenging one and stretches practitioners to the limits of their resilience. For teachers, it is a holistic approach - physically, mentally, socially, emotionally and spiritually. It could be argued that the pressure on teachers to focus on the personal, social and moral development of their learners is an undue additional burden on professional teachers, who are primarily responsible for academic achievement. This makes teaching a complex and demanding task. Teacher well-being is both an individual and a collective responsibility. There are rarely individual differences in the understanding of the concept, where it is applied and by whom.

The demands of the 21st century College of Education have placed a huge burden and intense pressure on all professionals and workers for optimal performance. This seems to have so much stress on both employers and employees to the detriment of their personal lives, families and well-being. According to the World Health Organization (W.H.O.), wellbeing exists when a person realises his/her potential, is resilient in coping with the ordinary stresses of life, takes care of his/her physical wellbeing and feels purposefully connected to be part of a wider community. The construct of well-being is complex and there are several accepted definitions in the literature. It is important that any definition of well-being reflects its multidimensional nature and draws on insights from psychology, philosophy and sociology (Dunphy, et al., 2016).

Current educational reform encompasses cognitive, affective and social behavioural associations (Van-Horn, et al., 2004; Ryff & Keyes, 1995). The nature of well-being is mostly related to the affective domain and mostly to positive emotions. One of the best-known definitions is subjective well-being, which is defined as happiness, or more specifically, the experience of life satisfaction and positive emotions (Schimmack, 2008). Subjective well-being is a comprehensive measure of happiness

(i.e., it measures general well-being in life rather than specific domains) and is also referred to as hedonic well-being (e.g., Ryan & Deci, 2001; Straume, & Vittersø, 2012). Well-being is also defined as physical and mental health. This includes people's emotional responses, domain satisfaction and overall life satisfaction (Diener, et al., 1999). There are many reports internationally, nationally and locally on how stress and strain are causing so much mental depression, illness, ill health and even death of teachers in schools (OECD, 2019). Similarly, philosophers and researchers have pondered on the question of wellbeing for many centuries (Linley, et al., 2009).

Well-being has been described in five dimensions (emotional well-being, aspirations, autonomy, competence and integrative functioning) that reflect the person as a whole (Warr, 1990). Based on a positive psychology perspective, Ryff and Keyes (1995) describe well-being in terms of a six-dimensional model of self-acceptance, environmental mastery, autonomy, positive relationships with others, personal growth and purpose in life. Many governments have proposed to assess how wellbeing can affect public health and happiness before developing policies, as it is increasingly recognized that commercial output and profits are positively linked to employee wellbeing. Not surprisingly, wellbeing is high on the agenda of policy makers and business leaders across the Western world (Cameron, 2010).

Hence, the following literature review highlights tutors' perceived professional practice and their well-being in the Ghanaian context. The following research questions were considered for the study.

- What do tutors' perceive as the component of their professional practice in their College of Education in the Eastern Region of Ghana?
- What are the tutors' perceived personal well-being factors that influence their professional practice in the College of Education in the Eastern Region of Ghana?

- What are the tutors' perceived environmental well-being factors that influence their professional practice in the Colleges of Education in the Eastern Region of Ghana?
- What are the tutor's perceived communal well-being factors that influence their professional practice in the College of Education in the Eastern Region of Ghana?

## LITERATURE REVIEW

### Empirical Review

In recent years, there has been a considerable amount of research exploring teacher wellbeing levels. However, many of these studies have focused on ameliorating negative states of teacher wellbeing (McCallum, et al., 2017). Although few studies have examined teacher wellbeing from a positive perspective, high levels of teacher wellbeing have been shown to have significant positive effects across a number of domains. Whilst research is scarce in this area, Kern, et al. (2014) evaluated the wellbeing levels of 153 Australian education staff in a single school, of which 60% were teachers. They found that staff members who were doing well across multiple wellbeing domains were also more committed to the school, and more satisfied with their health, life, and chosen occupation.

Turner and Thielking (2019) examined teachers' perspectives on the effect of consciously using positive psychology strategies on their teaching practice and student learning. The study used a descriptive survey design. Findings from the study revealed impacts in both areas, providing support for more research into the relationship between teachers' use of positive psychology principles, teacher wellbeing, teaching practice and student learning. Similarly, Brouskeli, et al. (2018), in their study of Greek secondary teachers' resilience and occupational wellbeing, found a positive correlation between these two factors. They concluded that programs to support teachers' wellbeing should be a priority in education systems, and recommended further research on factors that contribute to and enhance teacher wellbeing (Brouskeli et al., 2018).

Research findings from Ekwulugo (2015) revealed that Personal wellbeing is accepted as being fluid and shifting within different working and family environments; however, if one is educated about the warning signs of anxiety and stress that are usually caused by environmental and communal conditions then a reduction in the experience or negative personal wellbeing symptoms can be achieved. It has been suggested that on some levels, social and individual wellbeing regardless of one's background and location can be universally applied and defined through common trans-cultural factors such as the experience of good governance, strong and frequent social ties and living within healthy ecosystems (Evidence-based Mental Health Resource, 2006). Levels of life satisfaction and feelings of fulfilment which influence well-being at any work place can be based on a set of common variables; environmental wellbeing, communal wellbeing and personal wellbeing, domains which are shared across cultures; (Evidence-based Mental Health Resource, 2006).

All the findings from these studies have provided important information about the well-being of teachers through experiences in their professional practice. After physiological and safety needs at the first, second and third levels of Maslow's Hierarchical Needs now work to meet individuals' personal aspirations, objectives and goal attainments (Ekwulugo, 2015). Personal well-being as a concept has to do with the positive emotional state of an individual, the flourishing nature of his or her being in terms of how growth and development will influence happiness, contentment in life and attainment of one's aspirations (Bandura, 2006). It is determined as the dimension of how satisfied one is with life, a sense that what is done in life is worthwhile, the day-to-day emotional experiences (happiness and anxiety) and our wider mental wellbeing. The ability of individual employees to control the direction of their careers, to develop professionally, the agency of which to voice their opinions, make contributions feel heard, feel motivated and have purpose makes one satisfied. According to Acheampong, et al. (2021) every

individual has a need and those needs relate to their esteem needs.

According to Fimeman (2000); Lewig & Dollard (2010) as cited by Ekwulugo (2015), emotional dissonance, which results from increased and excessive emotional demands, emotional conflict and emotional labour, leads to emotional exhaustion, the consequences of which are manifested in downsizing, absenteeism and poor mental health. Thus, irrespective of the quality of the physical environment and communal well-being in a college, the systems, structures, procedures and processes in a college enable tutors'' to aspire (expect) to their ambitions. The individual's life fulfilment in any work environment especially in the colleges of education depends on the behaviours of the members of the work force (Bandura, 2006). The attitude and behaviour towards themselves and the conditions structured within the environment will determine how the individual personal wellbeing could be accomplished (Bandura, 2006). The belief one has within the environment and the relationship among the members of the community will also contribute to professional practice. The nature of the environmental conditions within the college of education setting contributes to the comfortable working environment and this makes tutors'' feel that their wellbeing is taken care of by the environment in performing his or her professional practice (Muro & Jeffrey, 2008).

Communal well-being is the combination of social, economic, environmental, cultural, and political conditions identified by individuals and their communities as essential for them to flourish and fulfil their potential. Further studies have indicated that people are influenced by observing the model behaviour of others, assimilate and imitate that behaviour, especially if their observational experiences are positive ones or include rewards related to the observed behaviour (Nabavi, 2012; Newman, 2007).

According to Ekwulugo (2015) communal well-being as an aspect of the workplace such as community, society, people, association,

company, neighbourhood, public, commonality, friends, support, help, communication, team, department, colleagues, relationships, contribution, trust, understanding, co-operation, help, compassion, openness, consultation. This situation provides the needed opportunities for employees to build healthy working relationships among themselves, to collaborate and share resources, to engage with their community and to feel part of a workable team. It is, therefore, the supportive and collaborative relationships as well as the systems and structures that facilitate these relationships within the educational working environment. It is worth noting to state that supportive and collaborative relationships as well as the systems and structures that facilitate these relationships within the educational working environment. Many of these materialises in daily support, communication and collaboration between staff, departments and schools including whole-school initiatives for professional learning communities, mentoring and coaching programmes (Ekwulugo, 2015). Several studies have supported the argument that there was the development of positive communities and collaborative relationships among teachers and the resulting improvement of teacher wellbeing.

Ahghar (2008) studied the impact of levels of communal wellbeing and organisational structures on levels of occupational stress. One important factor in human motivation is the need to be loved and the need to be loved by the people one meets in life and so do teachers who work in an educational institution (Csikszentmihalyi, 2000). According to Acheampong, et al., (2021), these elements are so important that their unavailability will lead to one being gullible, lonely, social anxiety or depression which will adversely influence their professional practice. It could also lead to the neglect of both physiological and psychological issues of which its magnitude could lead to insecurity of health, ill-feeling, control and belonging. Fragoulis (2010) cited by Ekwulugo (2015) submits that among other factors one of the main reasons for increased stress was a lack of support for staff within the school community. He emphasized that

systems and supportive roles create positive communities within schools, support teaching staff and can alleviate the stress that teachers experience and thus, improve teacher wellbeing. The role of a school counsellor, through the supportive, democratic, mediating and advisory functions can maintain cooperation; organisation, networks and training that can significantly alleviate stress and increase communal wellbeing for teachers in schools Ekwulugo (2015). He posited that school counsellor plays a crucial role in alleviating teacher stress and anxiety; conditions that ultimately have adverse effects on teachers’ wellbeing and ultimately their professional practice.

Other studies in the area of communal well-being have suggested that taking a whole-school approach is the solution to minimising work-related stress and increasing well-being. The approach to this is to reduce structural barriers and strengthening the community with open communication channels and collaborative working styles can reduce occupational stress (Patel, et al., 2012). Further, wellbeing should be fully integrated into the school system and school life. Other studies have also reiterated that there needs to be a whole-school approach to challenge unhealthy attitudes and behaviours and encourage

people to integrate their inner feelings into wider communities. This could create a positive working culture and environment that enables the development of skills and processes that support and allow positive experiences of wellbeing for teachers (Cann, et al., 2021). The culture of this nature created in an educational institution like the Colleges of Education builds interpersonal trust to the extent to which one is able to have confidence in and attribute good intentions to the actions and words of other people.

In Ghana literature indicates that there have been studies on “general wellbeing”, but not much has been done on teachers’ wellbeing, especially on tutors” in the Colleges of Education and their professional practice. (Tamakloe, et al., 2022; Aboagye, 2021; Ofori & Antwi, 2020). Hence it was necessary to conduct this study in the Colleges of Education in the Eastern Region of Ghana. Thus, the main purpose of the study was to explore tutors’ perceived well-being factors that influence their professional practice.

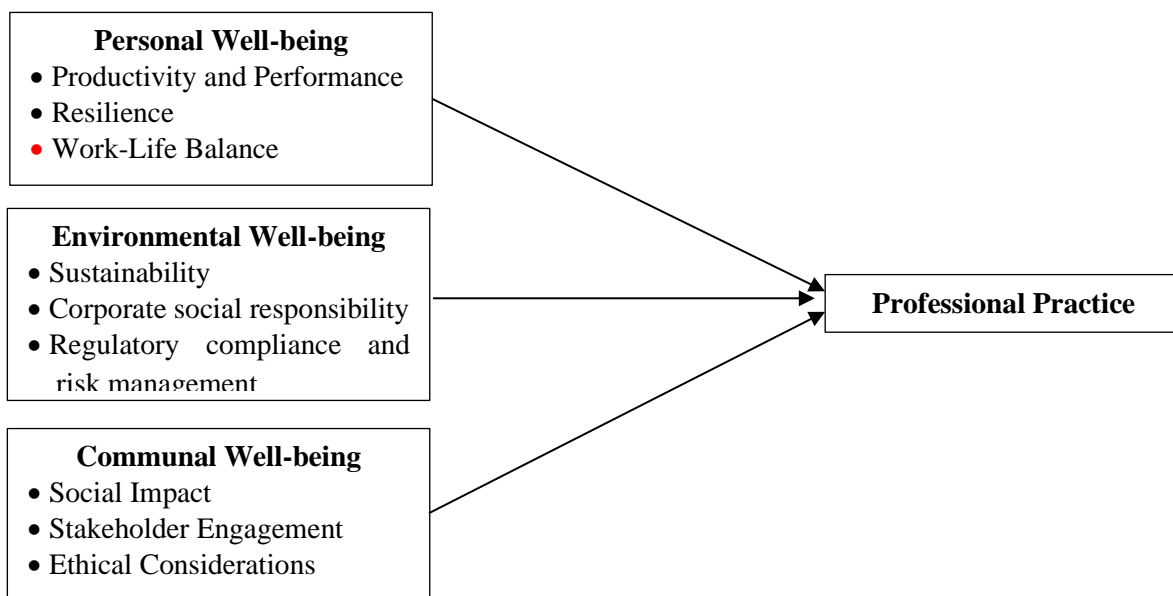
**Conceptual Review**

This section deals with the concept of tutors’ perceived well-being factors that influence their professional practice.

**Figure 1: The conceptual framework of the study**

**Independent Variable**

**Dependent Variable**



The framework provides the relationship between well-being factors (Personal, Communal, Environmental) and tutors' professional practice. Personal well-being, environmental well-being, and communal well-being are interconnected aspects that significantly influence professional practice across various fields.

### Personal Well-being

**Productivity and Performance:** When individuals are physically, mentally, and emotionally healthy, they tend to perform better in their professional roles. High levels of personal well-being can enhance focus, creativity, and problem-solving abilities. **Resilience:** Personal well-being fosters resilience, enabling professionals to cope with stress, setbacks, and challenges effectively. This resilience is invaluable in maintaining productivity and quality of work in demanding environments. **Work-Life Balance:** Prioritizing personal well-being encourages a healthy balance between work and personal life, preventing burnout and enhancing overall job satisfaction.

### Environmental Well-being

**Sustainability:** Professionals increasingly recognize the importance of environmental sustainability. Practices that promote environmental well-being, such as energy efficiency, waste reduction, and conservation, contribute to a sustainable future. **Corporate Social Responsibility:** Many organizations integrate environmental well-being into their CSR initiatives, aligning business practices with environmental stewardship. This not only benefits the environment but also enhances the organization's reputation and attractiveness to environmentally conscious stakeholders. **Regulatory Compliance and Risk Management:** Compliance with environmental regulations and proactive risk management regarding environmental issues are essential for many industries. Prioritizing environmental well-being helps professionals mitigate legal, financial, and reputational risks associated with environmental harm.

### Communal Well-being

**Social Impact:** Professional practice often impacts communities directly or indirectly. Prioritizing communal well-being involves considering the social implications of business decisions and actions. This may include investing in community development projects, supporting local economies, and fostering inclusivity and diversity. **Stakeholder Engagement:** Engaging with communities and stakeholders ensures that professional practices align with community needs and values. Building strong relationships with communities can enhance trust, cooperation, and mutual benefit. **Ethical Considerations:** Professionals are increasingly expected to consider the ethical implications of their actions on communities. Prioritizing communal well-being involves upholding ethical standards, respecting human rights, and addressing social inequalities.

In professional practice, integrating personal well-being, environmental well-being, and communal well-being into decision-making processes and daily operations can lead to more sustainable, responsible, and impactful outcomes. Organizations and individuals that prioritize these dimensions tend to create healthier work environments, build stronger relationships with stakeholders, and contribute positively to society.

### Theoretical Review

#### *Maslow's Hierarchy of Needs Theory (1950)*

Abraham Maslow conceived and propounded his Hierarchy of needs theory between (1940s & 1950s). The Hierarchy of needs is important in the 21st century to understand human motivation, personal growth and professional practice of employee well-being. The major assumption of Maslow's Hierarchical Needs theory has been categorized into five which dictate every individual's behaviour. The proposed theory was formulated to produce a useful theoretical framework to guide the well-being of employees, especially tutors'. The assumptions of the hierarchical model as a pyramid are of levels from basic needs at the bottom to the higher-level needs

at the top. These theoretical concepts of the hierarchical of needs include physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs but the study was centred on the first four theories. This makes human beings behave in an unpredicted manner especially when one feels that his or her needs are not likely to be met. It is to this fact that all human behaviours could be described as adaptive or maladaptive, social or antisocial, deviant or non-deviant, praiseworthy or condemnable. The central knowledge of the hierarchical theory is that every person is capable and has the desire to systematically move up the hierarchy toward a level of self-actualization.

Unfortunately, progress is often disrupted by a failure to meet lower-level needs. The theory indicates that all the needs in the hierarchy are innate to humans, but those higher in the hierarchy are weaker. This signifies that those on top of the hierarchy only exhibit direct action when all the earlier needs have been satisfied.

### **Physiological Needs**

This concept involves the rudimentary requirements for every person's survival. This includes food, water, shelter and other personal effects which have a great impact on every individual's life Kenrick, Griskevicius, Nueberg, and Schaller (2010) and indicates that naturally, everyone strives to achieve homeostasis, equilibrium of different areas such as water content of the blood, salt protein, sugar and constant blood temperature. For instance, physiological needs (environmental factors) will occupy the highest priority even if all human needs are not met. On this note, physiological needs are important basic human needs for survival. It normally serves as the first source of internal motivation for mankind.

The theory emphasizes every human being is obligated to accomplish basic needs first before pursuing intrinsic satisfaction at a higher level (Deckers, 2018; Acheampong, et. al 2021). Again, it also reiterates the fact that these basic needs may lead to an increase in displeasure if they are not achieved and may feel less motivated to work

including performing professional practice. Until these needs are met, any other thing may not be important, satisfactory and motivated (Ecker & Breisinger, 2012). Motivation of his or her aspirations. Such physiological needs occupy the highest priority even if all human needs are not met.

All the human capacities, comprising intelligence, memory, and dreams are put to work to seek psychological, as well as physiological comfort and satisfaction. The appropriate means to seek higher motivation is to identify amongst the basic needs and make provisions for them at the right time (Tay & Diener, 2011; Acheampong, et. al 2021). This implies that a tutor who has a good training academically and professionally may not have problems with respect to his/her professional practice if the physiological needs are provided. On the contrary, tutors' will be frustrated and will not be motivated intrinsically to perform their professional practice effectively if their physiological needs are not met. The basic needs are crucial in nature because of its support to the continuous existence of man. The physiological needs (environmental needs) could influence the tutor's personal wellbeing and invariably his/her professional practice.

### **Safety Needs**

The heart of security comes to the fore in life after physiological needs are gratified (Acheampong, et al. 2021). Safety needs comprise the need for security, protection, stability and freedom from fear and anxiety as well as for structure and limits in our lives (Snowman, et al., 2000; Acheampong, et al.; 2021). The importance of security is considered by every human being after his/her physiological needs are satisfied and are no longer a worry and does not cause anxious moments. Acheampong, et al. (2021) also opined that safety and security needs comprise personal and financial security together with health and wellbeing. A safe environment is not limited to these parameters only but emotionally and psychologically as well. Furthermore, wellbeing has a correlation with one's place of work and the facilities and equipment needed to facilitate

(environmental) effective and efficient professional practice. For example, the serene and aesthetic nature of the college setting and the conducive nature of the environment will have a positive impact on tutors' professional practice. These needs are more likely to predominate in tutors' as they generally have a greater need to feel safe. However, if a tutor feels that in the college setting, there is a sense of insecurity, he or she will not be committed and confident to perform to his or her utmost.

Subsequently, Tay and Diener (2011) indicated that sometimes the desire for safety outweighs the desire to easily satisfy physiological needs. This means that as much as the first level is needed, the second level is equally important because without it all the variables in the first level one may think of cannot be fulfilled. With this in the case of acute danger, safety comes before aspects like calming the hunger. The safety and security needs provided by the managers of the college will enable tutors' to have a free conscience of mind in performing their professional practice. This is because safety and security are of importance to every issue of human beings.

### **Love /Belongingness Needs**

Love and belongingness needs found to be the third need on the hierarchy and deal with social dimensions and involve feelings of belongingness. This level is very important to every social being. It is said to be more important because of the social fibre of an institution. The absence of this component in Maslow's theory can negatively impact adversely on an individual's ability to form and sustain emotionally-significant relationships such as friendships, intimacy, and with family members (Kenrick et al., 2010 as cited by Acheampong, et al. (2021). The need for belonging can often forego the physiological and security needs, depending on the magnitude of influence within the social set up. For instance, one may ignore the need to eat, and the security of health due to a feeling of control and belonging (Tay & Diener, 2011; Kenrick et al., 2010).

They emphasized that human beings ought to feel a sense of belonging and acceptance and this can

emerge from a large social group, from religious groups, or from small social connections, (family members, peers, and confidants). Humans need to love and to be loved in return by others. The community and the kind of relation that exists among the members will determine one's motivation and satisfaction of being loved. The kind of community one finds himself or herself in and the social structure set up (status and position) will determine how an individual is accorded (communal well-being). At this level, one's personality and integrity are key to a sense of belonging and love by his or her peer family members and the community at large. In the absence of these elements, they might be liable to loneliness, social anxiety, or depression. In an educational institution especially a College of Education, positive interaction and healthy relationships with managers, administrators, and staff how valuable one's opinion, cooperation and support provided by the community both on academic and non-academic issues enables one to feel loved. The tutor must feel that he is important as an individual and working as part of the group to achieve the institutional goals.

This can be promoted in an institution to develop communalism and wee-ism, complementary, and team spirit for success. In a situation where a tutor is dissatisfied due to lack of sense of belonging, loved or inclusive in an institution, he or she may be frustrated, dejected and not motivated to do his or her best so far as their professional practice is concerned.

### **Esteem Needs**

The esteem needs refer to the desire to be respected by one's peers, to feel important, and to be appreciated. This is concerned with how people often look for ways to achieve a sense of mastery, and they may seek validation and praise from others in order to fulfil these needs. This means human beings want to be recognized and appreciated for their efforts and contributions to themselves and their community. The level of accordance from the community makes one feel elated and self-valued in a profession or something else. Imbalances at this level can lead



to low self-esteem or an inferiority complex. Persons with low self-esteem need the respect of others and might require fame or glory, which again depends on others (Kenrick et al., 2010 as cited by Acheampong, et. al. 2021). Meanwhile, it is worthy of note that many people with low self-esteem will not be able to improve their view of themselves just by having fame, respect, and glory externally, but they have to first accept themselves intrinsically (Acheampong, et. al. 2021). Psychological imbalances, such as depression can also preclude the individual from having self-esteem at both levels (Tay & Diener, 2011).

The two versions identified by Maslow on esteem needs are lower and higher esteem needs (Tay & Diener, 2011). The lower one is the need for the respect of others, the need for status, recognition, fame, prestige and attention. However, the higher one is the need for self-respect, strength, competence, mastery, self-confidence, independence, and freedom. Deprivation of these needs especially among tutors'' can lead to an inferiority complex, disillusion, apathy and even attrition from the profession. It should also be noted that esteem needs help to shape the self-concept of the individuals positively or negatively. A positive self-concept usually results in attributes such as self- confidence, and the ability to conceive oneself realistically, whereas a negative self-concept results in spirits of insufficiency which is demonstrated in the nonexistence of self-assurance.

This level could also be attributed to personal wellbeing. A tutor at this stage wants to achieve a good level of self-esteem through recognition and achievement and even develops the zeal to do more. One's attainment could also help boost his or her personality. To satisfy the self-esteem needs of a tutor at the College of Education, conscious efforts must be made by managers and administrators to develop a policy to motivate and reward hard work, success and even long service. These then become our salient needs. However, growth needs continue to be felt and may even become stronger once they have been engaged. This implies that the perception of the well-being

of tutors'' in the colleges could have an influence on the work they do (professional practice).

Understanding and implementing Maslow's Hierarchy of Needs is in the best interest of both the tutors'' and the Colleges of Education management. A tutor could use knowledge of the hierarchy to structure his or her professional practice, the manage of the classroom, lessons, and the entire college environment to promote quality and effective teaching. Preferably, the classroom (or learning environment) should meet as many of the needs of tutors'' as possible, especially the safety, belonging, and esteem needs. When all these four levels of Maslow's Hierarchy of Needs are met, tutors'' show their full ability and eagerness to teach. The higher the tutor reaches in the hierarchy, the better the motivation and therefore performs effectively in his professional practice (E-learning network, 2020).

## RESEARCH METHODS

### Research Design

Descriptive survey design was used in this study. In descriptive research design, the nature of a certain phenomenon is defined and events are determined and reported the way they exist (Hanson, et al., 2005). The research design was descriptive in nature because the researchers aim to generalize the sample to a population so that the conclusions on some features, attitudes or behaviours of the population can be made.

### Study Area

The study was conducted in the Colleges in the Eastern region of Ghana. These were the reason for the chosen of the four Colleges of Education. The colleges were from the northern, southern, eastern and central parts of the region. The colleges were managed by religious institutions under GTEC and have similar core functions as teacher educational institutions. Even though the tutor population in the colleges were not the same. The tutors'' who teach at the colleges have similar characteristics because of the conditions under which they were employed as outlined in the colleges of education status. The professional

practice and condition of service performed by the tutors’’ were the same but being performed under different management and administrators.

**Accessible Population**

The accessible population for the study was tutors’’ in four colleges of education from the target population. All the colleges of education were considered because they have similar functions in performing the professional practice

and such could provide useful information concerning the study.

**Sample Size and Sampling Procedures**

Probability sampling techniques (purposive sampling) were employed in the selection process to select the specific colleges of education for the study. With the help of Krejcie and Morgan’s (1970) table for sampling size determination as a guide, a sample of 202 participants was selected using the purpose sampling technique.

**Table 1: Statistics of tutors’’ from the four colleges sampled with the use of Krejcie and Morgan determinant table.**

Name of Colleges of Education in the Eastern Region of Ghana	Population of tutors	Sample size
Kibi Presbyterian College of Education	45	40
Seventh Day Adventist College of Education Asokore-Koforidua	70	59
Mount Mary College of Education-Somanya	55	48
Presbyterian College of Education-Akropong	74	63
Total	194	202

The purposive sampling technique was used to select respondents who have taught in their respective colleges of education for more than two (2) years. These group of tutors’’ have enough experienced to tell the well-being factors that can influence their professional practice. The participants were contacted individually by the researcher for the study. Again, the sampled population have similar characteristics as the rest of the tutors’’ and the data gathered was used to represent the whole population.

**Research Instrument**

The questionnaire was adopted for the study. Some useful modifications were made to best suit the content of the study. The instrument was used to ascertain tutors’’ perception of well-being factors that influence their professional practice. The questionnaire was developed on a four-point Likert scale type consisting of 56 closed-ended items. The questionnaire was divided into two main parts- ‘Part One’ and ‘Part Two’. Part one was made up of seven (7) items focused on the bio-data of the respondents. Part two which was made up of forty (49) items was categorized into

four sections (B, C, D, and E) to collect data to ascertain whether tutors’’ well-being factors influence their professional practice. Section ‘B’ which consisted of 9 items focused on tutors’’ perception of environmental well-being factors that influence their professional practice. Section ‘C’ consisted of 10 items which focused on tutors’’ perceived communal well-being factors that influence their professional practice. Section ‘D’ which was made of 13 items was used to collect data on tutors’’ perceived personal wellbeing factors that influence their professional practice and section ‘E’ was also made up of 17 items that tutors’’ perceived to form the components of their professional practice in the colleges of education in the Eastern Region of Ghana. The respondents were given three months to respond to items because the items were issues that bothered their well-being and their professional practice.

The original 90 items were summarized into 56 items. On the tutors’’ perceived personal well-being factors all the items on the original were relevant to the study however, the 22 items in the

study were summarised into 13 items which still maintained the standard. A standardized instrument developed by Ekwulugo (2015) from Fisher et al., (2003) with a reliability coefficient of .86 was adapted to collect the data on sections 'A', 'B', 'C' and 'D' and an adapted form of the Teaching and Learning International Survey, (TALIS) by OECD, with a reliability coefficient of .94 was also adapted for section 'E' (professional practice) instruments.

However, to further ensure the reliability of the questionnaire, it was pre-tested at Presbyterian College of Education-Abetifi to ascertain the clarity and applicability of the study's instrument and identify the obstacles, problems that may be encountered and any ambiguity in the questionnaire to be corrected. After the analysis of the pre-test result, using SPSS the overall alpha level of .869 with the standard deviation of 11. 8 and the mean of 157.0 was recorded.

#### Data Collection and Ethical Consideration

The research was conducted by the researcher with the help of a research assistant. The researcher and the assistant approached the respondents introduced themselves and briefed the participants about the study and its relevance to the professional practice of colleges of education. A questionnaire with a cover letter was given to respondents. They were guided on how to respond to the questionnaire and the participants were assured of confidentiality and anonymity. Each of the respondents was made aware that they were at liberty to withdraw from the study at any point in time with or without any given reason. Telephone contacts were exchanged with the participants for easy communication and

clarification. The gathered data is kept locked and key. Only the researcher had access to it. The researcher safeguards the rights, interests and sensitivities of the information. In the course of data collection, the researcher thoroughly explains the aims and purposes of the participants. Consent forms were duly signed, which indicated the participants' will to take part in the study.

#### Data Analysis Procedure

After retrieving the questionnaire, the responses were edited to ensure completeness of the questionnaire. Numerical codes were used to identify each question as well as each respondent's answer of 'Strongly Agree' to 'Strongly Disagree'. Two separate checks were carried out and any (human input) errors found were corrected. The final check ensured the following: That each questionnaire item score was not out of range; only values 1 to 4 were presented in the data scores as these were the only options on the questionnaire. Analysis of the data was carried out using Statistical Product and Service Solution (SPSS) version 22.0 which is software for research analysis. Descriptive statistics comprising mean and standard deviation were employed to analyse research questions to determine whether tutors' are in agreement or in disagreement with their well-being factors.

## RESULTS AND DISCUSSIONS

#### Perceived Components of Professional Practice

The focus of this research question was to identify the professional activities tutors' engage in. Details of the responses provided by the respondents are presented in *Table 2*.

**Table 2: Professional practices**

Practices	M	SD
The courses I teach in my college are compatible with my academic background.	3.58	0.49
I plan and prepare my lessons adequately and in advance before teaching.	3.50	0.51
I use appropriate and interactive instructional methods, approaches, strategies and skills in my teaching field	3.62	0.49
I conduct and invigilate exercises, assignments, quizzes and examinations, mark and provide feedback to students promptly	3.75	0.44
I apply appropriate, realistic and fairly assessment techniques against the standards to obtain comprehensive academic information about my students.	3.65	0.48

Practices	M	SD
I use asynchronous teaching to support synchronous teaching.	3.55	0.50
I use effective management practices in handling students' discipline and behaviour problems.	3.55	0.51
I develop/contribute to the development of the course outline.	3.47	0.50
I often model key teaching strategies for students to observe.	3.82	0.39
I often visit students in the partnership schools during the supported Teaching in Schools programme.	3.74	0.44
I often support students to do critical and reflective thinking on their S. T. S experiences.	3.78	0.42
I often supervise students' action research work.	3.81	0.43
I often assist the Head of Department in his/her administrative duties.	3.52	0.50
I often attend courses/workshops on educational-related topics.	3.42	0.49
I have researched and published enough for my professional development.	3.34	0.48
I have participated in extension work/service to my college, the community and the nation.	3.29	0.48
I perform other related professional practices assigned by the principal.	3.64	0.48

**Source:** Field survey (2021)

From *Table 2*, among the professional practices outlined, the respondents indicated they adhere to all of them. The respondents indicated that the courses they teach in my college are compatible with my academic background ( $M = 3.58$ ,  $SD = 0.49$ ); they plan and prepare my lessons adequately and in advance before teaching ( $M = 3.50$ ,  $SD = 0.51$ ); they use appropriate and interactive instructional methods, approaches, strategies and skills in my teaching field ( $M = 3.62$ ,  $SD = 0.49$ ); they conduct and invigilate exercises, assignments, quizzes and examinations, mark and provide feedback to students promptly ( $M = 3.75$ ,  $SD = 0.44$ ); and they often model key teaching strategies for students to observe ( $M = 3.82$ ,  $SD = 0.39$ ). The respondents further indicated that they often supervise students' action research work ( $M = 3.81$ ,  $SD = 0.43$ ); and they, among others, perform other related professional practices assigned by the principal ( $M = 3.64$ ,  $SD = 0.48$ ).

It is worthy noting that many people with low self-esteem will not be able to perform their professional practice effectively just by having fame, respect, and glory externally, but they have to first accept themselves intrinsically (Acheampong, 2019). Psychological imbalances, such as depression can also preclude the tutor from having self-esteem to enable them to perform their professional practice (Tay &

Diener, 2011). Salaries, opportunities, discrimination and other incentives proved to be significantly demotivating and could be inferred from the data that the tutors'' are disillusioned, lack self-confidence, self-respect, independence, and freedom. the deprivation of these personal needs can lead to an inferiority complex, apathy and even attrition from the profession. In congruence with Social Learning Theory, societies will not regard the teaching profession and also its practitioners for their inability to provide basic necessities of life for themselves, and their families and to support other members of the society and its development. It can be inferred that members of the society's perception of the teaching profession will demotivate others to pursue teaching as a profession and even if they do, will not commit and dedicate themselves to performing their professional practice. These can also affect their professional development.

### **Perceived Personal Well-Being Factors and Professional Practice**

Research question two sought to examine the possible factors tutors'' consider as influencing their personal wellbeing. The respondents were asked to respond to a number of items concerning their personal well-being and their responses are presented in *Table 3*.

**Table 3: Factors influencing personal wellbeing**

Factors	M	SD
There are adequate systems in place to ensure continued professional development.	3.03	0.56
My concerns are always followed up by Management.	2.51	0.75
I receive positive feedback from my Head of Department.	3.15	0.50
I receive positive and complementary phone calls/letters and messages from students/past students.	2.98	0.67
I am satisfied with the breakfast and lunch provided by my college every working day.	2.20	0.74
There are opportunities in my college to pursue my hobbies on a weekly basis.	2.25	0.73
The stress situation in my college is manageable.	2.70	0.65
I feel that my aspirations are attainable in college.	2.82	0.68
I experience discrimination in my current position in my college.	2.32	0.73
I have a stress-free journey to and from work.	2.69	0.76
I have a good working condition in my college.	2.73	0.75
I am well-paid for my professional practice	2.05	0.82
I am motivated well to perform my professional practice	2.54	0.86

**Source:** Field survey (2021)

From *Table 3*, out of the 13 items on personal wellbeing, respondents agreed to nine of them. Respondents for instance agreed to the following, there are adequate systems in place to ensure continued professional development ( $M = 3.03$ ,  $SD = 0.56$ ); their concerns are always followed up by management ( $M = 2.51$ ,  $SD = 0.75$ ); they receive positive feedback from my Head of Department ( $M = 3.15$ ,  $SD = 0.50$ ); the stress situation in my college is manageable ( $M = 2.70$ ,  $SD = 0.65$ ); and among others, they have a good working condition in my college ( $M = 2.73$ ,  $SD = 0.75$ ). The respondents, however, disagreed that they are satisfied with break-fast and lunch provided by my college every working day ( $M = 2.20$ ,  $SD = 0.74$ ); they are also in disagreement with opportunities to pursue personal hobbies on a weekly basis ( $M = 2.25$ ,  $SD = 0.73$ ); also, they were in disagreement with experience of discrimination on the current position ( $M = 2.32$ ,  $SD = 0.73$ ) and finally disagreed that they are well- paid for their profession practice ( $M = 2.05$ ,  $SD = 0.82$ ).

Pinkus (2017) emphasized that when love and belonging needs are on the increase, positive

emotions like happiness, joy, serenity, and love increase performance because they all positively affect higher-order cognitive processes such as strategic thinking and problem-solving) and focus attention on behavioural options. Personal wellbeing factors in association with esteem needs emphasized the desire to be respected by one's peers, to feel important, and to be appreciated by one's level of attainment and sense of mastery. This implies people may seek validation and praise from others in order to fulfil these needs (Tay & Diener, 2011). This means human beings want to be recognized and appreciated for their efforts and contributions to themselves and their community especially in their field of profession or something else. Kenrick et al (2010), achievement of esteem needs supports the respect accorded which might bring about fame or glory.

#### **Perceived Environmental Well-Being Factors and Professional Practice**

The aim of research question 3 was to determine the factors contributing to environmental wellbeing among college tutors''. The responses of the tutors'' to this research question are presented in *Table 4*.

**Table 4: Factors influencing environmental wellbeing**

Factors	M	SD
I feel physically safe within my college environment.	3.13	0.56
The college environment is aesthetically pleasing.	2.66	0.68
There are spacious lecture theatres, tables and chairs for teaching and learning.	2.78	0.71
I have access to student information from the appropriate sources to do academic work.	2.72	0.62
I have a furnished office space for my academic and other functions.	2.36	0.81
There are Information, Communication and Technology tools for teaching in my college.	2.42	0.76
The college provides satisfactory means of transport to support tutors' professional practice.	2.52	0.69
There is a work-day structure for staff in my college.	3.20	0.57
There is a resourced library that supports academic and professional practice in my college	3.06	0.59

**Source:** Field survey (2021)

As shown in *Table 4*, on issues of environmental wellbeing, the respondents indicated they feel physically safe within their college environment ( $M = 3.13$ ,  $SD = 0.56$ ); and their college environment is aesthetically pleasing ( $M = 3.13$ ,  $SD = 0.56$ ). The respondents also indicated that their colleges have spacious lecture theatres, tables and chairs for teaching and learning ( $M = 2.78$ ,  $SD = 0.71$ ); they have access to student information from the appropriate sources to do academic work ( $M = 2.72$ ,  $SD = 0.62$ ); also, there is work-day structure for staff in my college ( $M = 3.06$ ,  $SD = 0.59$ ); and among others, their colleges provide satisfactory means of transport to support tutors' professional practice ( $M = 2.52$ ,  $SD = 0.69$ ). The respondents, however, disagreed that they have a furnished office space for my academic and other functions ( $M = 2.36$ ,  $SD = 0.81$ ); and also, availability of Information, Communication and Technology tools for teaching in my college ( $M = 2.42$ ,  $SD = 0.76$ ).

The College of Education environmental factors are those aspects within the tutors' surroundings that influence the process of teaching and learning (Mege, 2014). The quality of teacher education does not only depend on the tutors' as reflected in the performance of their duties but also on the effective coordination of the environment (Mege, 2014; Ecker & Breisinger, 2012). Environmental well-being factors of the Colleges of Education are the basic elements that dramatically affect the professional practice of tutors' (Mazzucchelli & Purcell, 2015). These include schools' plants, security, means of transportation, a resourced

library, work day structure, I.C.T tools and other relevant ones which may affect the professional practice of tutors' and students' learning indirectly (open space and noise, inappropriate temperature, insufficient light, overcrowded classes, misplaced boards and inappropriate classroom layout). To elaborate further, the empirical evidence from the study, Muro and Jeffrey (2008) believed that the environmental conditions within the college of education setting contribute to a comfortable working environment and this makes tutors' feel that their wellbeing is taken care of by the environment because most of the physical equipment and facilities that are needed to perform their professional practice are available. The findings are consistent with the study and publication by Mege (2014) that the school environment has a role to play in modern schools because of the technological tools that teachers need to perform their professional practice. Significant evidence from the literature shows that tutors' who experience a pleasant and stimulating environment that supports wellness have good health and are motivated to perform better in their professional practice. It can be inferred that the environment of human beings is what they are made up of.

However, the results of the study revealed that the majority of the respondents disagree with the quality I.C.T tools they work with. This important environmental factor hinders the tutors' professional practice according to the current study (Anderson, 2008). Tarimo and Kavishe (2017) and Unwin (2004) emphasize that these

tools are indispensable in tutors' professional practice in the 21st century. The inability of tutors to utilize the I.C.T tools to facilitate teaching and learning due to lack of skills and knowledge on ICT integration and internet use particularly during on-line teaching (Yidana, 2007). This result is in accordance with the results of many studies indicating that environmental well-being is a motivator for tutors to perform their professional practice to the best of their abilities in the Colleges of Education. These research findings as well as the current studies may imply that when the environmental factors are considered by the management of the colleges of education, tutors can interpret this to mean that their professional practice is regarded as important and could serve as motivation for their work. The statistics from current indicate that the majority of the respondents are of the view that their college of education lacks adequate office

space to enable them to perform their professional practice (Patrick, Elliot, Hulme & McPhee, 2010). The lack of an office for tutors to perform provides cohesiveness, collegiality and collaboration among themselves which enhances professional development (Patrick, et al., 2010). It could be inferred that most of the tutor's preparation is done in an uncondusive environment and this could demotivate them in the performance of their professional practice (Kenrick et al., 2010).

### Perceived Communal Well-Being Factors and Professional Practice

Research question 4 was geared towards identifying the factors influencing the communal wellbeing of tutors. The tutors provided responses to a number of items, and the details of their responses are presented in *Table 5*.

**Table 5: Factors influencing communal wellbeing**

Factors	M	SD
I enjoy the support and cooperation from the academic staff members in my college.	3.15	0.43
I enjoy the support and cooperation from the members of my department.	3.17	0.55
My opinions are valued by my colleagues and Senior Management.	2.91	0.68
My contribution to co-curricular activities is always appreciated.	2.93	0.58
I have access to a college counsellor to talk to about my personal or professional problems.	2.68	0.82
I am satisfied with the channel of communication between myself and my Head of Department.	2.78	0.71
I have the support from non-academic staff members when I need it.	3.04	0.37
My views are sought before major decisions are made in my college.	2.25	0.87
I have good social relationships with management and staff.	3.19	0.44
I gain positive experiences in my interactions with students	3.59	0.56

**Source:** Field survey (2021)

As presented in *Table 5*, respondents disagreed with only one item. Thus, they disagreed that their views are sought before major decisions are made in my college ( $M = 2.25$ ,  $SD = 0.87$ ). The respondents, however, agreed that they enjoy the support and cooperation from the academic staff members in my college ( $M = 3.15$ ,  $SD = 0.43$ ); they enjoy the support and cooperation from the members of my department ( $M = 3.17$ ,  $SD = 0.55$ ); their contribution to co-curricular activities is always appreciated ( $M = 3.07$ ,  $SD = 2.19$ ); they have the support from non-academic staff members when I need it ( $M = 3.04$ ,  $SD = 0.37$ );

they have a good social relationship with management and staff ( $M = 3.19$ ,  $SD = 0.44$ ); and they gain positive experience in my interactions with students ( $M = 3.59$ ,  $SD = 0.56$ ).

In the colleges of education working environment, communal well-being is always based on support and collaboration as well as the systems and structures that facilitate these relationships to improve professional practice (Day et al., 2007). The culture and structure support tutors' well-being, self-esteem and overall effectiveness of their professional throughout their career lives.

The college of education culture is the form of any social culture that results from both conscious and unconscious perspectives, values, interactions, and practices, and it is heavily shaped by a school's particular institutional history (SRIA, 2020). Communities of this nature are supported by good infrastructure, including housing, transportation, education, parks and recreation, human services, public safety, access to culture and the arts. They are guided by their values of diversity, social justice, and individual empowerment, where: all members are treated with fairness and justice; basic needs of all are met (adequate access to health services, decent housing, food, personal security), there is equal opportunity for education, employment, and meeting individual potential. These are all part of the basic and physical needs of man that will motivate him to perform his professional practice effectively.

Wiseman and Brasher (2008) asserted that communal well-being thrives in communities where social, economic, environmental, cultural, and political conditions are identified by people as essential in fulfilling their potentialities. This can be inferred that the people in such communities are well connected, liveable, and equitable. Evidence from the study indicates that tutors'' enjoy cooperation and support from themselves in any activity (formal and informal) they perform in the college. It could be inferred that the tutors'' offer daily support, communicate and collaborate among themselves, at the departments and other administrative and support staff (SRIA, 2020). This has led to collegiality and professional development for most of them. Tutors'', administrators, and other staff members of a College of Education contribute to its culture, as do other influences such as the community in which the college is located, the policies that govern how it operates, or the principles upon which the college was founded (SRIA, 2020). The study through the college culture has built positive relationships in the tutor's classroom and decreased the level of discomfort and anxiety as they perform their professional practice effectively. Statistical evidence from the study

indicates that there was a good platform for a cordial and interactive relationship among the staff, management/administrators in the college.

## CONCLUSION

It was concluded that personal well-being is related to the attainment and satisfaction of ambition and aspiration of life and this could impact positively on the professional practice of tutors'' in the colleges of education. The environmental well-being factors are of importance to the survival of every educational institution including Colleges of Education. Communal well-being provides tutors'' with a conducive and sound climate and helps build collegiality in the Colleges of Education in the Eastern Region of Ghana.

## Recommendations

The researcher also recommends that educational managers, administrators, quality assurance officers and other stake holders of the colleges should formulate policies that will enable tutors'' to continuously develop themselves professionally and improve their professional practice. It is also recommended that tutors'' personal well-being factors should be factored into their condition of service by stakeholders to enhance their self-esteem to perform their professional practice. Also, policy makers should consider environmental well-being factors in their planning especially the up-to-date state-of-the-art teaching and learning infrastructure, facilities and equipment like I.C.T tools, offices for tutors'', lecture theatres, furniture and food to tutors'' to enable them to be committed, dedicated to performing their professional practice. It is recommended that a collegial college management congenial environment should be created to build collegiality among staff members for their professional development and practice.

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