

Job satisfaction and work motivation among Tutors at the Distance Education Programme of the University of Education, Winneba (UEW), Ghana

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ABSTRACT

Tutors of the Distance Education Programme of the University of Education, Winneba, (UEW) are often the only academic staff who are in direct contact with students. Their role is therefore crucial for the university. The nature of their job, however, might hinder optimal performance: they are temporary and part time employees and thus have low job security. The main question therefore was, how has their job status affected their levels of job satisfaction and work motivation? To answer the question, the study employed quantitative methodology which made use of survey questionnaire to collect primary data. Fifty-one tutors participated in the survey. Findings from the study showed that even though the majority of the tutors are satisfied with their job, their level of work motivation is generally low. Furthermore it highlighted that with the exception of academic qualification which significantly affected the level of job satisfaction; the other demographic factors did not significantly affect both job satisfaction and work motivation.

Key Concepts: Distance Education, Job status, Job satisfaction, Work motivation. Professional satisfaction

RÉSUMÉ

Les tuteurs du programme d'enseignement à distance de l'Université de l'Éducation, Winneba, (STE) sont souvent le seul personnel académique qui est en contact direct avec les élèves. Leur rôle est donc crucial pour l'université. La nature de leur travail, cependant, pourrait nuire au rendement optimal: elles sont temporaires et à temps partiel employés et d'avoir ainsi la sécurité d'emploi faible. Comment leur situation d'emploi affecté leur niveau de satisfaction au travail et la motivation au travail? Cela a été l'objet de l'étude. Cette étude a utilisé une méthodologie quantitative qui fait usage de questionnaire d'enquête pour recueillir des données primaires. Cinquante et un pour les tuteurs ont participé à une enquête générale. L'étude a révélé que, même si la majorité des professeurs sont satisfaits de leur emploi, leur niveau de motivation au travail est généralement faible. L'étude a constaté que de plus, à l'exception de la qualification académique qui a considérablement affecté le niveau de satisfaction au travail, les autres facteurs démographiques n'ont pas affecté significativement la satisfaction professionnelle et la motivation au travail.

Mots clés: D'enseignement à distance, Situation d'emploi, Satisfaction au travail/ emploi, La motivation au travail, Satisfaction professionnelle

competition UEW must as of necessity recruit and maintain quality academic staff to serve as tutors. The quality concern is critical because these tutors are responsible for the organisation of tutorials at the various study centres. This brings the issues of job motivation and work satisfaction to the fore.

Currently the UEW distance education programme has thirteen study centres with about three hundred tutors handling tutorials in the various subject areas.

To sustain quality the Centre for Distance Education motivates its tutors by adopting measures such as raising the tutoring payment rate from Six cedis per hour in 2004 to Ten Ghana cedis per hour in 2007, involving them in the invigilation of end-of-semester examinations and marking of examination scripts which fetch them additional income. However the questions, which arise are (1) have these measures been effective in motivating the tutors? And (2) do they have job satisfaction?

These questions have become necessary because the DE programme has been running for the past ten years during which a number of tutors have been hired to offer tutorials at the various study centres. There has, however, not been any study conducted to find out how satisfied or motivated even how dissatisfied these tutors are for the job. This is the knowledge gap the present study seeks to fill.

The purpose of this study therefore, is to investigate the motivation and job satisfaction among the tutors of UEW so that the appropriate measures will be put in place to maintain its hardworking tutors.

Objectives of this Study

This study has the following two specific objectives:

INTRODUCTION/CONTEXT

Ghana has been experiencing an upsurge of distance education programmes over the last ten years. These programmes are offered by both public and private institutions. This new approach departs from what was the situation about a decade ago where provision of distance education was

predominantly through the University of Education, Winneba (UEW). The trend provokes competition in the provision of distance education.

In order for UEW to survive this competition, and also fulfil its mandate of providing quality distance education for teachers in Ghana, there is the need for it to provide quality service to its students. To address the emerging