

ORIGINAL ARTICLE

# Pre-Service Teacher Training Quality: Influence of Quality Assurance Practices and Interrelationships with Leadership Role

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## Ethical Statement

The participants were given time to think about the dangers and prospects in taking part in this study and resolve whether to take part or not devoid of any coercion. They were also assured of their right to pull out from participating in the study at any time.

## Funding Information

No funding was received for the study.

## Conflict of Interest

No conflict of interest to disclose.

## ABSTRACT

This study examined quality assurance practices and their influence on quality training of pre-service teachers, as well as the relationships between leadership roles, quality assurance, and teacher training quality in Colleges of Education (CoEs) in Ghana. A descriptive cross-sectional design was adopted, and stratified random sampling was used to sample 132 teaching staff and 357 students from five CoEs in the Eastern and Greater Accra Zone. A questionnaire was employed for data collection. Data were analysed using regression and mediation analysis. The key findings were that: quality assurance was identified to have a positive but statistically insignificant effect on students' training in Colleges of Education in Ghana with an overall mean score of quality training of students' measures was 4.75 (SD± 1.52). The overall mean score of leadership role measures from the tutor's perspective was 4.65 (SD± 0.94). ii) leadership role positively and significantly mediates the relationship between quality assurance and quality training of students in Colleges of Education in Ghana with the overall mean score of leadership role measures from a student perspective being 4.71 (SD± 1.38). The study concludes that leadership strengthens the impact of quality assurance on student teachers' training. The study recommends that quality assurance units in Colleges of Education in Ghana should be strengthened with the necessary resources to positively influence students' training.

**Keywords:** Quality assurance, pre-service teacher training, college of education, leadership role.

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## INTRODUCTION

Quality assurance has become an integral part of higher educational institutions in the world, particularly in developing countries such as Ghana (Geda, 2014). Quality assurance in tertiary educational institutions plays a very significant role as maintenance of globally accepted standards in issuing qualifications, accreditations, and certifications has gained more attention in both developing and developed countries in recent times (Matei & Iwinska, 2016). Throughout the world, the provision of quality education is non-negotiable. Seniwoliba (2014) maintains that when issues of higher education quality are raised, there is the need to consider quality assurance systems that are effective and operate beyond the boundaries of such institutions. This calls for the recognition of quality assurance in educational institutions especially the institutions of higher learning. The establishment of quality assurance in higher educational institutions helps in assessing the performance of the institution (Sahney & Thakkar, 2016). Quality assurance can be described as all those well-designed and systematically tailored activities that help in ensuring that customers have adequate confidence in a service, or a product offered (Almadani *et. al*, 2011).

According to Law (2010), quality assurance processes and practices have been employed in higher educational institutions to address issues of accountability and enhancement. Utuka (2012) states that the development and implementation of quality assurance systems in educational institutions should be in line with quality assurance policies to build in the public that the institutions are providing standard education. This is important in the decision-making of governments, to ensure that quality systems become formidable and support higher educational institutions to carry out their mandated roles as expected. Just as quality assurance practice in any higher institution in the world and Ghana specifically is a requirement, the practice in Colleges of Education is not an exception. Colleges of Education in Ghana, by Act (847, 2012) have become institutions of higher learning where quality assurance practices are highly expected. It is important to find out how well quality assurance is shaping the performance of institutions of higher learning, especially Colleges of Education in Ghana.

### Statement of the Problem

Ampiah (2008) argues that the provision of quality education to pupils is directly linked to the quality of trained teachers in the school system because the measurement of quality education has focused principally on resource inputs and outputs. This means that the training of quality teachers is dependent on the kind of curriculum provisions tailored to the teacher training institutions. Despite all these provisions, there has been a growing concern about poor academic performance in basic schools in Ghana (Machumu & Kisanga, 2014). Also, higher education institutions undergo external evaluation on various issues of the quality of services offered in the institutions. Quality assurance helps to improve the quality and relevance of higher education. It can boost student learning outcomes and satisfaction by guaranteeing they receive a high-quality education that meets their needs and interests. Additionally, quality assurance can enhance the reputation and credibility of higher education institutions and programs by showing that they meet internationally accepted standards. Quality assurance also promotes a culture of excellence and innovation in higher education by encouraging continuous improvement and feedback. Additionally, QA can promote accountability and transparency in higher education by providing evidence of performance and impact. Lastly, it can support the recognition and mobility of higher education qualifications and credits by facilitating comparability and compatibility across different systems and regions (Blanco Ramírez,

2014; Prisacariu, 2014; Silva & de Vargas, 2021).

Despite the important role that quality assurance plays in enhancing students' learning and experiences in institutions of higher education, no study has focused on the influence of quality assurance practices and quality training of teacher trainees as well as the interrelationship between leadership role, quality assurance, and quality training of teachers at CoE. Consequently, the purpose of the study is to examine quality assurance practices and how they influence students' training at Colleges of Education (CoEs) in Ghana. The research questions that guided the study include:

1. To what extent does quality assurance ensure quality training of teacher trainees at the Colleges of Education in Ghana?
2. To what extent does leadership role mediate the relationship between quality assurance and quality training of teachers in Ghana?

## **LITERATURE REVIEW**

### **Theoretical Review**

#### ***Stakeholders Theory***

Mitchell et al. (1997) argue that the stakeholders must have power; the coercive force over the domain either by down-to-earth or normative avenues to enforce its will. The legitimacy of the authority of the stakeholders to demand a socially accepted and expected performance from institutions and their leaders is contingent on the role of interest players. In the educational sector, the stakeholder can be considered as an actor with a stake who influences the practices, direction, process, or performances of an institution.

Several stakeholders have been identified, and in the case of higher education, they include students, teachers, alumni, parents, managers, administrators, employers, community representatives and the media and how they influence or ensure quality assurance in the Colleges of Education under the study. Gartenstein (2018) says that quality assurance ensures that stakeholder confidence is maintained since a plunge in the confidence reposed by stakeholders, results in lowered support for such an institution leading to its eventual collapse or vice versa. This study emphasizes the leadership or management of Colleges of Education as internal stakeholders and how they ensure quality in the various Colleges.

#### ***Social Functions Theory in the Institutions of Higher Learning***

Social functions of higher education institutions show a positive relationship between advanced social development in society and universities (Gurin et al., 2002). The colleges are mandated to provide services to society by producing high-level expertise, promoting science and technology, and providing community service. According to the "Wisconsin Idea", the major function of institutions of higher learning is the provision of services for society and economic growth (Teferra & Altbach, 2004). According to the theory functions of higher education, the worth of personnel preparation is undeniably of the greatest importance among the various quality indicators in the quality of higher education.

### **Empirical Review**

Some studies have been conducted on quality assurance in different educational fields like universities, polytechnics, and second circle schools and different countries across the globe. As a result, majority of the writers

have expressed concerns about quality assurance systems. In line with this study, it is imperative to provide a synopsis of literature on earlier similar studies about quality assurance in educational institutions.

Saeed (2018) conducted a study to examine the role of quality assurance in improving the academic performance of students. His focus was on instruction, research quality and productivity, and ranking levels. He sampled a total of 113 respondents and analysed the data collected using the Pearson Correlation to determine the strength of association between the variables of the study. The study showed a positive correlation between quality assurance, leadership role and academic performance, research quality, and ranking. Another study by Faller (2018) was on the impact of quality assurance on management practice and staff performance in the Technical College of Sultanate of Oman. A total of 405 respondents were engaged for the study and the data were analysed using the Pearson Product Moment Correlation. According to him, his study showed a positive significant relationship between all the quality assurance practices and management/ staff performances. Harvey (2006) and Sunder (2016) have both conducted similar studies using the same variables of study as chosen by Faller (2018) and found a positive impact of quality assurance on management practices and staff performance. Scholars (Fuentes et al., 2000; Belawati & Zuhairi, 2007; Woodhouse & Stella, 2011; Garwe, 2012; Ryan, 2015; Tsevi, 2015) have all affirmed with studies in the field of education that there is a positive correlation amongst quality assurance implementation practices and the leadership practices in an organization. A gap identified in the empirical review above is that there were no found studies specifically on the influence of quality assurance practices and their relationships with leadership role in training of specifically quality pre-service teachers.

### **Quality Assurance**

According to Westerheijden (2007) and Materu (2007), quality assurance is defined in diverse ways, particularly to suit the desired field, purpose, or context of the various authorities. Materu also says that quality assurance is a chronologically planned system of an institution to ascertain whether acceptable standards of the institution, its infrastructure and scholarship are being met, maintained, and improved. It could also be explained as all the procedures and processes that are involved in making sure that a service or a product consistently satisfies the expectations of customers. Any institution of higher learning that is considered as good means that its teaching staff is of high calibre. Teaching staff is the heart of every educational institution because they produce graduates and offer services to the community as well. Quality assurance systems ensure that confidence is restored in its customers and stakeholders as well (Sanyal & Martin, 2007).

According to Karim (2011), the demand for higher education would automatically be associated with quality education since there would be the mobility of students, faculty, and programs globally. For this reason, some institutions of higher learning have put in place a system to ensure the standards are being followed, known as the "Quality Assurance". Quality assurance has, therefore, increasingly become a pivotal axe in higher education for governments since the 1980s, which saw them begin to pay attention to quality standards (Hallak & Poisson, 2007). As tertiary institutions, Colleges of Education are therefore required to establish quality assurance and systems to guide their operations (T-TEL, 2016). This could enable them to ensure compliance with the statutory and legal framework set for them. The existence of a quality assurance system would also ensure that trained teachers from the Colleges of Education are professionally and academically positioned to take up teaching job in the Ghana Education Service. By policy requirement, every accredited College of Education whether public or private is required to have a separate department to be in charge of quality assurance activities headed by a qualified Quality Assurance Officer to ensure that the college fulfils its mandated quality obligations (Tankpara,

Adom, & Adu-Agyem, 2021).

### *Leadership Role versus Quality Assurance and Quality Training*

Leadership plays a central role in ensuring the success of every organization. Every leadership has a responsibility to ensure that the goals of the institution are achieved. In achieving those goals, quality assurance becomes key in the leader's endeavours. According to Akparep et al. (2019), leadership style is a key determinant of the success or failure of any organization. Leaders influence, direct, and motivate others to perform specific tasks and also inspire subordinates. Today's quality has become the basis for constant innovation from management and leadership. A leader can influence workers to work at the highest level and will benefit the success of the organization (Rifa'l et al., 2018).

Since the early 1980s, leaders of higher education institutions come under scrutiny in terms of the quality of services they provide to their institutions. This has been due to increasing student numbers, marketability and student choice, and globalization. Van Schalkwyk (2011) defined leadership in educational institutions as the mobilization and influencing of people to work towards a set goal by building an interpersonal relationship. In the globalized world, leadership has been viewed to be multifunctional by managing both individuals and institutions to achieve the required results (Durie & Beshir, 2016). This requires enhanced interpersonal relations between leaders and their members. Leadership relation with peers and subordinates serves as catalyst for job satisfaction, turnover, and well-being of followers which results in increased organizational productivity (Boyatzis et al., 2012; Avolio et al., 2004; Durie & Beshir, 2016; Hofmeyer et al., 2015).

Leadership in educational institutions is quite complex and diverse as compared to the leadership in other public and private sectors (Sathye, 2014) This is due to the expectations from stakeholders like students, government, staff, and the public at large. This requires that leaders should possess the competent skills to satisfy the stakeholders at all times. Leaders in higher education institutions must have the foresight for new challenges that influence quality delivery both internally and externally; to effectively restructure to meet new and existing standards and maintain the quality of educational provisions (Garwe, 2012).

### **Quality Training in Institutions of Higher Learning**

Quality training in institutions of higher learning has increasingly gained the attention of scholars in academia due to the increasing global competition, higher social and geographical demography, the increasing demand for value for money, and improved technological advancements (McMahon, 2009). Faculty, therefore, plays an important role in promoting the education system by providing quality training to impart skills, attitudes, knowledge and values as well as maintaining the standards of institutions of higher learning (Basavraj & Sarita, 2015).

## **METHOD**

### **Research Design**

A cross-sectional research design was adopted to examine the influence of quality assurance practices on students' training and college performance through leadership participation in Colleges of Education in Ghana. The cross-sectional design enabled the researchers to sample the participants at a particular point in time. The justification for choosing the Cross-sectional research design over other developmental designs was that it enabled the researchers to collect data from many different individuals to examine their behaviours at a single point in time (Wang & Cheng, 2020). This study used a quantitative research approach.

## Setting and Participants

The study covered Colleges of Education located in the Eastern and Greater Accra regions of Ghana. Three Colleges of Education were selected from the Eastern Region. They were Mt. Mary College of Education located at Somanya (A mixed College), Presbyterian Women College of Education located at Aburi (A Female College), and Kibi College of Education in Kibi (A mixed College). The two Colleges of Education in the Greater Accra region were included in the study. They were Accra College of Education located at Accra (A mixed College) and Ada College of Education located at Ada Foah (A mixed College).

## Population of the Study

The population of this study comprised all the tutors and students in Colleges of Education in the Eastern and Greater Accra Zone. The total population for this study includes 196 tutors and 3,329 second and third-year students from the 5 selected Colleges of Education as presented in Table 1 below.

**Table 1**

*Total population of the Study*

College	Tutors	Students	Total
Accra CoE	40	635	675
Ada CoE	42	665	707
PWCoE, Aburi	27	447	474
PCoE, Kibi	38	644	682
SDA CoE, Koforidua	49	908	957
Total	196	3329	3525

Source: Primary data

## Sample and Sampling Technique

This study used the proportionate stratified random sampling technique to select the tutors and students of Colleges of Education in the Eastern and Greater Accra Zone. Yamane (1964) formula for sample size determination was used to compute the sample. The researchers divided the students and tutors sampled into strata and then applied simple random sampling methods to each stratum (Schoereder et al., 2004). The total number of tutors and students in each stratum depended on the population of the stratum. Thus, the sampling procedure allocated tutors and students to the five selected Colleges of Education proportionately as in Table 2.

Per the Yamane (1964) formula for sample size determination:

$$n = \frac{N}{1 + N(e)^2}$$

Where "n is the sample size, N is the population size and e is the level of precision".

The sample size for the tutors with a 95 percent confidence level and 5 percent level of precision is computed below:

$$n = \frac{196}{1 + 196(0.05)^2}$$

$$n = 132$$

The total sample size of the tutors for the selected colleges is 132. The sample size for the tutors at each selected College of Education is presented in Table 2. The sample size for the students with 95 percent confidence and 5 percent level of precision is computed as:

$$n = \frac{3329}{1 + 3329(0.05)^2}$$

$$n = 357$$

The total sample of the students for the selected colleges is 357 students. The sample size for students at each selected College of Education is presented in Table 2 as well.

**Table 2**

*Total Sample of the Study*

College	Tutors	Students	Total
Accra	27	68	95
Ada	28	71	99
PWCE, Aburi	18	51	69
PCE, Kibi	26	69	95
SDA, Koforidua	33	98	131
Total	132	357	489

### Instruments

The data for this study were collected using close-ended questionnaires which were developed by the researchers specifically for this study. The questionnaire items were developed from the literature of this study and the measurement scale was modified to suit the context of this study. The researchers made sure that the information contained in the research instruments was related to the research questions and comprehensively covered the details of the study. The study used a seven-point Likert scale to measure each of the constructs since it allowed respondents to choose options that characterize the degree of agreement or disagreement with the various question items. In this study, all the questions were based on a 1-7 Likert scale of measurement with varying dimensions; thus, 1= Strongly Disagree, 2= Disagree, 3=Somewhat Disagree, 4= Neutral, 5=Somewhat Agree, 6= Agree, 7=Strongly Agree. As Likert is an interval scale, 4.5 represents the middle of the Agree-Disagree continuum because the lower boundary of 4-5 is 4.5. Thus, a mean value of 4.5 or any value above it signifies agreement while any value below 4.5 signifies disagreement.

To ensure the validity and reliability of this study, the researchers made sure that the information contained in the research instruments was related to the research questions and comprehensively cover the details of the study. The three authors critiqued the clarity of statements, appropriateness of language and clarity of constructions. In testing for the reliability of variables, each scale was evaluated for internal consistency reliability using Cronbach Alpha. Hair et al (2017) maintain that a Cronbach alpha with values between 0.70 and above is acceptable. The instrument was pretested at the Akatsi College of Education with 30 students and 10 teaching staff with an average reliability alpha coefficient value of 0.874 proved the internal consistency of the instrument which made it reliable for the main survey. The Cronbach alpha values for the individual constructs have been presented in Table 3.

**Table 3**

*Cronbach Alpha for quality assurance, leadership role, and quality training among tutors*

Construct	Items	Cronbach Alpha
Quality Assurance	11	.884
Leadership Role	10	.893
Quality Training	9	.845

## Procedure

The researchers sought permission from the authorities of Akatsi College of Education which was selected for the pretest as well as the five selected Colleges of Education in the EGA Zone. The participants were assured of their right to withdraw from participating in the study at any time. The participants were made aware of the purpose of the study before agreeing to participate in the study. The first and third authors administered the questionnaires to the students and tutors. The questionnaires administered to students contained items on the state of quality assurance (QA) practices, the leadership role (LR), and the quality of training of students (QT). Also, the questionnaires administered to tutors contained items on the quality assurance (QA) practices and leadership role (LR).

### **Data screening and cleaning**

Before the data were analysed, the researchers checked data entry accuracy, completeness of data and assessment of data distribution.

### **Hypotheses of the Study**

The following hypotheses were derived from the research objectives:

**H<sub>1</sub>**: There is a positive significant effect of quality assurance on student teachers' training of Colleges of Education in Ghana.

**H<sub>2</sub>**: Leadership role positively and significantly mediates the relationship between quality assurance and quality training of students of Colleges of Education in Ghana.

The corresponding null hypotheses that were tested with regression and mediation analyses are:

**H<sub>01</sub>**: There is no significant effect of quality assurance on student teachers' training of Colleges of Education in Ghana.

**H<sub>02</sub>**: Leadership role does not mediate the relationship between quality assurance and quality training of students of Colleges of Education in Ghana.

Regression and mediation were the statistical tools used for the data analyses. The assumption underlying the regression statistical tool is that the chosen sample is representative of the population. Therefore, there is a linear relationship between the variables which are normally distributed. One of the limitations of the use of regression is that the researcher would be able to identify the relationships but cannot be sure of its underlying causal mechanism. Also, there is a limitation in using regression when it is difficult to measure the impact of efficiency improvements. In the case of mediation, the independent, dependent and mediator variables should use a continuous scale. One criticism of using the mediation analysis is that it is prone to bias. In this case, the researchers put in place strategies to avoid any biases.

### **Data Analysis**

Data were coded and entered into Microsoft excel 2010 spreadsheet and imported into IBM SPSS 26. Next, data were analysed using descriptive statistics and presented in tables and graphs. Descriptive statistics is a kind of method used to describe the main features of a dataset such as the measure of central tendency, variability, graphics and standard of relative position. Statistical tools such as regression and mediation analyses were used to analyse the data. The regression analysis was used to test the hypothesis that there is a positive significant



effect of quality assurance on student teachers' training of Colleges of Education in Ghana. The mediation analysis was used to test the hypothesis that leadership role positively and significantly mediates the relationship between quality assurance and quality training of students at Colleges of Education in Ghana.

Hayes' (2013) PROCESS macro in IBM SPSS was adopted for the mediation analysis. To evaluate the significance of direct and indirect effects, the researchers used bootstrapping (Preacher and Hayes, 2008) with the samples to construct bias-corrected 95 percent confidence intervals (CI). The indirect effect is significant when zero is not included in the CI. Bootstrapping is one of the most valid and potent methods for testing mediating variable effects (MacKinnon et al., 2004) because it does not impose the assumption of normality of the sampling distribution. Bootstrapping is a form of hypothesis testing that resamples a single dataset to create many simulated samples. It allows for the calculation of standard errors, confidence intervals and hypothesis testing. A confidence interval (CI) on the other hand displays the probability that a parameter will fall between a pair of values around the mean. It measures the degree of certainty or uncertainty in a sampling method. For analysing data collected from students, the outcome variables are students' quality training and leadership role. In all, two regression models were estimated (Model 1 and Model 2). Model 1 had students' quality training predicted by the hypothesized paths (quality assurance and leadership role) and model 2 had leadership role predicted by quality assurance. The mathematical expression for the models estimated is stated below:

$$\begin{aligned} \text{Model 1: } QT &= \beta_0 + \beta_1 QA + \varepsilon \\ \text{Model 2: } LR &= \beta_0 + \beta_1 QA + \varepsilon \end{aligned}$$

## RESULTS AND DISCUSSION

Research Question One: To what extent does quality assurance ensure quality training of teacher trainees at the Colleges of Education?

For the first model, quality training was predicted by quality assurance. The model explained a variance of 3.87% in quality training, given  $F = 14.3023$ ,  $p = 0.0002$ . The mathematical expression for model 1 estimated is stated as follows:

$$\text{Model 1: } QT = \beta_0 + \beta_1 QA + \beta_2 LR + \varepsilon$$

From Table 4, the results show that quality assurance has a significant influence on quality training:  $\beta = 0.1566$ ,  $CI = 0.0751, 0.2380$ ,  $p = 0.0002$ .

**Table 4**

*Results for Multiple Linear Regression Analysis*

Variable	Model 1 <sup>a</sup>			Model 2 <sup>b</sup>		
	$\beta$	T	P z	$\beta$	T	P z
QA	0.0342	0.7467	0.4557	0.1566	3.7818	0.0002
QT	0.2536	4.4029	0.0000			
Constant	4.1307	14.4934	0.0000	3.1820	15.8184	0.0000
R	0.1968			0.2424		
Adjusted R <sup>2</sup>	0.0387			0.0587		
F statistic	14.3023			11.0465		
P-value	0.0002			0.0000***		

$\beta$  represents unstandardized regression coefficients.  $p^{***} < 0.05$

DV = Quality Training

Research Question Two: To what extent does the Leadership role mediate the relationship between Quality Assurance and Quality Training?

This research question sought to find out from college tutors whether leadership role mediates the relationship between quality assurance and quality training. In response to this, the overall mean score of leadership role measures was 4.65 (SD± 0.94) with the highest leadership role measure being ensured that there are quality assurance staff working at the unit with a mean of 5.07 (SD± 0.43). This means that the participants generally agreed to the measures of leadership role.

**Table 5.**

*Leadership Role Mediating Quality Assurance and Quality Training*

Items	Mean	Std. Dev.	Skewness	Kurtosis
<b>Leadership Role</b>				
Ensure that there are quality assurance staff working at the Unit	5.07	1.43	-1.01	0.37
Have provided enough office and adequate working tools and resources for quality assurance unit	4.75	1.49	-0.81	-0.04
Give prompt information requested by the quality assurance staff	4.49	1.39	-0.45	-0.44
Charge the quality assurance unit to be responsible for the accreditation and re-accreditation of College programs	4.48	1.54	-0.47	-0.49
Charge the quality assurance unit to be responsible for the re-accreditation of College	4.78	1.42	-0.59	-0.32
Hold regular meetings with staff to discuss quality assurance issues	4.73	1.84	-0.53	-0.83
Periodically evaluate the work of the quality assurance unit	4.51	1.66	-0.56	-0.62
Ensure favourable working conditions of staff in the College	4.26	1.84	-0.48	-0.98
Publish College rules, regulations and the policies	4.65	1.43	-0.71	0.05
Demonstrate their commitment to follow the laid down processes and procedures in the College	4.78	1.50	-0.83	0.30
Provide resources (physical, financial, etc.) to enable the College run	4.77	1.80	-0.67	0.51
The leaders have laid down structures to support academic staff to ensure quality of their teaching.	4.52	1.77	-0.47	-0.81
<b>Average Score</b>	<b>4.65</b>	<b>0.94</b>		

In finding out whether a leadership role mediates the relationship between quality assurance and quality training, the result was positive. This is consistent with Saeed (2018) which states that quality assurance enhances the learning outcomes and learning processes of students. Quality training is a part of human resource development that involves taught skills to allow people to better perform their roles efficiently. The institution of quality assurance to ensure quality teaching and learning in schools would aid in quality student teachers' training. Strong educational systems that are built on effective instructional processes depend on the depth of quality of teachers available (Barrat, Chawla-Duggan, Lowe, Nickel & Ukpo, 2006).

### **Test of Indirect Effects**

To evaluate the study's hypothesis about the mediating effect of a leadership role in the quality assurance-quality training relationship, the Hayes Process (in SPSS) was used as it allows for testing the significance of the indirect effects. The mathematical expression for model 2 estimated is stated as follows:

$$\text{Model 2: } QT = 4.1307 + 0.0342 QA + 0.2536 LR$$

The second model, quality training was predicted by quality assurance and leadership role. The model explained a variance of 5.87% in quality training, given  $F = 11.0465$ ,  $p = 0.0000$ . The results show that leadership role has a positive significant influence on quality training, but quality assurance has an insignificant positive influence on quality training,  $\beta = 0.0342$ ,  $CI = -0.0559, 0.1243$ ,  $p = 0.4557$ . This means that  $H_{01}$  cannot be rejected. Leaders of higher education should safeguard the quality of their higher education institutions (Setiawati, 2016) which results in an improvement in the quality of training of students and their academic performance. The results

indicate that leadership role positively and significantly mediates the relationship between quality assurance and quality training of students, given:  $\beta = 0.0397$ ,  $C = 0.0163$ ,  $0.0700$ , lending support for  $H_2$ .

**Table 6**

*Results of the indirect effect of a leadership role on quality training of students*

Indirect Effect Path	Effect	Boot SE	95% confidence Boot LLCI	Interval Boot ULCI
$QA \rightarrow LR \rightarrow QT$	0.0397	0.0137	0.0163	0.0700

### Demographic characteristics of tutors

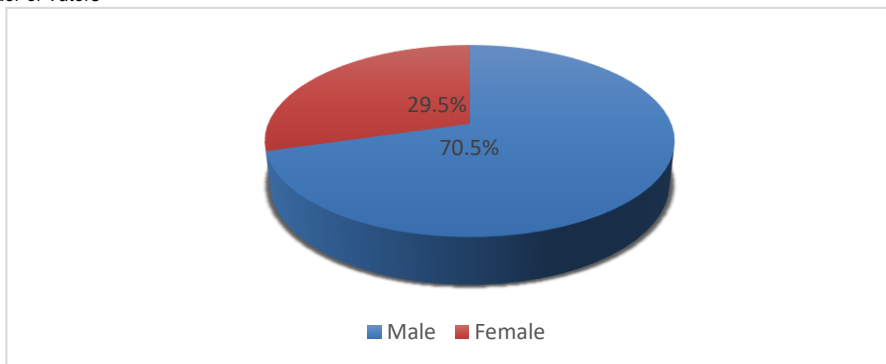
The study used graphs such as pie charts and bar charts to describe the demographic characteristics of 132 tutors of the College of Education in the Eastern and Greater Accra Zone. The demographic characteristics described in the study are gender, age, educational level, and level of experience.

#### Gender of Tutors

The gender of tutors of the Colleges of Education in the Eastern and Greater Accra Zone is presented in Figure 4.5. From the figure, 93 (70.5%) of the tutors were males and 39 (29.5%) of the respondents were females. The gender distribution of tutors from the Colleges of Education in the Eastern and Greater Accra Zone suggests that the majority of the tutors at the Colleges are males.

**Figure 1**

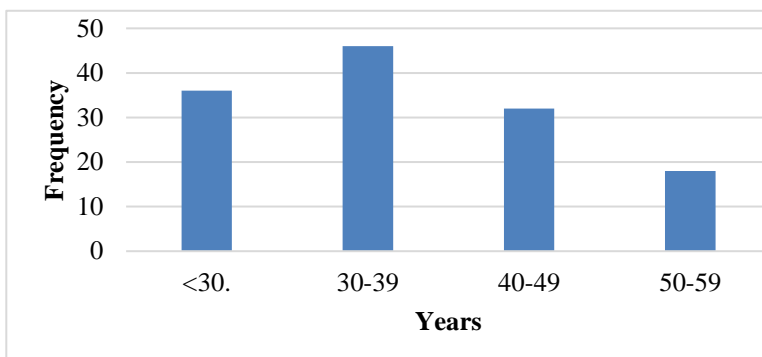
*Gender of Tutors*



#### Age of Tutors

The age of tutors from the Colleges of Education in the Eastern and Greater Accra Zone is presented in Figure 2. From the figure, 36 (27.3%) of the tutors were less than 30 years, 46 (34.8%) of the tutors were within the age range 30-39 years, 32 (24.2%) of the tutors were within the age range 40-49 years, and 18 (13.6%) of the tutors were within the age range 50-59 years. The age distribution of the tutors of the Colleges of Education in the Eastern and Greater Accra Zone indicates that the tutors are within the active working force.

**Figure 2.**  
*Age distribution of Tutors*

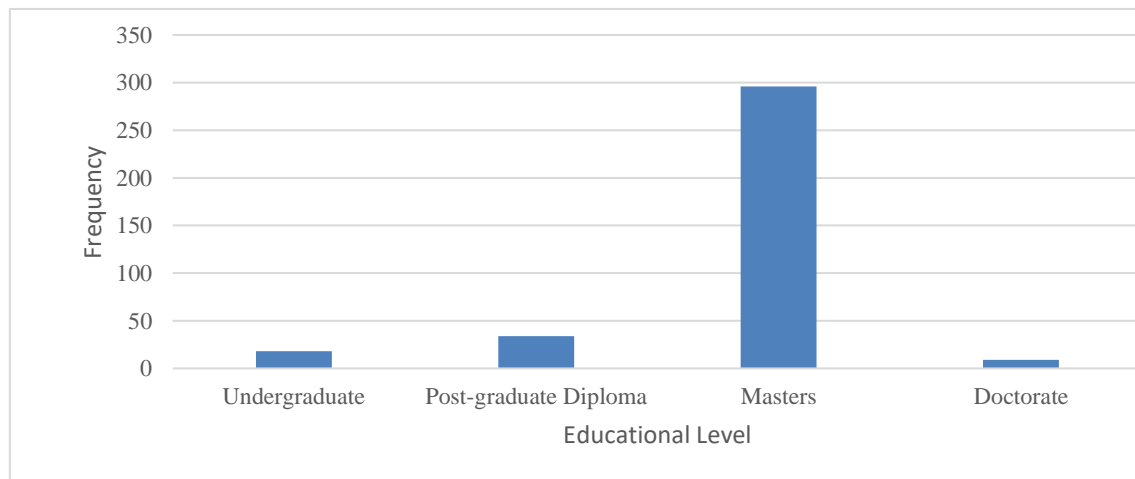


**Highest Level of Education of Tutors**

Figure 3 presents the highest level of education attained by tutors of the Colleges of Education in the Eastern and Greater Accra Zone. From the figure, 18 (5.1%) tutors had attained Undergraduate while 34 (9.5%) tutors had attained Post-graduate Diploma. Also, 296 (82.9%) tutors had attained a master’s degree and 9 (2.5%) tutors had attained Doctorate degree. The highest number of tutors having master’s degree may be due to the higher level of education needed before being employed as a tutor in a College of Education.

**Figure 3**

*Highest Level of Education of Tutors*



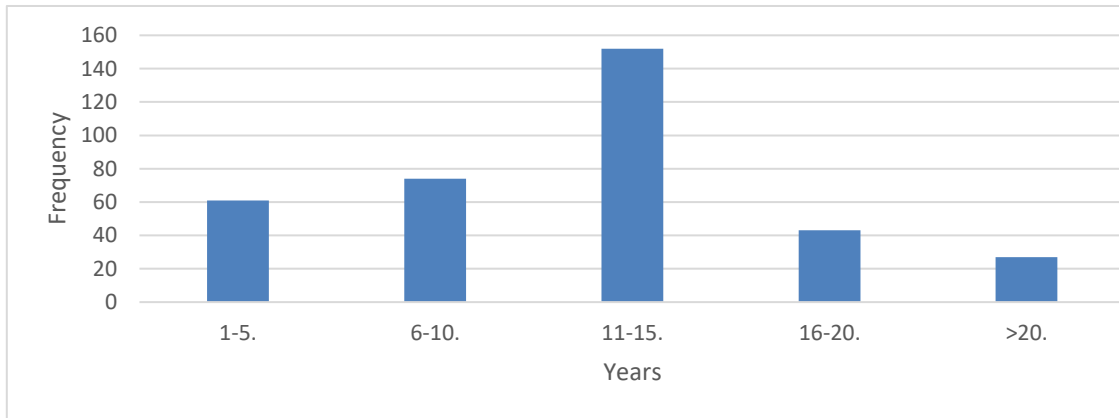
**Years of Teaching Experience of Tutors**

Figure 4 shows the tutors’ years of teaching experience at the Colleges of Education in the Eastern and Greater Accra Zone. From the figure, it shows that 61 (17.1%) tutors had been teaching between 1 and 5 years, and 74 (20.7%) tutors had been teaching between 6 and 10 years. Furthermore, 152 (42.6%) tutors had been teaching

between 11 and 15 years, and 43 (12.0%) tutors had been teaching between 16 and 20 years. Finally, 27 (7.6%) tutors had been teaching in the college system for more than 20 years.

**Figure 4**

*Years of Teaching Experience of Tutors*



#### **Descriptive Analysis of Quality Assurance measure by tutors**

Table 7 shows the descriptive analysis of study constructs from tutors. The overall mean score of quality assurance measures was 4.79 (SD± 0.72) with the highest quality assurance measure being tutors are engaged in quality assurance activities in my college with a mean of 5.15 (SD± 1.46). This means that the respondents generally agreed to the measures put in place to ensure that quality assurance is well designed to improve college performance.

This finding agrees with Williams (2009) who opines that quality assurance has a major role to play in shaping and reshaping of institutions, however, any belief that quality assurance could be the solution to all the teething troubles in higher education could be misleading. He noted that a lot can be done through quality assurance but thinking that when an institution has a quality assurance system in place then everything is going to be alright is overoptimistic. According to T-TEL (2016), the existence of a quality assurance system would also ensure that the graduates from the Colleges of Education are adequately prepared for the world of work. By policy requirement, every CoE ought to have a separate department devoted to quality assurance activities with a qualified quality assurance officer to provide leadership to ensure that the college is fulfilling its quality obligations.

**Table 7**

*Summary Statistics of Quality Assurance Measure by Tutors*

Items	Mean	Std. Dev.	Skewness	Kurtosis
<b>Quality Assurance</b>				
Courses taught by tutors are evaluated by students.	4.89	1.57	-0.55	-0.311
There are continuous alumni surveys (tracer studies).	4.87	1.81	-0.77	0.39
There is a system to ensure good governance, transparency, and accountability in my college.	4.78	1.83	-0.65	-0.63
The entry qualifications of all new admissions into the college are audited by a team of experts.	4.86	1.84	-0.75	-0.59
The credentials of new staff in my college are audited by a team of experts.	4.23	1.54	-0.24	-0.65
Tutors are involved in the formulation of quality assurance policies.	4.99	1.21	-0.83	-0.69
We have a functioning quality assurance unit or committee in my college.	4.94	1.32	-0.96	-0.80

Students' end-of semester examination results are discussed to improve teaching and learning.	4.58	1.49	-0.60	0.29
All tutors regularly participate in the Professional Development Sessions (PDS)	4.64	1.55	-0.77	0.21
Tutors are engaged in quality assurance activities in my college.	5.15	1.46	-0.93	0.21
<b>Average Score</b>	<b>4.79</b>	<b>0.72</b>		

### Leadership Role measure by tutors

Table 8 shows the summary statistics of leadership role measures by tutors. From Table 8, the overall mean score of leadership role measures was 4.65 (SD± 0.94) with the highest leadership role measure being ensured that there are quality assurance staff working at the unit with a mean of 5.07 (SD± 0.43). This means that the participants generally agreed to the measures of leadership role.

**Table 8.**

*Summary Statistics of Leadership Role Measure by Tutors*

Items	Mean	Std. Dev.	Skewness	Kurtosis
Ensure that there are quality assurance staff working at the unit.	5.07	1.43	-1.01	0.37
Have provided enough office and adequate working tools and resources for quality assurance unit.	4.75	1.49	-0.81	-0.04
Give prompt information requested by the quality assurance staff.	4.49	1.39	-0.45	-0.44
Charge the quality assurance unit to be responsible for the accreditation and re-accreditation of college programs.	4.48	1.54	-0.47	-0.49
Charge the quality assurance unit to be responsible for the re-accreditation of college.	4.78	1.42	-0.59	-0.32
Hold regular meetings with staff to discuss quality assurance issues.	4.73	1.84	-0.53	-0.83
Periodically evaluate the work of the quality assurance unit.	4.51	1.66	-0.56	-0.62
Ensure favourable working conditions of staff in the college.	4.26	1.84	-0.48	-0.98
Publish College rules, regulations, and the policies.	4.65	1.43	-0.71	0.05
Demonstrate their commitment to follow the laid down processes and procedures in the college.	4.78	1.50	-0.83	0.30
Provide resources (physical, financial, etc.) to enable the college run.	4.77	1.80	-0.67	0.51
The leaders have laid down structures to support academic staff to ensure quality of their teaching	4.52	1.77	-0.47	-0.81
<b>Average Score</b>	<b>4.65</b>	<b>0.94</b>		

### Discussion

This study found a positive significant relationship between quality assurance and student-teachers' training of CoE in Ghana. The study is consistent with Saeed (2018) which says that quality assurance enhances the learning outcomes and learning processes of students. Quality training is a part of human resource development that involves taught skills to allow people to better perform their roles efficiently. The institution of quality assurance to ensure quality teaching and learning in schools would aid in quality student-teachers' training. Strong educational systems that are built on effective instructional processes depend on the depth of quality of teachers available (Barret, Chawla-Duggan, Lowe, Nikel & Ukpo, 2006).

Also, this study found that the leadership role positively mediates the relationship between quality assurance and quality training of teacher-trainees of CoE in Ghana. Leaders of higher education must safeguard the quality of higher education institutions (Setiawati, 2016) which results in an improvement in the quality of training of students and their academic performance.

The results from the study are in tangent with the stakeholders' theory which emphasizes the leadership or management of higher educational institutions as internal stakeholders and how they ensure quality in their institutions. Gartenstein (2018) proposed the idea that quality assurance ensures that stakeholder confidence is

maintained since a plunge in the confidence reposed by stakeholders, results in lowered support to such institutions leading to their eventual collapse or vice versa.

### ***Implications of the findings***

One implication of the findings for policymakers, educational administrators, and other stakeholders involved in teacher training and quality assurance processes is that quality training of teacher trainees cannot be achieved without College Management making conscious efforts to ensure quality assurance in all facets of the training system. So, quality assurance should be a collective responsibility of all stakeholders in the teacher supply chain. Again, for any institution to be adjudged as the best one, it means that every aspect of such institution is functioning effectively. For that matter, policymakers and Leaders of Colleges of Education should ensure that all aspects of the College system are working.

### ***Limitations and Future Research***

This study is limited in its methodology use in terms of the data collection instrument which was only a questionnaire. Future research can explore the avenue of adding Interviews to triangulate the results obtained from the questionnaires. Also, the population for this study focused on tutors and the teacher trainees. Future study can seek the opinions from the affiliate University leaders and the Ghana Tertiary Education Commission (the Regulator) to offer advise as to how best quality assurance can be ensured in the Colleges of Education in Ghana.

## **CONCLUSION AND RECOMMENDATIONS**

The overall mean score of quality assurance measures from a student perspective was 4.75 (SD± 1.52) with the highest quality assurance measure being facilities in my college are disability friendly with a mean of 5.22 (SD± 1.30). Also, the overall mean score of quality training of students' measures was 4.75 (SD± 1.52) with the highest scoring being students are engaged on hands-on activities during training with a mean of 5.61' (SD± 1.07). This shows that there is a positive significant effect of quality assurance on student teachers' training at the Colleges of Education in Ghana.

With regards to the extent to which leadership role mediates the relationship between quality assurance and student training in Ghana, the overall mean score of leadership role measures from a student perspective was 4.71 (SD± 1.38) with the highest leadership role measure being provide favourable learning environment for students in the College with a mean of 4.90 (SD± 1.19). This shows that the leadership role positively and significantly mediates the relationship between quality assurance and quality training of students. Therefore, leaders of the various Colleges of Education such as Head of Department should be encouraged to continue to support quality assurance activities to ensure quality training and increase academic achievement of students.

The contextual considerations or contextual factors that are specific to the Colleges of Education which may influence the generalization of the recommendations is linked with (Tankpara et al., 2021). Tankpara et al. (2021) emphasised that the existence of a quality assurance system in the Colleges of Education would ensure that trained teachers from the Colleges of Education are professionally and academically positioned to take up teaching job in the Ghana Education Service. By policy requirement, every accredited College of Education whether public or private is required to have a separate department to be in-charge of quality assurance activities headed by a qualified Quality Assurance Officer to ensure that the college fulfils its mandated quality obligations (Tankpara et

al., 2021). Based on the foregoing context, it is recommended that other tertiary institutions that do not have quality assurance units or may have non-functioning quality assurance units or offices should make conscious efforts to get a functioning one to forestall systems in those institutions. Also, the leaders of the Colleges of Education should ensure that the Quality Assurance Unit has a conducive environment to operate by providing adequate working tools and resources. In line with the foregoing, the management of other tertiary institutions should also ensure that permanent staff and working resources are provided to their various quality assurance directorates, units, or offices.



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