Internal Quality Assurance Policies and Practices in Colleges of Education in Ghana: Resource Dependency Theory Perspective

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ABSTRACT: *The study examined internal quality assurance policies and practices in managing colleges of education in Ghana to meet the requirements of the Ghana Tertiary Education Commission in the perspective of resource dependency theory. The population were staff of the colleges of education. Purposive sampling technique was used to select 2 Principals, 6 Quality Assurance Officers, and 12 Department Heads in the Colleges. Telephone interviews were recorded and transcribed verbatim. The transcripts were imported into NVivo 11 for analysis. The study found that even though most of the Colleges are state-owned they have to depend on their internal structures to ensure processes meet government and regulatory body expectations. It was recommended that affiliate universities, in collaboration with the Ghana Tertiary Education Commission, should support the Colleges of Education to build internal capacity for Quality Assurance.*

KEYWORDS: accreditation, assessment, internal quality assurance, practice

INTRODUCTION

Higher Learning Institutions(HLIs) play a critical role in human resource development, research, and technological innovation (Machumu & Kisanga, 2014). Quality Assurance (QA) has emerged as a critical issue in higher education in many countries due to the growth of Higher Learning Institutions, the diversification of student populations, and the decline in unit expenditures. Education market globalization and university rating all contribute to building quality frameworks within and beyond national boundaries. (Liu & Liu, 2017). Globally, investment in higher education has become an essential component of national development. Nations place a high value on knowledge, research-based evidence, technological advancements, and modern skills, all of which are offered by higher education institutions. (Machumu & Kisanga, 2014). In the last two decades, QA has been widely implemented in HEIs (Swanzy & Potts, 2017). In recent decades, ensuring quality in HEIs has been a major strategic issue worldwide. Many countries have

implemented various QA mechanisms for quality control, accountability, and quality improvements, such as accreditation, assessment, audit, peer review, and in this constantly changing and dynamic world, higher education institutions are looking for ways to acquire a competitive advantage. Quality assurance is the process of conducting a systematic examination of educational provision in order to maintain and improve its quality, equity, and efficiency. Borg, Hunter, Sigurjonsdottir, and D'Alessio (2011) argue that developing robust quality assurance systems is essential for supporting high-quality and inclusive education. Supporting the implementation of suggestions on crucial lifelong learning competencies, common values, inclusive education, and the dimension of teaching is critical. Furthermore, QA is critical to fostering student mobility by increasing transparency and confidence. As a result, quality assurance is critical in promoting mutual acknowledgment of certifications and the outcomes of learning sessions.

In recent years, "higher education institutions in developed countries have introduced quality assurance methods and processes to improve the quality of their instruction, research, and direct community service activities. For this reason, QA has recently taken root in universities and colleges in developing countries and meeting the changes occurring in higher education around the world (Mhlanga, 2008). Higher education in most developing countries today is characterised by expansion, resource constraint, increased competition, increased accountability to a greater number of stakeholders, and an increase in knowledge complexity, among other characteristics. This is due to several policies undertaken by these developing countries that promote mass higher education to redress historical injustices and supply national economies with the high-level trained people required to boost economic development" (Mhlanga, 2008).

Many higher education institutions (HEIs) have adopted "Internal Quality Assurance (IQA) policies and procedures to ensure quality standards and best practices. Countries have formed national quality assurance bodies to oversee the proper development of such institutions and to maintain high standards in higher education delivery to ensure that programmes are delivered utilising the best human and physical resources available. Higher education of high quality, as well as its advancement, have long been the top goal on the educational agenda of the government and higher education institutions in Ghana" (Okae-Adjei, 2016).

 Quality Assurance units have been established in the Colleges of Education in Ghana to ensure institutional quality practices and processes, as well as to meet the requirements of the National Accreditation Board [now known as the Ghana Tertiary Education Commission (GTEC)] for External Quality Assurance (EQA).

Statement of the Problem
The function of HEIs has evolved throughout time to include more involvement and accountability with the many communities with distinct expectations on the higher learning institution. According

to Dill and Soo (2005), the global expansion of higher education access has also resulted in an increasing demand for consumer information on academic quality nationally and globally. Quality Assurance Units have also been established in Ghana's colleges of education to ensure that internal quality assurance policies and processes are followed, as well as to meet the External Quality Assurance requirements set by the GTEC. In Ghana, each College has its internal procedures, policies and methods for guaranteeing the fulfilment of its obligation as reputable HEIs, in addition to the requirements set by QA authorities to assure quality in HEIs. The issue of QA in the Colleges of Education in Ghana is relatively new; it is perceived that most of the QA officers appointed to head up the QA units in the Colleges do not have formal training in QA practices and processes. Despite the colleges' policies and mechanisms as spelt out in the HEI guidelines to assure excellence in its operations, an ingrained quality culture does not exist in policies and practices, with some issues that remain unresolved. Although the Harmonised Statutes for Colleges of Education clearly define the role of the QA officers and Committee, and what management is expected to do, there are still challenges in the Colleges regarding ensuring quality in the Colleges. For instance, in some Colleges of Education in Ghana, the QA officers are not part of the admission committee, management board etc. Several research has been conducted on quality assurance procedures and procedures by various scholars; Nguyen, 2016; Mhlanga, 2008; Maniku, 2008 cited in (Dei, 2019); Hall, 2006; Lomas 2002 cite in (Alabi, Alabi, Adjei, Dzandu, Utuka & Munkaila, 2018)). Not much research has been conducted in Ghana on QA practices and procedures (Quist, 2016; Swanzi, 2015; Seniwoliba, 2015; Bosu & Amayi, 2014; Pongo, Asare & Abdul-Fatahi, 2015 cited in Dei, 2019). However, the majority of these studies focus on specific sections of institutions of higher learning, such as private institutions of higher education (Asare & Abdul-Fatahi, 2015; Atsu, 2015; Tsevi, 2014), private universities (Anane & Addane, 2016; Swanzi, 2015 cited in Dei, 2019), technical universities (Okae-Adjei, 2016) and others. The researcher is yet to come across an empirical study that attempted to examine QA processes in HLIs in Ghana by evaluating the QA policies and practices in Colleges of Education. The study, therefore, seeks to examine the effectiveness of internal quality assurance policies and practices in Colleges of Education in Ghana with reference to resource dependency theory.

Research Questions
1.   To what extent do Quality Assurance officers in the Colleges of Education in Ghana ensure Internal Quality Assurance practices?
2.   What are the current strategies used by the Quality Assurance officers in the Colleges of Education and Ghana Tertiary Education Commission to evaluate quality in Higher Learning Institutions in Ghana?

Aim of the Study
The study seeks to examine the mechanisms of the Colleges of Education in Ghana, which ensures the effectiveness of QA policies and practices in managing the institutions to meet the requirement of the Ghana Tertiary Education Commission.

Objectives of the Study

The general objective of this research was to examine the effectiveness of the policies and practices in HEIs in Ghana. The specific objectives of the study were:

1.   To determine the extent to which Quality Assurance officers in the Colleges of Education in Ghana ensure Internal Quality Assurance practices;

2.   To identify the current strategies used by the Quality Assurance officers in the Colleges of Education and Ghana Tertiary Education Commission to evaluate quality in Higher Learning Institutions in Ghana.

Significance of the Study

This will enlighten sister institutions, education policymakers, and others interested in developing institutional capacity and IQA methods in Colleges of Education. The research findings will also serve as the foundation for future research into organizational behaviour and QA techniques at a higher education level. This research further aims to shed light on the QA management techniques in Ghanaian Colleges of Education.

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Resource Dependency Theory

Institutions, according to Resource Dependency Theory (RDT), require resources to be viable over time (Findikli, 2019). It's also emphasized that they can only get these resources from their surroundings and that other groups would like access to the same resources (Pfeffer & Salancik, 1978 cited in Findikli, 2019). It's worth noting that, according to the authors, companies' transformation techniques, which are focused on gathering resources, "raise their degree of increased dependency on the environment and other institutions "(Findikli, 2019). As a result, it's critical to deal with "power relationships" correctly (Mhlanga, 2008).

The colleges, with the exception of a few that are jointly owned by the state and religious bodies, are all state-owned institutions. As a result, the colleges rely significantly on the government for their financial assistance. In addition, the government is responsible for the recruitment of employees and the payment of salaries. Furthermore, the government is responsible for providing infrastructure and other logistical support.

How Ghana Tertiary Education Commission Assures Quality after Accreditation

According to National Accreditation Board (2019, September), Accreditation is a review process to determine that institutions and their educational programmes meet the defined standard of quality. Accreditation is not a permanent award as it is renewed periodically to ensure that the quality of tertiary education is not undermined but maintained. The accreditation process helps tertiary institutions become accepted, validated and approved to enable the institutions to run programmes and award qualifications that are standardized and internationally accepted.

Accreditation plays a major role as its impact cannot be overlooked. Regarding the institutions that apply for accreditation, completing this process helps for continuous quality improvement as, during the process, institutions get to be assessed and carefully scrutinized. On the other hand, Government and the Public rely on Accreditation for Quality Assurance.

As a regulatory body (GTEC), performs a series of activities undertaken after Accreditation to ensure the unfiltered quality of tertiary education. Post – Accreditation cannot be defined but it constitutes the series of activities undertaken by GTEC after various institutions have been granted Accreditation. Some Post- Accreditation exercises include Academic Audit, Quality Monitoring Visits, Investigative Exercise, Verification and institutional Review.

a)   Academic Audit
As per the functions of GTEC under the National Accreditation Board Act 2007, Act 744, the Board shall constitute a panel of Academic Auditors to undertake academic audit visits to tertiary institutions as would be determined by GTEC. An academic audit is a form of compliance check in which the institutions' academic and related processes and practices are reviewed along with national minimum requirements and standards. The National Accreditation Board during an academic audit checks the previous assessment reports, academic programmes, examinations, learning environment (facilities) and staff.

The Board undertakes this exercise to assess or check:
- The directives or recommendations issued to the institution concerning the deficiencies found during the assessment of documents have been duly rectified.
- The existence and functionality of the key constituents of the institution's governance system.
- Whether the Governance structure of the institution has the right organogram and is devoid of interference to ensure sustainability.
- The availability of policy documents and implementation. E.g. student's handbook, research, staff development, sexual harassment policy, code of conduct, etc.
- Whether students met entry requirements for admission into tertiary institutions in Ghana as jointly determined by the National Accreditation Board and National Council for Tertiary Education and specific programme entry requirements.

The academic audit helps institutions to be up and doing to improve upon the quality of education.

b)   Quality Monitoring Visits
A delegation from the National Accreditation Board goes on Institutional visits from time to time to monitor how accredited institutions are operating. The objective is to witness continuous improvement in the operation of these institutions in terms of the programmes being run, curriculum reforms and the overall performance of these institutions.

c)   Investigative Exercises

With regards to the various degrees of complaints received, the Board carries out investigative exercises by sending delegations to the various institutions in question to find out the actual truth behind the various complaints reported. These investigative exercises help straighten and clear up misunderstandings and misconceptions as well as settle the differences between the parties involved.

d)   Verification

During the process of assessment and scrutiny, the applicants present documents which portray some measures that have been put in place and preparations they have made to be granted accreditation. After the accreditation has been granted, the Board goes the extra mile to verify if what the Board assessed have been implemented.

e)   Institutional Review

Institutions are reviewed after accreditation. Institutional review is conducted periodically, that is, every five (5) years. Institutional Review is carried out on mainly chartered institutions which is to ensure internal quality and continuous improvement for public institutions. In conclusion, the aftermath process after accreditation (post –accreditation) ensures that quality is not compromised, the minimum standard is maintained and the various accreditation institutions adhere to directives of GTEC to make sure that excellent standards set by the Board are sustained and upheld.

METHODOLOGY

A qualitative research approach was applied in this investigation. Silverman (2013) recommends that qualitative research is more fascinating than utilizing numbers. Presumably, Silverman believes qualitative research to be 'more intriguing' than quantitative research because he recognizes the subjectivist approach, which seeks knowledge from people's experiences, thoughts, and viewpoints. Miles and Huberman (1994:1), in support of Silverman (2013), claim that qualitative research is ideal for social work because "excellent qualitative data are more likely to lead to unexpected findings and new combinations."

The interpretive paradigm is the philosophical consideration that underpins the study. This paradigm holds the belief that humans create meanings as they intermingle with the world and, in doing so, humans are influenced by social and historical viewpoints (Creswell, 2009).

All the Principals, QA officers, and Department Heads in the selected Colleges of Education in the various zones constituted the population of the study. The multistage sampling procedure was adopted in selecting the sample for the study. Multi-stage sampling has to do with drawing a sample in at least two stages or more. Firstly, large groups of population units are drawn. These large groups are planned to comprise more elements than what will be needed for the final sample for the study. Secondly, units are selected from samples of the clusters to come out with the final

sample for the study. The process of selecting "sub-clusters" inside clusters continues until the final sample for the study is obtained if the sampling approach includes more than two steps."
The purposive sampling technique was also considered in selecting the Principals, QA officers, and Department Heads in the Colleges. The researcher then used a proportionate sampling technique. This was to ensure that there was no bias in the selection of Department Heads from each of the Colleges."

FINDINGS

The discussion was focused on the research objectives and the questions of the study. These objectives relate to how QA officers in the Colleges of Education ensure IQA practices, the strategies used by the QA officers in the Colleges of Education and GTEC to evaluate quality.

Thematic Analysis
The results were presented in six themes, each of which demonstrated how Ghana's colleges of education ensure the effectiveness of quality assurance policies and processes in managing their institutions to meet the standards of GTEC. This study looked into the procedures in place at the colleges of education to ensure the effectiveness of quality assurance policies and practices in managing the institutions in order to meet the requirements of tertiary institutions' regulatory authorities. These are presented below.

The themes were aligned with the research questions. Following that, the six emerging themes are thoroughly presented.

Research Question 1: aimed to establish how Quality Assurance officers ensure Internal Quality Assurance practices and policies that are geared towards meeting standards in Higher Learning Institutions.

Fairness and Transparency in the admission of students
a)   Responses from QA officers
The college admits only qualified students for their institutions, according to all of the QA officers who took part in the study. Students who passed the Senior Secondary School Certificate Examination (SSSCE) or the West African Secondary School Examination.

(WASSCE) with credit in English, Mathematics, Integrated Science/Social Studies, and three applicable electives were considered qualified. This is in accordance with the Ghana Tertiary Education Commission's entrance guidelines for tertiary institutions. This is supported by research by the Commission for University Education (CUE,2014) cited in Michubu, 2019), which states that the CUE specifies academic standards for all academic programmes, which must be followed in accordance with national, international, and professional body regulations.

One of the QA officers had this to say:

"In my college, we have an Admission Committee of which the Quality Assurance officer is part. The Committee ensures that the college follows the stipulated standards in recruiting students for the college. In addition, the committee ensures that every applicant offered admission meets the minimum requirements. Furthermore, every year, PRINCOF organises training programmes for the College Secretaries and the Principals on admission procedures" (Q1). Another QA officer had this to say:

"We have an Admission Committee that ensures that we follow the admission requirements set by the National Council for Tertiary Education and the admission policy of the College. All applicants who are offered admission satisfy the minimum requirements" (Q3).

a) Responses from focus group discussion

Regarding the above mentioned theme, all of the focus groups agreed that admission committees were in existence to verify that candidates matched the standards set:

"We have measures that help us to admit quality applicants. Student admission is done by the Admission Committee, they select qualified applicants for our academic programmes" (FGD1).

b) Response from College Principals

With reference to fairness and transparency in the admission of students, the Principals shared the view that every applicant admitted met the minimum entry requirements by the Ghana Tertiary Education Commission.

One of the Principals had this to say:

"My College has an admission policy that is in line with the National Accreditation Board and National Council for Tertiary Education requirements. The Policy guides the College Admissions Committee" (CP).

Satisfying National Standards

a) Responses from QA officers

In response to the question above, four QA officers explained that the Colleges of Education are to put measures to ensure that set standards are being met. Another QA officer said that his understanding of QA entails making sure that standards set internally are achieved through monitoring, evaluation and improvement of the benchmarks.

This was a statement from one of the QA officers:

"I understand Quality Assurance to be the process of quality assuring all procedures that govern education in the college. I am defining this in the context of education as there are certain

standards that the college needs to demonstrate in conformance to specified measurements that have been set by the college's act" (Q6).

b)   Response from focus group discussions

Both focus groups explained in response to question 2 above that the Colleges of Education ensure that standards are met. This was a statement from one of the groups:

"We think that Quality Assurance is to ensure that activities in the College meet the required standards" (FGD1).

c)   Response from College Principals

When the Principals' views were sought, they believed that QA was putting in place structures and systems to ensure that the students churned out of the colleges meet the specified requirements. This is what one of the Principals said:

"*When we talk of Quality Assurance, it means having systems in place to ensure that the standards set by the GTEC are met to make our products (students) competitive when they go out to the field of work" (CP2).*

Institutionalisation of Quality Assurance

a)   Responses from QA officers

Generally, the study's findings showed that the selected Colleges of Education for the study had formalised QA practices and processes in their colleges. All six QA officers share the view that every member of the college community was aware of the operations and activities of the QA in the college. The quotes below supports the findings above:

"We have policies and working principles. We have a unit called the Quality Assurance Unit which has reps from various departments. The Quality Assurance Unit works together with various HODs in the college" (Q3).

b)   Focus group discussion responses

Generally, the response from both focus groups showed that QA has been formalised in all Colleges of Education. As a result, the whole college community is aware of QA activities in the institutions.

One of the groups had this to say:

"We believe that every college has Quality Assurance officers and a committee per the Harmonised Statutes for Colleges of Education. Thus, every member of the colleges is well informed of the activities and operations of Quality Assurance" (FGD2).

c)   Response from College Principal
With the Principals comments on the above theme, it was evident that all the colleges have formalised QA activities in their respective colleges.
One respondent had this to say:

"We have a well-established Quality Assurance Committee in place headed by the Quality Assurance officers to ensure the internal quality of the college" (CP1).

Understanding of Quality Assurance Issues
a)   Responses from QA officers
With regard to the above theme, four QA officers highlighted that colleges of education must implement steps to ensure that established criteria are met. Another QA officer said that his understanding of QA is to ensure that standards set internally are achieved through monitoring, evaluation, and improvement of the benchmarks.

This was a statement from one of the QA officers:
"I understand Quality Assurance to be the process of quality assuring all procedures governing education in the college. I am defining this in the context of education; there are certain standards that the college needs to demonstrate in conformance to specified measurements that have been set by the college's act" (Q6).

b)   Response from focus group discussions
With the above theme, all two focus groups explained that the Colleges of Education are ensuring that standards are being met. This was a statement from one of the groups:
"We think that Quality Assurance is to ensure that activities in the College meet the required standards" (FGD1).

c)   Response from College Principal
The Principals views were sought for the above question; they believed that QA was putting in place structures and systems to ensure that the students churned out of the colleges meet the specified requirements.
This is what one of the Principals said:
"*When we talk of Quality Assurance, it means having systems in place to ensure that the standards set by the Ghana Tertiary Education Commission are met to make our products (students) competitive when they go out to the field of work" (CP2).*

Research question 2: identified current strategies used by the quality assurance officers in the Colleges of Education and Ghana Tertiary Education to assess quality in higher learning institutions in Ghana.

Formal tutor appraisal methods
a)   Responses from QA officers
All six QA officers stated that the colleges conduct appraisals every semester. This is usually done at the end of the semester. During the orientation sessions for new students, the students are guided through the process of appraisal. Some QA officers use the online platform, while others prefer the manual for conducting the appraisal. The appraisal reports are then submitted to the entity's head, and further discussions are done with the Department Heads. The Department Heads intend to meet the tutors in their department for interaction on the appraisal feedback. They assess the tutors' strengths and limitations, as well as areas for progress, and they seek for opportunities to improve. The QA unit later engages the entire student body to assure them that action will be taken regarding their concerns. The attendance register is another tool that all the respondents mentioned using to evaluate their activities. The attendance register is analysed at the end of every month to identify students and tutors who do not attend lectures regularly. One other tool that was identified was the durbar and also an open forum for the College community. During durbars and open fora, the QA unit leads the process by presenting, after which the students are allowed to ask questions or make contributions.

One of the QA officers has this to say:

 "Apart from appraisal, we also use the tutors' journal, which we go through. In terms of the students; the reflective journal is also a way of evaluating what we do to ensure that we are meeting standards. Again, we also organise an open forum for both students and staff to air the issues they are facing to improve our performance. Thus, one of the things I remember is a workshop where we presented the entire report of the unit to the college community. Our presentation highlighted where we are making gains and where we fall short, and the strategies to revamp whatever we need to ensure we meet the standard. Then, together, we reflect on it and come up with a strategy" (Q2).

Assessment and Evaluation of Quality Assurance in Higher Learning Institutions
 a)   Responses from QA officers
In response to the question above, all six QA officers interviewed explained that the GTEC evaluates the activities of the Colleges of Education by carrying out audits and reaccreditation of the institutions for a specific period. During the visit, they audit the academic qualifications of the staff, infrastructure, and other things.

One of the QA officers had this to say:

 "They look at about seven areas, that is, infrastructure, teaching and learning, assessment, management, and the like. All these things were initially put together – we have some form of indicators that one is supposed to meet. They have outlined all these, which are more or less like

a checklist they use to measure and track what you are doing. We do self-assessment and ensure that the things put in place are done before the NAB comes. Then, when we are done, we write a report and share it with the college community, and they also try to come up with ideas which we can use to improve the existing standard so that we will be able to meet the accreditation demands of the NAB" (Q1).

b)   Responses from focus group discussions
"The NAB uses measurement strategies such as special survey, audit, and supervision visits to ensure that the colleges are meeting the standards" (FGD1).

 c)   Responses from College Principals
"The National Accreditation Board carries out periodic reviews before the institutions are re-accredited" (CP2).

"currently with the help of T-TEL, NAB has developed QAAI Forms for the colleges to do their self-assessment based on specific areas for which afterwards the NAB visit the colleges for assessment and verification" (CP1).

DISCUSSION

 Research Question 1
This research question asks for QA to ensure that IQA practices are geared towards meeting standards in HLIs. This is supported by Materu (2007), who states that internal quality needs to maintain the standard. It is consistent with HLI's expectation that procedures to enforce those standards and monitor the performance of their tertiary education systems be put in place in order to take necessary and timely measures to adapt to new realities be put in place. Furthermore, Dill (2010) describe IQA as policies and methods used by academic institutions to monitor and improve the quality of their educational offerings. Furthermore, the findings support Seniwoliba and Yakubu (2015)'s contention that QA ensures that the entire topography and characteristics of services rendered by the institute of higher learning meet the recommended international standard and satisfy explicitly stated or implied needs of their stakeholders. Furthermore, Fadhli (2020) describes IQA as policies and processes, programme approval, monitoring, and periodic review, student assessment QA of teaching staff, resources for student learning and assistance, information systems, and public information. In addition, Frazer (2003) proposes that a comprehensive system of QA and accountability may include various organizations and procedures working together, such as an institutional program, voluntary accreditation, and state and federal policy. This affirmed the NAB's (2018) policy of establishing an IQA unit as a prerequisite for all tertiary education institutions in Ghana.

Research Question 2

This study question seeks an answer to current QA officers' strategies - the data reveals that all respondents are aware of strategies to assure both internal and external quality in Colleges of Education. Mhlanga (2008) agrees with the concept that higher education is regulated at both the institutional and national levels. "The establishment of national QA agencies that monitor and promote quality in tertiary institutions through national regulatory policy and regular site visits are significant elements of such new developments at the national level (NAB, 2018)". According to the findings of an interview with respondents, the majority of respondent Colleges' IQA strategies were mandated by regulatory organizations and mentor institutions. The establishment of quality assurance units, quality assurance strategies for staff recruitment, quality assurance strategies for student recruitment, quality assurance strategies for staff professional development, and quality assurance strategies for monitoring and supervision are among the mandatory strategies that emerged. The findings are consistent with the NAB's (2007) policy, which indicates that the quality of higher education institutions' academic staff, which has spread to Colleges of Education, is strongly tied to the institutions' staff development programmes. As a result, the NAB does not offer institutional or programme accreditation without proof of the applicant institution's staff development plans. Furthermore, the NAB will not consider any application for programme accreditation from a public tertiary education institution until the NCTE has approved it, which evaluates the programme based on relevance, alignment with the institution's goal, target market, staffing, and proof of funding. This is in line with Ramsden (2003), who states that academics are being challenged to broaden their variety of abilities and techniques to enable institutions to satisfy national and international competitiveness while also boosting student satisfaction with learning experiences. As a result, better professional development fuels the shift toward learning experiences that emphasize the importance of optimizing all students. The findings also support Caravella (2011), who believes that professional associations with a large number of members and a high level of evidence of genuine participation must reflect values that are similar to those of top professionals. Furthermore, the normative demands of institutional theory reinforce the idea that new employees need to be orientated before they start working in their new workplace. As a result, colleges will be able to foster professionalism at their institutions.

CONCLUSION

According to the findings, Ghana's current QA policies and procedures at teacher education colleges are ineffective in addressing the issues that good teacher education faces. The institutional theory explains how institutions use both deliberate and unintentional choices to duplicate the norms, values, and ideologies of their institutional environment. Respondents claimed their QA methods are similar to those used by their mentor institutions, with careful but mostly forced decisions. The majority of the QA measures that the College responded to were viewed as mandatory regulatory responsibilities that had to be met. Others are created by professional norms, while others are adopted from mentor universities for reputational reasons.

Recommendations

As a result of the conclusions made, it is recommended that:

1. Colleges should focus more on building professional norms rather than consciously imitating from mentor institutions for reputational reasons to foster a culture of continual improvement, which is essential for quality teacher education delivery.

2. Colleges that do not have quality assurance units should establish it to ensure quality at their institutions.

3. In collaboration with the Ghana Tertiary Education Commission, the affiliate universities should support the Colleges of Education to build internal capacity for QA and root quality culture.

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