



Trainees' Familiarity with Guiding Standards for Quality Assurance in Teacher Training in Selected Universities in Mozambique

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Abstract: *Guiding standards are essential for the successful practice of quality assurance controls and goal achievement. However, despite clear standards, the teacher education system globally still experiences challenges. Conducted in four government universities in Mozambique over a period of 2 years in Manica, Sofala, Inhambane and Zambezia provinces, this study examined participants' familiarity with guiding standards for quality assurance in teacher training. The research questions were, 'How familiar are fourth year teacher education students in Mozambican universities with the standards for quality assurance?' and 'Are there Relationships among Quality Assurance Guiding Standards?'* The descriptive survey design was used. The target population were teacher trainees in fourth year. 242 questionnaire respondents (129 males and 113 females) were selected using simple random sampling, with ages ranging from 18 to 50 years. The response rate was 81.2%. The reliability test on questionnaire items established a Cronbach's Alpha value of 0.921. Findings showed a high standard deviation on items that sought to ascertain existence of a QA (Quality Assurance) department (1.02023). Heterogeneous responses on the question that sought to confirm the existence of a quality assurance department showed moderate evidence of the implementation of guiding standards. A strong positive relationship was also found when administration functions were correlated with lecturer roles (.650). The study recommended establishment of a QA department in teacher training universities; and that Ministry of Education, Science and Technology ensures that all stakeholders in teacher training universities are familiarized with QA standards and guidelines through training, workshops, induction and orientation programs.

Keywords: *Familiarity, Guiding standards, Quality assurance, Admission, Implementation*

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1. Introduction

Standards and guidelines on the practice of quality assurance are essential for the smooth execution of quality assurance controls in teacher training universities. These are imbedded in the public declarations or governing principles, which include the institutional vision, mission and core values. Zahavi and Friedman (2019), in their study of the application of

standards and guidelines in higher education argued that adherence comes along with benefits. These include more coordinated, more harmonized and more effective evaluation processes. Also, various authors argue that practice of these public declarations plays a role in the enhancement and accountability of the institution (Ministry of Education, 2016; Christie, 2018; UNESCO, 2014; Shabbir et al., 2020; Sanyal, 2013). According to Christie (2018), accountability is essential in public institutions in order to maintain public trust.

To further promote quality assurance in education, the United Nations proposed the Global Sustainable Development Goal 4 for education. This comprises of ten targets whose aim is to assure quality by matching teacher education outputs with socio-economic needs (United Nations International Children's Emergency Fund, UNICEF, 2019). However, inspite of these efforts, While Asia is striving for improved QA practice in teacher education, its high annual expenditure for QA reportedly only yields sub-standard outcomes (Asian College of Teachers, 2020, Shabbir et. al. 2016:141). Yet, according to the Director General for UNESCO (2012:1) "...teachers ultimately determine our collective ability to innovate ...& to find solutions for tomorrow. ... Nothing is more important than supporting them."

In Bangladesh, The Daily Star News Channel has recorded findings from a joint teacher instructor-trainee collaborative project which revealed that "human quality" in the country has been steadily deteriorating yearly. In the same country, the employment market is openly holding the education department predominantly accountable for this lamentable situation (Morshed & Andaleeb, 2021). Their argument is based on the published global ranking scorecards of universities, on which their country's institutions appear at the bottom of the list. This causes concern as students are expected to build the economic support backbone for all governments (UNESCO, 2016; Morshed & Andaleeb, 2021; UNICEF, 2019).

Further, in Africa, Sanyal (2013, p. 8) records that, "Africa is not lacking in quality assurance guidelines but that mechanisms for assuring quality of teachers and teacher education were significantly lacking." This observation implies that what are lacking are well directed efforts in following the blueprint when putting quality guidelines into practice in order to fulfil the 2030 sustainable development goals. This makes an analysis of student teachers' familiarity with guiding standards on quality assurance practice during teacher training not only important but essential.

Guided by Parasuraman, Zeithaml and Berry (1985)'s gaps model and McGregor's (1957) theory Y, this study emphasizes that for improvement of service quality and reduction of discrepancies, institutions should adopt a positive, optimistic and trusting attitude towards their workers for goal achievement. The gaps model stresses that quality service provision should emphasize tangibility, reliability, responsiveness, confidence, and consumer orientation and that managers should strive to meet the needs of the consumers and beneficiaries, as they work towards identifying the gaps between service quality standards and real levels of the institutional performance (Siami & Gorji, 2012). On the other hand, Douglas McGregor Theory Y's participative theory is preferred for its optimistic and positive attitude and belief in people's inborn effectiveness, especially when they are trusted. This theory posits that people have

inborn potential that makes them goal-oriented and productive. According to theory Y, to achieve quality assurance, it takes a deep-seated intrinsic motivation. These qualities will enhance their participation in fulfilling goal 4 of the sustainable development goals. McGregor's Theory Y also promotes delegation of tasks. As people work for more than money, they thrive on responsibility and have the potential to meet or exceed quality assurance standards and expectations when they are trusted. This positive drive can enable them to exert a positive influence on their students which can help them to develop innovative minds.

However due to perceived limited application of standards declarations, education has been bombarded with concerns from government, employers and community stakeholders in a quest for a quality, which is more attuned to their economic and developmental aspirations, leading to a drive towards quality assurance in all its sectors including in teacher education (Morshed & Andaleeb, 2021; Diaconu et al., 2014). Globally, educational and business planners have placed hope on quality assurance standards and guidelines as a possible escape-gate to the world's socio-economic, cultural and scientific challenges (UNESCO, 2021). There is a consensus that teacher quality practice has potential to determine nations' ability to solve problems (Guzman, 2013; UNESCO, 2021; Molina & Martin, 2015). Intense debates have been engaged in by several countries on how to ascertain top quality outputs from their teacher training programs, with emphasis on increasing familiarity with quality assurance guiding standards (UNESCO, 2014).

In support of this ambitious pursuit towards quality, The International Network of Quality Assurance Agency in Higher Education (INQAAHE) came up with quality assurance guidelines, which are supposed to be reflected in all higher educational institutions' mission statements [INQAAHE, 2021; Lemaitre & Karakhanyan, 2018). To augment this initiative, Ingvarson and Rowley (2017), in a quality assurance study of Teacher Education and Outcomes that involved 17 Countries, recommended the need for more rigorous international research that audits the impact and promotes the practice of quality assurance standards guidelines to benefit schools in a sustainable way. However, in spite of seeming clear quality assurance guidelines, the teacher education system globally is reported to have continued to be hampered by a diversity of challenges, which include limited awareness of quality assurance mechanisms, inadequate professional development, lack of mentoring, a missing linkage between industry and university and lack of a feedback and selection processes for aspiring teacher trainees, which is sometimes not rigorous enough to attract the best candidates to the teaching career (Molina & Martin, 2015; Republic of Mozambique, 2016; Guzman, 2013).

In Mozambique, quality assurance standards and guidelines are passed by the National Council for Quality Assessment (CNAQ- Conselho Nacional de Avaliacao de Qualidade), which strives for higher education quality oriented towards sustainable development (Nhampule, 2016). The National Council for Quality Assessment's Strategic Plan 2016-2025 is designed in line with the African Union Strategy for the harmonization of higher education, the objectives of which are established in the Second Decade of Education for Africa Plan of Action (2006-2015) and summarized in the Continental Education Strategy for Africa (CESA 2016-2025) (Nhampule, 2016). Reviewing teacher training practices against set quality assurance standards helps to ensure the preparation of a competent quality of teachers for quality outputs in the schools they teach upon graduation.

2. Literature Review

Various studies seem to observe some positive effects of adherence to standards guidelines. In the United Kingdom, a study by Bergh, Sharp, Aguinis and Li (2017), that involved respondents in educational management, argued that standards guidelines are vital for building a prestigious image, for visibility and credibility of the training institution. They add that standards are a positive means of responding to felt needs expressed by customers such as parents and students and funding bodies such as the government and other private organizations. In support of this observation, Vogel and Liu, (2019), in their evaluation of educational quality in terms of ISO 9000 standards in China, observed that one customer who shares a positive experience with the organization increases the possibility of recommending the same institution to others. The two studies therefore agree on the effect of standards in building trustworthiness and status.

The survey by Berghe et al. (2017) endeavoured to ascertain if standards really work and confirmed eight reasons for seeking ISO 9000 certification. These were affirmed by 50% of the respondents. Participants agreed that:

- i. Quality assurance was the way of the future
- ii. It had potential to improve consistency in outputs
- iii. It guaranteed service quality
- iv. It improved market share
- v. It addressed stakeholders' needs
- vi. It increased stakeholder confidence in the training practice
- vii. Trainers' work was predictable
- viii. There was progress on end product quality

However, 30% of the respondents found quality assurance practice, guided by standards and guidelines time consuming because of much writing, much paper work and increased implementation costs. However, it is encouraging to note that the disadvantages of a practice

guided by guiding standards were far less than the advantages, hence it can be concluded that quality assurance standard and guidelines are priceless, desirable and justifiable, financially.

In support of this argument, Asia, which has close to 30 member states, esteems quality and highly believes that production of quality teachers brings along great transformation to its educational practice and students' lives (Hou, 2012). On the other hand, while Pakistan is one example that is striving to keep "...their name in the list of ranked international universities" (Shabbir et al., 2016:1), it is challenged by high annual expenditure on quality teacher education, which reportedly only yields sub-standard outcomes. "...Every year results are hopeless, and every plan and education policy fail, these things create a critical question. The teacher training institutes face a tremendous problem such as a lack of library books and fresh reading materials, which fulfil the current challenges" (Shabbir, Khalid, Dogar, Amin, Saleem, Masood & Tatlah, 2016). Hence, there is need to analyse the perceptions of program beneficiaries of the practice of quality assurance guiding standards in teacher training institutions. It must however be acknowledged that the building of a desirable reputation does not occur overnight.

Another important aspect of standards in training is their potential to resuscitate dying or badly organized activities of the teacher training program, while helping students, academic staff and employees remain focused on the tasks at hand, as well as encouraging them to find innovative ways of moving toward the university's goals (Toh et al., 2021). This makes an analysis of the perceptions of guiding standards on quality assurance practice during teacher training not only important but essential.

It is hoped that adherence to quality assurance standards and guidelines of the teacher training process can have an impact on the quality of teachers churned out of the teacher training system which will inversely enable the education system to produce innovative school graduates who are change makers and can provide solutions to societal challenges. In line with this proposition and in response to the global millennium goals, Mozambican government prioritized education by investing a substantial amount (19.1% of its national budget) compared to other government ministries and other surrounding countries from 2008 to 2018, to achieve quality assurance as a primary goal towards sustainable development. However, despite all the investments, recent evidence shows significant challenges throughout the country which includes reduced learning time and lack of critical science, technology and mathematics skills among secondary students, raising questions on the usefulness and familiarity of teacher trainees with guiding standards for educational quality assurance practice (Walter and Zipfel, 2020; World Bank, 2017; UNICEF, 2019). Additionally, the service delivery study

by Molina and Martin, (2015, p. 29) which targeted only teachers working in primary schools, showed that “only 65% of the mathematics teachers could do double-digit subtraction... In terms of the teacher effort, teachers’ absence rates were very high; on any given day, 45% of teachers were absent from school and 56% were absent from the classroom.” Other challenges included teachers who lacked sufficient academic training and pedagogical support to be able to teach core subjects successfully (Molina & Martin, 2015). This indicates a gap between the guiding principles for quality assurance and practice on the ground. It also raises a query whether the practice in teacher training institutions is tapping sufficiently and effectively from the laid educational quality assurance guiding standards expressed in their mission statements. The scenario impacts negatively on the quality of graduates and the country’s potential to achieve its sustainable development goals.

Relationship Between Educationists’ Familiarity with Quality Assurance Guiding Standards and other Variables

Some studies in literature reviewed pointed to relationships among quality assurance variables. Ismail (2019), in the study of the influence of principal leadership styles and teacher job satisfaction, though not directly related to practice of quality assurance, concluded that leadership is inherently correlated to teacher motivation and positive performance. This discovery is supported by a later study by Jacob et al. (2021), who also argues that it is administrators who set the tone for faculty morale, and the day-to-day functioning of the institution. Hence, literature supports that administrators have pivotal influence on university practice and teacher performance.

On the contrary, a study by Oakland (2014) revealed that it is not only seminars or modification of institutional performance that yields positive practice. Instead, Oakland’s (2014) study confirmed what one of the theories guiding this study, McGregor’s theory Y confirmed; acquaintance with organizational rules and regulations does not yield positive performance as much as intrinsic motivation. Instead, the theory stresses the need for an optimistic attitude and belief in people’s inborn effectiveness and intrinsic motivation which makes them able to work without a push. McGregor’s Theory Y affirms that people thrive more on responsibility than other benefits and have the potential to meet or exceed expectations if trusted. Hence from these findings, it can be concluded that it is not emphasis on familiarization with standard guidelines than it is an issue of trust that enables administrators to promote optimum practice of standards guidelines.

This argument is supported by Little and Green (2022, p. 1), who suggest a shift by administrators from rules and

regulations to building trust as quoted, “they must build trust and communicate credible expertise often, while conveying ‘second-hand’ educational knowledge to academics who then act on that knowledge in their own work.” Hence trust has potential to influence practice in teacher training. Ismail (2019) further adds that the extent to which an administrator shares or hides knowledge is determined by the amount of trust the administrator has in their subordinates. Further research is needed to ascertain if practice of administration functions can lead to quality lecturer practice of quality assurance guiding standards and if it can inversely result in related quality teacher turn out.

Based on the review of related literature and studies, the researcher is convinced that familiarity with guiding standards can result in a closer adherence to standards and guidelines, and an improved quality of the teacher training practice, which can have a positive effect on the quality of teachers churned out of the teacher training system, which will inversely enable the education system to produce innovative school graduates who are change makers and can provide solutions to societal challenges such as hunger and unemployment. Standards and guidelines have potential to enhance teacher training practice to assist Mozambique’s teacher training institutions to achieve their goal.

Scope

This study included teacher trainees in the fourth year in government funded universities in Mozambique. Primary school teacher trainees and trainees in private training universities or institutions will not be included. It explored teacher trainees’ perceptions of the practice of standards and guidelines during teacher training in selected government teachers’ training institutions in the four provinces in Mozambique. It also explored participants’ familiarity with standards and guidelines for quality assurance in the government-run teacher training institutions for a meaningful contribution in the achievement of the 2030 sustainable development goals.

Justification of the Study

This study was conducted to promote the application of public guiding principles (the vision, mission) in the practice of quality assurance in teacher training universities in Mozambique. Literature showed that several studies have been conducted on quality assurance in education. However, studies covering teacher trainees’ perception of the practice of guiding standards in quality assurance practice have not been conducted. These variables were not emphasized in previous studies.

Momanyi (2016), whose research was on ‘Enhancing Quality Teacher Education Programs in Developing Countries’ focused on professionalism, training facilities, learning environment and working condition of

employees in teacher education. His study revealed that some teachers in Uganda felt that constant evaluation was taxing and time-consuming and a reason why they were contemplating to leave the teaching profession. Yet other teachers were reported to have expressed dissatisfaction with the class sizes in their country that were allowed to swell to as much as 50 to 100 students per class. This implies that under crowded conditions, students fail to have meaningful interaction with each other and with the teacher hence practice of guiding standards was compromised.

In Kenya, Muchanje (2020), whose study was on Teachers' Attitudes Towards Quality Assurance and Standards Officers and involved 228 participants from 3 counties in Kenya namely Evurore, Mbeere North and Embu in Kenya, showed us that teachers generally had a positive attitude towards standards supervisors. However, these studies cited left out issues of the application of standard guidelines on the practice of quality assurance in teacher training practice.

As a coastal country, Mozambique also has an abundance of books on History, Biography, art; tourism, designing, music and languages than there are literature works on quality assurance in teacher education (Goodreads, 2020). It was essential to conduct this study to cover the gap in both literature and practice hence this makes this study necessary.

3. Methodology

3.1 Research Design

The study was a descriptive survey. This design made it possible to identify data that describes and clarifies the phenomena under study. This design provided an inclusive approach to the research question while as the researcher endeavored to identify and measure the variables without manipulating them (Bloomfield & Fisher, 2019).

It was also a literature-based analysis and review focused on evaluating teacher trainees' familiarity with set quality assurance guiding standards as outlined in the university mission.

3.2 Population and Sampling

The target population for this study was 2 340 teacher trainees in the fourth year at four Universidade Pedagogica government university centres in four of Mozambique's nine provinces. Simple random sampling method was used to select four out of six government universities in Mozambique. Two hundred and forty-two (242) questionnaire respondents were selected also using the simple random sampling technique from the 4 government universities to constitute the sample. The sample size was calculated using the formula for random selection suggested by Kibuacha, (2021). From a

population of 2 340 fourth year students, the researcher determined the confidence interval then the confidence level. Using a 95% confidence level and a confidence interval (margin of error) of $\pm 5\%$, the following formula was used to arrive at the ideal sample size to complete questionnaires:

$$\text{Sample Size} = \frac{(Z - \text{Score})^2 \times \text{StdDev} \times (1 - \text{StdDev})}{(\text{Confidence Interval})^2}$$

Where Z is the level of confidence (1.96), the standard deviation is 0.5 and the confidence interval is 0.0025. The researcher then substituted the symbols in the formula as follows:

$$\begin{aligned} \text{Sample Size} &= ((1.96)^2 \times .5(.5)) / (.05)^2 \\ &= (2.4200 \times .25) / .0025 \\ &= .9604 / .0025 \\ &= 242 \end{aligned}$$

The researcher ensured an ideal standard deviation of 0.5 and then finally converts the confidence level into Z-Score.

Reliability of the Main Study: A pilot study involving 50 participants sampled from a province with similar characteristics as those of the major research study, was conducted. Before collection of data for the pilot study, the instrument (questionnaire) was tested for reliability and a Cronbach's Alpha value of 0.915 was established, which, according to Piedmont (2014), who recommends a reliability index of 0.8 – 0.9, signified that the instrument was suitable to measure the targeted variables. Pilot testing also revealed some translation concerns which necessitated proof-reading of the questionnaire by a Portuguese language specialist before the large-scale study to ensure that the original meaning of the items is not lost. Before the main study, the questionnaire instrument was again subjected to coefficient alpha testing to assess its potential to sample targeted content sufficiently as well as the heterogeneity of the variables under study (Kaplan, 2001). The Cronbach's Alpha value established for the questionnaire for the main study was 0.921.

To further ascertain that the research instrument was suitable to measure the intended characteristics, questionnaire items were compared with items from related research. The researcher ensured that the questionnaire items are examined by the lecturers in the education department as well as by the two supervisors assigned to ensure clarity, usability and that the items are free from ambiguities or other technical or sentence structural weaknesses.

The questionnaire response rate for the main study was 81.2%. This exceeded the acceptable return rate of 60% recommended by Stedman et al. (2019), by 21.2%, which was commendable.

3.3 Statistical Treatment of Data

After gathering, data was cleaned then uploaded into SPSS. The data cleaning process included the following steps: 1: extracting duplicate, extraneous information, 2: discarding incomplete questionnaires and 3: validating or filtering outliers in the data. SPSS version 29 was utilized to find means and standard deviations before analyzing the scientific data. The scale for mean score interpretation was as follows: 3.51-4.00 = very high evidence of familiarity with quality assurance guiding standards, 2.5-3.5 = high evidence, 1.51-2.9 = minimal evidence and 1-1.5 = no evidence of familiarity.

3.4 Validity and Reliability

To ensure validity, the questionnaire items were examined by an education professor to ensure clarity and usability and to make sure that items are free from ambiguity and technical or sentence structural issues. Before collection of data, the researcher carried out a pilot study with 50 participants with similar characteristics as those in the main sample. The pilot study test yielded a Cronbach's Alpha value of 0.915.

3.5 Ethical Considerations

Having obtained permission to carry out the research from the Ministry of Higher Education and Technology, the researcher sought informed consent from the participants to proceed with the completion of questionnaires. Respondents were informed of their freedom to withdraw from the study.

4. Results and Discussion

SPSS was used to produce descriptive statistics to measure teacher trainees' perceptions of the application of guiding standards on practice of quality assurance in Mozambique. The following were the findings:

Demographic Data of the Study Participants

The study participants were distributed as follows as shown on Table 1:

Table 1: Distribution of Questionnaire Respondents by Gender

Gender	Frequency	Percent
Male	129	53.3
Female	113	46.7
Total	242	100.0

More males (129) than females (113) participated in the study. This difference, according to Carroll et al. (2019), may have been due to gender preferences and social roles. Carroll et al. (2019)'s supposition is in line with Elder's Life Course Theory of 1998 which suggests that people's "role histories" play a great role in dictating their career choices. Their patterns of socialization and the historical conditions in which career decisions are made have potential to pre-determine real-life decisions over career possibilities (and impossibilities).

Additionally, Walter and Zipfel, (2019), whose study was on gender gap in Mozambique primary schools

observed male dominance in the teaching profession. Yet Mozambican Secondary schools need female qualified teachers as was confirmed by Walter and Zipfel (2019)'s study which showed a small positive association between the share of female teachers and grade completion among both boys and girls. Hence there is need for teacher training universities in Mozambique to review teacher trainee enrolment practices to make them attractive to aspiring female teachers.

The following was the distribution of participants according to age:

Table 2: Age Range Distribution of Questionnaire Respondents

Age Range	Frequency	Percent
18_30	202	83.9
31_40	34	13.6
41_50	6	2.5
Total	242	100.0

There were more respondents in the 18-30 age range than in any other range, making up 83.9% of the total respondents as shown on Table 5 and Figure 8. There are several possible reasons why most of the teacher trainees were below 30 years of age. This could be an indication that the teaching profession is a sought-after occupation, especially among high school leavers (Marsh, 2015). This could be because remunerations in the teaching profession in Mozambique are not among the highest when compared with those of other professions. A qualified teacher in Mozambique typically earns between 14,500 and 50,000 Mozambican meticaais per month (Salary Explorer, 2022). Additionally, teachers in Mozambique generally gain a salary increase of about 7% every 30 months. This tends to make the teaching profession attractive because, nationally, the average annual increment in all other professions collectively is 4% which accrues to each salaried worker every 29 months (Salary Explorer, 2022). Findings from a survey by The Association of Teachers and Lecturers in America recorded in the Guardian Newspaper of 27 January, 2015 revealed that over 80% preferred the teaching profession “because they enjoyed working with young people” while 75% of the teachers desired “to make a difference” in young people’s lives (Marsh, 2015). This is an indication that globally, teaching is a profession that many, who like to make a difference in children’s lives find desirable.

It is apparent that only few students decided to take up teaching as a profession at an advanced age as shown by the 2.5% in the 41-50 years age range in Table 5. Although there is no limit in terms of age for joining a new profession especially in the private sector, according to the Mozambican government, the maximum number of years one has to work before retiring is 20 years, since the gazette retirement age is 60 years of age (Harris & Jones, 2019). The second highest age range among respondents is 31-40 years’ category with 13.6% of the respondents, as shown on Table 2.

Research Question 1: Familiarity with Quality Assurance

This section addresses the research question, ‘How familiar are fourth year teacher education students in Mozambican universities with Quality Assurance standards and guidelines?’

The objective of this question was to assess respondents’ familiarity with the quality assurance initiative in education especially in the teacher training department. Table 3 shows the verbal interpretation scale the researcher used to interpret the mean scores obtained on this question:

Table 3: Verbal Interpretation Scale for Familiarity with Quality Assurance Guiding Standards

Scale	Response	Verbal Interpretations	Mean Intervals
4	Strongly Agree	Very high evidence of familiarity with QA guiding standards	3.51 – 4
3	Agree	High evidence of familiarity with QA guiding standards	2.51 - 3.5
2	Disagree	Minimal evidence of familiarity with QA guiding standards	1.51 –2.5
1	Strongly Disagree	No evidence of familiarity with guiding standards	1- 1.5

As shown on Table 3, scale 4 represented very high evidence of respondents’ familiarity with quality assurance guiding standards, while scale 3 represented relatively high evidence and scales 2 and 1, minimal and no evidence respectively.

Respondents’ means and standard deviations on the questions of familiarity with quality assurance guiding standards are shown on Table 4:

Table 4: Respondents' Familiarity with Quality Assurance

Respondents' Familiarity with QA	N	Mean	Std. Deviation
I am familiar with QA guiding standards.	242	3.0785	.87735
Enrolment depends on Admission policy.	242	2.9008	1.00542
Our university has a QA department	242	2.5826	1.02023
Enrolment is based on eligibility	242	2.5785	.99552
Total Average	242	2.7869	
Valid N (listwise)	242		61784

As can be seen in Table 4, the highest mean scores were obtained on the question, '*I am familiar with Quality Assurance guiding standard.*' The average mean for this question was 3.0785. Muchanje's (2020) study argues that less experienced teachers who are inversely less familiar with quality assurance guidelines than the more experienced teachers, felt motivated to work harder to demonstrate their potential and new skills learnt. On the contrary, findings by Rahmany et al. (2014) reveal that teachers with 0-10 years teaching experience had negative attitude towards supervision. Their study further affirmed, however, that attitudes became more positive as their teaching experience increased. It appeared that familiarity and regularity instilled confidence as well as improved relationships between supervisors and supervisees. Ochuba (2010), in his study that focused on inspection of schools in Nigeria, found that experienced teachers had negative attitude towards supervision. It can be concluded that they did not find the new quality assurance guidelines user-friendly. Hence, generally, respondents of this current study showed that they were familiar with quality assurance standards. This indicates the need for the Quality Assurance department to revisit its requirements to make them more practical and achievable and for capacity building programs for administration and lecturers to ensure that standards and guidelines are adhered to during teacher training practice.

The next highest mean was obtained on the question '*Enrolment in our university is dependent on the admission policy,*' as shown by the high average mean scores of 2.9008. However, the same question had a relatively high standard deviation of 1.00542 as shown on Table 4, which is an indication of the heterogeneity of responses. This dissimilarity in responses could be as a result of admission, selection and acceptance of policies which need to be clarified. While the admission policy for Universidade Pedagógica clearly specifies that males, females and international students are welcome to apply,

female students remain under-represented, as shown in Table 1. These findings therefore indicate a need for the quality assurance department to revisit standard guidelines related to enrolment criterion as part of improving quality assurance practice.

A relatively low mean score average of 2.5826 was obtained for the item, '*Our university has a quality assurance Department.*' Further, a standard deviation of 1.02023 showed moderate heterogeneity of responses. While respondents expressed familiarity with the term "Quality Assurance", there were varied responses on the existence of the Quality Assurance Department in the sampled university centres.

An overall mean of 2.7862 showed that there is a wide variation of responses hence, the university will need a more rounded approach to address the concerns of the non-typical responses represented by the 1.2138 who disagreed on the existence of a Quality Assurance Department in their university. Although the mean of 2.5785 shows that more than half of the respondents indicated that enrolment was based on student eligibility, administration needs to address the concerns of the 1.4215 who feel that student teacher admission is not always based on student eligibility. Overall, based on the scores interpretation scale, the findings showed moderately high evidence to minimal evidence of respondents' familiarity with quality assurance standards among teacher trainees, lecturers and Heads of Departments in spite of the universities having been involved with the National Council of Quality Assurance since 2007 (Plano Estratégico do Conselho Nacional de Avaliação da Qualidade do Ensino Superior, 2016). This is a cause of concern which calls for more programs and seminars that enhance the practice of quality assurance standards guidelines. The distribution of responses to questions on familiarity with quality assurance however showed a normal curve as shown on Figure 1:

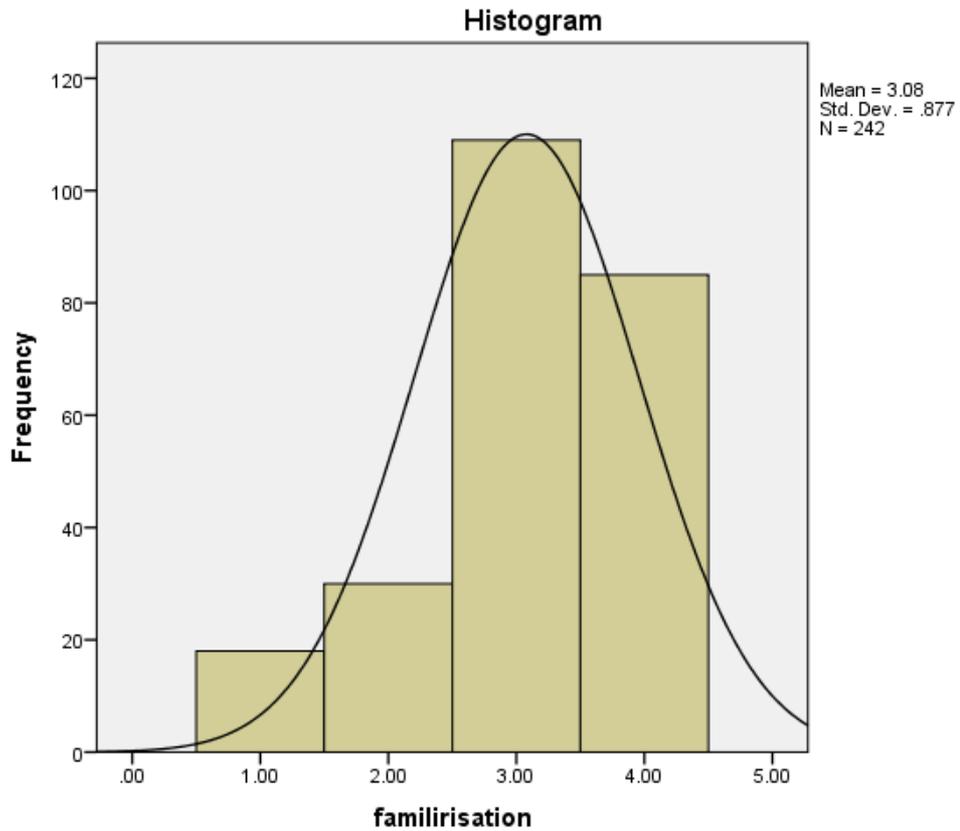


Figure 1: Respondents' Familiarity with Quality Assurance

Research Question 2: Relationships among Quality Assurance Guiding Standards (correlation) stated in the university vision, mission and philosophy, administration functions, lecturer roles and factors perceived to promote optimum quality assurance practice

in teacher training were explored. Pearson correlation was employed to show significant relationships among the study variables. The findings are as shown on Table 5:

Table 5: Relationships among Quality Assurance Guiding Standards

		Familiarity Total Ave.	Guiding Standards Total Ave	Admin. Function Ave.	Lecturer Total Roles Total Ave.	Factors Promoting QA Total Ave.
Familiarity Total Average	Pearson	1	.063	.174**	.135*	.059
	Correlation Sig. (2-tailed)		.325	.007	.036	.361
	N	242	242	240	242	241
Guiding Standards Total Average	Pearson	.063	1	.584**	.450**	.459**
	Correlation Sig. (2-tailed)	.325		.000	.000	.000
	N	242	242	240	242	241
Admin Function Total Average	Pearson	.174**	.584**	1	.650**	.580**
	Correlation Sig. (2-tailed)	.007	.000		.000	.000
	N	240	240	240	240	239
Lecturer Role Total Average	Pearson	.135*	.450**	.650**	1	.594**
	Correlation Sig. (2-tailed)	.036	.000	.000		.000
	N	242	242	240	242	241
Factor Promoting QA Total Average	Pearson	.059	.459**	.580**	.594**	1
	Correlation Sig. (2-tailed)	.361	.000	.000	.000	
	N	241	241	239	241	241

** . Correlation is significant at the 0.01 level (2-tailed).

As illustrated in Table 5, the results of Pearson Correlation revealed mostly positive correlations. When guiding standards was correlated with administration functions, a correlation coefficient of .584 suggested a significant relationship between the two variables.

A strong positive relationship was also found when administration functions were correlated with lecturer roles (.650) and between administration functions and factors promoting practice of quality assurance guiding standards. Lecturer roles and guiding standards also had a strong correlation at 1% level (.450). On the other hand, a weak statistical correlation was found when correlating familiarity with quality assurance guiding standards and administration functions (.174). Correlation was significant at the 0.01 level (2-tailed).

There was also a significant positive correlation between familiarity with quality assurance and administration functions in quality assurance ($r = .174$, $N=241$, $p < .0001$, two tailed). The researcher's expectation to find a strong statistical correlation between familiarity with guiding standards and administration functions was not supported by the findings of this current study. This assumption was also disappointed in a study by Oakland (2014) which revealed that it is not only seminars or modification of institutional performance that yields positive practice. Instead, the study confirmed what McGregor's theory Y supposes; acquaintance with

organizational rules and regulations may not necessarily yield positive performance as much as intrinsic motivation.

However, it is essential to note that correlation does not imply a causative relationship (Zaid et al., 2020). The researcher is not clear whether familiarity with quality assurance guidelines contributes to desired practice of standard guidelines in teacher training or that if administration functions were correlated with guiding standards that relationship would contribute to good practice in teacher training. Further research is needed to better understand the relationship between the practice of guiding standards and administration functions.

The correlation between educational administration functions and lecturer roles was done to confirm if there was a relationship between the two variables. The correlation coefficient of .650 was obtained. A clear explanation of the relationship between the two variables has not been established. However, there is literature to support that administrators have pivotal influence on university practice to explain the correlation coefficient of .650. Jacob et al. (2021) also argue that it is administrators who set the tone for faculty morale, and the day-to-day functioning of the institution. Also, Ismail (2019) agrees with this argument. His study of the influence of principal leadership styles and teacher job satisfaction, though not directly related to practice of

quality assurance, concluded that leadership is inherently correlated to teacher motivation. This shows that administration has power to influence teacher performance and, consequently, affect their levels of productivity.

Also, according to Langa (2014), centres of excellence for research targeted to enrich lecturer operations are possible through the leadership of the administrator. Further research is needed to ascertain if practice of administration functions can lead to quality lecturer practice and if it can inversely result in related quality teacher turn out.

5. Conclusions and Recommendations

5.1 Conclusion

While related literature holds that practical application of guiding standards is necessary for quality assurance, generally, the findings showed moderate evidence of familiarity with guiding standards for quality assurance among teachers in training. They also perceived moderate evidence of the implementation of guiding standards during teacher training, judging on the number of respondents who felt that student teacher admission is not always based on students' eligibility. Heterogeneous responses on the question that sought to confirm the existence of a quality assurance department also confirm this. One reason could be limited visibility of the public declarations (mission and vision) in some university centres which led the trainees to have a low perception of the application of the public declarations. However, university administration needs to address the concerns of teacher trainees who seem to feel that student teacher admission is not always based on student eligibility.

The present research and its findings can be considered as a theoretical base in promoting familiarity, practice, and application of national and international quality assurance standards guidelines in teacher training. The study has raised the need to increase visibility of universities' vision and mission. Workshops also have the potential to increase familiarity or awareness and improve quality assurance practice among university staff members to curb the problem of the differences in perceptions of standard guidelines. This research is needed so that a proper national quality assurance standards guidelines dissemination plan and practice strategy is developed.

5.2 Recommendations

1. Based on the discrepancy of gender balance among study participants, teacher training universities in Mozambique should scale up on gender equality to allow more women to enrol

and be trained as teachers. This will improve their chances of higher earnings, better health, and a longer life for all as well as reduce societal challenges.

2. The Ministry of Education, Science and Technology should promote and provide the human, technological and material resources to ensure an increase in the training of science, Mathematics and Information Technology teachers as stipulated in the national educational goals and CNAQ guidelines for quality assurance.
3. The quality assurance department should organize more programs and seminars that enhance the practice of quality assurance standards guidelines.
4. All stakeholders in teacher training universities should be trained on the importance of standards guidelines (the Vision, Mission and Core Values or Philosophy). University administrators should make these accessible and visible to all by displaying them in the university receptions areas to increase familiarity with guiding standards.
5. Learners should be made acquainted to the institution's guidelines as soon as they join the institution, through planned induction programs and other meetings.
6. The Quality Assurance department should train administrators to encourage and promote peer assessment.
7. Administration should pay attention to and scale up on provision of resources for the disabled people.

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