

CHALLENGES IN QUALITY OF EDUCATION IN HIGHER EDUCATION INSTITUTIONS (HEIS) OF PAKISTAN

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ABSTRAK

The reason for this research is based on formulative research to recognize “Challenges in Quality of Education in HEIs of Pakistan”. Formulative research method is used to execute the goals of the research in less time and inexpensive means. In the past few years, education sector in Pakistan is confronting a lot of provocations in education sector such as: curriculum, less training institutions, corruption in education, teacher’s behavior, less research work. Coming-up concerns in the education sector are less training institutions and less research work and research is necessary to follow for the progress and power of any economy. The aim of our study is to recognize the important challenges which is being suffered by the academic sector in Pakistan the past few years. In order to carry the reliability and validity of the data for results, the researcher has used triangulation. The researcher has used questionnaire for students, questionnaire for teachers and interviews of the management in order to conduct this triangulation. The primary data was gathered from the focused group of students using a sample of 100 questionnaires for each university were filled by the students of the selected five universities. This attempt of conducting the research will play an essential part in the progress of Pakistan. In this study the dependent variables are: Curriculum, Corruption in education, less training institutions, Teacher’s behavior, less research work and dependent variable is Quality of Education. For future research, study can be done on solutions of these problems. In order to improve the literacy rate, the government of Pakistan has stated that education is mandatory for each and every citizen in the country.

Keywords: *Curriculum, Corruption, Teacher’s Behavior, Research Work.*

FOREWORD

What does quality means in the background of education? There exists many definitions of quality in education, declaring to the problems and multi-dimensional nature of the concept. Significant unanimity continues around the basic dimensions of quality education today. Though quality education includes:

- 1) Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities
- 2) Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities.

It is well expressed that learning is the road to national expansion. “Education is a vital process of the development of any society. It is considered one of the main pillars of a society” (Adams, 1988). In the world, awareness is only created by education about life and challenges among the people. Quality of Education is a description of how well the learning opportunities are made available to students which enable them to attain their awards. It must be assure that

students are made available with suitable and successful teaching, assessment and learning opportunities.

The challenges in quality of education in Higher Education Institutions (HEIs) of Pakistan can be traced back to the very beginning of the country when the newly independent state came into an already defined system of education. This overall system was very weak, was poorly managed and classified. Pakistan is still scuffling with the lowest literacy rate in the world even after 74 years of its existence since 1947 to 2020. This research aims to recognize the different challenges in quality of education in Higher Education Institutions (HEIs) of Pakistan.

In Pakistan the education system is categorized into five different levels. These are as follows:

Levels	Class
Primary Level	Class 1 to 5
Middle Level	Class 6 to 8
Secondary Level	Class 9 to 10
Intermediate Level	Class 11 to 12
University Level	Class 13 to onwards

After concentrating on different levels of education system, schools, colleges and universities, are also classified into three different types. They are as follows:

Classification	Groups
Schools	Government and Private
Colleges	Government and Private
Universities	Government and Private

Quality of Education in Higher Education Institutions (HEIs) of Pakistan is suffering a bad configuration at the moment. Perhaps in accepting the reality that education is considered to be the backbone for the progress of nations. This study is aimed at recognizing the factors affecting quality of education in Higher Education Institutions (HEIs) of Pakistan. Several researches has been conducted related to this sector. Role of Total Quality Management is the basic research problem in the educational sectors. According to current survey, we can say that 60% of the population of the country is literate but the reality is much different. In Pakistan, the quality of education has a diminishing trend. Previous researches provided only short term solutions of the problems and only problems rather than solutions along with information related to the public sector Higher Education Institutions (HEIs).

The current economic situation in Pakistan is under severe stress and due to this education sector has also received the highest impact. The Constitution of Islamic Republic of Pakistan has led to the fact in the following words:

“The state of Pakistan shall remove illiteracy and provide free and compulsory secondary education with minimum possible period”.

This research focuses on complete overview of challenges in quality of education in HEIs of Pakistan. This research also provides information about long term solutions of the problems. In this research most important challenges are discussed along with their recommendations. This research will be helpful to students, researchers, managers, policy makers, trainers, target population and general public.

LITERATURE REVIEW

Nowadays effective situations and a rapid world, the education sector including the public sector is tremendously affected by management executions of the business world and no doubt, Total Quality Management is a template that has really under taken the public sector. It is a combined management ideas which is needed to be implemented in all the institutional levels (Oakland, 2003) i.e. it will not be victorious until or unless if executed in odds and ends.

Total Quality Management is obviously compatible with higher education, for the reason that it is a direct procedure which is focused in expanding productivity, reducing value and enhancing the quality (James and James, 1998). Numerous HEIs in America have accepted the perspective of Total Quality Management but still there are some circumstances where the academic quality has not upgraded much. There is an improvement in infrastructure, administrative processes have enhanced rapidly and there is also an increase in student and staff satisfaction but more clearly that the academic quality needs betterment (James and James, 1998).

Preceding research indicated that break-up between independent or organizational reasons beyond the academic progress (Amundsen and Wilson 2012; Trowler and Bamber 2005). Single reasons examine that major cause of instructional coaching courses to be committed for faculty members in a procedure of individual impression on education in order to give changes in individual educators' concept of teaching and learning, connecting this to teaching practices. Higher education development is considered afterwards as anything personal and optional. On the other hand, institutional grounds are interconnected to quality management and strategic planning (D'Andrea and Gosling 2005; Havnes and Stensaker 2006). The major focal point is not on the educator but on changing the whole institution. Development leads are frequently controlled and happen regarding an institutional plan (Amundsen and Wilson 2012). Effect on institutional change and improved in educational quality is clearly promoted if the courses are made mandatory (Havnes and Stensaker 2006; Trowler and Bamber 2005).

In keeping two point of views, primary expectation is that HETT courses definitely effects on a single educator which will put up in order to change the institution and elevate the quality. Plan of automated change is nevertheless, study in institutional point of view is condemned by intellectuals who claim that link is not self-activated between progress of teaching and the institutional change but it requires more examination (Gibbs and Coffey 2004; Trowler and Bamber 2005).

As reported by N.A. Jafarey,

“Pakistan’s low level of scientific research is due to a culture that discourages independent and critical thinking”.

No doubt that the university education in Pakistan, especially the government sector as well as the teachers' pay less attention to research work. As a result, students remains

oblivious about the methodology of research. This results that a student does not have a clear concept of critical analysis. The second reason is there are not enough resources for conducting research. It is true that analysis is very essential especially at undergraduate level. Although researchers plays an essential part in getting an occupation in the market.

Statement of The Problem

This research is focused at reocgnising the elements influencing quality of education in Higher Education Institutions (HEIs) of Pakistan.

Research Questions

Q1. What are the provocations in quality of education in the higher education institutions of pakistan?

Q2. What explications can be suggested as to improve the quality of education in higher education institutions of pakistan?

Research Objectives

Main Objective:

- 1) To recognize the Provocations/Challenges in Quality of Education in Higher Education Institutions (HEIs) of Pakistan.

Sub Objective:

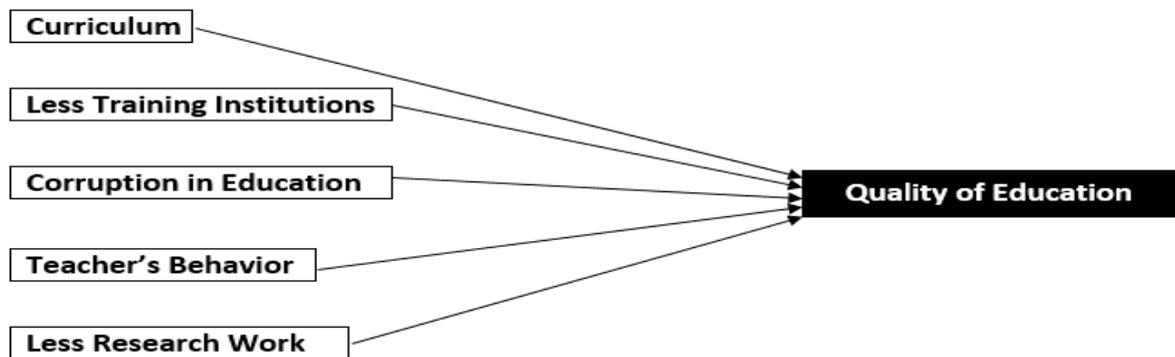
- 1) To recognize the association between Curriculum and Quality of Education.
- 2) To recognize the association between Less Training Institutions and Quality of Education.
- 3) To recognize the association between Corruption in Education and Quality of Education.
- 4) To recognize the association between Teacher's Behavior and Quality of Education.
- 5) To recognize the association between Less Research Work and Quality of Education.

Significance of the study

The outcomes of the research will be considerable interest to the following:

- 1) This research will give details related to Challenges in Quality of Education in Higher Education Institutions (HEIs) of Pakistan with extra details which will be helpful for them in their subsequent research.
- 2) The study will be supportive for the researchers to help them to reveal censorious areas in the process of education which were not able to be investigated in their previous study.
- 3) The details collected will be supportive for managers in making conclusions and formation of plans.
- 4) The study will support the policy makers to flourish policy recommendations that will be very supportive for current policies, training of staff, taking off gaps in current policies and instructions.

Theoretical Framework



METHOD

Research Strategy

For this research, an exploratory approach has been appreciated. The basic purpose for applying this approach is to recognize the challenges in quality of education in Higher Education Institutions of Pakistan.

Sample

Five universities were selected as a sample on the grounds of commonality such that all of them were from the government sector and also chartered by the same Provincial Government. The selection of the sample can be justified on the basis of similar environment, dependency on same superior ministry, locality and nature. The questionnaires were filled by 100 students of the focused five universities.

Research Instrument

In order to conduct the reliability and validity of the data for results, the researcher used triangulation. In order to conduct this triangulation the researcher used questionnaire for the students, questionnaire for the teachers and interviews of the management.

Data Analyses & Results

The data of questionnaire was collected using the google forms. This tool aid to reflect the authentic results from the audience.

Interviews from the random departments of management were taken place to authenticate the data further. Next, to know the insight of the scenario, unguided interviews of the management were conducted. The problem came up by the management was that they were facing, like absence of resource's that could strengthen student's research skills and how this have affected their behaviour.

Ethical Consideration

The data furnished by the responders were to be kept personal. Additionally, keeping in view the ethical consideration rules a permission form was signed from the responders before they got involved in research for protecting the rights of the responders.

The permission included the following:

- 1) Right of responder voluntarily and to pull back at any time.

- 2) Thorough information will be furnished by the responders making them clear about the nature of data usage.
- 3) Signature of both the researcher and responder to satisfy the protocol of the institute.

Future Direction

Thus, the reason of this research is to recognize the challenges in educational sector to improve the quality of education in Higher Education Institutions (HEIs) of Pakistan which educational sector is suffering from the endmost few years. In future there will be an opportunity to conduct research on solutions to described challenges in order to improve the quality of education, the government of Pakistan has already announced that each and every citizen, education is mandatory. Due to this, it will definitely play an important role in the progression of Pakistan.

CONCLUSION

This paper concludes that education develops people in all domains of life such as social, moral, spiritual, political and economic. With effective educational systems, many countries are playing a leadership role in the comity of nations. The quality of education system in Pakistan has not been able to play its role effectively in nation building. This factor has contributed towards development of frustration among the Pakistani society.

Finally, this study concludes that there is an urgent need to reform the system of quality of education in Pakistan and for this purpose, the study presents the following recommendations.

Recommendation

The following recommendations to improve the quality of education in HEIs of Pakistan are as follows:

- 1) The curriculum must be evaluated annually. Broad survey could be conducted to follow the options of teachers, parents and academic experts for their expectations and observations. There is another way that curriculum goals should be redefined in the light of expert recommendations of the education researchers.
- 2) Keeping in view the importance of education, government should take solid steps in order to implement the policies rather than projecting them like organising an evaluation task force that could work and control the quality of education. Moreover, government should set up more training institutions for preferable and continuous attribute of quality of education in HEIs of Pakistan.
- 3) The system of accountability must be strengthened and all the professionals associated with the system of education should be educated to own their responsibilities on individual and collective basis. This helps in creating a sense of ownership of the system and its functions.
- 4) Government should conduct workshops and training programs making teachers aware about their behavior towards students.
- 5) The culture of research should be promoted within educational institutions. For this purpose the pace of research oriented programs in teaching and learning should be accelerated in educational institutions around the country especially at higher levels. Government should increase the volume of funding to higher education commission for this purpose.

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