

Challenges in Quality of Education in Higher Education Institutions (HEIs) of Pakistan

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Abstract - The purpose of this study is based on exploratory research to identify “Challenges in Quality of Education in HEIs of Pakistan”. Exploratory research approach is used to achieve the objectives of the study in less time and inexpensive means. From the last few years, Pakistan is facing a lot of challenges in education sector such as curriculum, less training institutions, corruption in education, teacher’s behavior, less research work. Emerging issues in education sector are less training institutions and trend towards research work which is essential to follow for the growth and strength of any economy. The purpose of our research is to identify the major challenges in educational sector in Pakistan which the educational sector is suffering from last few years. The researcher used triangulation in order to carry the reliability and validity of the data for results. So, to conduct this triangulation the researcher used questionnaire for the students, questionnaire for the teachers and interviews of the management. In this regard primary data was collected from the focused group of students using a sample of 100 questionnaires for each university was filled by the students of the selected five universities. This attempt of conducting the research will play an important role in the development of Pakistan. In this research Curriculum, Corruption in education, less training institutions, Teacher’s behavior and less research work are independent variables and Quality of Education is dependent variable. In future, we will research on the solution of these problems. To increase the literacy rate, the Govt. of Pakistan has announced that the education is compulsory for sixteen years old for every citizen.

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

I. INTRODUCTION

What does quality mean in the context of education? Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. Considerable consensus exists around the basic dimensions of quality education today, however. 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 said that education is the road to national development. “Education is a vital process of the development of any society. It is considered one of the main pillars of a society” (Adams, 1988). Education creates awareness among the people about life and challenges in the world. Quality of Education is a description of how well the learning opportunities made available to students help them to achieve their awards. It is about making sure that appropriate and effective teaching, assessment and learning opportunities are made available to students.

The challenges in quality of education in HEIs of Pakistan can be found back to the very beginning of the country when the newly independent state came into an already defined system of education. This whole system was very weak, poorly managed and classified. The system could not be improved according to the social category of the people. Due to this, Pakistan is still scuffling with the lowest literacy rate in the world even after 73 years of its existence since 1947 to 2020. This study aims to analyze the various challenges in quality of education in Higher Education Institutions of Pakistan.

In Pakistan the education system is categorized into five levels. These are

1. Primary Level
2. Middle Level
3. Secondary Level
4. Intermediate Level
5. University Level

After focusing on levels of education system, if we talk about schools, colleges and universities, they are also categorized into three types. These are

1. Government Schools
2. Private Schools
3. Madaras

Quality of Education in HEIs of Pakistan is really having a bad configuration at the moment. There is no doubt in accepting the fact that education stands the backbone for the development of nations. This research is aimed at identifying the factors affecting quality of education in HEIs of Pakistan. Several researches have been conducted related to this sector. Role of TQM in educational sectors is the

basic research problem. According to current surveys, we can say that 60% of the population is literate but the reality is very different. In Pakistan, the quality of education has a declining trend. Previous researches provided only short term solutions of the problems. Previous researches provided only problems rather than solutions and only information related to public sector HEIs.

Currently the economic situation in Pakistan is under severe stress and education sector has 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.

II. LITERATURE REVIEW

Nowadays positive conditions and a rapid world, the education sector including the public sector is tremendously affected by management practices of the business world and no doubt, Total Quality Management is an example that has really entered the public sector. It is a combined management philosophy that is needed to be implemented at all the institutional levels (Oakland, 2003) i.e., it will not be successful if executed in odds and ends.

Total Quality Management is obviously compatible with higher education, for the reason that it is a direct procedure that is focused at expanding productivity, reducing costs and enhancing quality (James and James, 1998). Numerous Higher Education Institutions in America have accepted the approach 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 education or academic quality needs betterment (James and James, 1998).

Preceding research indicated the break-up between individual or institutional reasons behind educational development (Amundsen and Wilson 2012; Trowler and Bamber 2005). Single reasons examine the major cause of teaching training 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 educational quality is clearly promoted if the courses are made mandatory (Havnes and Stensaker 2006; Trowler and Bamber 2005). In keeping to both points of views, the primary expectation is that the HETT courses will definitely have an effect on a single educator who will put up to change the institution and elevate the quality. The plan of automated change is nevertheless, sturdy in the institutional point of view and condemned by intellectuals who claim that the link is not automatic between development of teaching and the institutional change but it needs 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 and the teachers' pay slight attention to research work. As a result, students remain oblivious about the methods of research. The outcome is 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 research work is very essential especially at undergraduate level, although researchers play an important role in getting a job in the market.

III. STATEMENT OF THE PROBLEM

This research is aimed at identifying the factors affecting quality of education in Higher Education Institutions (HEIs) of Pakistan.

IV. RESEARCH QUESTIONS

- Q1. What are the challenges in quality of education in higher education institutions of Pakistan?
Q2. What solutions can be proposed in order to improve the quality of education in higher education institutions of Pakistan?

V. OBJECTIVES OF THE STUDY

A. Main Objective

1. To identify the Challenges in Quality of Education in HEIs of Pakistan.

B. Sub Objectives

1. To identify the relationship between Curriculum and Quality of Education.
2. To identify the relationship between Less Training Institutions and Quality of Education.

3. To identify the relationship between Corruption in Education and Quality of Education.
4. To identify the relationship between Teacher's Behavior and Quality of Education.
5. To identify the relationship between Less Research Work and Quality of Education.

C. Significance of the Study

The results of the study will be great benefit to the following

1. This study will provide information regarding Challenges in Quality of Education in HEIs of Pakistan with additional information and knowledge to help them in their further research.
2. As per the topic, this will be an opportunity for government to pay more attention on the quality of education in Higher Education Institutions of Pakistan.

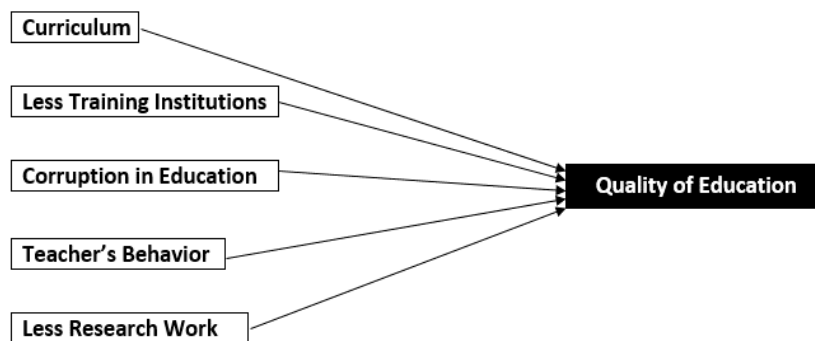


Fig. 1 Theoretical Framework

VI. METHODOLOGY

A. Research Strategy

An exploratory approach has been adopted for this research. The reason for using this approach is to identify the challenges in quality of education in HEIs of Pakistan.

B. Sample

A sample of five universities was selected on the basis of commonality i.e. all institutions were from the public sector and chartered by the same Provincial Government. Similar environment, dependency on same superior ministry, locality and nature justifies selection of this sample. A total of 100 questionnaires for each university were filled by the students of the focused five universities.

C. Research Instrument

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

D. Data Analyses and Results

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

2. For the researchers, the study will help them uncover critical areas in the educational process that many researchers were not able to explore in their previous study.
3. The data gathered will be helpful for managers making decisions and strategy formation.
4. The study will help policy makers to develop policy guidelines that will be helpful for new policies, staff training, removing gaps in existing policies and information.

As per the topic, this will be an opportunity for government to pay more attention on the quality of education in Higher Education Institutions of Pakistan.

Interviews from the random departments of management were taken place in order to validate the data further. Next, these unguided interviews of the management were conducted to know the insight of the scenario. The management came up with the problems they were facing like lack of resource's that could enhance student's research skills and how this have affected their behaviour.

E. Ethical Consideration

Data provided by the respondents were to be kept confidential. Further, a permission form was signed from the participant before they got engaged in research in order to protect the participants' rights.

The permission will include the following.

1. The right of participant voluntarily and right to withdraw any time.
2. Comprehensive information will be provided by the respondent in order to make them clear about the nature of data usage.
3. Signature of both researcher and respondent to fulfill the formalities of the institute.

VII. FUTURE DIRECTION

Hence, the purpose of this research is to identify the challenges in quality of education in HEIs of Pakistan which educational sector is suffering from since last few years so, in future we will research on solutions to these challenges in

order to increase the quality of education, the government of Pakistan announced that education is compulsory for 16 years old for each and every citizen. It will play an important role in the development of Pakistan.

VIII. RECOMMENDATION

Following are the recommendations for quality of education in Higher Education Institutions of Pakistan.

1. Curriculum should be evaluated on annual basis. In this regard a vast survey could be conducted to seek options of teachers, parents and community regarding their expectations and observations. In this light the expert recommendations of the education researchers, the curriculum goals should be redefined.
2. In the view of importance of education, the government should take solid steps towards implementation instead of projecting policies like forming an evaluation team that could take control of the quality of education. In this regard, government should establish more training institutions for better and continuous feature of quality of education in Pakistan.
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IX. 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.

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